

The Vocational Education Teachers'  
Views on the Implementing Process of  
Inclusive Vocational Education in Georgia:  
A Survey Research Study

Ketevan Tkhelidze



Master's Thesis

Master of Philosophy in Special Needs Education

Department of Special Needs Education

Faculty of Educational Sciences

UNIVERSITY OF OSLO

Autumn 2016



**The Vocational Education Teachers' Views  
on the Implementing Process of Inclusive  
Vocational Education in Georgia: A Survey  
Research Study**

Copyright Ketevan Tkhelidze

2016

Title: The Vocational Education Teachers' Views on the Implementing Process of Inclusive Vocational Education in Georgia: A Survey Research Study

Author: Ketevan Tkhelidze

<http://www.duo.uio.no>

Printed: University of Oslo





# Abstract

The study aims to investigate the implementing process of inclusive vocational education in Georgia from vocational education teachers' perspectives.

Theoretical framework is based on the reports and literature review done by European Agency for Development in Special Needs Education. In addition, presented the main ideas and goals of the project "Implementation of Inclusive Education in Vocational Education and Training (VET) System in Georgia", which is the baseline of this study.

A quantitative research, survey design was elaborated to guide the study. 92 vocational education teachers of students with special educational needs and/or disabilities from six vocational institutions were selected to participate in the study. These six vocational institutions are participants of the governmental project "Implementation of Inclusive Education in Vocational Education and Training System in Georgia" (2013-2016). Two of the vocational institutions were located in the capital city, and other four – in different regions of Georgia, in particular, Kakheti, Adjara, Imereti and Samtskhe-Javakheti.

The teachers' opinions were obtained using a self-administered questionnaire.

The findings are based on the thematic analysis and interpreted within the conceptual framework of the study.

Revealed that creation and implementation of sustainable mechanisms of vocational education teachers' qualification raise in inclusive vocational education is vastly important. Creating trainings with specific content and offering vocational education teachers to representatives of vocational education was determined as significant.

Participants of the study seemed satisfied to the accessibility of physical resources necessary for children with special needs and/or disabilities.

The internal and external support (inclusive education specialist, assistant and multidisciplinary team members) seemed active and supportive for the teachers of students with special educational needs and/or disabilities. They provide support in an educational process for vocational education teachers of students with special educational needs and/or disabilities.

Overall, the study has revealed that the teachers' general impression is positive towards the implementing process of inclusive vocational education in Georgia.





# Dedication

To all amazing educators of children with special educational needs who generously give their time and expertise and encourage the rest of us to do the exact same thing.



# Acknowledgement

This thesis would not be possible without the support of many people.

First of all, I want to express my genuine gratitude to the leaders of the project “Implementation of Inclusive Education in Vocational Education and Training System in Georgia” to Marika Zakareishvili and Maia Bagrationi-Gruzinski for their commitment to inclusive education. Without their support this thesis would not be achievable.

My sincere gratitude goes to the Norwegian partners of this project Einar Christiansen and Kari Brustad for their support to Georgian inclusive education.

I would like to express my sincere gratitude to the head of Research and Assessment Division of Ministry of Education and Science of Georgia, Mzia Tsereteli and to her team for their valuable advices and comments in regard to my data collection and data analysis.

My sincere gratefulness to all the teachers at the department of special needs education at the University of Oslo and especially to Steinar Theie for being a good mentor.

I would like to express my appreciation to my supervisor Ninna Garm for her guidance and patience, and her advises regarding my thesis.

I am thankful to all my friends back home, Maia, Ruska, Salome, Katie, Salome, Teo, Eka, Ana for their love, encouragement and empathy.

My sincere appreciation to my friends in Norway: Selma, Tamar, Marwah, MiJeong, Katherine and Alex for always supporting and cheering me up. Without you, my life would not be the same.

Special thanks to my friend in Georgia, Eka Kenchadze for her enduring distant support and love.

This thesis would not be possible without the help from vocational education institutions and my participants; thank you for making this study possible.

Last but not the least, my special gratitude to my sister, Tamar and my parents. I am very grateful for your support, care and your faith in me.



# Table of Contents

1	Introduction to the Study .....	1
1.1	General Introduction .....	1
1.2	Background of the Study .....	1
1.3	Research Problem and Significance of the study .....	4
1.3.1	Statement of the Problem .....	4
1.3.2	Research Aim and Research Questions .....	5
1.3.3	Significance of The Study .....	5
2	Theoretical Framework and Literature Review .....	7
	Introduction .....	7
2.1	The Concept of Inclusion .....	7
2.2	Vocational Education and Training System in Different Countries .....	10
2.3	Current Education System in Georgia .....	15
2.4	Challenges in Inclusive Vocational Education in Georgia .....	24
2.4.1	Avoke interest in students with special educational needs for their enrolment in vocational education and training system .....	24
2.4.2	Organize the transition process from general education level to vocational education system and employment .....	25
2.4.3	Provide vocational education in accordance with educational needs of each student .....	25
2.5	The project – “Implementation of Inclusive Education in Vocational Education and Training (VET) System in Georgia” .....	26
2.6	Summary .....	29
3	Methodology .....	30
	Introduction .....	30
3.1	Research Design .....	30
3.2	Sampling Procedures .....	33
3.2.1	The Population .....	33
3.2.2	Sample Selection .....	33
3.2.3	Introduction of the Study Participants .....	34

3.2.4	The Setting .....	34
3.3	Gaining field access .....	35
3.4	Instrument of the study .....	36
3.5	Data Collection .....	38
3.5.1	Pilot Study .....	38
3.5.2	Main Study .....	39
3.6	Data Analysis .....	39
3.7	Validity and Reliability .....	40
3.8	Ethical Considerations .....	44
3.9	Limitations of the study .....	46
4	Presentation of the Findings .....	47
4.1	Introduction .....	47
4.2	Demographic Data .....	47
4.3	Correlation .....	49
4.4	Independent-samples t-test .....	50
4.5	One-way between-groups ANOVA with Post-hoc tests .....	51
4.6	Summary of the Findings .....	53
5	Discussion, Conclusion and Recommendations .....	55
5.1	Discussion .....	55
5.1.1	Individual Education Plan .....	55
5.1.2	Internal and External Support .....	56
5.1.3	Training Cycle .....	58
5.1.4	Physical Resources .....	60
5.2	Conclusion .....	61
5.3	Limitations of the Study .....	61
5.4	Recommendations for Future Study .....	62
	Bibliography .....	64
	Appendix 1 .....	71
	Appendix 2 .....	73
	Appendix 3 .....	78
	Appendix 4 .....	86

# List of Tables

<b>Table 1.</b> Internal consistency reliability for each indicator.....	43
<b>Table 2.</b> Participants' sex .....	48
<b>Table 3.</b> Age categories .....	48
<b>Table 4.</b> Vocational Institutions .....	49
<b>Table 5.</b> Correlation between indicators .....	49
<b>Table 6.</b> Independent-sample t-test .....	51
<b>Table 7.</b> One-way between-groups ANOVA .....	52
<b>Table 8.</b> Post-hoc test .....	53

# Acronyms

**EFA** – Education for All

**IEP** – Individual Education Plan

**ITE** – Initial Teacher Education

**MoES** – Ministry of Education and Science of Georgia

**MoLHSA** – Ministry of Labour Health and Social Affairs of Georgia

**NGO** – Non-Governmental Organization

**NSD** – Norwegian Social Science Data Services

**UN** – United Nations

**UNESCO** – United Nations Educational, Scientific and Cultural Organization

**VET** – Vocational Education and Training

**WHO** – World Health Organization





*"There are amazing schools and amazing educators that are doing a wonderful job.  
And then there are a lot of educators that are not prepared  
to deal with inclusive education. They haven't been trained.  
It's really quite lovely and easy when you understand how to do it."*

*- Laura San Giacomo*

# 1 Introduction to the Study

## 1.1 General Introduction

Everyone should have opportunity to receive vocational education. Article 14 of the Charter of Fundamental Rights of the European Union (as cited in Schmitt, 2008) states that *“everyone has the right to have access to vocational and continuing training and the possibility to receive free compulsory education”*.

Since 2013, Georgia within a reformative initiative towards inclusive vocational education has made progressive steps to create vocational education opportunities for individuals with special educational needs. The presented study is a response to these implementative processes and attempts to investigate teachers’ experiences and perspectives as they represent one of the most significant elements of the process.

The chapter provides the background information for the study (1.2), presents the research problem and significance of the study (1.3).

## 1.2 Background of the Study

During the last decade there have been many changes in the education of children with special educational needs. These changes include changes in awareness and attitude, availability and the use of related concepts (Johnsen & Skjørten, 2001).

It is very important to acknowledge that a normal society is characterized by its multiplicity and diversity – not the sameness. (Johnsen & Skjørten, 2001, p. 28)

Even though exclusion and segregation from society and accordingly from the education system has a long history worldwide, in the last few years have been made some efforts to make education accessible for all children.

The Lisbon European Council (2000), building on the Salamanca Statement, recognised that education is a key aspect of economic and social policies and is an instrument for

strengthening Europe's competitive global influence and ensuring social cohesion (Smith & Bell, 2015).

The Salamanca Statement and Framework for Action and the UN Convention on the Rights of Persons with Disabilities have significantly changed the attitude to the education of persons with special needs (UNESCO, 1994; UN, 2006).

The Salamanca Statement was assigned as the basic standard for the worldwide acknowledgment of the Inclusive education model. An argument was introduced about right, saying that every child has a right to an education, which will be most effectively provided for the majority in mainstream schools which adapt to children diverse characteristics and needs.

The aim of inclusion is to succeed in obtaining the social participation of everyone regardless of individual disposition. Accessible and equal participation in society are key functions to obtain general education, vocational education and access to employment. Inclusion of people with special educational needs in vocational education means that all people are able to expand their potential and receive equal and accessible entry to high quality training. Philosophies regarding the inclusion and the education of children with special educational needs have changed dramatically over the past two decades. Nowadays, different countries are in different stages towards inclusion.

In the last ten years, there have been significant changes in Georgia in the educational system. Since then, the Georgian government initiated reforms to change the entire system of education and started to recognize and pay attention to inclusive education.

Georgia has announced inclusive education as one of the priorities of the educational reform and currently it constitutes the obligatory part of the State policy (Ministry of Education and Science of Georgia [MoES], 2005). Georgian Law on General Education states, "Everyone shall have the right to receive education and the right to a free choice of the form of education; the state shall provide basic education at its own expense. Citizens shall have the right to receive a free secondary education at state educational institutions in accordance with the procedure and within the framework established by law" (MoES, 2005: clause 7).

In the recent years, the implementation of inclusive principles at different levels of formal education and accessibility of education for children with special educational needs have become one of the main priorities for Ministry of Education and Science of Georgia. The concepts such as "inclusion," "pupils with special educational needs," "modified educational program" appeared first time in Georgian "Law on General Education" in April 2005, however practical changes towards inclusion on the governmental level start in 2006 within

the pilot project “Development of Inclusive Education in 10 Public Schools of Tbilisi” supported by Ministry of Education and Research of Norway. Afterwards, in 2009 the process towards inclusion has been continued in all regions of Georgia and recently, inclusive and special needs education is under the responsibility of Ministry of Education and Science of Georgia. Regarding the legislation in inclusive education, Georgia tries to follow the international standards.

The Salamanca Statement and Framework for Action (UNESCO, 1994) is a principle guide for the Georgian policy makers in the field of inclusive education, which is reflected in “Law on General Education” (MoES, 2005) and ”National Educational Curriculum”(MoES, 2011). In spite of many practical issues, the implementation of inclusive principles in general education proved the need for its further development at other levels of formal education, especially in vocational education.

In 2013, Ministry of Education and Science of Georgia, with the methodological and financial support of Ministry of Education and Research of Norway, started a new 3 - year pilot project “Implementation of Inclusive Education in Vocational Education and Training System in Georgia”. Six vocational colleges from the capital and regions of Georgia are participating in a pilot project. In fact, all staff of the participating colleges has undergone the respective trainings to be more prepared for students with special educational needs. Two new positions - an *inclusive education specialist* and an *assistant* for students with special educational needs and/or disabilities – have been introduced for the six pilot vocational colleges. Two persons (*Multidisciplinary team members*) are monitoring provision of vocational education for students with special needs within the project. The physical environment in all six colleges is under adaptation. Within the project, different legislative and practical changes have been planned to support the education of learners with special educational needs, such as equipping students with competencies relevant to jobs on labor market and delivering vocational education in accordance to individual interests, abilities and needs of students.

The goals of the project are to deliver vocational education in accordance to interests, individual abilities and needs of students, to create an accessible learning environment in vocational educational institutions considering the main principles of universal design and to equip students with vocational competencies demanded by the labor market and to support employment (MoES, 2013).

Currently, alongside the other reforms in Georgian educational system, Ministry of Education and Science of Georgia makes first attempt towards inclusive vocational education to create

vocational education opportunities for individuals with special educational needs and/or disabilities.

In the process to provide students with special educational needs with adequate education, teachers have the core role. Teaching students with special educational needs requires from regular teachers to respond to the individual needs of each student within the diversity of learners in their class.

The main challenge of the teacher is to create the conditions and situations for learning so the students can realize their potential of learning (Skogen, in press). They should contribute individually and in collaboration with others towards the educational institution becoming a place for everyone, and help to make certain that all students receive an individually adapted education (Skogen, in press).

Teachers play multiple roles to support student learning before, during, and after the designed learning activities (Law et al, 2011).

Special need education teachers have a special responsibility to acquire knowledge which enables them to meet the ethical challenges of working towards changes on behalf of others - changes based on the needs of students with special educational needs and/or disabilities (Skogen, 2001).

Obviously, general educators need special support to achieve the abovementioned goals. Here, special needs education is supposed to be the mediation between a learner with special needs and the general education, as “special needs education incorporates the proven principles of sound pedagogy from which all children may benefit” (UNESCO, 1994).

## **1.3 Research Problem and Significance of the study**

### **1.3.1 Statement of the Problem**

Inclusion of the persons with special educational needs in vocational education system and provision of inclusive teaching model is not an easy process: new regulations should be developed and introduced both at policy and practical levels; necessary changes should be undertaken for further perfection of the model, basing on the assessment of the effectiveness of already realized activities. There are many barriers in effective application of this model and provision of quality education. One of such barriers is the lack of research, providing objective, evidence-based information on the achievements and challenges in the field of

inclusive education. Initial assessment of inclusive education effectiveness sets up a starting point, so the future discussions on the development on inclusive education model will be based not on subjective considerations, but on the analyses of the questionnaire and initial data. Therefore, it should be considered, that it is not possible to discuss the success/failure of the reform without possessing the relevant data.

### **1.3.2 Research Aim and Research Questions**

This thesis is aimed to investigate the implementing process of inclusive vocational education from the vocational education teachers' perspectives.

**The main research question is:** How do the vocational education teachers evaluate the ongoing implementing process of inclusive vocational education in Georgia?

To get the overall understanding of the phenomenon under the interest, for the questionnaire has been worked out following questions:

- 1) To what extent are persons with special educational needs and/or disabilities properly provided with individual education plans?
- 2) How is the internal support (inclusive education specialist, assistant) beneficial for teachers of persons with special educational needs and/or disabilities?
- 3) How is the external support (multidisciplinary team members) beneficial for teachers of persons with special educational needs and/or disabilities?
- 4) How is the training about the issues of inclusive vocational education effective (practical) for the vocational education teachers?
- 5) How are the physical resources (visual materials, technical support, etc.) accessible for vocational education teachers?

### **1.3.3 Significance of The Study**

Policy makers, education managers and specialists involved in the process of development of inclusive education in vocational education and training system in Georgia may benefit from this study by considering in future teachers' experiences with ongoing process in inclusive vocational education and their opinions related to this. It may give some directions what kind of changes should be done in the future in order to provide students with special educational needs high quality education.

In order to make vocational education more effective for persons with special educational needs, considering recommendations might be useful after the research is conducted.

There is lack of research done in this field and the results of present study may contribute to further educational research in Georgia.

### **The Thesis Outline**

The paper contains the following parts: Introduction to the Study (1), Theoretical Framework and Literature Review (2), Methodology of the Study (3), Presentation of the Findings (4), Discussion, Conclusion and Recommendations (5).



# 2 Theoretical Framework and Literature Review

## Introduction

The chapter consists of two parts. The first part introduces the general principles of inclusion, inclusive and vocational education. It reviews different articles about inclusive vocational education; how it is implemented in different countries and describes challenges connected to this process.

The second part is dedicated to the review of current situation in education system in Georgia. It explains in details the ongoing project, which is the root of the study.

The chapter contains the following topics: The concept of Inclusion (2.1), Vocational Education and Training system in Different Countries (2.2), Current Education System in Georgia (2.3), Challenges in Inclusive Vocational Education in Georgia (2.4), The project - *“Implementation of Inclusive Education in Vocational Education and Training (VET) System in Georgia”* (2.5), Summary (2.6).

## 2.1 The Concept of Inclusion

The concept of inclusion and particularly inclusive practice has been a matter of debate over the past 20 years, since UNESCO’s 1994 Salamanca Statement and Framework for Action on Special Needs Education demanded that vocational education should be involved in inclusive approaches and activities at all levels and aspects of work – financing, legislative and community-based – to ensure appropriate vocational preparation for students to undergo the transition from school to productive independent life (Smith & Bell, 2015).

