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# A Situation Analysis for the GCED Curriculum Development & Integration (CDI) Project in Georgia

GCED CDI PROJECT  
ROUND 3



# A Situational Analysis for the GCED Curriculum Development & Integration (CDI) Project in Georgia

Publisher



The Asia-Pacific Centre of Education for International Understanding (APCEIU) is a UNESCO Category 2 Centre established in 2000 according to the Agreement between UNESCO and the Government of the Republic of Korea, with the mandate to promote Education for International Understanding (EIU) and Global Citizenship Education (GCED) toward a Culture of Peace. APCEIU has been at the forefront of promoting GCED and thereby supporting UNESCO Member states to achieve the Sustainable Development Goals, SDG 4.7 in particular.

## Researchers

UNESCO-IBE

Together with Giorgi Kobakhidze, Georgia (Individual Specialist at UNESCO-IBE)

Reviewed & Edited by Renato Operti (UNESCO-IBE) and Guillermo Delso (Independent Expert)

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## Contact

Institute of Global Citizenship Education, APCEIU  
120, Saemal-ro, Guro-gu, Seoul, Republic of Korea,  
08289

Tel: (+82-2)774-3360

Fax: (+82-2)774-3958

[www.unescoapceiu.org](http://www.unescoapceiu.org)

[igced@unescoapceiu.org](mailto:igced@unescoapceiu.org)



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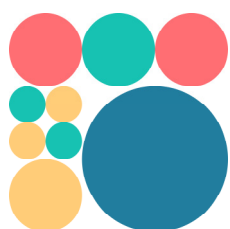
# Project Introduction

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This situational analysis was commissioned by APCEIU as a background paper to inform key issues and strategies for its GCED Curriculum Development and Integration (GCED CDI) Project in Georgia (2021-2023).

## **Global Citizenship Education Curriculum Development and Integration Project (GCED CDI)**

In the face of the global challenges of the 21<sup>st</sup> century, the need for global citizenship education became ever more evident and increasing, eventually leading to the integration of GCED into the Sustainable Development Goals (SDGs 4.7) in 2015. To effectively respond to such growing needs, APCEIU launched the GCED Curriculum Development and Integration Project (GCED CDI) in 2016, with the support of the government of the Republic of Korea. Designed as a three-year project for each round, the GCED CDI aims to support the participating countries with mainstreaming GCED into their educational system specifically by embedding GCED into their curricular materials and/or enhancing the capacity to integrate GCED into curricular implementation. Starting from the 1<sup>st</sup> Round (Cambodia, Mongolia, Uganda, and Colombia, 2016-2018), APCEIU completed the 2<sup>nd</sup> Round (Kenya, Lebanon, Sri Lanka, and the Philippines, 2019-2021) of the Project and is currently operating the 3<sup>rd</sup> Round (Georgia, Indonesia, Lao PDR, and Rwanda, 2021-2023) and the 4<sup>th</sup> Round (Bangladesh, Bhutan, Ghana, and Malaysia, 2022-2024).



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# Introduction

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## 1. National Context of Georgia

The country's total population is 3.72 million (National Statistics Office of Georgia, 2021); other nationalities comprise about 13% of the total population. The ongoing migration, remigration, and visa-free regime with EU member states are testimony to a possible multicultural environment at schools that can stimulate Global Citizenship Education Development (GCED) in Georgia.

The Last Sustainable Development Report 2021 released by the Sustainable Development Solutions Network (SDSN) shows that Georgia has improved its position: Georgia ranks at 56<sup>th</sup> out of 165 countries, has made significant progress in the field of education, and is now among the top 30 countries in the world and the top 10 countries in Europe in terms of 'quality education' with the goal of sustainable development achieved.

On the other hand, economic factors could have a negative impact on education quality (on quality of GCED). As the data of the National Statistics Office of Georgia reveals, in 2019 the share of the population under the absolute poverty line was 21.3% (21.3% of the population earned less than 60% of the average income); the unemployment rate by 2020 was 18.5%.

Vulnerable groups and their needs are quite well reflected in Georgia's general education documents. The General Strategy of the Development of Education and Sciences 2017-2021 addresses the needs of vulnerable groups. One of the issues named is the education of pupils with special educational needs. It is noted that more than 7,000 pupils with special needs are using additional education services. A Ten-Year Plan for the Development of Education and Sciences presented in 2021 by the Ministry of Education, Science, Culture, and Sport of Georgia, introduced bilingual education for the country's minority groups.

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The documents mentioned above also highlight the importance of schools' infrastructure (a necessary environment for high-quality education) – 257 public schools have been fully renovated since 2012, but it is only 12% of the total number of public schools in the country (2,086). Various renovation works were carried out on more than 1,500 schools. Solving this problem could use a strategy that takes into account the periodicity (not disposable) of schools' infrastructure renovation across the country.

