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**ECRI CONCLUSIONS
ON THE IMPLEMENTATION OF THE RECOMMENDATIONS
IN RESPECT OF GEORGIA
SUBJECT TO INTERIM FOLLOW-UP**

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¹ Unless otherwise indicated, this analysis does not take into account any developments that occurred after _____, the date on which the response of the authorities of _____ to ECRI's request for information on measures taken to implement the recommendations chosen for interim follow-up was received.

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FOREWORD

As part of its sixth round of monitoring work, ECRI has renewed its process of interim follow-up with respect to two specific recommendations made in each of its country reports.

In line with the Information Document on ECRI's sixth monitoring cycle brought to the attention of the Ministers' Deputies on 9 May 2018², not later than two years following the publication of each report, ECRI addresses a communication to the Government concerned asking what has been done in respect of the specific recommendations for which priority follow-up was requested.

At the same time, ECRI gathers relevant information itself. On the basis of this information and the response from the Government, ECRI draws up its conclusions on the way in which its recommendations have been followed up.

It should be noted that these conclusions concern only the specific interim follow-up recommendations and do not aim at providing a comprehensive analysis of all developments in the fight against racism and intolerance in the State concerned.

² [CM/Del/Dec\(2018\)1316/4.1](#); [CM\(2018\)62-add10](#).

1) In its report on Georgia (sixth monitoring cycle) published on 22 June 2023, ECRI recommended that the authorities significantly increase the number of hours of teaching Georgian as a second language in minority schools at primary and secondary level.

ECRI was informed by the authorities that instead of increasing the number of hours of teaching Georgian as a second language in minority schools, the Ministry of Education, Science, and Youth chose an alternative approach to increase proficiency in the Georgian language among minority pupils, namely by intensifying and expanding the Bilingual Education Programme aimed at introducing bilingual education at both preschool and school levels, which had been launched already in 2020.

The model focuses on developing bilingual literacy and thereby promoting the integration of pupils belonging to minority groups. According to the authorities, since 2022, the number of preschool institutions involved in the bilingual programme has increased from 15 to 34. As for schools, the number of non-Georgian-language schools engaged in the bilingual programme increased from 35 to 169, out of a total of 300 non-Georgian-speaking schools. The authorities informed ECRI of the intention to gradually expand the programme to all 300 such schools by the end of 2025.

Furthermore, ECRI was informed that the number of bilingually taught subjects in the schools in which the programme is applied increased from three (art, natural science, as well as “I and society”) to five subjects (now also including mathematics and “Our Georgia”). By the 2022-2023 academic year, the 4th-6th grades were included in the programme, while previously, the programme only covered the 2nd-3rd grades. Accordingly, the number of hours of teaching in the state language (Georgian) has increased to 16 hours per week. The authorities emphasise that the combination of teaching Georgian as a second language for five hours per week, as was already done previously, together with learning more concrete subjects in Georgian significantly contributes to the learning process and further simplifies the study of the state language.

ECRI commends the authorities for their significant efforts. It also trusts that the authorities not only complete the envisaged rollout of the bilingual education programme by the end of 2025, but also ensure that adequate and sustainable measures are taken to guarantee the appropriate quality of the teaching delivered under this programme.

ECRI is particularly pleased to note that the authorities’ stated intention of this bilingual education programme is to promote the integration of pupils belonging to minority groups. In this regard, ECRI shares the view of the Advisory Committee on the Framework Convention for the Protection of National Minorities (FCNM), which in its 2024 Opinion welcomes the authorities’ willingness to improve the quality in learning Georgian, whilst preserving teaching and learning of respective minority languages, by putting in place a bilingual education model.³

ECRI concludes that this recommendation has been fully implemented.

2) In its report on Georgia (sixth monitoring cycle), ECRI recommended that the authorities form an inter-agency committee to implement the equality pillar of the National Human Rights Strategy 2022-2030 and its accompanying Action Plans. This committee should include representatives of the Public Defender’s Office, international organisations and relevant civil society organisations representing groups of concern to ECRI.

ECRI has not received any information, neither from the government nor any other sources, that an inter-agency committee (or a similar mechanism involving the Public Defender’s Office, international organisations and civil society) to implement the equality pillar of the

³ Council of Europe, Advisory Committee on the Framework Convention for the Protection of National Minorities, Fourth Opinion on Georgia (2024): 36, § 142.

National Human Rights Strategy 2022-2030 and its accompanying Action Plans has been set up, or that there are any plans to set up such a body.

ECRI regrets this, as it had recommended the creation of such a forum to enable a structured and formalised dialogue between the authorities and other relevant actors, in particular civil society organisations, to ensure that their suggestions and concerns are taken into consideration when planning and coordinating the implementation of activities of the equality pillar.

ECRI considers that the recommendation has not been implemented.