UNESCO (2008) draws attention towards inclusion as a process, which is a response to the diverse needs of all students. Process of inclusion means increased participation in education,

training, community, and also prevention of isolation in schools and in the larger society. Hence it follows that inclusion requires changes in educational system and policies, so that all children have the opportunity to attend regular schools, for the reason that all children have equal rights to learn. The implementation of these rights, society needs to go through various stages.

According to concepts highlighted by Cox's (as cited in Halinen & Järvinen, 2008), we can distinguish following three major phases in developing fair educational opportunities: Access to education, access to quality education and access to success in learning.

As stated by Council of the European Union (2010), looking beyond vocational education and training, inclusive education is in most cases associated with the principles of equity, social justice, democracy and participation. Reducing school failure and injustice is decisive not only for economic growth, but also in the reduction of poverty and the fostering of social inclusion (as cited in Smith & Bell, 2015).

Including children with disabilities in education requires changes to systems, schools and educational institutions. The success of inclusive systems of education depends largely on a country's commitment to work out appropriate legislation; provide clear policy direction; develop a national plan of action; establish infrastructure and capacity for implementation; and benefit from long-term funding. It is crucial that children with disabilities can have the opportunity to have the same standard of education as their peers (WHO, 2011, pp. 15-16). According to Coles and Hancock (2002) definition of special educational needs slightly varies across the countries. However, there is common agreement that inclusion is an approach to education which generates greater opportunities for engagement in learning, the environment, the curriculum, access to information, employment and independence (as cited in Smith & Bell, 2015).

*On World Education Forum (2015)*, The Incheon Declaration states that inclusion is both a principle and a process:

*"Inclusion and equity in and through education is the cornerstone of a transformative education agenda ... No education target should be considered met unless met by all"* (p. 2, as cited in European Agency for special needs and inclusive education, 2015).

Inclusion means a reestablishing of mainstream schooling that every school can accommodate every child irrespectively of disability and ensures that all learners belong to a community (Avramidis & Norwich 2002).

It was already mentioned, that universally agreed definition of “Inclusion” does not exist (Mittler, 2004). According to Wilczenski et al. (1997) inclusive education is a complex, dynamic, socio-political process that involves social change.

Starting point of inclusion is recognition of the dissimilarities between students. Inclusion in education involves: appreciating all students and their individual needs; increasing the participation of students in, and decreasing their exclusion from the cultures, curricula and communities of local schools; restructuring the cultures, policies and practices in schools so that they respond to the diversity of the students; reducing barriers to learning and participation for all students not only those with disabilities or those who are categorized as “having special needs”; learning from attempts to overcome barriers to the access; viewing the difference between students as resources to support learning, rather than problems to be overcome. Also, should be acknowledged the right of students to an education and improved schools for students (Booth & Ainscow, 2002).

Very important to remember, that recognition of inclusion in education is one step of inclusion in society. Inclusion is about minimizing all barriers in education for all students (Booth & Ainscow, 2002).

Inclusive education cannot be considered as a specific issue, but as an approach to the development of the entire school system. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children (UNESCO, 1994).

Creating an inclusive learning environment implies that all children are on the way to achieve their potential. Education systems need to modify more “*learner-centred*” approaches with changes in curricula, teaching methods and materials, and assessment and examination systems. Many countries have adopted individual education plans as a tool to support the inclusion of children with disabilities in educational settings. The principles of inclusion should be built into teacher training programs and accompanied by other initiatives that provide teachers with opportunities to share expertise and experiences about inclusive education. (WHO, 2011, pp. 15-16)

According to European Agency (2011c):

*“All teachers should develop the skills to meet the diverse needs of all learners. In their initial and continuing education, teachers should be equipped with the skills, knowledge and understanding that will give them the confidence to deal effectively*

*with a range of learner needs”* (p. 15, as cited in European Agency for special needs and inclusive education, 2014).

One of the very important and key components for inclusive education is positive attitude of teachers and other professionals working with students with special educational needs and/or disabilities. The European Agency report “Inclusive Education and Classroom Practice” (2003) points out that:

*“Of course, inclusion largely depends on teachers’ attitudes towards pupils with special needs, on their view on differences in classrooms and their willingness to deal with those differences effectively. Generally, the attitude of teachers has been put forward as a decisive factor in making schools more inclusive”* (p. 12, as cited in European Agency for special needs and inclusive education, 2014).

Evidently, nowadays, the world has increased focus on human rights and equity. Inclusion is seen as a strategy to promote social cohesion, citizenship and a more equitable society. A key policy priority for all countries working towards this vision should therefore be to plan for more effective teacher education (TE) programs and on-going support systems that focus on empowering teachers to engage in inclusive practice in order to provide high-quality education for all learners (European Agency for special needs and inclusive education, 2015, p. 18).

The *Bruges Communiqué of the European Ministers for Vocational Education and Training* (European Commission, 2010) has a vision of VET in Europe for 2020 which includes the following statement:

*“Attractive and inclusive VET with highly qualified teachers and trainers, innovative learning methods, high quality infrastructure and facilities, a high labour market relevance, and pathways to further education and training”* (p. 6, as cited in Smith & Bell, 2015).

## **2.2 Vocational Education and Training System in Different Countries**

Vocational education suffers from relative low standing in most countries comparing to higher education and even the upper levels of secondary education (Billett, 2013). As stated

by Hillmert & Jacob (2002), surprisingly, in countries where vocational education has a high prominence, its relative standing is considerably lower than preparation for the professions through higher education (as cited in Billett, 2013).

The last 25 years have been essential for the development of vocational education in Europe. To make vocational education and training system more attractive and to increase its equality to general secondary education have been major. Strategies have focused on modernising vocational education curricula, teaching and learning and increasing qualifications of stakeholder (employers, teachers, families, students, etc.), involvement in many aspects of education and training. Reforms have made an effort to improve the link between the provision of knowledge and the evolving skills need in changing labour markets (Gordon, 2015).

Vocational education and training system involves a broad set of purposes, levels, settings and outcomes for young people and adults through different forms of formal and non-formal initial and continuing education and training. Progressively, it is set, at least theoretically, within a lifelong and life-wide learning perspective and seeks to include a greater use of recognition and validation of non-formal learning (Gordon, 2015).

Vocational education, certainly, has its particularities, whilst being part of wider systems and approaches to learning with flexible and evolving frontiers among general education, higher education and adult learning. Different countries and various learning cultures in Europe use diverse approaches of vocational education and training (Gordon, 2015).

During past several years many positive steps have been made in different countries in order to support integration of person with special educational needs in mainstream education.

Earlier, was mentioned that the trend in many European countries to develop inclusive education and promote access in vocational education and training system started many years ago.

In some countries vocational and secondary education are two distinct paths, whereas elsewhere the systems integrate both academic and vocational learning into one path (European Agency for Development in Special Needs Education, 2012, p. 23).

The countries such as Norway, United Kingdom and Finland put into action mainstream education where vocational and secondary education are integrated as one. This system was elaborated in order to respond to the inclusive education vision and research has shown that it is a very effective way to prolong education and be aware about future goals and tasks (European Agency for Development in Special Needs Education, 2012).

According to Bergli and the colleagues (1998), The Norwegian vocational education and training system has been fully integrated aspect of secondary education since the 1994 reforms (as cited in European Agency for Development in Special Needs Education, 2012). In Norway there is an opportunity to gain some trade on lower and upper secondary levels, through apprenticeship and other training programs. In general, students with special educational needs are together with their peers and in case of necessity they are provided with extra time, additional equipment, aids and teaching recourses (European Agency for Development in Special Needs Education, 2012).

In the Netherlands, the secondary education system is free to regulate the curriculum based on dual courses. Study and work experience are combined using a flexible approach with a variety of different assessments, with enough time for the completion of education, flexible teaching time, special needs support structures, continual learning lines and lump sum funding of employment-oriented training (European Agency for Development in Special Needs Education, 2012, p. 25).

The Danish vocational education and training system is a good example of a flexible strategy, which gives learners opportunity to try out different occupational experiences and jobs on labour market. Similar to United Kingdom, Danish vocational education system offers different programs, place and train models (European Agency for Development in Special Needs Education, 2012).

It's worth mentioning, that Estonia has six types of vocational education and training system. It starts with pre-vocational and ends with apprenticeship programs: in some cases it requires basic education as a prerequisite knowledge and in other services a person can apply without any educational background. In addition to that, work-related adult education takes place in VET institutions and besides school-based form of study, workplace-based form of study is provided. (European Agency for Development in Special Needs Education, 2012)

It should be noted that there still exist special vocational education centres in different parts of Europe. According to International Labour Organization, they “*generally include sheltered workshops, use a production-based approach for training, and continue to operate in both developed and developing countries*” (as cited in European Agency for Development in Special Needs Education, 2012, p. 20).

Although, it has been decreased the number of these centers in several countries, Germany and Slovakia still place people with special educational needs and the majority of people with learning disabilities into segregated settings, such as special VET centres (European Agency for Development in Special Needs Education, 2012).

There also exists compensatory vocational education practice that was firstly developed for students with special educational needs who had bad experience in mainstream classroom. It is unfortunate that these programs in some cases were used as an isolated programs (for students with special educational needs) run by organizations who did not provide valid certificates.

*“However, in certain circumstances, these programs can be effective in allowing a high number of learners to gain a secondary education certificate and work skills”*  
(European Agency for Development in Special Needs Education, 2012, p. 22).

It has been declared that the Netherlands, Singapore and Czech Republic offer similar model to the student in vocational education. The secondary education system is free to organize the curriculum based on dual courses. The flexibility gives an opportunity to assess plan and implement study and work adapted to particular student’s needs and possibilities (European Agency for Development in Special Needs Education, 2012, p. 24).

According to European Agency (2012) Spain and United Kingdom government developed ‘Initial Vocational Qualification Programmes’ as a compensatory vocational education for students who were excluded from vocational education program or have not entered at all and wanted to acquire some profession. As a result, in both cases the amount of successful cases increased.

As stated by Attwood et al. (2005) *“It has been suggested that this success could be due to the course flexibility, counselling and guidance and elements of work-related learning in the curricula”* (as cited in European Agency for Development in Special Needs Education, 2012, p. 22).

European governmental departments at national and local levels initiated opportunities of having access to inclusive vocational education on the basis of developing and implementing innovative programs. Promoting *equality of access* to the education system is generally understood as allowing flexibility in the different stages of the education system and providing resources by adapting programs and considering potential of each learner. (European agency for special needs and inclusive education, 2014)

In many countries this includes focusing on programs where students with special educational needs are actively engaged. These programs give young people the opportunity to experience diversity of vocational areas. They allow students with special educational needs to make informed choices, which contribute to them to stay in vocational education and training for longer time (European agency for special needs and inclusive education, 2014).

There are some countries, which have national policies where an inclusive learning path is a regular option for students with special educational needs and/or disabilities in vocational education. For instance, Austria provides an integrative initial vocational education and training (IVET) scheme as a part of the Austrian apprenticeship training system (European agency for special needs and inclusive education, 2014).

In many cases, national policies also promote the professional development of teachers, which are mainly orientated on their involvement in inclusive programs. Countries such as Czech Republic, underline that each vocational education teacher needs to have sufficient knowledge and skills to work effectively with students with special educational needs.

As stated by the Finnish researchers (e.g. Tiilikkala, 2004; Vertanen, 2002) the work of vocational teachers has been expanded from pedagogy mainly towards counselling, tutoring and co-operation with parents and public services (as cited in Hirvonen, 2011).

As it was mentioned previously inclusive approaches are popular vocational education and training options for some countries. These countries promote policies supporting inclusive system, which enable flexibility in both accessing and delivering vocational education with appropriate human and individualised resources, such as individual support plans, compensatory tools and financial support (European agency for special needs and inclusive education, 2014).

As stated by European Agency for special needs and inclusive education (2014) many European countries provide special educational and vocational education and training individualized pathways in which the curriculum are more flexible and students' specific competences are recognized. The students with special educational needs receive special educational assistance, such as assistive technology, sign language interpreters, specially prepared learning materials and etc. to make the VET curricula accessible.

The combination of vocational education and training is important for giving students with special educational needs the chance to access mainstream provision during their education and in their future working life (European Agency for Development in Special Needs Education, 2012. p. 25).

Georgian vocational education aspires to be fully integrated into the European system to support access of local professionals to the international labour market and their employment, in accordance with their qualifications. In order to train competitive, highly qualified professionals, it is essential to reflect modern directions and priorities in the Georgian vocational education system (MoES, 2013).



The Europe 2020 strategy is one of the directions that may have an impact on the vocational education reform process in Georgia. It puts forward three mutually reinforcing priorities:

- *Smart growth*: developing an economy based on knowledge and innovation.
- *Sustainable growth*: promoting a more resource efficient, greener and more competitive economy.
- *Inclusive growth*: fostering a high-employment economy delivering social and territorial cohesion. (European Commission, 2010, p. 5)

## **2.3 Current Education System in Georgia**

Georgia does not have a long history of inclusive education. For a long time, students with special educational needs and/or disabilities were strictly excluded from society and did not have the opportunity of receiving quality education, together with peers. Those times one could hardly see a child in wheelchair at regular schools. Children with moderate intellectual, physical, and sensory disabilities were predominantly accommodated in special education institutions. Children with mild intellectual problems enrolled in ordinary schools were usually labeled as "lazy," "stupid," "unmotivated" and were passively moved from one grade to another until the end of the primary education without meeting their educational needs.

However, nowadays everything has changed and many positive steps have been made towards inclusion.

Admittedly, inclusive education is not at the frozen point anymore. Georgia has recognized and signed many of the international declarations and conventions related to the rights of the people with special educational needs and/or disabilities.

In 1996 "Convention on the Rights of the Child" (UNICEF, 1989) was acceded by the Georgian government and since that time two reports were submitted to the Committee on the Rights of the Child in 1998 and 2003. However, not all the principles of the Convention are harmonized with the national legislation and work efficiently in practice; e.g. currently the state has no real mechanisms to ensure all children's participation in primary education (especially those who are socially unprotected).

Starting from 2006, significant changes in inclusive education related to legislation have been made and is still in progress. In 2011, the amendment was made to the Law on General

Education. In 2013, activity was started for making revision to the Law on Vocational Education. Georgia signed the Salamanca Statement framework for action and planned the ratification of the EU Convention on the Rights of Persons with Disabilities.

Ratification of this document is the main demand bringing together all the NGOs and persons with special educational needs and/or disabilities in the recent years.

The local office of the WHO was established in Georgia in 1993 to assist the Georgian government in developing the health care policy and services relevant to the WHO international standards. One of the objectives of the local office is to support Ministry of Labour Health and Social Affairs of Georgia (MoLHSA) “to improve standards of education and training in the health care sector.”

Accessible education for students with special educational needs and /or disabilities is a priority for Ministry of Education and Science of Georgia. The Ministry focuses on developing the standard for Special Education Needs Teachers, supporting the increase in knowledge and skills of teachers about inclusive education.

First, in 2005, Ministry of Education and Science of Georgia has introduced inclusive education system in public schools. Since then, step-by-step, inclusive education became priority for higher and vocational education.

The initiative of Ministry of Education and Science of Georgia promotes the realization of the rights of persons with special educational needs and/or disabilities on education and employment, that is an obligation of the government in accordance with the UN Convention on the Rights of Persons with Disabilities (Parliament of Georgia, 2013).

In Georgia, formal education starts at kindergarten level. Preschool education is under the regulation of municipalities and is not obligatory.

In an official manner, education starts when pupil goes to school. Primary education is between 1-9 grades, provided in schools and is mandatory in Georgia. Graduating primary education the pupil receives certificate, which gives him/her possibility to continue either secondary or vocational education. Secondary education starts from 10th grade and lasts for three more years. After finishing secondary education the student has two options to prolong education and obtain profession: higher or vocational education (MoES, 2005).

In order to continue studies on higher education level, it is necessary to complete Unified National Examination process. The right to take an exam has everyone, who can represent state documentation of graduation secondary education (MoES, 2005).

Higher education in Georgia includes three stages: Bachelor's program (lasts for four years); Master program (two years), and PhD program, which lasts for three years.

There are three categories of higher education: University, Teaching University and College (MoES, 2005).

In Georgia, the first inclusive education project on municipality level implemented by Ministry of Education and Science was "Development of Inclusive Education in Public Schools in 10 Municipalities of Georgia". The project was funded and supported by the Norwegian Ministry of Education and Research and was focused on integration and inclusion of the children with special educational needs and/or disabilities and into school society (MoES, 2011).

The pilot project included the following actions: adaptation of buildings in the selected schools, creation and equipment of resource rooms, trainings for teachers, creation in-school supportive services (psychologists/special teachers), and formation of multidisciplinary teams supporting inclusive education (one team for the capital city and one - for each region) and running promotional and awareness raising work (MoES, 2011).

Simultaneously, the project promoted formation of a baseline for introduction of inclusive education in vocational education and training system in Georgia.