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## 2. Status of GCED in the National Curriculum of Georgia

The Ministry of Education, Science, Culture, and Sport of Georgia started the development of the National Curriculum by in 2006. It included the so-called “three generations,” because the development is to be carried out over three time periods: 1) 2007-2008, 2009-2010; 2) 2011-2016; 3) 2018-2024. Before that, the basis for creating the document was Georgia’s Ordinance of the Government of Georgia on the approval of the “National Goals of General Education” from 2004, and the “Law of Georgia on General Education” issued in 2005.

“In the first phase of the reform, the responsibility for achieving the goals declared in the education policy documents was mainly imposed on civic education as an independent subject. In the second edition of the National Curriculum, intercultural and civic education emerges as a pervasive competence for general education; however, it was only reflected in the results to be achieved by the subject standards of the social sciences and humanities. In the third edition of the National Curriculum, the development of intercultural and civic competences was reflected in the results to be achieved in all subjects” (Malazonia, D., Lobzhanidze, S., Maglakelidze, S., Chiabrishvili, N., & Giunashvili, Z. (2021). Intercultural competencies of students vs. their civic activities (Case of Georgia)).

As illustrated by the National Goals of General Education, the general education system in Georgia aims to create conditions for developing pupils into free persons with national and universal human values; it develops civic awareness based on liberal and democratic values. One of the goals is to foster a law-abiding, tolerant citizen. “In today’s dynamic, ethnically, and culturally diverse world, the habits of mutual respect, mutual understanding, and mutual knowledge are of special importance for the functioning of society. The school should develop in adolescents the ability to protect human rights and respect for the individual, which they will use to maintain their own identity and that of others. The adolescent should be able to apply the theoretical knowledge gained about essential human rights and live by these principles”. This document also highlights inclusivity and equality of the school system: “the state aims to create a school system that will give each student an equal opportunity to acquire these skills. The state shall not discriminate against a student on the grounds of social, racial, ethnic, religious or political affiliation, physical ability or other grounds”.

The Law of Georgia on General Education regulates the conditions for carrying out general educational activities and the principles and procedures for managing and funding general education. In the basic goals of the state policy in the field of general education, we also encounter the categories of GCED



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with the aim to “create conditions for developing pupils into free persons with national and universal human values; form civil awareness based on liberal and democratic values... In order to achieve the goals determined, the state shall ensure openness of and equal access to lifelong general education for all persons; inclusion of the general education system of Georgia in the international education system; freedom of public schools from religious and political associations and freedom of private schools from political associations; prevention of violence at general education institutions; introduction of inclusive education; regulation of the profession of teachers” (Law of Georgia on General Education, 2005).

To achieve the objectives determined by this Law, the State developed the National Curriculum, which defines necessary subject groups, teaching hours per subject, their distribution and required study load, and the conditions and recommendations for organizing the educational environment according to general educational levels.

The National Curriculum shall include the following subject groups: a) Official language; b) Mathematics; c) Foreign languages; d) Social Studies (*Civil Education, History, Geography*); e) Sciences; f) Technologies; g) Aesthetic education; h) Sports.

Out of the aforementioned groups, the best contributor to GCED could be Social Studies (*Civil Education, History, Geography*), which is the main tool for coding. Another subject of no less importance is the official language (*Georgian language and literature*). In the literature section, the textbooks provide works that directly correspond to the global citizenship education guidelines (for example, *Cosmopolitanism and Patriotism* by Vazha Pshavela). The English language is also important as a tool for fostering active global citizens (in Georgia, the first foreign language is English, and it is taught from the second semester of 1 grade up to 12 grade).

### 3. Social Studies

As a part of Social Studies, children start studying subjects such as “Me and Society” in 3-4 grades and “Our Georgia” in 5-6 grades. However, based on the UNESCO-IBE framework, the researcher used a keyword search mostly on Social studies at Basic Level (grades 7-10), which comprises all the main terms identified in the different sub-categories. These particular subjects are Civil Education, History, and Geography. It can be said that the curriculum is rich and consistent in affirming and developing themes and sub-themes of GCED in three domains – cognitive, socio-emotional, and behavioral.

#### Cognitive domain

Theme: Human Rights and Peace	
Sub-themes	
Human rights, rights and responsibilities (children’s rights, cultural rights, indigenous rights, women’s rights, disability rights)	1
Freedom (of expression, of speech, of the press, of association/organisation), civil liberties	1
Social justice	1
Gender equality, gender equity, gender parity, gender-sensitive/responsive	0
Democracy/democratic rule, democratic values/principles	1
Human rights education; Peace education	1
Peace, peace-building	1
Awareness of forms of abuse/harassment/violence (school-based violence/bullying, household-based violence, gender-based violence, child abuse/harassment, sexual abuse/harassment)	1
Theme: Global Issues	
Sub-themes	
Globalization	1
Migration, immigration, mobility, movement of people	1
North-south relationships, interconnectedness	1
Global poverty, inequalities/disparities	1
War, conflict, genocide, terrorism	1
Migrant, Refugees, Displaced People	1

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Diseases (Ebola, HIV/AIDS)	1
Climate change (global warming, carbon emissions/footprint)	1
Ecology, ecological sustainability (ecosystems, biodiversity, biosphere, ecology, loss of diversity)	1
Natural disasters	1
Sustainable, sustainability, sustainable development	1

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From the GCED Cognitive domain, both themes – 1) Human Rights and Peace 2) Global Issues – are well reflected in the social studies curriculum (citizenship, history, geography) and can be identified in most sub-themes.

