



## **Project: “Development of Bilingual Literacy in Minority Schools of Georgia”**

### **Organization: Center for Civil Integration and Inter-ethnic Relations**

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### **Project Overview**

The project “Development of Bilingual Literacy in Minority Schools of Georgia” is implemented by the Centre for Civil Integration and Inter-Ethnic Relations (CCIIR) with financial support of USAID under the framework of the program “All Children Reading-Grand Challenge for Development” funded by USAID, Australian Aid and World Vision. The overall objective of the project is to improve reading literacy in native as well as in the state language of ethnic minority students of Georgia. The goal will be achieved through: (a) supplying teachers and students with sufficient teaching and learning materials; (b) capacity building of ethnic minority schools through teacher professional development; and (c) using technology in the teaching/learning process. The following activities will be implemented towards the fulfillment of the above-mentioned objective:

- (a) Development of bilingual leveled readers;
- (b) Development of a computer program corresponding to the bilingual leveled readers;
- (c) Development of the website [www.reading.ge](http://www.reading.ge) that includes instructional materials;
- (d) Development of an electronic multilingual illustrative dictionary compatible with bilingual leveled readers’ computer program; and
- (e) Organization of professional development programs for 432 native language/reading teachers of minority schools.

## Interesting Human and Backstories of the project

### Story 1: Georgian Peers Assist Ethnic Minority Students in Developing Reading Competencies in State Language

The training for teachers within the project “Development of Bilingual Literacy in Minority Schools of Georgia” targeted 17 trainer-teachers and 432 teachers from 216 non-Georgian schools. The training encompassed different methodological guidance and practical tools in order to empower teachers for effective reading instruction in the classroom. The concept of readability and practical advises on how to create child-friendly reading materials which are challenging young readers for continued reading were included in training program.



***Picture1: The training for teacher-trainers: the group of teachers is eager to learn more about the readability criteria for reading texts and approaches***

Natia Mania – the trainer of teachers was indeed excited from the new approach to reading instruction. She started to make her personal-based insight into the approach and tried to create funny stories for her Georgian students herself. She presented her stories in her classroom. It turned



***Picture2 : One more picture for the story are is already painted. Students seem to be happy to finalize illustrations for the book.***

out to be very interesting for young readers. Rezi, Luka, Anna, Anastasia and Tako decided to assist their peers from the regions who can't read in Georgian as good as they do. They started working on the book which they decided to grant to the children from minority schools... Initially they discussed those topics which they consider to be interesting for students. Young readers made lots of effort to fit their story to drastic requirements of Ms. Mania; The teacher insisted that the topic should be of their own interest however it might be even scientific content whatever they prefer; the language should be simple and easy

to understand. Finally the story was written. The group of volunteers started working on design. They believed that a really good book should be rich illustrated with colorful, nice pictures. Each student selected the certain scene from the story to paint. The book is ready!

Their teacher was happy to share the designed story with the CCIIR team. Students and their teacher were promised to impose the story and transform it in “real book” which would be uploaded on the web-site [www.reading.ge](http://www.reading.ge) as well as published and distributed to the young audience. The book should include the names of the young story-



***Picture 3: Rezi and Anna are happy to read a letter from the CCIIR. They have just learnt that their book will be published and shared between the ethnic minority peers.***

writers and designers on the front page as well as explaining to the audience the purpose of the book and wishes of young story-writers to their peers from the minority schools.

The book is published and uploaded on the web-site. Very soon, when the school semester begins the students of minority school will receive their present from young story-writers.

“We aren’t going to stop. This is a first present to our friends. We will motivate our classmates and friends to support other children while creating nice books for them” – promises the team.

## Story 2: Reading with pleasure – students’ create books for reading success

Zviad is a Georgian language teacher in Marneuli district. Zviad participated in the training sessions conducted by CCIIR in the framework of the project “Development of Bilingual Literacy in Minority Schools of Georgia”. Zviad decided to introduce the reading texts of “Reading Ladder” to their students. The reading texts have not been illustrated and printed yet by then. He used the written texts without illustrations in the classroom setting. Gumru, the student of sixth grade, was very impressed with reading text. She asked the teacher to give the text to her for reading at home. The next day, Gumru came at school with illustrations. She illustrated the reading text of CCIIR and was very excited.



**Picture 1: Gumru shows to teacher one of her illustrations for the reading text by CCIIR**

Gumru’s illustrations, dedication and engagement encouraged Zviad to work further with students on



**Picture 2: Zviadi’s students take part in class-competition while sitting together and painting pictures for illustration of the reading texts.**

reading texts and involve them very actively in the process. He came to the very interesting idea; Zviad and his colleagues appointed week of “story illustrations”. They announced the class-competition for the best story illustrations. There were app. 30 students sitting together and painting with colored pencils. Students painted different pictures of CCIIR reading texts. They were painting colorful pictures and sharing their ideas with each-other and teachers. Students worked in small groups developing the design of the book based on personal experience, cultural

background and reading interests. Students discussed the stories in the classroom and voted for the best story illustrations.

The selected designed stories were sent to CCIIR. The children were promised that their book illustrations would be transformed in a “real book” and e-version would be uploaded on the web-site [www.reading.ge](http://www.reading.ge). . Gumru was very happy to see her name on the reading text of the web-site



*Picture 3: Students have found their texts uploaded on the web-site of [www.reading.ge](http://www.reading.ge) and they feel happy.*