Based on acquired experience, Georgian society and education system demonstrated readiness to cope with new challenges that recognize formation of adequate educational environment for inclusion of students with special educational needs and/or disabilities in vocational institutions.

In 2013, with the methodological and financial support of Ministry of Education and Research of Norway, a new 3-year pilot project "Implementation of Inclusive Education in Vocational Education and Training (VET) System in Georgia" was launched.

According to the project "Implementation of Inclusive Education in Vocational Education and Training System in Georgia" there is formal and informal vocational education in Georgia. Person who has a certificate proving his graduation of basic or secondary education and passes examination can enter vocational college (Georgia Law about vocational education, chapter 1, article 7, 2007). In some cases, when there is high request to particular profession the vocational college itself might have some additional exams to assess person's

competences that are required for particular profession. However 10% places on every educational program are quotas for the students with special educational needs and/or disabilities (MoES, 2013).

Ministry of education and Science of Georgia has a central role in management of the vocational education and training system, which includes:

- Regulation in order to ensure quality VET provision;
- Promotion of private investment and the use of general educational institutions and higher education facilities in order to enlarge capacity;
- Coordination and stimulation of stakeholder actions and interventions (MoES, 2013).

According to vocation education and training development strategy for 2013-2020 (MoES, 2013) there are various initiatives, which are declared as a priority for development of the VET system. Those initiatives are:

- The pertinence of the labour market, focusing on providing skilled personnel to meet the competitive demands of both the local and international labour markets;
- The social partners involvement in the decision making process at all levels of the system;
- Providing access to lifelong quality education for all citizens, supporting individual self-realization as well as social welfare;
- Increasing the autonomy of educational institutions within a regulatory framework. It provides the quality of vocational education in terms of both the skills created and the potential for employment generated;
- The unification of Georgian vocational education into European educational system;
- The reinforcement of alternative financing models (program, target, voucher) to promote access and pertinence;
- Full acceptance of skills acquired through informal and non-formal education and experience.

As it was mentioned earlier on, Ministry of Education and Science of Georgia continues systematic support of inclusive vocational education within the vocational education and training (VET) system and development of equal opportunities for persons with special educational needs and/or disabilities.

Introduction and development of inclusive education greatly supports the reform of vocational education that is one of the key principles of Georgian vocational education development strategy (MoES, 2013).

As stated in the Vocational Education and Training development strategy (MoES, 2013) it is sufficient to increase the involvement in vocational education of the persons such as:

Refugees, disabled people, prisoners, ethnical minorities and so forth.

The students with special educational needs and/or disabilities have enough skills to live meaningful lives, to be effective and useful members of the society; The government has to support the children with special educational needs and give them chance to have equality of opportunity.

Ministry of Education and Science of Georgia finances vocational educational program for certain population:

- Students coming from vulnerable family;
- Students who graduated primary education and did not continue study on secondary education;
- Students with special educational needs;
- Students who pass examination and overcomes minimal competences. (MoES, 2012)

Above cited financial support give the student opportunity to apply on educational program in vocational college. This voucher is not reusable and if student decides to change educational program, he/she will cover expenses with no governmental support. (MoES, 2012)

Currently there are 18 public and 78 private vocational education institutions, 26 higher educational institutions and 10 schools that are authorised to provide vocational education programs. In total 80-100 different vocational education programs are taught at these institutions. (MoES, 2013, p. 22)

In Georgia, vocational education consists of five levels and each level approximately lasts one and half year. In order to be accepted in vocational institution it is required to have a proper knowledge and skills (MoES, 2013). Primary education is enough to enter first three levels of vocational education programs. To enter higher levels person needs to have secondary education or accomplished first three vocational education levels.

According to the Georgian law about vocational education, government recognizes informal vocational education on the basis of person's skills and knowledge (MoES, 2007).

Ministry of Education and Science of Georgia before starting implementation process of inclusive vocational education attempted to find out what was current situation in vocational education institutions in Georgia. As a consequence, Ministry of Education and Science of Georgia hired international institute for education policy, planning and management (EPPM) to plan and carry out the research.

After conducting the research, it appeared that although there was successful example of implementation of inclusive education in general education, on vocational education level, still existed many obstacles and students with special educational needs and/or disabilities did not have a chance to continue learning and gain profession (MoES, 2012).

According to EPPM (2012), in the research participated seventeen vocational educational institutions and the research results showed that only 22 students with special education needs out of 5708 were registered in different vocational educational institutions in the period of 2011- 2012 academic years (as cited in MoES, 2012).

Another research was conducted in order to study and evaluate inclusive education processes in Georgia.

The research aimed to study the inclusive education effectiveness in Georgian education system on the bases of "Inclusive Education Barometer" and "Index of Inclusion" (MoES, Survey report, 2013).

The research project 'Pathway to Inclusion' was coordinated and recommended by European Association of Service Providers for Persons with Disabilities – EASPD and results of inclusive education were revealed on the bases of: 1) legal and regulatory documents, 2) practice and 3) analysis of implementation progress. The research was conducted by Ilia State University on the basis of Ministry of Education and Science of Georgia.

The purpose of the research was to study the experts and participants' (school and vocational institutions administration, teachers, parents of students with special educational needs) attitudes towards:

- Inclusive education supportive legislative framework;
- Practical implementation of inclusive education on the level of general and vocational educational institutions;
- Inclusive education model development perspective considering the existing situation;
- Inclusive education barometer indicator determination;
- System of values associated with inclusive education;

- Comparative analysis of views on inclusive educational model (MoES, Survey report, 2013).

Survey revealed that further development of inclusive education in Georgia needs more changes in legislation as well as in practice (MoES, Survey report, 2013).

According to the survey results, the physical environment in vocational educational institutions is welcoming and friendly to every student (MoES, Survey report, 2013).

Survey also showed that the environment in vocational educational institutions is comfortable for the teachers, parents, and supervisory council and the community. In case of problem occur, everyone knows whom to address, the vocational institutions environment is more or less open to all the children, teachers respect individual identity and cultural diversity. In addition, the educational institutions support the adaptation of new teachers as well as the students; Vocational education teachers try to involve every student in the teaching and learning process. (MoES, Survey report, 2013)

Survey results revealed differences between schools and vocational institutions. Some aspects are better developed in schools, than in vocational institutions, and vice versa. It appeared that generally, there is a better situation in vocational institutions in comparison to schools in terms of material and moral conditions. This implies to infrastructure as well as to newly enrolled students, who are better supported in vocational institutions during transitional and adaptational periods. (MoES, Survey report, 2013)

Ministry of Education and Science of Georgia, since 2014 has been actively taken part in the development and implementation of employment support services for persons with special educational need and/or disabilities, being aware that inclusive education can only be considered successful, if it is followed by the employment of graduates (MoES, 2015).

Twenty graduates with special educational needs have been employed during the period of 2014-2015 (MoES, 2015).

To develop the employment support services for persons with special educational needs and/or disabilities, Ministry of Education and Science of Georgia realized that it would be reasonable to share the best experience of western countries and apply research based approaches in its work.

A survey on attitudes of employers towards employment of persons with special educational needs and/or disabilities has been planned and implemented in 2014 (MoES, 2015).

The aim of the research was to identify key challenges and supporting factors, generally appearing in employment of persons with special educational needs and/or disabilities (IPM research, 2014).

In the research results appeared the main difference between the employers, with and without experience in the employment of persons with special educational needs and/or disabilities, is their subjective opinion on abilities of these individuals. Participants without experience responded that employment of persons with special educational needs and/or disabilities is very complicated issue, while experienced respondents reported, that having of such an employee at a working place, relations with the staff and quality of adaptation are not problematic. They confessed that sometimes it is an advantage for the company (IPM Research, 2014; MoES, 2015).

Describing employed persons with special educational need and/or disabilities, the employers alluded to the features, such as: High commitment to the work, punctuality, high social competence, adequate attitude towards the work and high responsibility (IPM Research, 2014; MoES, 2015).

The results of this survey gave a help to further employment support activities, carried out by Ministry of Education and Science of Georgia (MoES, 2015).

Introduction of inclusive vocational education in Georgian educational systems requires systematic approach.

Ministry of Education and Science of Georgia unconditionally supports this approach: Inclusive education principles are shared at all levels of the system; operation network within and outside the Ministry is established (MoES, 2015).

The structural units of Ministry of Education and Science of Georgia – Vocational Education Development Department and National Curriculum Department ensure defining and management of inclusive vocational education policy (MoES, 2015).

Legal Entities of Public Law take care of the introduction of inclusive vocational education within the scopes of their competence:

- Teachers' Professional Development Center (TPDC) coordinates enhancement of professional competence of vocational education teachers in this field;
- Educational and Scientific Infrastructure Development Agency (ESIDA) ensures physical accessibility of the physical environment;



- Educational Quality Enhancement Center (EQE) looks after a quality of vocational education (MoES, 2015).

Inclusive vocational education is supported by the Vocational Education National Council, which has the goal to promote vocational education and elaborate the recommendations on policy planning and implementation.

Inclusive vocational education development thematic working group, composed of representatives of relevant units of Ministry of Education and Science of Georgia, subordinated agencies and other state and non-state organizations, is founded within the Council (MoES, 2015).

To construct the outcome-oriented inclusive vocational education, with employment of graduates with special educational needs as a main indicator, Ministry of Education and Science of Georgia intensively cooperates with Ministry of Labor, Health and Social Affairs and its subordinated agencies (MoES, 2015).

To assure the identification of special educational needs of individuals and immediate respond, inclusive vocational consultative group is founded in Ministry of Education and Science of Georgia. The group ensures discussion of inclusive vocational education process, its assessment and elaboration of recommendation for its effectiveness. Consultative group unites non-governmental organizations, working in the field of disability and related issues. In order to provide students with special educational needs and/or disabilities with the quality vocational education, inclusive vocational consultative group explains and shares main principles of the approach with administrations and teachers of vocational educational institutions.

It must be said, that vocational institutions' administrations' competence in management of inclusive vocational education has been improved. Therefore, Ministry of Education and Science of Georgia plans to enhance the awareness of supervisory councils in this direction (MoES, 2015).

To support inclusive vocational education, Ministry of Education and Science tries to provide local municipalities with the information on current process, where the vocational educational institutions are functioning.

## **2.4 Challenges in Inclusive Vocational Education in Georgia**

Despite of the fact, that the diversion of inclusive vocational education has been steadily increasing, Georgian educational system still has some challenges to develop the quality inclusive vocational education. In order to provide valuable and quality education, it is important to work in the following directions:

### **2.4.1 Avoke interest in students with special educational needs for their enrolment in vocational education and training system**

Since 2013, when Ministry of Education and Science of Georgia had the first initiative of inclusive vocational education, the number of students enrolled in vocational institutions increased.

At first admission, the number of registered students was 51 and in 2015 it increased up to 180 (MoES, 2015).

Despite all of this, it is still difficult for Ministry of Education and Science of Georgia to assess at what extent did it manage to cover the registration of individuals with special educational needs and/or disabilities in vocational education and training system.

To this purpose, Ministry of Education and Science of Georgia promotes inter-agency cooperation that will improve the registration of persons with special educational needs and/or disabilities. In result of this, Ministry of Education and Science will be able to discuss objectively, what percentage of individuals with special educational needs have been given the opportunity to obtain vocational education and what is the rate of population still left behind the vocational education and training system (MoES, 2015).

It is necessary to study the reasons why the persons with special educational needs still stay out of vocational education and training system. Thereupon, the study results will help Ministry of Education and Science of Georgia to react adequately and take appropriate actions within the scopes on its competence.

At the same time, Ministry of Education and Science of Georgia need to work on widening of geographical accessibility of vocational education that in its turn should positively influence the transmission of individuals with special educational needs and/or disabilities to vocational educational institutions.

#### **2.4.2 Organize the transition process from general education level to vocational education system and employment**

Transition process from general education to vocational education system and employment is one of the critical, dynamic and consistent processes in each person's life. It is linked to the prediction of the future, making decisions and receiving of new roles. The decision is gradually emerging in a person and implies several steps: assessment of own achievements, understanding own interests, getting familiar with different opportunities for future life and making informed decisions.

Sometimes, in consideration of reducing the impulsive choices made by the persons with special educational needs and/or disabilities, appropriate support becomes necessary, as these persons still have limited opportunities to get a variety of interesting experience in the society and get familiar with own abilities and job placements (MoES, 2015).

For that reason, Ministry of Education and Science of Georgia needs to organize the transition and vocational guidance process.

The Ministry already developed this approach and introduced it at the general education level, in the vocational education system and as an independent service. Vocational guidance methodology is being developed and people, who involved in the process is being trained. Piloting of the methodology will start in 2016 (MoES, 2015).

#### **2.4.3 Provide vocational education in accordance with educational needs of each student**

High number of students with special educational needs and/or disabilities in vocational education institutions requires high and multilateral competences of vocational education providers that allow them to clearly identify the needs and effectively respond to them.

Mastering of teachers in this direction is being implemented through continuous trainings, though success in application of individual and flexible approaches can be achieved as a result of accumulation of practice and experience. At this point, it must be said, that vocational education teachers are facing new challenges and professional experiences (MoES, 2015).

Furthermore, the international practice shows that meeting the needs of students with special educational needs is possible only with involvement of professionals, having the relevant competence (MoES, 2015; European Agency for Special Needs and Inclusive Education; 2014).

Georgian educational system has lack of specialized and qualified staff, which is a reason why all students individual needs not being fully met.

Ministry of Education and Science of Georgia is well informed that the vocational education and training system has the need to train the personnel within the higher education system. Consequently, the Ministry initiates functioning of specialized qualification courses for narrow specialties (MoES, 2015).

## **2.5 The project – “Implementation of Inclusive Education in Vocational Education and Training (VET) System in Georgia”**

In this section is presented the main ideas and goals of the project “Implementation of Inclusive Education in Vocational Education and Training (VET) System in Georgia”, which is the baseline of this study.

As it was declared previously, the project “*Implementation of Inclusive Education in Vocational Education and Training (VET) System in Georgia*” is being put into practice since 2013 within the framework of the grant agreement signed between Ministry of Education and Science of Georgia and Ministry of Education and Research of Norway. The project lasts for three years and its main purpose is to carry out vocational education and training system changes by implementation of inclusive education. These changes provide all students with

special educational needs and/or disabilities with equal opportunity to acquire vocational education. (MoES, 2013)

The current project aims to deliver vocational education in accordance to interests, individual abilities and needs of students, equip students with vocational competencies demanded by the labour market and to support employment and create an accessible learning environment in vocational educational institutions considering the main principles of universal design. (MoES, 2013)

Ministry of Education and Science of Georgia, since 2013 attempts to provide quality vocational education to everyone, despite the special educational needs and/or disabilities. According to the project's annual report (MoES, 2013) assuring quality in vocational education for people with special educational needs and/or disabilities as well as supporting their employment, requires systematic changes. Therefore, Ministry of Education and Science of Georgia needs implement relevant mechanisms in following directions:

- Inclusion of persons with special educational needs and/or disabilities in vocational educational institutions and provision of adequately planned educational processes for them;
- Legal regulation of accessible vocational education for persons with special educational needs and/or disabilities;
- Enhancement of human resources of vocational educational institutions;
- Development and enhancement of vocational educational institutions (administration, vocational education teachers and etc.) representatives' competence within the field of inclusive education;
- Provision of accessibility in vocational education institutions for persons with special educational needs and/or disabilities;
- Supervision to provide employment of persons with special educational needs and/or disabilities;
- Research provision with regard to inclusive education introduction and development in general and vocational education systems (MoES, 2013).

As it was mentioned earlier, positive dynamics of increased number of people with special educational needs willing to get vocational education started since 2013. At first, the number of enrolled students was 51, and according to the data for 2015, the number of registered students has increased up to 180 (MoES, 2015).

Despite of this increased interest in vocational education, there are still several challenges when it comes to implementation of the inclusive education in vocational education. One of the major challenges is to provide all vocational educational institutions with qualified teachers.

Since there were only six vocational institutions participating in the pilot project, teachers' qualification raise regarding the issues of inclusive vocational education was done only in these six educational institutions in 2013 (MoES, 2013).

For Ministry of Education and Science of Georgia, providing relevant support for students with special educational needs and/or disabilities and their teachers, has great significance.

Offering competent support means strengthening human resources of the institutions and recruiting additional employees.

Hence, for this reason, two position - inclusive vocational education specialists (two persons in each institution) and assistants of students with special educational needs (one person in each institution) were added in six vocational institutions (MoES, 2013).

However, according to the data for 2015, there are eighteen (18) inclusive vocational education specialists and seven (7) assistants of students with special educational needs working in 13 vocational education institutions (MoES, 2015).

Caring about permanent teacher qualification raise and, taking into account the shortage of experiences in inclusive vocational education process, implementation of monitoring processes stays as crucial.

Relatively, teachers' qualification and training provision and sustainable system establishment, which develops qualified vocational education teachers within inclusive vocational education, is one of the major objectives of Ministry of Education and Science of Georgia. (MoES, 2013)

Accordingly, this study is based on teachers' satisfaction and their views on inclusive vocational education. How they see the implementing process, which is still going on.

## **2.6 Summary**

In the past few years there have been lots of changes taking place in inclusive vocational education. First steps of involvement of students with special educational needs in the educational process have been made. However, there are a lot of challenges toward inclusion process in vocational and training system.