In the introduction of the subject “Citizenship” it is mentioned: “Within the “Citizenship” subject, a student will be introduced to the community in which he/she lives; It will examine the socio-political processes taking place at the local, state, and global levels.”

In grade 10 of the subject “Citizenship,” one of the thematic blocks is “A citizen and global processes,” which includes learning topics of Peacemaking processes, Environmental protection, Economics, and global processes. In grade 11, in Geography, pupils touch upon global problems. Among the key questions, we see “How does globalization affect modern Georgia?”. In the subject of History (grade 9), one of the themes is “Georgia and modern world issues.”

Democracy and democratic principles are one of the main target concepts of Citizenship Standard Outcomes (grades 7-10). Sustainable development is the main target concept of Geography and Citizenship Standard Outcomes (grades 7-10). Concepts are the knowledge that a learner must master within the subject.

Evaluation criteria follow each topic. Evaluation criteria determine what needs to be assessed within the frame of a specific topic. Some quotes are provided below as an illustration:

“Evaluation criteria: Analyzing the principles of state arrangement, power distribution, and political processes considering democratic principles (human rights, suffrage, right to fair trial, freedom of movement and expression), equality, fair elections, the rule of law, transparency, accountability, inclusiveness, non-violent action, and tolerance” (Citizenship, grade 9, Thematic block: A citizen and State).

“Evaluation criteria: Analyzing peacemaking processes in line with the principles of democracy (human rights, equality, rule of law, transparency, accountability, inclusiveness, non-violent actions, tolerance)” (Citizenship, grade 10, Thematic block: A citizens and global processes).

“Evaluation criteria: Identification of international threats (trafficking, fundamentalism, terrorism, extremism, radicalism, authoritarianism, totalitarianism, armed conflict) and contemporary migration challenges (refugee, exile, asylum seekers, persons, holding humanitarian status); discussing possible ways for addressing them and necessary resources to do so” (Citizenship, grade 10, Thematic block: A citizens and global processes).

“Evaluation criteria: Analyzing sustainable development problems typical to the developing countries (poverty, air, water pollution, irrational use of resources; Understanding the importance of responsive measures for preventing them” (Geography, Grade 10, A learning topic: The developing world).

“Evaluation criteria: Analyzing global environmental problems (global climate change, pollution of the world ocean); Understanding the importance of responsive measures for preventing them” (Geography, Grade 7, A learning topic: The Earth).

Gender equality is only one key concept, which was not identified in the curriculum of Social Studies. However, it must be said that the term “equality” was one of the most frequently used concepts.

## Socio-emotional domain

Theme: Multiple identities, values, and attitudes	
Sub-themes	
Global/international citizen(ship), global culture/identity/community	0
Global-local thinking, local-global, think global act local, glocal	0
National/local citizenship/identity(ies)/culture(s)/heritage (include a note if the overall feeling is one of precedence of the national over the international, e.g. maybe find terms such as ‘nationalism,’ ‘patriotism,’ ‘motherland’	1
Multicultural(ism)/intercultural(ism)	1
Critical thinking	1
Problem solving	1
Conflict resolution/management, negotiation	1

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Collaboration/Collaborating, working well with others	1
Respect/appreciation for diversity	1
Tolerant/values of tolerance	1
Attitudes of care, empathy and compassion	1
Solidarity, global solidarity, common humanity (cosmopolitanism)	0
Global citizenship education, global education, education for global citizenship	0

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From the GCED Socio-emotional domain, the theme “Multiple identities, values, and attitudes” is also well reflected in the social studies curriculum (citizenship, history, geography) and is identified in most of the sub-themes.

It should be noted that some of the main sub-themes (“Global/international citizen(ship), global culture/identity/community,” “Global-local thinking, local-global, think global act local, glocal,” “Solidarity, global solidarity, common humanity (cosmopolitanism),” “Global citizenship education, global education, education for global citizenship”) were not identified in the curriculum of Social Studies. However, there is a whole thematic block, “A citizens and global processes,” in grade 10 of Citizenship which in some ways can be considered as a substitute for these concepts.

It can be established that in the subject of “History,” there is an overall feeling that the national aspect (“patriotism,” “motherland”) outweighs the international one. One of the outcomes (what a learner must be able to do upon completion of the basic level of history, grades 7-10) is “Values and Attitudes - implies the development of the values of the learning-teaching process of history (patriotism, state thinking, and cultural diversity).” The preference of patriotism over internationalism is illustrated by the subject name of Social Studies in early grades (“Me and Society” in 3-4 grades and “Our Georgia” in 5-6 grades).