Today's educational changes in vocational education challenge us to widen our concept of special education towards the systemic view instead of focusing only on the diversity of individuals.

Georgia has done many positive changes and reforms in education system connected to inclusive education. However, there still exist several challenges, which needs to be worked on.

# 3 Methodology

## Introduction

The chapter introduces methodology worked out to investigate the implementing process of inclusive vocational education in Georgia from the perspectives of vocational education teachers. The chapter is composed of the following topics: Description of the research design (3.1), sampling procedures, the population (3.2), gaining field access (3.3), instrument of the study (3.4), data collection (3.5), data analysis (3.6), description of validity and reliability of the study (3.7), ethical considerations (3.8), limitations of the study (3.9).

## 3.1 Research Design

The main purpose of educational research is to achieve new knowledge about the educational phenomena, and to develop our confidence that particular knowledge claims about educational phenomena as a result of the research, are valid (Borg & Gall, 1989). From the perspective of quantitative research it is fundamental to collect evidence that supports or refutes the knowledge claims. Quantitative research in education can be classified in two main types: Descriptive studies and studies directed to discover the causal relationships. In descriptive studies the former is mainly concerned about detecting the “What is”. The causal comparative method is aimed to discover the possible causes for the studied phenomenon by making comparisons between subjects and investigate causal relationships, but not necessarily confirm them (Borg & Gall, 1989).

Quantitative research is described by Bryman (2012, p. 160) as *“Entailing the collection of numerical data, as exhibiting a view of the relationship between theory and research as deductive and predilection for a natural science approach (and of positivism in particular), and as having an objectivist conception of social reality”*.

This study was conducted by applying a quantitative approach based on *survey research design as a relevant strategy for measuring attitudes of a large population*. According to Fraenkel et al. (2012, p. 393), the major purpose of survey is to describe the characteristics of a population.



The reasons to choose the indicated design were several. Survey research involves collecting information from a sample of individuals through their responses to questions.

Taking into consideration the fact, that purpose of the study was to investigate the views and opinions of the vocational education teachers on the implementing process of inclusive vocational education, the quantitative survey was a relevant research design. Survey is a method of data collection using questionnaires or interviews to collect data from a sample that has been selected to represent a population to which the findings of the data analysis can be generalized (Gall et al., 2007).

Survey research design provides much valuable knowledge about opinions and attitudes. (Gall et al. 2007)

Befring (2004) describes the survey methodology is particularly useful for studying social facts, opinions and attitudes in large populations.

Consequently, this method was considered relevant for this study, since its center of attraction was to understand the attitudes of teachers towards the implementing process of inclusive vocational education.

*“Surveys are characterized by a structured or systematic set of data. Surveys are efficient in that many variables can be measured without substantially increasing the time or cost. Survey data can be collected from many people at comparatively low cost and depending on the study instrument (questionnaire) it was collected reasonably quickly. And since, questionnaires are highly structured they provide a straightforward way of obtaining information for the data grid” (De Vaus, 2014, pp. 3-4).*

As mentioned above, the term survey describes research that involves the administration of questionnaires or interviews. (Gall et al., 2007). The study used questionnaire as a main instrument of research.

According to Wilson and McLean (1994), the questionnaire is a widely used and useful instrument for collecting survey information, providing structured data. It can be administered without the presence of the researcher and often being comparatively straightforward to analyse (as cited in Cohen et al., 2011).

Survey data was obtained by self-administered *Questionnaire* and it was the sole research instrument. The questionnaire first was written in Georgian and then was translated into English.

Questionnaires are used extensively in educational research to collect data about phenomena that are not directly observable: inner experience, opinions, values, interests, attitudes, beliefs, etc. (Gall et al., 2007).

Generally, questionnaires are an inexpensive way to gather data from a large number of respondents (De Vaus, 2014).

According to Gall et al. (2007), *“One of the main advantages of questionnaires is that time required to collect the data is typically much less”* (p. 229).

This method of collecting data was chosen for this study due to the following reasons:

Self-administered questionnaire maintained anonymity of the participant, which allowed adequate responses when sensitive topics are involved. Considering that the participants were vocational education teachers of students with special educational needs and/or disabilities and the survey was about the views and opinions of the vocational education teachers on the implementing process of inclusive vocational education, anonymity of the participants in the survey was the key of objective responses.

Another reason was that self-administered questionnaires provide a simple and straightforward approach to study attitudes and opinions of the participants. (Robson, 2002) Relevantly, self-administered questionnaires are a very cost effective way of collecting data from a large number of participants. It may also be adapted to collect generalizable information for almost any kind of population. This was especially important, as the data was collected from vocational education teachers of students with special educational needs and/or disabilities from six different settings (vocational institutions): two vocational institutions were located in the capital city and other four - in different regions of Georgia. Despite of these advantages, self-administered questionnaire, as any other method, has some disadvantages.

First of all, it has lower response rate and since the characteristics of the non-respondents are unknown, the sample may not be as representative. To avoid this issue and to increase response rate, I went to every vocational institution and was present during the process of “filling – up the questionnaire”. I read the instruction to them and gave detailed information about the survey. In that way, I tried to reduce non-response rate to zero.

Another disadvantage of self-administered questionnaire was that respondents might not report their beliefs and attitudes accurately due to the social desirability response bias. They want to respond in a way that shows them in a good light. This effect is more predominant in face-to-face interviews or telephone questionnaire but it still exists in self-administered

surveys. To minimize this bias, the participants of the study were told that the survey was anonymous and that there was no right or wrong answer. They were also asked to answer all of the questions and to be as objective as possible while filling the questionnaire (Robson, 2002).

## **3.2 Sampling Procedures**

### **3.2.1 The Population**

Target population in a quantitative research includes all members of a real or hypothetical set of people, events, or objects which researcher intends to generalize the results of the research (Gall et al., 2007).

For this study the population was vocational education teachers of students with special educational needs and/or disabilities of six vocational institutions. The vocational education teachers were selected from the vocational institutions, which are the part of the pilot project “Implementation of Inclusive Education in Vocational Education and Training System of Georgia”.

At the beginning of the project „Implementation of Inclusive Education in Vocational Education and Training System of Georgia” involvement of teachers supporting inclusive vocational education took place only in six state vocational educational institutions. That was the reason of choosing the teachers from those 6 vocational institutions as the target population of my study. The vocational education teachers from those 6 vocational institutions were pioneers in providing quality education for students with special educational needs and/or disabilities.

### **3.2.2 Sample Selection**

According to Cohen (2011) sampling is a key feature of survey approach. Researchers attempt to collect information from smaller group or subset of the population in such a way that the knowledge gained is representative of the total population under study.

The main purpose of sampling is to obtain a sample that properly mirrors the population it is designed to represent. A representative sample is one in which the profile of the sample is the same as profile of the population (De Vaus, 2014).

In the study, after defining the population for the study, a sample was selected.

Participants of survey were whole population of the vocational education teachers of students with special educational needs and/or disabilities from 6 vocational education institutions of Georgia.

### **3.2.3 Introduction of the Study Participants**

Ninety-two (92) vocational educational teachers of students with special educational needs and/or disabilities from six different vocational institutions - represented the study participants. Since this study included all vocational education teachers of students with special educational needs and/or disabilities in the six vocational institutions selected, the number of participants in every college was not the same. The number of participants was the following according to the vocational institution:

<b>Vocational institution</b>	<b>Number of Participants</b>
College A	17
College B	18
College C	11
College D	15
College E	20
College F	11

59 of the participating teachers were female and 33 - male. They were ethnically Georgians and their primary communication language was Georgian.

### **3.2.4 The Setting**

The place (setting) where the phenomenon under the investigation took place was six governmental vocational institutions, which are participants in the governmental project “Implementation of Inclusive Education in Vocational Education and Training System in Georgia” (2013-2016). Two of the vocational institutions were located in the capital city,

and the other four – in different regions of Georgia, particularly in Kakheti, Adjara, Imereti and Samtskhe-Javakheti.

The vocational institutions provide students with around 30 vocational programs centralized by the governmental agency. Usually, the programs last from 6 to 10 months and include fieldwork in different associate organizations.

Vocational education teachers, usually teach both theoretical and practical parts. The division of teaching hours is around 20% theory and 80% practice. The number of students in one class is around twenty. Based on the general regulations of the vocational education in the country, the final qualification certificate of a particular level is awarded based on the passed exams consisting of both written and practical tests (MoES, 2007).

As it was stated previously, from 2013 the setting became a participant in the governmental pilot project. Since then, an inclusive education specialist and a personal assistant for students with special needs are available at the college. The responsibility of inclusive education specialist is the provision of methodological support to vocational and other subject teachers. An assistant, in case of need, supports students during the learning process and other activities.

### **3.3 Gaining field access**

Getting access to the field of inquiry and a legal permission to conduct a study from the site “gatekeepers” is a critical procedure of any research (Gall et al., 2007, p. 458). The following procedures served as the key steps before the study conducted:

Even though the study represents a thesis work of the master program belonging to the University of Oslo, the approval for the study was not necessary to require from the Norwegian Social Science Data Services (NSD), which provides assistance to the researchers and students during their investigations. Since, the questionnaire of the study was anonymous, there was not even small chance to identify the participants.

The first step was a preparation of letter for Ministry of Education and Science of Georgia (MoES) in order to get permission for the survey. The letter with research proposal and other important aspects of the study was submitted to the MoES of Georgia, particularly to the

Department of Development of Vocational Education and a permission to conduct the study was taken from the same authority. (Appendices 1 and 2)

After receiving the support letter from Ministry of Education and Science of Georgia, I sent an information letter to the principals of the vocational institutions, where the potential study participants belonged to. Even though the official permission given by the MoES was sufficient to enter the setting, I considered it essential to directly contact and inform the vocational institutions administration for the purpose of future collaboration.

After a welcoming note from the principals of the vocational institutions, I chose the days for the survey in view of participants' free time. The principals of the vocational institutions organized a time and place for the teachers to fill out the questionnaire in a group setting.

I provided the participants of the survey with the questionnaire personally. They received guideline and description of the study. In order to be in every vocational institution during the survey I planned to conduct the survey once a week.

### **3.4 Instrument of the study**

As it was stated previously, the main purpose of educational research is to achieve new knowledge about the educational phenomena, and to develop our confidence that particular knowledge claims about educational phenomena as a result of the research, are valid (Borg & Gall, 1989).

According to Gall et al. (2007, p. 230) *"The term survey describes research that involves the administration of questionnaires or interviews. A survey is method of data collection using questionnaire or interview to collect data from a sample that has been selected to represent a population to which the findings of the data analysis can be generalized"*.

As it was indicated before, the self-administered questionnaire was chosen for the survey. It is sometimes referred as a self-completion questionnaire (Bryman, 2012). The nature of the questions and the way they are asked are extremely important in survey research (Fraenkel et al., 2012).

According to Czaja and Blair (as cited in Robson, 2002, p. 241) *"The survey questionnaire should be designed to help achieve the goals of the research and in particular answer the research questions"*.

As a consequence, the questionnaire was designed in accordance to the main research question: How do the vocational education teachers evaluate the ongoing implementing process of inclusive vocational education in Georgia?

Since the questionnaire aimed to investigate the implementing process of inclusive vocational education from the vocational education teachers' perspectives in the context of Georgia, a self-constructed questionnaire was used. This questionnaire was developed based on 5 main indicators, which were taken from the goals of the ongoing project "Implementation of Inclusive Education in Vocational Education and Training (VET) System in Georgia" (2013-2016).

These indicators were:

- 1) *To what extent are persons with special educational needs and/or disabilities properly provided with individual education plans?*
- 2) *How is the internal support (inclusive education specialist, assistant) beneficial for teachers of persons with special educational needs and/or disabilities?*
- 3) *How is the external support (multidisciplinary team members) beneficial for teachers of persons with special educational needs and/or disabilities?*
- 4) *How is the training about the issues of inclusive vocational education effective (practical) for the vocational education teachers?*
- 5) *How are the physical resources (visual materials, technical support, etc.) accessible for vocational education teachers?*

According to Gall et al. (2007) a questionnaire that measures attitudes generally must be constructed as an attitude scale and must use a substantial number of items in order to obtain a reliable assessment of an individual's attitude.

Investigation of attitudes is a prominent area in much survey research. One of the most common techniques for conduction such an investigation is the *Likert scale*, which was used in the study. The Likert scale is essentially a multiple-indicator or multiple-item measure of a set of attitudes relating to a particular area. The goal of the Likert scale is to measure intensity of feelings about the area in question. In its most common format, it comprises a series of statements (known as "items") that focus on a certain issue or theme. Each respondent is then asked to indicate his or her level of agreement with the statement. Usually, the format for indicating level of agreement is a five-point scale going from 'strongly agree' to 'strongly disagree' (Bryman, 2012, p. 166).

In the survey, was used five-point scale, where participants were asked to choose their level of agreement with the statement between strongly agree, agree, neither agree nor disagree, disagree and strongly disagree.

The questionnaire used in survey is presented in the appendices 3 and 4.

## **3.5 Data Collection**

The process of the data collection consisted of following main stages: Pilot study (3.5.1) and main study (3.5.2).

### **3.5.1 Pilot Study**

Pilot study is an essential procedure for any research. Once a questionnaire has been developed, each question and the questionnaire as a whole must be evaluated rigorously before final administration. Evaluating the questionnaire is called pilot testing or pretesting. (De vaus, 2014, p. 147) It is recommended that investigator makes a pilot test in order to figure out how the questions work and what changes should be done in questionnaire (Creswell, 2014).

Pilot test took place in two vocational institutions in capital city. Five vocational education teachers from each institution were selected for pilot test. Since these teachers were selected only for the pilot study, they did not participate in the main study. Pilot test was made in order to check suitability of questions, to get feedback about necessity to add, modify or take out some questions and to check how gathered information through questionnaire could answer the research question.

Due to the fact that inclusive vocational education is quite a new phenomenon in Georgia, some terms in the questionnaire were modified in order to improve the language and to avoid the eventual misunderstandings or misinterpretations.

Although before the pilot study the questions for participants were revised together with the Georgian advisor from Ministry of Education and Science, additional modifications appeared to be necessary. Mostly, some terminology was replaced by other words easier to understand and as an alternative, after some terminology the definitions were added next to them.



Data gained from the participants of the pilot test revealed valuable information regarding the questionnaire.

### **3.5.2 Main Study**

Once the pilot test was done, the time was right for the main study. After delivering the questionnaire to each vocational institution, the participants were given the brief introduction about the study and particularly, the questionnaire. The participants of survey were told that their participation in the study was completely voluntary and they were free to decline to participate, without consequence, at any time or at any point. The information they provided by completing the questionnaire would be kept confidential, would used only for the purposes of completing this research, and would not be used in any way what can identify them. They were given further instructions and were asked to fill out the questionnaire without consulting the other participants.

The questionnaire took approximately 20-30 minutes, depending on the speed of the participant. When they had some complications with the question or they wanted more clarification, help was provided in a neutral way.

Once the questionnaire was filled, the participants were debriefed and thanked for their participation.

## **3.6 Data Analysis**

According to Proctor & Capaldi (2006), quantitative research is scientific investigation that includes both experiments and other systematic methods that emphasize control and quantified measures of performance (as cited in Hoy & Adams, 2016).

The analysis of empirical data makes the core of any research (Gall, at al., 2007). How we analyze data depends on what we want to know (De Vaus, 2014, p. 203). The method of analysis adopted depends on the complexity of the research question (De Vaus, 2014, p. 204). Data analysis is not just a technical matter. Social scientists have ethical responsibilities to analyze data properly and report it fairly (De Vaus, 2014, p. 209).

Data was analyzed by using The Statistical Package for Social Sciences (SPSS, version 23). It is the most commonly used software for statistical analysis in educational research. SPSS is

a comprehensive, integrated collection of computer programs for managing, analyzing and displaying data (Gall et al., 2007; Connolly, 2007). *"Statistics are mathematical techniques for analyzing numerical data to accomplish various purposes"* (Gall et al., 2007, p. 125).

The quantitative analysis of survey data requires the transformation of answers to questions into numbers. Many variables also needs that answers be classified into categories. The process of converting answers to numbers and classifying answers is called coding (De Vaus, 2014). Consequently, the first step of the SPSS data analysis was to code the data and produce a codebook.

Measurement and statistics are central to quantitative research because they are the connection between empirical observation and mathematical expressions of relations (Hoy & Adams, 2016).

In order to check the instrument scale reliability the Cronbach's alpha coefficient was calculated.

The relationship between five indicators of the questionnaire was investigated using Pearson product-moment correlation coefficient.

Correlation analysis is used to describe the strength and direction of the linear relationship between two variables (Pallant, 2013). The two most commonly use correlations are the Sperman rank order correlation for ordinal data and the Pearson product moment correlation for interval and ratio data (Cohen et al., 2011).

The data was further analysed by using a t-test and one-way between-groups ANOVA with Post-hoc tests to answer the research questions. Independent-samples t-test was used to compare attitudes/views of vocational educational teachers in relation to gender.

A one-way between-groups analysis of variance was used in order to to compare attitudes/views of vocational educational teachers in relation to vocational institutions.

### **3.7 Validity and Reliability**

The quality of the instruments used in research is very important for conclusions researchers draw. The conclusions are based on the information they obtain using these instruments.

Accordingly, researchers, use a number of procedures to ensure that the inferences they draw,

based on the data they collect, are valid and reliable (Fraenkel et al. 2012, p. 147). Validity and reliability are important quality measures of every research.

A valid measure is one, which measures what it is intended to measure. Validity refers to appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes. Reliability refers to consistency of scores or answers from administration of the instrument to another, and from one set of items to another. (Fraenkel et al. 2012, p. 147)

There may be various reasons, why validity of a questionnaire may be affected. For instance, validity can be affected by the methods used to gather your data. Generally, methodological flaws, poor conceptualization, and unclear questions can all contribute to lowered levels of validity (Bordens & Abbott, 2005).

According to De Vaus (2014, p. 51) there are three basic ways in which to assess validity: *Criterion validity, content validity and construct validity.*

Validity is the most important idea to consider when preparing an instrument for use. More than anything else, researchers want the information they obtain through the use of an instrument to serve their purpose (Fraenkel et al., 2012). For the purpose of this research was used a content validity approach. Content validity refers to the degree to which the instrument fully assesses or measures the construct of interest. According to De Vaus (2002, p. 54) "*It emphasizes the extent to which the indicators measure the different aspects of the concept*". One of the key elements of content validity has to do with format of the instrument. This includes such things as the clarity of printing, size of type, appropriateness of language, clarity of directions, etc. (Fraenkel et al., 2012) Therefore, making sure that the major concepts of a research question is clear and well operationalized was significant.

According to Fraenkel et al., (2012, p. 407) there are four main threats to internal validity in survey research: mortality, location, instrumentation and instruments decay. A mortality treats arises in longitudinal studies unless all of the data on "lost" subjects are deleted, in which case the problem becomes one of appropriate generalization. A location threat can occur if the collection of data is carried out in places that may affect responses. Instrument decay can occur in interview surveys if the interviewers get tired or are rushed. This, as well as defects in the instruments themselves, not only may reduce the validity of the information acquired but also may introduce a systematic bias.

In order to strengthen the validity, the definition and the puprose of the study was provided in the introductory page of the questionnaire.

Through the pilot test some adjustments with sentence structuring and terms in the questionnaire were made.

In addition, the structure and length of questionnaire appeared appropriate according to oral comments from the participants of the pilot test, as well as the relevance of the questions to the stated purpose of the survey.

Reliability refers to the consistency of measure of a concept. According to Bryman (2012) the following are three important factors involved when considering whether a measure is reliable: Stability, internal reliability and inter-observer consistency. Nowadays, most researchers use a test of internal reliability known as Cronbach's Alpha, which was also used in this study.

Validity and reliability accuracy is conditional and may be threatened. The researcher attendance could have influenced the vocational education teachers' answers when questionnaires were administered. They could have tried to put "correct" answers, rather the ones that they were really thinking of. However, at the same time, attending the administration process had an advantage. The participants inquired some questions and received clear and objective responses from me in a way that it did not put a research question and research aims under risk.

As it was mentioned above, the self-administered questionnaire was chosen for this study. As a consequence, the questionnaire was designed in accordance to the main research question: How do the vocational education teachers evaluate the ongoing implementing process of inclusive vocational education in Georgia?

The questionnaire aimed to investigate the implementing process of inclusive vocational education from the vocational education teachers' perspectives in the context of Georgia. The self-administered questionnaire was developed based on following 5 main indicators:

- 1) To what extent are persons with special educational needs and/or disabilities properly provided with individual education plans?
- 2) How is the internal support (inclusive education specialist, assistant) beneficial for teachers of persons with special educational needs and/or disabilities?
- 3) How is the external support (multidisciplinary team members) beneficial for teachers of persons with special educational needs and/or disabilities?
- 4) How is the training about the issues of inclusive vocational education effective (practical) for the vocational education teachers?
- 5) How are the physical resources (visual materials, technical support, etc.) accessible for vocational education teachers?

The questionnaire consisted 26 statements. The purpose of each statement was to measure the above mentioned indicators.

Reliability in quantitative analysis takes two main forms, both of which are measures of internal consistency: the split-half technique and the alpha coefficient. (Cohen, et al., 2011)

In order to check internal consistency reliability for each indicator was used Cronbach's alpha coefficient. The cronbach's alpha provides a coefficient of inter-item correlations. It is a measure of the internal consistency amongst the items and is used for multi-item scales.

(Cohen at al., 2011)

Bryman and Cramer (1990) suggest that the reliability level is acceptable at .8, though others suggest that it is acceptable if it is .67 or above (p. 71, as cited in Cohen et al., 2011, p. 640).

According to DeVellis (2012), ideal Cronbach alpha coefficient of scale should be above .7.

In the study, the Cronbach alpha coefficient for IEP was .78 and for internal support and training cycle - .85. It appeared that for external support Cronbach alpha was .86 and for physical resources – .91 (table 1).

As results showed, all indicators were higher than the stardart (above .7). Reliability coefficient ranged from .78 to .91.

Thus, it can be assumed, that internal consistency reliability for the indicators was good, compared to the criteria (above .7).

**Table 1.** Internal consistency realibility for each indicator

	Cronbach's Alpha
IEP	.78
Internal Support	.85
External Support	.86
Training Cycle	.85
Physical Resources	.91

\* N of items - IEP (6), Internal Support (6), External Support (5), Training Sycle (4), Physical Resources (5).

Although, much effort was made by the researcher there are several factors that could threaten the validity and reliability.

It is worth mentioning the fact that the vocational educational teachers received the questionnaires through researcher, who was representative of Ministry of Education and Science of Georgia, which could have influence on their answers. They might think that they had to give answers to please the researcher.

The close-ended scale may have limited the respondents who might want to give more information while filling up the questionnaire.

### **3.8 Ethical Considerations**

Ethics is important in every field and especially where participants are human beings.

Every researcher is obliged to consider carefully the ethical concerns that can affect their research participants (Gall, et al. 2007).

According to De Vaus (2014, p. 55) ideally a survey should be technically correct, practically efficient and ethically sound. As research in social sciences, particularly in education, always relates to humans, ethical considerations become vital. By emphasizing and addressing ethical concerns, educational researcher show respect for research participants, protects them from possible harm and honors their contribution (Gall et al., 2007, p. 69).

During the study is very important to anticipate any cultural, religious, gender, or other differences in the participants (De Nasjonale forskningsetiske komiteer, 2006).

Survey research designs usually pose fewer ethical dilemmas than do experimental or the field research designs. During the process of conducting the study, it is needed to protect the research participants; develop a trust with them; guard against misbehavior and impropriety that might reflect on their organizations or institutions (Creswell, 2014).

Most professional codes of ethics stress the importance of five ethical responsibilities towards survey participants: Voluntary participation, informed consent, no harm, anonymity and confidentiality and privacy (De Vaus, 2014).

As Cohen et al. state (2007, p. 57), ethical considerations pervade the whole process of research. Therefore each stage demanded careful approach.

Even though this study did not cover sensitive topics, the following ethical principles were taken into consideration:

*Permission to conduct the study* – As was described in the section of “Gaining Access to the Data,” a permission of conducting the study was requested and received from Ministry of

Education and Science of Georgia. An official permission was important to ensure that the study was ethically planned.

*Voluntary participation:* This principle means that people should not be required to participate in a survey. Voluntary participation, however, conflicts with the methodological principle of representative sampling. Given the choice, certain types of people are more likely than others to refuse to participate in surveys and can result in biased samples. Nevertheless, compulsory participation is not the solution. Even though compulsion might minimize bias, it will undermine the quality of the responses (De Vaus, 2014).

*Informed consent:* During the collecting data period, it is important to build the trust and convey extent of anticipated disruption in gaining access. It is necessary to discuss purpose of the study and how data will be used (De Nasjonale forskningsetiske komiteer, 2006). I made an effort to ensure that the information about the study was fully clear for the participants. Even after receiving preliminary agreements of participation and before conducting the survey, I provided an additional detailed explanation about the study. The participants were informed that their participation was voluntary and that they had the right to withdraw from the research at any stage. The purpose and the context of the study were also explained to them.

*Anonymity and confidentiality and privacy:* It is a fundamental responsibility of every researcher to do all in his/her power to ensure that participants in a research study are protected from physical or psychological harm, discomfort, or danger that may arise due to research procedures (Freankel et al., 2012).

The most obvious way in which the participants can be harmed in survey research is if the confidentiality of responses is not honored (De Vaus, 2014). Usually, survey participants are assured that their answers will be either anonymous or confidential. As part of the process of obtaining informed consent it should be clear for participants how their responses are treated. Before conducting survey, the participants were explained that the information they provided by completing the questionnaire would be kept confidential, would used only for the purposes of completing this research, and would not be used in any way what could identify them.

The questionnaire for the survey was anonymous in order to protect the participants' personal information. When it came to analyzing data, the key factor was to respect the privacy and anonymity of participants and to assign fictitious names or alliances. The data was protected safely.

### **3.9 Limitations of the study**

One of the limitations of the study was the inability to personally observe the teaching and learning process and to have a more comprehensive picture of the process as it was investigated retrospectively.

Considering that the questionnaire consisted of closed-questions only, the participants did not have a chance to answer the questions in a way they might want.

Another limitation of the study was the location of the vocational institutions. Since, every vocational institution was situated in different part of Georgia, it was time consuming and took a lot of resources to conduct the survey.

As it was mentioned previously, the presence of the researcher is helpful in a way that it enables any queries or uncertainties to be addressed immediately with questionnaire designer. Further, it typically ensures a good response rate. It also ensures that all the questions are completed and filled in correctly. It makes possible to gather data from many respondents simultaneously (Cohen et al., 2011).

However, having the researcher present may be threatening and exert a sense of compulsion, where respondents may feel uncomfortable about completing the questionnaire, and may not want to complete it or even start it. Having the researcher present also places pressure on the researcher to attend at an agreed time and in an agreed place, and this may be time-consuming and require the researcher to travel extensively, thereby extending the time frame for data collection. (Cohen et al., 2011, p. 404)

In addition, to gain detailed information about the whole population, it would be significant to include the teachers from all vocational education institutions, but the time limits of the study and the lack of experience did not allow it.



# 4 Presentation of the Findings

## 4.1 Introduction

This chapter presents the data analysis and the findings of the study starting with the presentation of demographic information of the participants and the characteristics of the vocational institutions in which they work, followed with the presentation of data on teachers' attitudes towards the implementing process of inclusive vocational education in Georgia.

The purpose of the study is the investigation of teachers' attitudes/opinions towards the implementing processes of inclusive vocational education in Georgia. The presented findings are the descriptions of the vocational education teachers' opinions, obtained through the survey.

In order to answer the research questions, the questionnaire data was analyzed quantitatively using the Statistical Package for Social Sciences (SPSS, V. 23.0).

The chapter presents information about correlation between indicators (IEP, internal support, external support, training cycle and physical resources), a bi-variate data analysis, using T-test for independent samples and the One-way between-groups ANOVA with post-hoc tests in order to find out if there was any statistically significant difference in the opinions of teachers between the vocational institutions and between gender of the teachers.

To protect the vocational institutions' confidentiality have been changed the names of institutions and has been assigned by the following labels: College A, college B, college C, college D, college E and college F.

## 4.2 Demographic Data

As already discussed in chapter 3, the respondents of the study were selected from six governmental vocational institutions, which are participants of the governmental project "Implementation of Inclusive Education in Vocational Education and Training (VET) System in Georgia" (2013-2016).

Two of the vocational institutions were located in the capital city, and other four – in the following regions of Georgia: Kakheti, Adjara, Imereti and Samtskhe-Javakheti.

Table 2. Participants' Sex

	N	%
Male	33	35.9
Female	59	64.1
Total	92	100

From the table shown above (Table 2), we know that there are 33 males (35.9 %) and 59 female (63.1%) in the sample, giving a total of 92 respondents.

The majority of participants were female (63.1% in total) and the male participants represented the minority (35.9 %) in this study.

**Teachers' Age** - There were five age categories (1. 20-29, 2. 30-39, 3. 40-49, 4. 50-59, 5. 60 ±). The majority of respondents were between the age group 50-59 (39.1%), followed by the age group 30-39 (22.8%). The minority of participants was between the age group 20-29 (6.5%). Table 3 demonstrates this data.

Table 3. Age Categories

Age group	N	%
20 – 29	6	6.5
30 – 39	21	22.8
40 – 49	15	16.3
50 – 59	36	39.1
60 +	14	15.2
Total	92	100

\* no missing data

The table 4 represents the number of participants from each vocational institution. The larger part of participants (20 participants) was from college E (21.7 per cent), followed by college B with 18 respondents (19.6%) and college A with 17 respondents (18.5%). The least number of respondents (11) were from collage F and college C.

Table 4. Vocational Institutions

Vocational Institutions	N	%
College A	17	18.5
College B	18	19.6
College C	11	12
College D	15	16.3
College E	20	21.7
College F	11	12
Total	92	100

\* no missing data

### 4.3 Correlation

The relationship between five indicators of the questionnaire was investigated using Pearson product-moment correlation coefficient.

Table 5. Correlation between indicators

	IEP	Internal Support	Eternal Support	Training Cycle	Physical Resources
IEP	1	.40**	.39**	.43**	.27**
Internal Support	.40**	1	.76**	.62**	.41**
External Support	.39**	.76**	1	.68**	.40**
Training Cycle	.43**	.62**	.68**	1	.39**
Physical Resources	.27**	.41**	.40**	.39**	1

\*\*  $p < .01$ , two-tailed.

From the table shown above (table 5), we see that there was a strong, positive correlation between internal support (indicator 2) and external support (indicator 3),  $r = .76, n = 92$ , internal support (indicator 2) and training cycle (indicator 4),  $r = .61, n = 92$ , as well as external support (indicator 3) and training cycle (indicator 4),  $r = .68, n=92$ , which means that if one variable increases (indicator), so too does the other.

However, there was a small, positive correlation between physical resources (indicator 5) and IEP (indicator 1),  $r = .28, n = 92$ , suggesting not very strong relationship between them.

In sum, the correlation coefficient of all indicators in the study was statistically significant (\*\*  $p < .01$ ). The participants' evaluation positively on internal support highly assessed on external support as well. The strongest correlation became noticeable between internal support and external support as well as external support and training cycle.

On the other hand, the weakest correlation came into sight between IEP and physical resources.

The following results allow to conclude that increased usage of IEP during the teaching-learning process, will not necessarily escalate the accessibility of physical resources and vice versa.

## 4.4 Independent-samples t-test

Independent-samples t-test was conducted to compare scores of each question (categorized into five indicators) between males and females in order to explore whether males and females differ significantly in terms of their attitudes towards the implementing process of inclusive vocational education in Georgia.

The least variance of the means was found in five indicators for male (3.57, 4.19, 3.99, 4.04, 3.72) and female (3.32, 4.08, 3.76, 3.94, 3.71) respectively. In other words, the results indicated that gender does not make attitudes different. Hence, effect of different gender is not sufficient for formation or change the attitude.

Consequently, it was no statistically significant difference in the mean attitudes scores for female and male teachers; IEP ( $t = 1.649, p = .10$ ), internal support ( $t = 1.046, p = .30$ ), external support ( $t = 1.588, p = .12$ ), training cycle ( $t = 0.689, p = .49$ ), physical resources ( $t = 0.084, p = .93$ ).

Among the effect size statistics, eta squared was used in order to indicate the magnitude of the differences between the groups (Pallant, 2013).

From table 6 we can see that the magnitude of the differences in the means was small for IEP, internal and external support:

IEP- mean difference = .251, 95% CI: -.05 to .552 (eta squared = .02);

Internal support – mean difference = .115, 95% CI: -.107 to .337 (eta squared = .01);

External support – mean difference = .232, 95% CI: -.054 to .518 (eta squared = .02).

On the other hand, the magnitude of the differences in the means was very small for training cycle and physical resources:

Training cycle – mean difference = .094, 95% CI: -.165 to .353 (eta squared = .005);

Physical resource – mean difference = .016, 95% CI: -.336 to .366 (eta squared = .009).

**Table 6.** Independent-samples t-test

	Male (N=33)		Female (N=59)		<i>t</i> ( <i>p</i> )	Effect size	95% Confidence Interval of the Difference
	M	SD	M	SD			
IEP	3.57	0.71	3.32	0.687	1.649 (.10)	.02	-0.053 to 0.556
Internal support	4.19	0.495	4.08	0.524	1.046 (.30)	.01	-0.104 to 0.334
External support	3.99	0.687	3.76	0.648	1.588 (.12)	.02	-0.06 to 0.525
Training Cycle	4.04	0.66	3.94	0.563	0.689 (.49)	.005	-0.179 to 0.367
Physical Resources	3.72	0.962	3.71	0.715	0.084 (.93)	.009	-0.368 to 0.4

*p* > .05

*Effect size: Eta Squared*

## 4.5 One-way between-groups ANOVA with Post-hoc tests

A one-way between-groups analysis of variance was conducted to explore if there was significant difference between the colleges and the scores (type of answer) of the questions. Appeared that in most cases there was no statistically significant difference between vocational institutions and the type of answers. However, the table introduced below (Table 7) shows that some colleges answered the questions grouped in indicator 3 (external support)

differently. Although there was no statistically significant difference ( $p < .07$ ), the result required the future investigation to find out exactly which colleges gave different result.