However, multiculturalism and interculturalism are key concepts in Social Studies. We can see that one of the outcomes (what learner must be able to do) of History (grades 7-10) is “Demonstrating positive attitude towards cultural, ethnic and religious diversity.” One of the aims of Geography is “developing a tolerant attitude towards other nations.” Another overarching approach establishes that “the ethnographic, natural, ethnic, religious-cultural diversity of Georgia is the wealth of our country” (goals of the subject “Our Georgia”).

## Behavioural domain

Theme: Engagement, participation and actions	
Sub-themes	
Participation/skills to participate at local, national, global levels: Active citizen(ship), civic engagement, constructive participation, serving the community, volunteering	1
Socially/ethically responsible/engaged	1

The behavioral domain of GCED is very well reflected in the subject of Citizenship. Learning-teaching of Citizenship aims at: “Teaching forms of civil participation; enabling them to realize that he/she is able and should implement positive changes in own country (community/municipality/state); Developing a culture of participation in public and political life.” All three directions of outcomes are strongly related to engagement, participation, and actions. “Personal development and socialization - implies integration of a student in public life, development of emotional intelligence, understanding of social norms, behavior patterns and values; Initiative and Entrepreneurship - implies innovative and critical thinking; transforming ideas into actions and focusing on long-term goals; Civic engagement and safety- means taking care of your own country; Non-violent methods of civil and social activities useful to the public in accordance with the law.” Accordingly, in the introduction of the standard of Social Studies, it is mentioned that, during the learning process, a student will be involved in the activities that will enable him/her to apply knowledge.

## Pedagogy

Theme: Pedagogical approaches/methods	
Sub-themes	
Student-centered learning (learner-centered, child-centered, active methods, project-based methods, democratic/open classroom)	1
Peer learning/education (or peer to peer)	1
Inclusive education	1
Whole-school approach, ‘friendly’ school	0
(integrated) use of ICTs/social media in learning	1

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Theme: Assessment	
Sub-themes	
National/Standard(ized)/summative/traditional assessment	1
Self-assessment, peer-assessment/ review/ evaluation	1
Alternative/customized/differentiated/creative/ authentic assessment, use of portfolios	0

As declared in the introduction of the National Curriculum, “The core of the person-centered educational process is a student, his/her development process, and an achieved outcome.”

The Standard Social Studies sets out brief instructions on how to plan the learning-teaching process of a specific learning unit, i.e., a topic. Besides the subject outcomes, out of all purposes of the National Curriculum, the following traversable skills and values must become the target for learning-teaching and evaluation, as it is in, for example, Geography and History:

“Creative thinking: Artistic implementation of a plan; Demonstrating and realizing original ideas, creating new ones; Searching for extraordinary ways of problem resolution; Striving for transformation/improvement of environment; Accepting challenges, taking brave steps in school activities.”

“Communication: Bringing experience, thoughts to the listener/reader, impressing them; Sharing information by using verbal and non-verbal means, relevant to communication situation; Skills of listening and understanding others; Skills to understand and appreciate personal dignity.”

“Ethics: Observing ethical norms; Solidarity sense; Empathy; Acceptability of the different; Realizing responsibility for one’s own activities.”

“Using information and communication technologies: Run an advocacy campaign using a social network; Creating a petition and collecting signatures; Exchange of information between classmates and teachers by email; Creating a website/blog and posting on various projects, websites/blogs during the learning process; Use of Information and communication technologies (e.g., Word, PowerPoint) to process learning materials and various types of electronic texts” (Citizenship).

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Standard of Citizenship also provides typical assignments for summary evaluation. And for summary evaluation, a teacher and/or a student can select the desired type/types of complex assignments. “A project focused on solving social problems; A project focused on advocacy; A project focused on informing the public; A project focused on charitable activities.”

Regarding the order of the Minister of Education, Science, Culture and Sport of Georgia (2018), the National curriculum provides Inclusive education. “That is a modification of national curriculum or developing individual educational plan/program... An individual education plan is designed on the basis of the national curriculum for the Student with Special Educational Needs and is a part of the school curriculum.”

The Student Assessment System is standardized in Georgia’s general education. The classroom evaluation should be consistent with the assessment principles, goals and objectives set out in the National curriculum. Two types of assessments are used in a school: summative and formative. Summative assessment controls learning quality and identifies the level of a student's achievement concerning national curriculum goals. Summative assessment is figured in Points (1-10). Formative assessment monitors the dynamics of each student's development and supports the improvement of learning quality. Formative assessment can be expressed in verbal comments, advice, sheets of observation, self-assessment, mutual assessment, etc.

However, A Ten-Year Plan for the Development of Education and Sciences presented by the Ministry of Education, Science, Culture and Sport of Georgia in 2021 sets a goal to develop an assessment system based on the experience of the educational models of Estonia and Finland.