**Table 7.** One-way between-groups ANOVA

		Sum of	df	Mean	F	Sig.
		Square				
IEP	Between	2.756	5	0.551	1.126	0.353
	Groups					
	Within	42.101	86	0.49		
	Groups					
	Total	44,856	91			
Internal	Between	1.489	5	0.298	1.136	0.348
	Groups					
	Within	22.549	86	0.262		
	Groups					
	Total	24.038	91			
External	Between	4.425	5	0.885	2.106	0.072
	Groups					
	Within	36.144	86	0.42		
	Groups					
	Total	40.569	91			
Training	Between	2.113	5	0.423	1.194	0.319
	Groups					
	Within	30.434	86	0.354		
	Groups					
	Total	32.547	91			
Physical	Between	4.87	5	0.974	1.541	0.186
	Groups					
	Within	54.359	86	0.632		
	Groups					
	Total	59.229	91			

\*  $p < .05$

\*\*  $p < .01$

In order to discover exactly between which colleges occurred difference, the Post-hoc Test was conducted. After performing Post-hoc comparisons using the Turkey HSD test, indicated the statistically significant difference between college A and college F (Mean difference = .742;  $p = .045$ ).

Despite of this fact, the other colleges did not differ significantly from each other (Table 8).

**Table 8.** Post-hoc test

Multiple Comparisons				
Dependent Variable: I3 (external support)				
Tukey HSD				
(I)	(J)	Mean	Std. Error	Sig.
College	College	Difference		
College A	College B	.502	.219	.21
	College C	.257	.251	.909
	College D	.274	.23	.839
	College E	.404	.214	.415
	College F	.742*	.251	.045

\*  $p < .05$

## 4.6 Summary of the Findings

General impression connected to the implementing process in inclusive vocational education seemed positive from the participants' perspective. The internal and external support (inclusive education specialist, assistant and multidisciplinary team members) seemed active and supportive for the vocational education teachers of students with special educational needs and/or disabilities. They provide good support in an educational process for vocational education teachers.

The training cycle about the issues of inclusive vocational education gave the teachers possibility to develop their knowledge and skills related to inclusive education.

Revealed that creation and implementation of sustainable mechanisms of vocational education teachers' qualification raise in inclusive vocational education is vastly important.

Creating trainings with specific content and offering vocational education teachers to representatives of vocational education was determined as significant.

Participants of the study seemed satisfied to the accessibility of physical resources necessary for children with special educational needs and/or disabilities.

Became evident, that every kind of physical resources/technical aids is accessible for the vocational education teacher of students with special educational needs and/or disabilities during the educational process.

Besides these positive responds toward most of the topic, appeared some issues that worth to attract attention to.

Revealed, that not every student with special educational needs and/or disabilities is properly provided with individual education plan. Participants' answers showed that there are certain challenges related to that topic.

The regulatory documents of vocational education do not fully allow the education process to take place by meeting the student's individual needs and the teaching and learning process to be conducted according to individual plans.

Although, internal and external support seem very beneficial for teachers of students with special educational needs and/or disabilities, deficient experience in inclusive vocational education makes difficult for them to plan and conduct the educational process in a flexible way.



# **5 Discussion, Conclusion and Recommendations**

## **5.1 Discussion**

The study aimed to investigate the implementing process of inclusive vocational education from the vocational education teachers' perspectives. To achieve the overall aim of the study, quantitative survey has been conducted with the vocational education teachers of the students with special educational needs and/or disabilities.

The self-administered questionnaire was created on the basis of the research question that included the key issues and items.

The questionnaire of the study has been built on five indicators and the discussion is presented according to these particular indicators. The current discussion is based on the interpretation of the findings presented in chapter 4, and literature review offered in chapter 2.

Study revealed positive results as the implementing process in inclusive vocational education seemed constructive from the perspective of the participants.

The results of the study indicated no statistically significant difference in attitudes between the female and male teachers. They held positive attitudes toward implementing process of inclusive vocational education.

### **5.1.1 Individual Education Plan**

Effective education for persons with special educational needs and/or disabilities on vocational educational programs requires flexible learning environment and the use of individual approaches.

Protecting inclusive education fundamental principles while providing vocational education is associated with certain challenges:

As it was stated previously, the regulatory documents of vocational education do not fully allow teachers to organize the education process according to students' individual needs and formulate the individual educational plan for them.

The reason that teachers face difficulties to plan and organize teaching and learning process in a way where everybody's individual abilities and needs are taken into consideration is their lack of experience in inclusive vocational education.

As it was expected, study showed that not every student with special educational needs and/or disabilities is properly provided with individual education plan. Participants' answers showed that there are certain challenges related to this subject matter.

To this purpose, Ministry of Education and Science of Georgia reflected certain inclusive education provisional statements with respect to accessibility of vocational education for persons with special educational needs and/or disabilities in vocational education regulatory documents and commenced series of trainings for vocational education teachers in 2013 (MoES, 2013). One of the major tasks for Ministry of education and science of Georgia is to continue work in this direction.

Nowadays, provision of vocational education for students with special educational needs is planned individually, considering their needs and abilities. If needed, individual education plan, basing on vocational education program/module and its adaptation is elaborated for a student with special educational needs.

### **5.1.2 Internal and External Support**

One of the main principles of vocational education reform strategy is to provide support for systematic changes in vocational education sector (MoES, 2013).

Enrollment of students with special educational needs and/or disabilities in vocational institutions from the institutions' perspective involves providing relevant support for teachers and students in an educational process. Providing competent support means strengthening human resources of the vocational institutions and recruiting additional employees. (MoES, 2013)

Currently, inclusive vocational education specialists and assistants of persons with special educational needs work in vocational institutions. The institution is provided also with external support, particularly, multidisciplinary team members from Ministry of Education and Science of Georgia.

One of the research questions was related to that topic – how are the internal (inclusive education specialist, assistant) and external support (multidisciplinary team members) beneficial for teachers of persons with special educational needs and/or disabilities?

The goal was to investigate their satisfaction towards those certain support system and understand teachers' attitudes.

As stated in the survey results, the vocational education teachers of students with special educational needs and/or disabilities are satisfied with internal and external support. In case of need they can ask for the assistance or also help each other, so that there are no limitations in this regard.

Together with vocational education teacher, inclusive vocational education team (Inclusive vocational education specialist, Assistan of person with special educational needs) discuss following:

- Is it possible to provide vocational education to a student with special educational needs and/or disabilities in a standard manner and format?
- If a student requires adaptation of educational program in terms of setting alternative qualitative or quantitative learning outcomes and/or making alterations in instructional and assessment strategies.

Inclusive vocational education specialist supervises and actively manages the process of functioning of students with special educational needs and provision of needed services in vocational education institutions.

Vocational education teacher together with inclusive vocational education specialist analyzes student's documentation, with a purpose to plan the educational process adequately, considering the needs and abilities of a student.

Usually, inclusive vocational education specialist is involved in the development of individual educational plan, adjustment of educational environment and together with vocational education teachers actively works on development of teaching strategies.

Assistant of person with special educational needs helps vocational education teacher and inclusive vocational education specialist in realization of individual plans.

Positive trend of specialists' employment is noted in vocational education institutions; those, having increasing number of students with special educational needs, ensure hiring of the above stated specialists in support of their students with special educational needs and/or disabilities. (MoES, 2015)

Similar to Georgia, in Finland, special needs assistant, educational guidance and other staff are involved in educational process in VET system (European Agency for special need and Inclusive Education, 2014).

In Denmark, besides the vocational education teachers, there are other professionals (teaching assistant, mentors, learner counsellors, reading/writing specialists) working with students with special educational needs (European Agency for special need and Inclusive Education, 2014).

### **5.1.3 Training Cycle**

Teaching is a professional activity based on comprehensive academic training (Lassen, 2005). Many researchers have suggested that in order to better prepare teachers for inclusive classrooms their initial teacher education (ITE) should include greater opportunities to engage with people with disabilities in an attempt to lessen their concerns and improve their attitudes towards including students with a range of diverse needs (Forlin et al., 2007; Jung, 2007; Miller, 2008; Richards & Clough, 2004; Romi & Leyser, 2006; Winter, 2006). Senge and his colleagues argued that the need to develop ones knowledge throughout a lifelong career becomes more and more obvious (as cited in Skogen, in press).

Vocational education and training development strategy of Georgia for 2013-2020 (MoES, 2013) seeks to address various challenges to the establishment of a VET system of excellence in Georgia. One of the main challenges are lack of capacity building and professional development of vocational education teachers in line with modern standards and requirements.

The major element addressing the quality of vocational education programs is the quality of the teaching. The Strategy, therefore, stresses improvements in the preparation of vocational education teachers, to encourage their entry to the profession and opportunities for their continuing career development both to keep their subject and teaching expertise at the forefront of current developments and to retain the best teachers in the profession (MoES, 2013).

While some vocational education teachers have illusion of being excellent, better teaching professionals tend to focus on other aspects of education where security of tenure and hence income, and status are higher. The VET system has to become more attractive to both young newly qualified graduates and experienced personnel, fully competitive with alternative enterprise and teaching options. This means to renovate current teacher contract

arrangements, pay scales, and opportunities for personal career development, including periods to up-date expertise, exposing teachers to the changing circumstances of the occupations targeted by their students through work placement as well as educating them in the latest of teaching techniques (MoES, 2013).

Vocational education needs adequately prioritised all levels of professional development, from initial teacher training to continuous in-service teacher and subject training both through courses and periods of professional attachment. (MoES, 2013)

According to European Agency for special need and Inclusive Education (2014) specific training for working with students with special educational needs seems to be very important for teachers working in special school or with groups of learners with special educational needs in Cyprus and Czech Republic. However, in Estonia, there is no requirement for teaching students with special educational needs with some special qualifications.

On the other hand, in Denmark, teachers and trainers working with students with special educational needs have the option of applying for development activities within the areas of special teaching for children, youth education and other disability-related educational activities. These activities can be in the form of evaluations, teaching training and etc.

In Ireland, the Special Education Support Service (SESS) provides training on special educational needs for teachers, whereby visiting teachers provide advice and assistance on the education of learners with special educational needs (European Agency for special need and Inclusive Education, 2014).

For Georgia, caring about teachers' qualification raise and, taking into consideration the shortage of experience in inclusive vocational education process, implementation of monitoring processes stays still vital (MoES, 2013).

Relatively, teachers' qualification and training provision and sustainable system establishment, which develops qualified vocational education teachers within inclusive vocational education, is one of the major objectives of Ministry of Education and Science of Georgia.

The mechanism for the improvement and enhancement of professional qualification of specialists, engaged in inclusive vocational education has been introduced to the vocational education teachers and whole human resources of vocational education institutions. In particular, specific educational courses for training and/or retraining of specialists and interested individuals have been developed by Teachers Professional Development Center (MoES, 2015).

According to the findings, the training cycle about the issues of inclusive vocational education gave the teachers possibility to develop their knowledge and skills related to inclusive education.

Revealed that creation and implementation of sustainable mechanisms of vocational education teachers' qualification raise in inclusive vocational education is vastly important. Creating trainings with specific content and offering vocational education teachers to representatives of vocational education was determined as significant.

Creation and implementation of sustainable mechanisms of human resource qualification raise in inclusive vocational education is important for Ministry of Education and Science of Georgia (MoES, 2015).

The enhancement of vocational education teachers' competence promotes the quality inclusive vocational education, which has crucial importance in education of students with special educational needs and/or disabilities.

#### **5.1.4 Physical Resources**

For a teacher, it is very important to plan teaching strategies and activities that match students' developmental needs and characteristics. Students with special educational needs and/or disabilities may need alternative formats of educational materials in the classroom. One of the best ways one can support children with special educational needs is to adapt the classroom environment in order to increase children's participation in activities.

The study showed, that the environment in vocational institutions is appropriately arranged and comfortable. The participants of the study reported that the vocational institutions are equipped with adapted materials (literature in Braille or big font, audio recorded materials, etc.) for students with special educational needs and/or disabilities.

Participants of the study seemed satisfied to the accessibility of physical resources necessary for children with special needs and/or disabilities.

Became evident, that every kind of physical resources/technical aids is accessible for the vocational education teacher of students with special educational needs and/or disabilities during the educational process.

In the report from 2014-2015 (MoES, 2015) is stated that if it is necessary, Ministry of Education and Science of Georgia provides alternative formats of educational materials for students with special educational needs. In particular, manuals are provided in electronic

format for blind and low vision students; voicing of the manuals by special computer program makes their content accessible for students.

In addition, Ministry of Education and Science started creation of audio version (human voice recorded in a studio) of vocational education manuals, developed in 2015. One audio-book was recorded in 2015 and 26 manuals will be recorded in 2016. (MoES, 2015)

## **5.2 Conclusion**

The study aimed to understand how is the ongoing implementing process of inclusive vocational education beneficial for vocational education teachers. Findings and discussion presented above are response to research question – How do the vocational education teachers evaluate the ongoing implementing process of inclusive vocational education in Georgia?

The following conclusions can be inferred from the study.

Data of the study helped to promote the understanding of the effectiveness of the inclusive vocational education from the vocational education teachers' perspective.

The survey showed that although vocational education teachers' views on implementing process of inclusive vocational education are positive, there is still a long way to be passed for development of relevant vocational educational system for students with special educational needs and/or disabilities. However, it should be mentioned that first steps have been made successfully toward implementing of quality inclusive education in VET system.

## **5.3 Limitations of the Study**

The findings of the study must be reviewed in the light of several limitations. Initially, the respondents were informed that the investigation was connected to the pilot project carried

out by Ministry of Education and Science of Georgia in cooperation with Norway. This might have influence on the vocational education teachers' answers.

Another limitation could be the presence of the researcher during the whole filling-up questionnaire process. The researcher had the possibility to meet the teachers personally and this might have an influence on the sincere answers.

Due to the limited time the restricted meetings with participants and the chosen method of collected data made it difficult to explore the topic deeper.

Nevertheless, recognising these limitations, the results from this investigation offer several important implications for further research.

## **5.4 Recommendations for Future Study**

Based on information introduced in findings and discussion, following recommendations are produced for future study:

Investigation others than teachers' attitudes is needed in the field. With this regard, the perception of students with special educational needs and/or disabilities and their parents can be studied. Observation of classroom practice and in-depth interviews can provide valuable information. It will be very interesting to investigate these ongoing implementing processes of inclusive vocational education from students' perspectives. That would give possibility to see obstacles from different perspectives.

Research on attitudes is needed in other vocational institutions as well. The opinions may differ in urban and rural settings.

Several studies can be done using different methodologies and instruments in order to collect holistic information on the development of quality inclusive vocational education in Georgia.



Provided recommendations might be useful in the future to develop effective inclusive and accessible learning environment for students with special educational need and/or disabilities. In addition, it will increase vocational education teachers' possibility to provide students with quality vocational education in accordance to their interests, individual abilities and the needs.

# Bibliography

- Avramidis, E., & Norwich, B. (2002). Teachers' attitudes towards integration / inclusion: A review of the literature. *European journal of special needs education, 17*(2), 129-147. doi: 10.1080/08856250210129056
- Befring, E. (2004). *Research methods and statistics*. Oslo. Unipub Forlag, Oslo Academic Press.
- Billett, S. (2013). Towards a mature provision of vocational education. *International journal of training research, 11*(2), 184-194. doi: 10.5172/ijtr.2013.11.2.184
- Booth, T., & Ainscow, M. (2002). *Index for inclusion. Developing learning and participation in schools*. Bristol: Centre for Studies on Inclusive Education (CSIE).
- Bordens, K. S., & Abbott, B. B. (2005). *Research design and methods. A Process Approach*. (6th ed.). McFraw Hill.
- Borg, W., & Gall, M. (1989). *Education research. An introduction*. (5th ed.). New York: Longman.
- Bryman, A. (2012). *Social research methods* (3rd ed.). Oxford: Oxford University Press.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. (6th ed.). Abington, Oxon: Routledge. Taylor & Francis e-Library.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education*. (7th ed.). Abington, Oxon: Routledge.
- Connolly, P. (2007). *Quantitative data analysis in education. A critical introduction using SPSS*. Abingdon, Oxon: Routledge.
- Creswell, J. W. (2014). *Research design. Qualitative, quantitative, & mixed methods Approaches*. London, England: SAGE Publications, Inc.

De Nasjonale forskningsetiske komiteer (2006). *Guidelines for research ethics in the social sciences, law, and the humanities*. Retrieved from:  
<https://www.etikkom.no/globalassets/documents/english-publications/guidelines-for-research-ethics-in-the-social-sciences-law-and-the-humanities-2006.pdf>

De Vaus, D. (2014). *Surveys in social research* (6th ed.). Abingdon, Oxon: Routledge.

DeVellis, R. F. (2012). *Scale development: Theory and applications*. (3th ed.). Thousand Oaks, California: Sage.