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## 4. Status of GCED in Other Subjects

As already mentioned, GCED could also be strengthened by other subjects - Official language (Georgian language and literature) and Foreign language (English). To understand the importance of the above-mentioned subjects, we can look at goals, tasks, and directions that correspond to the standards.

In the introduction of Official language (the Georgian language and literature), it is stated that the subject helps pupils to understand local and universal culture as a constant process of change and development, promotes the development of independent, creative, and reflective thinking; provides full integration of adolescents into civil society.

“The aim of teaching official languages is to foster a free and creative person who shares national and universal values, who will be able to actively participate in the public life of the country, and contribute to the progress and further development of civil society.”

The curriculum also suggests tasks for this subject that directly respond to the GCED: “To develop the ability to perceive the values reflected in literary works and to express one's attitude towards them; Develop the ability to understand the correlation and links between national and world literary processes, universal literary themes; Appreciate and respect the socio-cultural characteristics of different ethnic groups living in the state; Show a positive attitude towards socio-cultural diversity; Develop the ability to understand a foreign culture.”

At the basic level, students study texts of different types and genres in Georgian language and literature (works of Georgian classics, modern fiction, non-fiction, etc.). In the teaching-learning process, the emphasis is on material that contains problems, different perspectives, and requires searching for alternative ways to solve these problems, reconciling views, and expressing one's own attitudes. While learning the subject, the student is involved in activities that allow them to apply the acquired knowledge in practice (the Georgian language and literature, basic level).

In the introduction of foreign languages, it is mentioned that Georgia, as a member of the Council of Europe, is also a member of a linguistically and culturally diverse space. Without command of foreign languages, it is impossible to decently integrate into this space and develop your personal abilities.

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The priority goals of foreign language teaching are to “Develop successful communication skills with people from other cultures; Develop a positive attitude towards linguistic and cultural diversity; Develop skills in understanding different cultural contexts and texts; and Develop the ability to collaborate with representatives of different linguistic and cultural identities.”

Teaching foreign languages in school involves solving specific tasks that lead to “Getting acquainted with the socio-culture and culture of foreign countries... A positive attitude towards both cultural and individual diversity and its perception as a private manifestation of the diversity of the world”.

“Learning a foreign language means entering a foreign world, discovering different rules of life, traditions, understanding different values. Pupils focus on the peculiarities of foreign culture. They are able to draw parallels with their own cultural experiences and environment. These types of activities will deepen pupils’ sense of cultural belonging, enable them to realize cultural diversity, teach them to appreciate their own and foreign culture” (Interculture – one of the directions of primary level of foreign languages).

“Successful communication depends not only on speaking skills but also on the ability to understand and respect different cultural contexts. The direction of “Dialogue of Cultures” serves to develop these skills and attitudes” (Dialogue of Cultures – one of the directions of primary level of foreign languages).

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## 5. Comprehensive National Mapping of Key Stakeholders in Georgia

The field of education is quite complicated and includes many key players. However, at the center of this field is a teacher who receives regulatory documents, education/skills of the profession, tools of teaching, and learning environments from other players.

To enhance GCED in Georgia, it is crucial to identify the role of key stakeholders who could deliver the main framework and tools to the teachers with the purpose of GCED. The Ministry of Education, Science, Culture, and Sport is creating a legislative framework for the teachers: issuing the National Curriculum, adopting the General Strategy of the Development of Education and Sciences, approving the professional standard of the teacher, regulating textbook adoption. The National Center for Educational Quality Enhancement (under the Ministry of Education and Science, Culture, and Sport of Georgia) accredits higher education programs for Pedagogics studies, creating long-term planning documents, e.g., Teacher Education, Sectoral characteristic of higher education (2017). The National Center for Teacher Professional Development (under the Ministry of Education and Science, Culture and Sport of Georgia) organizes teacher training to ensure the fulfillment of short-term goals of developing needed skills of teachers. The faculties of pedagogics of the universities of Georgia ensure the fulfillment of long-term goals for educating future teachers. Reviewers/members of the commission of textbook adoption provide main tools for teachers that should serve the stated goals. The school's management creates an appropriate environment for the teachers and carries out activities to enhance stated goals. In this interconnected circle, teachers have the leading role in implementing all the above-mentioned aspects.



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The National Curriculum is mandatory for general education institutions (schools). This document includes the distribution of hours for all levels of general education, the conditions and recommendations for organizing the learning environment, the necessary workload for pupils, the list of achievements (skills and knowledge) that pupils should have at each level, and a description of the means of acquiring knowledge.

The General Strategy of the Development of Education and Sciences is based on the ongoing reforms in the country, the analysis of achievements and challenges in the field of education, science, and training (strategic priorities for education include challenges such as improving the quality and accessibility of education at all levels, emphasizing the importance of specific educational programs aimed at strengthening national, social and cultural characteristics, as well as developing citizenship in the country).

Order of Minister of Georgia on Approval of Teacher Professional Standard defines the minimum competencies for all teaching positions and includes two main areas: 1) learning process; 2) professional responsibilities and ethics. The subject competence of the teacher is regulated in accordance with the National Curriculum.

The process of textbooks approval is announced by an individual administrative-legal act of the Minister, which defines the conditions of textbooks approval (selection units, application registration, other deadlines, etc.).

The National Center for Educational Quality Enhancement, for the purpose of external quality assurance, carries out authorization of educational institutions and accreditation of educational programs, as well as monitors implementation of authorization and accreditation standards. The Center works on improving the external and internal quality assurance mechanisms, their implementation, and the creation of relevant recommendations.

An example to consider is Integrated Bachelor - Master Educational Programme of Teacher Training – “Primary Education,” which is a pedagogical program in leading universities of Georgia (Ivane Javakhishvili Tbilisi State University, Ilia State University, Akaki Tsereteli State University). The aim of the Program is “preparing a highly qualified, competitive, teacher of the primary level corresponding to acting legislation of Georgia, international standards and modern requirements, a teacher with knowledge and skills relevant to the subjective requirement, high civic awareness and activism,

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humanism, democracy, and liberal values, who will be reflexive, a news receiver and an introducer in pedagogical practice” (Akaki Tsereteli State University).

National Center for Teacher Professional Development is a Legal Entity of Public Law under the Ministry of Education with the aim to improve the quality of teaching and to learn in schools through the implementation of teachers' professional knowledge and high-performance standards and improvement of the status of the teaching profession. The Teacher Professional Development Center's mission is to provide conditions for the continuous professional development of teachers. To this end, the Center participates in the policy-making process for Teachers Professional Development, ensures the development and implementation of professional teacher standards and ethical norms, carries out teacher professional development programs, and promotes the introduction of teachers' professional development activities and open development system.

Teacher Education, Sectoral Characteristic of Higher Education (National Center for Teacher Professional Development, 2017) is the document defining the competencies to be achieved through the study of integrated undergraduate and postgraduate teacher education programs in general education institutions and subject / subject group teacher training, which are regulated by the teacher's professional standard.

A reviewer is a person employed on the basis of an employment contract (teacher, field scientist, philologist (Georgian language), child psychologist, or another specialist) who reviews the textbook/series model using the relevant criteria. The approval of the textbooks aims to promote the implementation of the main objectives of the state policy in the field of general education by providing quality textbooks for pupils. For final use, the approved textbooks are chosen by teachers and faculties (in case of a faculty); A pedagogical board, in agreement with the school board, approves a list of recommended textbooks, chosen by teachers according to the grades/levels and subjects.

As for the relevance of the teaching environment, the National Curriculum is declaring the Common School Culture: “A school should support to keep principles of mutual respect and equality; A school should support the development of a creative and collaborative environment for its community members. A school should support and organize sport, art, club activities and school projects, where various class teachers, students, and their parents will participate”.

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It is evident that the activities of the listed institutions are closely related and derive from each other. Accordingly, their representatives are the key stakeholders who can strengthen the GCED in the country. It is therefore important to understand their vision regarding the GCED.

- Ministry officials, responsible for developing key strategic documents: National curriculum, General Strategy of the Development of Education and Sciences, professional standard of the teacher, textbook approval;
- Officials of the National Center For Educational Quality Enhancement, responsible for carrying out authorization of educational institutions and accreditation of educational programs, as well as monitoring implementation of authorization and accreditation standards;
- Officials from the National Center for Teacher Professional Development (under the ministry of education), responsible (expert) for the training and retraining programs for teachers;
- Universities representatives responsible for pedagogical study programs at universities;
- Textbooks reviewers of the commission;
- Schools management; Authorized public schools, under the new standard (the National Curriculum); and
- Teachers (Citizenship, History, Geography, English language, Georgian language, and literature), i.e., the main link in delivering knowledge to children.

For this purpose, semi-structured interviews with relevant individuals were conducted on the Zoom platform.

Mr. Shalva Mekravishvili, Expert on Civic Education (National Curriculum and Resource Assessment Division of the Ministry of Education and Science of Georgia), provided his opinion on the importance of GCED and stated: “The teaching of GCED is crucial, and it is not just my personal opinion. It is maintained by main decision-makers of our education system. We have their unconditional support and consent to teach modern, global, all the most important topics that a citizen of Georgia needs. It is extremely important for people to have the knowledge necessary for a dignified life in a globalized world, to acquire the appropriate skills, and to develop the competencies that are needed not only by the people of Georgia but also by citizens of any country in the world.” In particular, regarding the Social Sciences, he highlighted that all three subjects are equally important: “I imagine that this course (GCED) allows pupils to learn from all three subjects (Citizenship, History, Geography) through the interconnection of very important components. The aim is to understand historical contexts, issues related to modern civic education, and, of course, geographical spatial aspects.”