European Agency for Development in Special Needs Education (2012). *Vocational education and training: Policy and practice in the field of special needs education – Literature review*. Retrieved from: [https://www.european-agency.org/sites/default/files/vocational-education-and-training-policy-and-practice-in-the-field-of-special-needs-education-literature-review\\_VET-LiteratureReview.pdf](https://www.european-agency.org/sites/default/files/vocational-education-and-training-policy-and-practice-in-the-field-of-special-needs-education-literature-review_VET-LiteratureReview.pdf)

European Agency for Special Needs and Inclusive Education (2014). *Vocational education and training (VET). Summary of country information*. Retrieved from:  
<https://www.european-agency.org/sites/default/files/VET%20Summary%20of%20Country%20information%202014.pdf>

European Agency for Special Needs and Inclusive Education (2015). *Empowering teachers to promote inclusive education. Literature review*. Retrieved from:  
<https://www.european-agency.org/sites/default/files/Empowering%20Teachers%20to%20Promote%20Inclusive%20Education.%20Literature%20Review.pdf>

European Commission (2010). *Communication from the commission. Europe 2020. A strategy for smart, sustainable and inclusive growth*. Brussels, European Commission. Retrieved from: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:EN:PDF>

- Forlin, C., Loreman, T., Sharma, U., & Earle, C. (2009). Demographic differences in changing pre-service teachers' attitudes, sentiments and concerns about inclusive education. *International journal of inclusive education*, *13*(2), 195–209. doi: 10.1080/13603110701365356
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education*. New York, NY: McGraw-Hill.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research. An introduction* (8th ed.). Boston, MA: Pearson Education, Inc.
- Gordon, J. (2015). Glimpsing the Future in the Past: VET in Europe. *European journal of education*, *50*(4). doi: 10.1111/ejed.12151
- Halinen, I., & Järvinen, R. (2008). Towards inclusive education: The case of Finland. *Prospects*, *38*(1), 77–97. doi: 10.1007/s11125-008-9061-2
- Hirvonen, M. (2011). From vocational training to open learning environments: Vocational special needs education during change. *Journal of Research in Special Educational Needs*, *11*(2), 141–148. doi: 10.1111/j.1471-3802.2010.01159.x
- Hoy, W. K. & Adams, C. M. (2016). *Quantitative Research in Education: A primer*. (2nd ed.). Thousand Oaks, California. Sage.
- IPM Research (2014). *Survey on an employer attitude towards employment of people with disabilities /special educational needs. Qualitative research report*. Tbilisi, Georgia. Retrieved from: <http://vet.ge/wp-content/uploads/2013/10/Survey-on-an-employer-attitude-towards-employment-of-people-with-disabilities-special-educational-needs.pdf>
- Johnsen B. H., & Skjørten M. D. (2001). *Education – Special needs education: An introduction*. (Towards Inclusion. Book no 1). Oslo. Unipub forlag.

- Jung, W.S. (2007). Pre-service teacher training for successful inclusion. *Education, 128*(1), 106–113.
- Lassen, L. (2005). Five challenges in empowering teachers. In B. H. Johnsen (Ed.), *Social-emotional growth and development of learning strategies* (pp. 229-247). Oslo: Unipub – Oslo Academic Press.
- Law, N., Yuen, A., & Fox, R. (2011). *Educational innovations beyond technology. Nurturing leadership and establishing learning organizations*. Springer: New York Dordrecht Heidelberg, London. doi: 10.1007/978-0-387-71148-5
- Miller, M. (2008). What do students think about inclusion?. *Phi Delta Kappan, 89*(5), 389 – 391. doi: 10.1177/003172170808900518
- Ministry of Education and Science of Georgia (2005). *The Law about general education of Georgia*. Tbilisi, Georgia. Retrieved from: [http://mes.gov.ge/old/upload/publication/geo/1192002089\\_ZogadiGanatleba\\_122.pdf](http://mes.gov.ge/old/upload/publication/geo/1192002089_ZogadiGanatleba_122.pdf)
- Ministry of Education and Science of Georgia (2007). *The law about vocational education*. Tbilisi, Georgia. Retrieved from: [http://vet.ge/wp-content/uploads/2013/10/profesiuli\\_kanoni.pdf](http://vet.ge/wp-content/uploads/2013/10/profesiuli_kanoni.pdf)
- Ministry of Education and Science of Georgia (2007). *Order N675 of The Minister of Education and Science*. Tbilisi, Georgia.
- Ministry of Education and Science of Georgia (2009 - 2011). *The Strategy of inclusive education*. Tbilisi, Georgia.
- Ministry of Education and Science of Georgia (2011). *National Educational Curriculum*. Tbilisi, Georgia.
- Ministry of Education and Science of Georgia (2011). *Development of inclusive education in public schools in 10 municipalities of Georgia*. Tbilisi, Georgia.

Ministry of Education and Science of Georgia (2011). *The state strategy and action plan of vocational education of students with special needs for 2012-2015*. Tbilisi, Georgia.

Ministry of Education and Science of Georgia (2012). *The strategy and action plan of implementing inclusive education in vocational education and training system*. Tbilisi, Georgia.

Ministry of Education and Science of Georgia (2013, September). Regarding the statement of conducting vocational testing approval. Order #152/N. Tbilisi, Georgia. Retrieved from: <http://vet.ge/wp-content/uploads/2013/10/152testirebisdebuleba.pdf>

Ministry of Education and Science of Georgia (2013). *Inclusive education indicators in Georgia. Survey report*. Survey is prepared by Ilia State University within the Project „Implementation of Inclusive Education in Vocational Education and Training System of Georgia”. Retrieved from: <http://vet.ge/wp-content/uploads/2013/10/book4.pdf>

Ministry of Education and Science of Georgia (2013). *Vocational education and training development strategy for 2013-2020*. Retrieved from <http://vet.ge/wp-content/uploads/2013/10/2013-2020strateg.pdf>

Ministry of Education and Science of Georgia (2013-2016). *Implementation of inclusive education in vocational education and training system of Georgia*. Tbilisi, Georgia.

Ministry of Education and Science of Georgia (2013). *Introduction of inclusive education in vocational education and training system of Georgia: Annual report, 2013*.

Publication is prepared within the project „Implementation of Inclusive Education in Vocational Education and Training System of Georgia“. Ministry of Education and Science of Georgia. Tbilisi, Georgia.

Ministry of Education and Science of Georgia (2015). *Introduction of inclusive education in vocational education and training system of Georgia. Annual report, 2014-2015*.

Publication is prepared within the project „Implementation of Inclusive Education in

Vocational Education and Training System of Georgia“. Tbilisi, Georgia. Retrieved from: <http://inclusion.ge/res/docs/2016071913425031610.pdf>

Mittler, P. (2004, December). Including children with disabilities. *Prospects*, XXXIV(4). doi: 10.1007/s11125-005-2710-9

Pallant, J. (2013). *SPSS survival manual. A step by step guide to data analysis using IBM SPSS*. Berkshire: Open University Press.

Parliament of Georgia (2013, December). *The Convention on the rights of persons with disabilities* ratified by the Parliament of Georgia on December 26. Tbilisi, Georgia.

Richards, G., & Clough, P. (2004). ITE students' attitudes to inclusion. *Research in Education*, 72(1), 77–86. doi: 10.7227/RIE.72.6

Robson, C. (2002). *Real world research*. (2nd ed.). Blackwell Publishers Ltd.

Romi, S., & Leyser, Y. (2006). Exploring inclusion pre-service training needs: A study of variables associated with attitudes and self-efficacy beliefs. *European Journal of Special Needs Education*, 21(1), 85–105. doi: 10.1080/08856250500491880

Skogen, K. (in press). The challenges of the school leader. In B. H. Johnsen (Ed.), *Baseline studies towards inclusion-Ethiopian and international contributions*.

Skogen, K. (2001). Innovation for inclusion. An introduction to the process of change. In B. H. Johnsen & M. D. Skjørten (Eds.), *Education-Special needs education*. An introduction (pp. 325-358). Oslo: Unipub.

Schmitt, M. J. (2008). *The charter of fundamental rights of the European Union. Reading Guide. In the light of the European Convention for the Protection of Human Rights and Fundamental Freedoms and of the European Social Charter (Revised)*. Conference of INGOs of the Council of Europe. Retrieved from: <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016802f5eb7>

Smith, A., & Bell, S. (2015). Towards Inclusive Learning Environments (TILE): Developing the "Roadmap for the inclusion of students with special educational needs in vocational education and workplace settings". *Support for Learning*, 2015, 30(2), 150-160. doi: 10.1111/1467-9604.12082

The Order of the Prime Minister of Georgia (2013). *Vocational Education reform Strategy (2013-2020)*. Tbilisi, Georgia. Retrieved from: <http://vet.ge/wp-content/uploads/2013/10/2013-2020strateg.pdf>

UN (2006). *Convention on the rights of persons with disabilities*. Retrieved from: <http://www.un.org/disabilities/convention/conventionfull.shtml>

UNESCO (1994, June). *The Salamanca statement and framework for action on special needs education*. World Conference on Special Needs Education: Access and Quality. Salamanca, Spain. UNESCO. Retrieved from: [http://www.unesco.de/fileadmin/medien/Dokumente/Bildung/Salamanca\\_Declaration.pdf](http://www.unesco.de/fileadmin/medien/Dokumente/Bildung/Salamanca_Declaration.pdf)

UNESCO (2008). *EFA global monitoring report: Education for all by 2015. Will we make it?*. Paris: UNESCO.

Wilczenski, F., Barry-Schneider, E., Reddington, T., Blais, K., Carreira, K., & Daniello, A. (1997). *Using stakeholder interviews to evaluate inclusive education*. U.S Department of Education. Education Resources Information Center (ERIC). Retrieved from: <http://files.eric.ed.gov/fulltext/ED413697.pdf>

Winter, E.C. (2006). Preparing new teachers for inclusive schools and classrooms. *Support for Learning*, 21(2), 85–91. doi: 10.1111/j.1467-9604.2006.00409.x

WHO (2011). *World report on disability*. WHO Library. Retrieved from: [http://www.who.int/disabilities/world\\_report/2011/report.pdf](http://www.who.int/disabilities/world_report/2011/report.pdf)



# Appendix 1

## An example of the application letter for Ministry of Education and Science of Georgia

To the Head of the Vocational Education Development  
Department of the of Ministry of Education and  
Science of Georgia  
XXXXXX XXXXXXXX  
Ketevan Tkhelidze's living at XXXXXXXX  
Tel.: XXXXXXXXXX

### APPLICATION

I am a second year student at the Master Program of Philosophy in Special Needs Education at the University of Oslo (Norway). I am working on my Master project: Vocational education teacher's views on the implementing process of inclusive vocational education in Georgia, which is aimed to investigate the ongoing implementing process of inclusive vocational education from vocational education teacher's perspectives.

This is a quantitative research. Survey data was obtained by self-administered *Questionnaires*. The survey will be conducted with vocational education teachers of students with special educational needs and/or disabilities.

I kindly ask you for the permission to conduct the study in following 6 vocational educational institutions:

*LEPL – Vocational college “A”*

*LEPL – Vocational college “B”*

*LEPL – Vocational college “C”*

*LEPL – Vocational college “D”*

*LEPL – Vocational college “E”*

*LEPL – Vocational college “F”*

The short description of the study and the letter from the Special Needs Education Department of the University of Oslo are provided as an appendix.

Sincerely,

Ketevan Tkheldze

# Appendix 2

## Approval letter from Ministry of Education and Science of Georgia



საქართველოს განათლებისა და მეცნიერების სამინისტრო  
MINISTRY OF EDUCATION AND SCIENCE OF GEORGIA



MES 1 15 01150568

03/11/2015

მოქალაქე ქეთევან თხელიძეს  
მოვითხოვამდე  
ტელ: (577) 577 722

ასლი: სსიპ საზოგადოებრივ კოლეჯს „მერმისი“  
სსიპ საზოგადოებრივ კოლეჯს „სპექტრი“  
სსიპ საზოგადოებრივ კოლეჯს „ოპიზარი“  
სსიპ საზოგადოებრივ კოლეჯს „იბერია“  
სსიპ საზოგადოებრივ კოლეჯს „აისი“  
სსიპ პროფესიულ კოლეჯს „ბლექსი“

ქალბატონო ქეთევან,

საქართველოს განათლებისა და მეცნიერების სამინისტროს პროფესიული განათლების განვითარების დეპარტამენტი შემოვიდა თქვენი განცხადება (N1074688; 16/10/2015), რომლითაც ითხოვთ ნებართვას, საქართველოს განათლებისა და მეცნიერების სამინისტროს დაქვემდებარებაში მყოფ ექვს პროფესიულ საგანმანათლებლო დაწესებულებაში განახორციელოთ კვლევა, პროფესიულ განათლების პედაგოგების თვალსაზრისები, შეხედულებები ინკლუზიური პროფესიული განათლების სისტემაში მიმდინარე პროცესების შესახებ, სამაგისტრო კვლევითი პროექტის მომზადების მიზნით.

გაცნობებთ, რომ ინკლუზიური განათლების პრინციპების დანერგვა პროფესიულ საგანმანათლებლო პროცესში, საქართველოს განათლებისა და მეცნიერების სამინისტროს ერთ-ერთ პრიორიტეტს წარმოადგენს. აღნიშნულიდან გამომდინარე, პროფესიული განათლების განვითარების დეპარტამენტი მხარს უჭერს თქვენს წამოწყებას და მზადყოფნას გამოთქვამს კომპეტენციის ფარგლებში დახმარებისთვის.

---

0102 ქ.თბილისი, დიმიტრი უზნაძის ქ. 52  
52 Dimitri Uznadze str. Tbilisi 0102, Georgia, [www.mes.gov.ge](http://www.mes.gov.ge)  
ტელ/Tel.:(+995 32)2 200 220

პატივისცემით,

პროფესიული განათლების განვითარების  
დეპარტამენტი  
დეპარტამენტის უფროსი  
ირინე წეროძე

ი. წეროძე

Emblem

MINISTRY OF EDUCATION AND SCIENCE OF GEORGIA

52, Dimitri Uznadze Str., 0102 Tbilisi

MES 1 15 01150568

03.11.2015

To the citizen – KETEVAN TKHELIDZE

PHONE: (577) 577 722

Copy to: "MERMISI" Public College LEPL

"SPEKTRI" Public College LEPL

"OPIZARI" Public College LEPL

"IBERIA" Public College LEPL

"AISI" Public College LEPL

"BLEXI" Public College LEPL

Mrs. KETEVAN,

Ministry of Education and Science of Georgia received your Application (N1074688, 16.10.2015), requesting permit for conducting study in six professional educational institutions held by the Ministry of Education and Science of Georgia for the purpose of preparing Master's Research Project concerning views and opinions of vocational Teachers on current processes in the Inclusive Vocational Education system.

We hereby inform that one of the priorities of the Ministry of Education and Science of Georgia is to establish methods of Inclusive Education in vocational educational system on the base hereof Department of Vocational Education Development will support your attempt and expresses its readiness to assist you within its competence.

Respectfully,  
IRINE TSERODZE  
Head of Department  
Department of Vocational Education Development

Translation from Georgian into English language is correct.

Translated by: 

საქართველო

ორი ათას თხუთმეტი წლის სამ დეკემბერს მე, მეგი მაღალდაძე, საქართველოს ნოტარიუსს, ჩემს სანოტარო ბიუროში, რომელიც მდებარეობს მისამართზე: თბილისი, კ. მარჯანიშვილის ქ. #19 მომართა ქ-ნმა თამთა ქუსიკაშვილმა, რომელმაც წარმოადგინა ქართული ენიდან ინგლისურ ენაზე ნათარგმნი დოკუმენტი და მოითხოვა მასზე თავისი ხელმოწერის სანოტარო წესით დამოწმება.

მე დავადგინე მისი პირადობა მის მიერ წარმოდგენილი პირადობის დამადასტურებელი დოკუმენტით და დავრწმუნდი, რომ მე ნამდვილად: ქ-ნმა თამთა ქუსიკაშვილმა (დაბ: 21.07.1988 წ. ქ. თბილისში. მცხ: თბილისი, დ. გურამიშვილის გამზ. კორპ. 5ა, ბინა #13; პ/ნ #14001008602; ბარათის ნომერი: 13IE29713) მომმართა.

აგრეთვე შევამოწმე მისი ქმედუნარიანობა და ვადასტურებ, რომ მის ქმედუნარიანობაში ეჭვის შეტანის საფუძველი არ მაქვს. თარჯიმანმა წარმომიდგინა მისი კვალიფიკაციის დამადასტურებელი დოკუმენტი - სერტიფიკატი: ნომერი: 53 გაცემული „გლობალ ამერიკულ-ბრიტანული ცენტრის“ მიერ 08.11.2012 წ.

თარჯიმანი ჩემს მიერ გაფრთხილებული იქნა იმ პასუხიშეცხობის შესახებ, რომელიც შეიძლება მოჰყვეს არასწორ თარგმანს, მან განაცხადა, რომ ჯეროვნად ფლობს ინგლისურ ენას და პასუხს აგებს თარგმნის სიზუსტეზე, რის შემდეგაც მან ჩემი თანდასწრებით პირადად შეასრულა თავისი ხელმოწერა დოკუმენტზე.

გადახდილია საზღაური "სანოტარო მოქმედებათა შესრულებისათვის საზღაურისა და საქართველოს ნოტარიუსთა პალატისთვის დადგენილი საფასურის ოდენობის, მათი გადახდევინების წესისა და მომსახურების ვადების დამტკიცების შესახებ" საქართველოს მთავრობის #507 დადგენილების (29.12.2011) 31-ე მუხლის საფუძველზე 2,00 ლარი, 39-ე მუხლის საფუძველზე 2,00 (ორი) ლარი და საგადასახადო კოდექსის 169-ე მუხლის საფუძველზე დ.ღ. 0.36 ლარი, ჯამში: 4.36 ლარი (დღგ-ს ჩათვლით)

GEORGIA

On the December 3, two thousand fifteen, before me, MEGI MAGALDADZE, Notary of Georgia, in my notary office located at the address: c. Tbilisi, #19 K. Marjanishvili personally appeared Ms. TAMTA KUSIKASHVILI, who represented document translated from Georgian into English language and declared that she wants to notarize/witness her signature on the translation.

I checked up her identity and ascertained that through description of the identity card submitted by her, she is - Ms. TAMTA KUSIKASHVILI (born on: 21.07.1988 in Tbilisi, residing at: building 5-a, Apt. 13, D. Guramishvili Ave., Tbilisi; Personal Number: 14001008602, ID card number: 13IE29713).

Her legal capacity has been duly established. Interpreter submitted document proving her competence - Certificate No 53, issued by Global-American British Centre on 08.11.2012.

Then I warned the translator on responsibility caused by incorrect translation, she acknowledged that the translate she properly knows English language and undertakes responsibility for accuracy of translation. Whereupon in my presence she personally set her signature to the foregoing document.

Fee for notary service have been paid: 2.00 GEL has been paid pursuant to art. 31, of Decree № 507 of the Government of Georgia issued on 29.12.2011 "on Approving Amounts of Fee for Execution Notary Deeds and Payments Determined for Notary Chamber of Georgia, Payment Procedure and Service Terms", 2,00 GEL has been paid pursuant to art. 39, and 0.36 GEL - VAT has been paid pursuant to art. 169 of the Tax Code of Georgia; Totally 4.36 GEL has been paid.

საქართველოს ნოტარიუსი  
Notary of Georgia:



მეგი მაღალდაძე  
MEGI MAGALDADZE

სანოტარო მოქმედების  
რეგისტრაციის ნომერი

N151314243



სანოტარო მოქმედების  
რეგისტრაციის თარიღი

03.12.2015 წ

სანოტარო მოქმედების  
დასახელება

დოკუმენტის თარგმანზე დიპლომირებული  
მთარგმნელის ხელმოწერის დამოწმება

ნოტარიუსი

მეგი მაღალდაძე

სანოტარო ბიუროს  
მისამართი

თბილისი, ვ. მარჯანიშვილის ქუჩა N19

სანოტარო ბიუროს  
ტელეფონი

2967042

სანოტარო მოქმედების  
ინდივიდუალური ნომერი

28611539510715



სანოტარო მოქმედებისა და სანოტარო აქტის შესახებ ინფორმაციის (მისი შექმნის, შეცვლის და/ან გაუქმების შესახებ) მიღება-გადამოწმება შეგიძლიათ საქართველოს ნოტარიუსთა პალატის ვებ-გვერდზე: [www.notary.ge](http://www.notary.ge) ასევე შეგიძლიათ დარეკოთ ტელეფონზე: +995(32) 2 66 19 18

# Appendix 3

## Questionnaire in English

### **Vocational Education Teachers' Views on the Implementing Process of Inclusive Vocational Education in Georgia**

My name is Ketevan Tkhelidze. I am a second year student at Master program of Philosophy in Special Needs Education, the University of Oslo. I'm working on my master project. The aim of my research is to investigate implementing processes of inclusive vocational education in Georgia from the vocational education teachers' perspectives.

Questionnaire consists of 2 sections. Please, answer the following questions and indicate answers sincerely.

Your participation in this research is completely voluntary and you are free to decline to participate, without consequence, at any time prior to or at any point.

The information you provide by completing this questionnaire will be kept confidential, used only for the purposes of completing this research, and will not be used in any way what can identify you.

Thank you for your participation!

**Indicate your answer for each statement, where:**

1 means Strongly Disagree, 2 - Disagree, 3 - Neither Agree Nor Disagree, 4 – Agree and 5 - Strongly Agree.



## **Section 1.**

### **Sex:**

1. *Male*
2. *Female*

### **Age:**

1. *20 - 29*
2. *30 - 39*
3. *40 - 49*
4. *50 - 59*
5. *60 – and older*

### **Circle vocational educational institution you work at:**

1. *LEPL – Vocational college “A”*
2. *LEPL – Vocational college “B”*
3. *LEPL – Vocational college “C”*
4. *LEPL – Vocational college “D”*
5. *LEPL – Vocational college “E”*
6. *LEPL – Vocational college “F”*

## **Section 2.**

### **Indicate your answer for each statement, where:**

- 1 **means Strongly Disagree,**
- 2 - **Disagree,**
- 3 - **Neither Agree Nor Disagree,**
- 4 – **Agree**
- 5 - **Strongly Agree**

1. The regulatory documents of vocational education allow the education process to take place by meeting the student's individual needs.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

2. Teaching and learning process is conducted according to the student's individual education plan (IEP).

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

3. Steps of planning the educational process flow (put in practice) with no difficulties.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

4. Steps of conducting the educational process flow (put in practice) with no difficulties.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

5. Student's individual needs are taken into consideration during the educational (teaching and learning) process.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

6. Adaptive learning environment and individual-approached-oriented educational process are taken into account during teaching students with special needs and/or disabilities.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

7. Providing competent support by inclusive education specialists is valuable to conduct educational process successfully

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

8. Providing competent support by assistant of students with special needs and/or disabilities is valuable to conduct educational process successfully.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

9. Inclusive education specialists provide the help in developing process of individual education plan of students with special needs and/or disabilities.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

10. Consultations by inclusive education specialist during the educational process of students with special needs and/or disabilities are significant.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

11. Inclusive education specialists encourage me in creating favorable environment for students with special educational needs and/or disabilities.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

12. Intervention made by assistant aiming to adapt students with special educational needs and/or disabilities to educational environment, helps me to provide effective educational process.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

13. Multidisciplinary team members give consultations in order to improve the educational process of students with special needs and/or disabilities.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

14. Multidisciplinary team members provide me with useful recommendations.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

15. Supervision of inclusive vocational educational process made by Multidisciplinary team members assists to improve the detected gaps while teaching students with special educational needs and/or disabilities.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

16. Monitoring processes of inclusive vocational education made by Multidisciplinary team members assist me to raise the qualification

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

17. Monitoring processes of inclusive vocational education made by Multidisciplinary team members assist me improve professional skills.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

18. Training cycle about the issues of inclusive vocational education helps me to raise my qualification.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

19. Training cycle about the issues of inclusive vocational education assists me to improve the educational process for students with special educational needs and/or disabilities.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

20. Training cycle about the issues of inclusive vocational education is useful for the vocational education teacher.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

21. Specific trainings help me to acquire different competencies in inclusive vocational education area.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

22. Every kind of physical resources/technical aids is accessible for the vocational education teacher of students with special educational needs and/or disabilities during the educational process.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

23. Adapted resources needed for students with special educational needs and/or disabilities exist in vocational educational institution.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

24. Every student with special educational needs and/or disabilities has the access to any kind of technical aids they need.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

25. The individual needs of the students with special educational needs and/or disabilities are taken into consideration in the vocational educational institution.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

26. Vocational educational institution provides students with special educational needs and/or disabilities with adopted materials (for example, visual materials for blind students, sign language materials for deaf and heard of hearing students, etc.)

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

# Appendix 4

## Questionnaire in Georgian

გამოკითხვა – პროფესიული განათლების მასწავლებლების შეხედულებები  
ინკლუზიური პროფესიული განათლების სისტემაში მიმდინარე პროცესების  
შესახებ

მოგესალმებით. ჩემი სახელია ქეთევან თხელიძე. ვარ ოსლოს უნივერსიტეტის  
ინკლუზიური განათლების ფილოსოფიის მაგისტრის მეორე კურსის სტუდენტი.  
ამჟამად ვმუშაობ ჩემს სამაგისტრო თემაზე. ვატარებ კვლევას, რომელიც ეხება  
ინკლუზიური პროფესიული განათლების სისტემაში მიმდინარე პროცესებს და ამ  
პროცესების შესახებ პროფესიული განათლების მასწავლებლების შეხედულებებს.  
კვლევის მიზანია დავადგინოთ პროფესიულ საგანმანათლებლო  
დაწესებულებებში მომუშავე პროფესიული განათლების მასწავლებლების  
შეხედულებები ინკლუზიური პროფესიული განათლების სისტემაში მიმდინარე  
პროცესების შესახებ.

კითხვარი შედგება დემოგრაფიულ მონაცემებთან დაკავშირებული  
შეკითხვებისგან და 26 დებულებისგან. გთხოვთ, გულწრფელად უპასუხოთ  
მოცემულ შეკითხვებს და შემოხაზოთ ერთი პასუხი თითოეული  
დებულებისათვის.

თქვენი კვლევაში მონაწილეობა ნებაყოფლობითია და უფლება გაქვთ უარი  
განაცხადოთ მასში მონაწილეობაზე ნებისმიერ დროს, ნებისმიერი მიზეზით.  
ინფორმაცია, რომელსაც მოგვაწვდით ამ კითხვარის შევსების შედეგად  
გამოიყენება მხოლოდ ამ კვლევის მიზნით და ამ კვლევის ფარგლებში. არ იქნება  
გამოყენებული სხვა გზით, რომელიც თქვენს ამოცნობას გახდის შესაძლებელს.  
თქვენი პასუხები ანონიმურია და ინფორმაციის კონფიდენციალობა დაცულია.



თქვენი თანამშრომლობა უაღრესად მნიშვნელოვანია, კვლევის სანდოობის  
თვალისაზრისით.

მადლობას მოგახსენებთ მონაწილეობისათვის!

## **ნაწილი 1.**

სქესი:

1. მამრობითი
2. მდედრობითი

ასაკი:

1. 20 - 29
2. 30 - 39
3. 40 - 49
4. 50 - 59
5. 60 - და უფროსი

**შემოხაზეთ კოლეჯი, რომელშიც მუშაობთ:**

1. სსიპ - პროფესიული კოლეჯი "A"
2. სსიპ - პროფესიული კოლეჯი "B"
3. სსიპ - პროფესიული კოლეჯი "C"
4. სსიპ - პროფესიული კოლეჯი "D"
5. სსიპ - პროფესიული კოლეჯი "E"
6. სსიპ - პროფესიული კოლეჯი "F"

## ნაწილი 2.

შემოხაზეთ ერთი პასუხი თითოეული დებულებისათვის, სადაც:

- 1 ნიშნავს სრულიად არ ვეთანხმები
- 2 – არ ვეთანხმები
- 3 – არც ვეთანხმები, არც არ ვეთანხმები
- 4 – ვეთანხმები
- 5 – სრულიად ვეთანხმები

1. პროფესიული განათლების მარეგულირებელი დოკუმენტები იძლევა შესაძლებლობას სასწავლო პროცესი სტუდენტის ინდივიდუალური საჭიროებების შესაბამისად განხორციელდეს.

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

2. სასწავლო პროცესი სტუდენტის ინდივიდუალური სასწავლო გეგმის გათვალისწინებით მიმდინარეობს.

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

3. შშმ და სსსმ სტუდენტების სასწავლო პროცესის დაგეგმვა სირთულეების გარეშე მიმდინარეობს.

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

4. შშმ და სსსმ სტუდენტების სასწავლო პროცესის განხორციელება სირთულეების გარეშე მიმდინარეობს.

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

5. სწავლა-სწავლების პროცესში გათვალისწინებულია თითოეული სტუდენტის ინდივიდუალური საჭიროებები

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

6. შშმ და სსსმ სტუდენტთა სწავლებისას გათვალისწინებულია სტუდენტის საჭიროებებზე ორიენტირებული სასწავლო პროცესი და ადაპტირებული სასწავლო გარემო.

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

7. ინკლუზიური პროფესიული განათლების სპეციალისტების მიერ განხორციელებული კომპეტენტური მხარდაჭერა ჩემთვის ღირებულია სასწავლო პროცესის წარმატებით განსახორციელებლად.

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

8. სპეციალური საგანმანათლებლო საჭიროების მქონე პირთა ასისტენტის მიერ განხორციელებული კომპეტენტური მხარდაჭერა ჩემთვის ღირებულია სასწავლო პროცესის წარმატებით განსახორციელებლად.

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

9. ინკლუზიური პროფესიული განათლების სპეციალისტები დახმარებას მიწევნ შშმ და სსსმ სტუდენტებისათვის ინდივიდუალური სასწავლო გეგმის შემუშავების პროცესში.

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

10. ინკლუზიური პროფესიული განათლების სპეციალისტების მიერ გაწეული კონსულტირება შშმ და სსსმ სტუდენტების სწავლების პროცესში ჩემთვის მნიშვნელოვანია.

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

11. ინკლუზიური პროფესიული განათლების სპეციალისტები მეხმარებიან შშმ და სსსმ სტუდენტებისათვის კეთილგანწყობილი სასწავლო გარემოს შექმნაში.

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

12. სპეციალური საგანმანათლებლო საჭიროების მქონე პირთა ასისტენტის მიერ განხორციელებული ინტერვენცია (ჩარევა) შშმ და სსსმ სტუდენტების საგანმანათლებლო გარემოში ადაპტირებისათვის მეხმარება უზრუნველყო ეფექტური სასწავლო პროცესი.

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

13. მულტიდისციპლინარული გუნდის წევრები მიწევნ შესაბამის კონსულტაციებს რათა მოხდეს სასწავლო პროცესის გაუმჯობესება.

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

14. მულტიდისციპლინარული გუნდის წევრები მამლევნ საჭირო რეკომენდაციებს.

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

15. მულტიდისციპლინარული გუნდის წევრების მიერ განხორციელებული ინკლუზიური პროფესიული განათლების პროცესის სუპერვიზია (ზედამხედველობა) ხელს უწყობს შშმ და სსსმ პირთა სასწავლო პროცესის დროს აღმოჩენილი ხარვეზების გამოსწორებას.

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

16. მულტიდისციპლინარული გუნდის წევრების მიერ შშმ და სსსმ პირთა სასწავლო პროცესის მონიტორინგი ხელს მიწყოფს კვალიფიკაციის ზრდაში.

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

17. მულტიდისციპლინარული გუნდის წევრების მიერ შშმ და სსსმ პირთა სასწავლო პროცესის მონიტორინგი ხელს მიწყოფს პროფესიული უნარების გაუმჯობესებაში.

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

18. ინკლუზიური პროფესიული განათლების საკითხებში ტრენინგების ციკლის უზრუნველყოფა ხელს მიწყოფს კვალიფიკაციის ზრდაში.

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

19. ინკლუზიური პროფესიული განათლების საკითხებში ტრენინგების ციკლი პროფესიული განათლების მასწავლებელს მეხმარება გავაუმჯობესო შშმ და სსსმ სტუდენტთა სასწავლო პროცესი.

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

20. ტრენინგების ციკლი ინკლუზიური პროფესიული განათლების საკითხებში სასარგებლოა პროფესიული განათლების მასწავლებლისათვის.

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

21. სპეციფიკური ტრენინგები პროფესიული განათლების მასწავლებელს შესაძლებლობას მაძლევს შევიძინო სხვადასხვა კომპეტენცია ინკლუზიური პროფესიული განათლების სფეროში.

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

22. შშმ და სსსმ სტუდენტთა პროფესიული განათლების მასწავლებლისათვის ხელმისაწვდომია ნებისმიერი სახის ფიზიკური რესურსი/ტექნიკური მხარდაჭერა, აპარატი (მატერიალური პირობები).

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

23. პროფესიულ საგანმანათლებლო დაწესებულებაში მოიპოვება შშმ და სსსმ სტუდენტისათვის საჭირო ადაპტირებული მასალები.

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

24. პროფესიულ საგანმანათლებლო დაწესებულებაში შშმ და სსსმ ყველა სტუდენტს აქვს წვდომა ნებისმიერი სახის ფიზიკურ რესურსზე /ტექნიკურ აპარატზე.

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

25. პროფესიულ საგანმანათლებლო დაწესებულებაში სრულად არის გათვალისწინებული შშმ და სსსმ პირთა ინდივიდუალური საჭიროებები.

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5

26. პროფესიული საგანმანათლებლო დაწესებულება შშმ და სსსმ ყველა სტუდენტს უზრუნველყოფს შესაბამისი ადაპტირებული მასალებით (მაგალითად, უსინათლო სტუდენტებისათვის მასალები ბრაილის შრიფტით, ყრუ და სმენადაქვეითებული სტუდენტებისათვის ჟესტური ენის მასალები და ა.შ.).

სრულიად არ ვეთანხმები	არ ვეთანხმები	არც ვეთანხმები, არც არ ვეთანხმები	ვეთანხმები	სრულიად ვეთანხმები
1	2	3	4	5