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As a specialist of the Ministry of Education and Science of Georgia, Mr. Shalva Mekrevishvili is also highly involved in the textbook approval process. In this regard, he was asked to provide some specificities of this process. Based on his words, it is very obvious how much GCED categories are integrated into criteria of textbook approval: “The fifth group of content criteria for reviewing all items refers to the value part. For example, the textbook should be non-discriminatory, based on the Constitution of Georgia, and respect for human rights, gender equality, and all democratic values, which are very important in all areas, including education and textbooks. If the book does not meet this, it will not be approved. So, we have a very principled position here, and we try not to approve a textbook that places issues against values... The textbook must be in line with the national curriculum itself. If we say that the national curriculum is a set of democratic values, we automatically mean that the civic education textbooks are doubly controlled. On the one hand, the national curriculum controls the issue of these values, and on the other hand, it is defined by the fifth direction I have already mentioned.”

Mr. Lasha Margishvili, Deputy Director of the National Center of Educational Quality Enhancement, provided the information regarding the framework document and main programs for teacher education: “According to the Law of Georgia on Higher Education, teacher education is a regulated profession. Accordingly, the sectoral characteristics are involved in the accreditation process of the curricula, which means that the program is checked in relation to the general standards of accreditation, as well as in relation to the sectoral characteristics... At this stage, we have a five-year integrated bachelor – a master educational program of teacher training for primary and secondary education. There is also a one-year 60-credit program that can be studied by a specialist in one of the fields of the National Curriculum.”

He also paid attention to the relevance of the sectoral characteristics of teacher education to the GCED: “The sectoral characteristics, of course, gives certain skills, competencies, knowledge, experience, in the direction that the teacher develops. It is about the correct delivery of values to the school children. To some extent, we can consider that there is also a problem of transferring subject knowledge. However, in my opinion, the bigger challenge is fostering the development of correct values. You cannot teach values. You must help the child to understand himself and to form values in himself as an individual.”

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Associated Professor Vladimer Adeishvili, coordinator of teachers' education program (Integrated Bachelor - Master Educational Programme of Teacher Training – “Primary Education,” Akaki Tsereteli State University), spoke about the scope of teacher education programs: “Our profession (the teacher education) is regulated, and we are obliged to formulate a program based on the framework documents that provide the relevant academic qualification, i.e., sectoral characteristics that detail what requirements a teacher training program should meet. In addition, the curriculum developed by the university includes the teacher professional standard, the national curriculum and all the documents that teacher education is based on.” He also paid attention to the importance of GCED: “In our curriculum (Integrated Bachelor - Master Educational Programme of Teacher Training – “Primary Education”) we have the basics of democratic and multicultural education, we have the freely chosen subject of children's rights, as well as issues built into various syllabi, which to some extent cover the issues of GCED. However, in my opinion, the GCED should definitely be included in the teacher education program.

Ms. Nona Popiashvili, an expert on standards of National curriculum, provided information of work of the National Center for Teacher Professional Development, one crucial body in the field of teachers education with relevances of the national curriculum (which is quite in line with the GCED): “The range of work of our center is quite broad. Of course, first of all, it is the field knowledge, both subject and methodical, the modern strategies that teachers need to implement the teaching-learning process effectively. Basically, we follow the national curriculum, and according to the national curriculum, its requirements, and priorities, the content of the training is given. And the national curriculum, you know, takes into account and pays a lot of attention to value-based education.”

The center has prepared training modules in many areas and continues to work in different areas which are strongly related to the GCED. For example, Ms. Nona Popiashvili showcased two international projects: “In 2015, we (Georgia) joined the Sustainable Development Goals, and from the very first year we started participating in the World’s Largest Lesson and campaigning in Georgian schools, we announced a competition, we invited teachers, we spread this information. Because the information was mostly in English, it was a leading English lesson, although we aimed this separately to English teachers. We did it in an integrated way, held information meetings with geography and civics teachers, and then asked the teachers to conduct an integrated lesson. There were extraordinary English-language resources (also good for language teaching). These issues came up in terms of topics (from the joint project of UNICEF and UNESCO)... Our center also actively cooperates with the Council



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of Europe, and we have started to work on Competences for Democratic Culture, and we are one of the leaders in the world on this matter. This direction is very active, and this is also an inseparable part of value-based education.”

Teachers were asked about GCED importance from their point of view and about the integration of global issues in their subjects:

“In any literary work, we talk about values, what history has taught us, what is acceptable or unacceptable... Literature can have a great impact on a person, in some way change the person, change the way of thinking” (a teacher of Georgian language and literature N1).

The teacher of literature highlighted one of the most important values in teaching literature: “For me, the main value I always focus on is freedom. This includes personal freedom, national freedom, state freedom, and all other kinds of freedom; then there are branches of freedom as well” (a teacher of Georgian language and literature N2).

“We constantly address global issues in the classroom: global warming, bullying, climate change, and environmental protection, coronavirus and its impact on the world... I think learning about such issues is very important and useful for pupils because they can travel to another country, make friends from another country. These topics can unite you with people from another part of the world. Teaching such topics allows students not to be limited in time and space” (a teacher of English language).

The teacher of history pointed out that pupils are given the opportunity to learn about a diverse world through history lessons: “History is a unique subject due to the fact that, especially in the global history, we study different cultures... since pupils are exposed to different cultures, they do not obtain an attitude that any society should be homogeneous; on the contrary, they easily accept heterogeneity”. She also noted that pupils are given the opportunity to understand the experiences of humanity (increasing the importance of the individual) and the mistakes (wars) that have ended in great human tragedies. “Pupils are slowly growing as, so to speak, humanity has grown in terms of views.”

The teacher of geography (she also belongs to the Top Ten of the 2021 National Teacher Awards) noted that 11<sup>th</sup>-grade geography presents many global problems, and the textbook (Global Geography) they use contains global processes: global warming, the global economic crisis, pollution, conflicts of religions, and terrorism. “Perhaps raising awareness about global issues is really necessary... the

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Global Geography textbook describes in detail the exercises and activities through which the pupil can raise awareness of the challenges of the modern world”. However, she pointed out that it may be a little late to start teaching these issues in the 11<sup>th</sup> grade, and that they should be introduced as early as in the 5<sup>th</sup> and 6<sup>th</sup> grades “topics of current global problems in the modern world can be adapted to all age groups.”

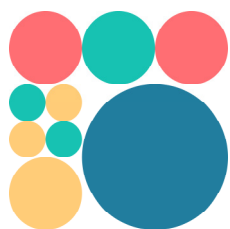
The importance of GCED was also discussed with the teacher of Citizenship, who is also the trainer of the Teacher's House (National Center for Teacher Professional Development) and co-author of the 7<sup>th</sup> and 9<sup>th</sup> grade textbook of citizenship. According to her, citizenship is one of the most important subjects in global issues. “Our area of interest is to develop attitudes such as acceptance, tolerance, challenges related to radicalism, and so on; the subject of citizenship manages to do this the most... We work with pupils to understand not only the importance of our own country but also the importance of global citizenship. We discuss not only local but also global issues... Vazha-Pshavela's Cosmopolitanism and Patriotism are very well applicable in shaping pupils' attitudes. When you analyze this source for pupils, you can easily show how important global citizenship is. You prepare pupils to become modern citizens not only of their own country but also of the world... It is important for pupils to have a correct understanding of values and to imagine themselves not only as a citizen but also as a very important individual in these global processes, whose decisions, actions, and attitudes are important for peaceful coexistence and relations not only in his own country but also in the global world.”

According to the teacher of citizenship, at the beginning there were very few global issues in the citizenship textbook, and it was taught only in the 9<sup>th</sup> and 10<sup>th</sup> grades, and now from the 7<sup>th</sup>-grade topics such as “Red Cross, Geneva Conventions, Georgian participation in peace processes, WTO and Georgia, etc.” are taught in the textbook... “It is also most important to understand globalization, which in some cases is misunderstood. However, we use Georgian literature very well (Ilia Chavchavadze, Vacha-Pshavala, Merab Mamardashvili), based on which you will make pupils understand how important globalization is and does not threaten national identity... According to the new curriculum, we are working on a new textbook, absolutely all topics of which start with global issues: global processes in the field of environment, economy, migration, international organizations, harmonization of Georgian legislation with international agreements... The standard allows us to reflect on these topics. When the textbooks are reviewed by experts, first of all, it is the compliance with the national curriculum (in which global issues are very well reflected).”

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## 6. Conclusion

With the development of the national curriculum, inclusive education, the refinement of the curriculum for ethnic minorities, the enrichment of the document with various value concepts of GCED, and methodological principles (pedagogical approaches) gradually developed, at this stage it can be said that the categories provided in the GCED Framework are well reflected in the Georgian National Curriculum and other educational documents.



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## Recommendations

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For more clarity, and given that the third-generation National Curriculum is newly approved, it is recommended to observe specific topics to determine the level at which specific topics are being implemented; no less important is to look into relevant textbooks. Perhaps in the long-term, this is only possible on the basis of appropriate refinement (quality university education, increase in funding for programs, increase in attractiveness of the profession with a policy of increasing wages) of teacher education and with a clear policy of value-based teaching in the process of textbook approval.

At certain intervals, the school should organize an integrated public event/interdisciplinary lesson in English (including Citizenship, History, Geography, Literature) from the value level of global citizenship education development. E. g. an interdisciplinary lesson can be based on the poem Snake-eater by Vazha-Pshavela (1901); environmental issues, wars, individuals, and society are the themes of the poem that unite literature, geography, history, and citizenship, with the lesson being held in English. This would give an opportunity to emphasize best practices of value-based education - GCED -that should accompany the teaching of a particular subject.



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