

2012

CCIIR Projects 2011-2012 Annual Report



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About Centre for Civil Integration and Inter-Ethnic Relations (CCIIR)

Formation of civic awareness and human rights are fundamental issues for all democratic states. The main principle of democratic societies determines their participation/involvement in states life. Participation/Involvement implies formation of citizen, who is well informed about the situation in the state and is actively engaged in the state and social life (State governance, creation economic and cultural goods and etc). The mission of the organization is to facilitate the process of formation of active citizens, who will be able to participate in public life.

The Center for Civil Integration and inter-Ethnic Relations was established in 2005 and since then has been implementing more than 70 projects while achieving organizational objectives which state:

- Develop and implement projects and programs striving at civil integration and comprehensive inter-ethnic relations;
- Protect and advocate rights of ethnic minorities, refugees, repatriated, deported, internally displaced and disadvantaged population;
- Strengthen tolerance and respect to diversity, support inter-cultural dialogue;
- Support educational reform and stress minority rights during this process;
- Facilitate growth of well-educated young people with strong civic conscience;
- Promote and encourage life-long education, early and adults' literacy;
- Facilitate the process of formation of language policy, support bilingual education and advance state and minority language teaching processes;
- Building human capacity of minority and other marginalized population and empower them for participation in decision-making processes;
- Fight for peace building and reconciliation, ethnic conflict prevention;

CCIIR Programs and Priorities:

1. Multilingual Education
2. Teachers' Education
3. Higher Education Programs
4. Youth Development
5. Literacy and bi-literacy
6. Policy study and analysis

The Center for Civil Integration and Inter-ethnic relation published more than 100 publications. The library of the organization includes methodological manuals for teachers, textbooks for language teaching and learning, manuals for self-tuition, dictionaries, journals, periodic, electronic products, conference materials and policy documents.

2011-2012 Projects

Project Title	Supporting Multilingual Educational Reform in Georgia
Donor	OSCE High Commissioner on National Minorities
Period of Implementation	1 May 2011- 31 December 2011
Geographical Area	Caucasus, Georgia
Budget	74 000 EUR
Beneficiaries	Minority schools of Georgia

Summary of project goals & objectives

The overall goal of the project:

To improve the quality of education in minority schools of Georgia.

The **specific objective** is to assist the Georgian government with the implementation of its MLE policy through elaboration of HEI program for teachers of primary grade with development of methodological materials and the training of key education officials and teachers.

Key facts:

- The Georgian government has adopted the policy goal of transforming minority schools into multilingual schools.
- This policy intention has been included in the action plan and concept on “Tolerance and Civil Integration” of government of Georgia, in the Multilingual Education Policy and Action Plan of the Ministry of Education and Science of Georgia and in “Multilingual Educational Program” adopted by the Ministry of Education and Science of Georgia in March 31, 2009.
- CCIIR started to implement the project “[Supporting MLE Reform in Georgia](#)” with financial support of OSCE HCNM in 2010

Overall approach

All the schools of ethnic minorities should provide students with the multilingual programs on primary and secondary levels of education.

Summary of problems encountered

- Over the last decade, minority schools of Georgia have been isolated from educational reform and keep functioning as separate educational entities as they did during the Soviet period. The graduates of minority schools are therefore not sufficiently integrated in Georgian political, social and economic life.
- Lack of appropriate textbooks and methodological materials adapted specifically to the new methodology of MLE.
- Teachers are yet unfamiliar with MLE teaching techniques.
- Local education officials lack skills and knowledge of MLE.
- Georgia has 342 of minority public schools and sectors where the language of instruction is not Georgian but Azeri, Armenian, Russian, Ossetia or Ukrainian.
- Due to the problems of educational system the level of integration of ethnic minorities is very low.
- The enrolment rate of ethnic minorities in higher education is less than 0, 1% and more than fifty percent of ethnic minorities failed in the Unified National Exams for University entrants.
- The representatives of ethnic minorities working in the governmental bodies are less than 0, 5 %. This has led to a very high rate of unemployment amongst national minorities.

Summary of results

- ✓ 2000 copies (50 pilot schools*40 for each school) of students language portfolio;
- ✓ 235 copies of the education guide for teachers on “Language and Assessment”;

- ✓ **235** copies of four volumes (5-8) of the informational-methodological journal “bilingual education” are developed, printed and distributed;
- ✓ **100 copies** (2 for each pilot schools) of “Reading Ladder” Package are developed, printed and distributed to pilot schools;
- ✓ **150 (3 from each school)** bilingual education pilot school teachers trained in content and language integrated learning for grades 7-12;
- ✓ **50 bilingual education pilot school teachers trained** in assessment and testing systems and development reading skills through “Reading Ladder”;
- ✓ **12 local consultants** of educational resource centers and language houses of the MoES are prepared in to conduct trainings for teachers on language and content integrated teaching in grades 7-12, assessment and testing systems as well as in development of reading skills through “Reading Ladder”;
- ✓ **Totally, 7 ERC** in all regional districts, **3 language houses** in Akhalkalaki, Ninotsminda and Bolnisi and **157 schools** were reached through the trainings.

Implementation of Planned Activities

➤ Recommendations / Main findings



1. Development of pupils' language portfolio for grades 1-12 (self-assessment tool for pupils)

Very valuable and important instrument in bilingual educational programs. It illustrates experiences and achievements of the learner. Portfolio helps learners to understand the purpose of their learning program, accept responsibility for their own learning, share in the setting of learning goals, take initiatives in the planning of learning activities, regularly review the progress of their learning and evaluate its effectiveness. At the same time the language portfolio helps teachers to address all these issues with learners of all ages.

http://www.cciir.ge/index.php?module=multi&page=detsals&multi_id=1&id=151

2. Methodological Guide “Language Assessment and Testing”

The guide is valuable for an assessment of language skills and knowledge of the pupils. Moreover, the information that is provided in the guide is valid for an assessment of native language skills as well. The tests emphasize the specifics of language testing system and consequently will be widely used by the teachers. It will be very useful to provide all the teachers of native, second and foreign languages with the training and/or seminars on how to use the guide effectively.



<http://ccuir.ge/upload/editor/file/2012/SHEF %20BOLO %20DASABRCHDI.pdf>



3. “Reading Ladder” for the pupils of 1-6 grades

The teaching materials “Reading ladder” is a comprehensive supplementary material for pupils of 1-6 grades aimed at an enhancement of literacy level through developing a speaking, listening, writing and reading skills in Georgian language. The learning kit is very popular in western countries and is used as a primary school and/or complementary materials for school children. The main idea of the reading package is to develop the children’s language competences gradually from very elementary to intermediary stage. However, even in the short period of the product development the small empirical piloting showed how successfully this material can be used in the classroom setting and how effectively for development of reading comprehension among the non-Georgian students it works. Based on interviews with the teachers and pupils, who expressed their high interest in the materials, it would be useful to continue working on the resource and develop it not only in terms of text volume but also methodological and linguistic approach, format of the material (electronic support of the materials, development of specific tasks for each text), etc.



http://rustavi2.com/news/video_progs.php?id_clip=3887&pr=Midday&l=91&ftp1=1&ftp2=0&ftp3=0

4. Informational-methodological Journal “Bilingual Education”

The journal is an effective instrument for the development of skills and qualification for bilingual learning processes. The personal interviews with the teachers proved that they considered the journal as a valuable reference for their practical work. They underlined several times the insufficiency of scientific, methodological, professional and pedagogical materials in their native language that enables them to work towards self-development, be updated in pedagogical field and possess modern teaching approaches.

The Georgian version of the journals is available on the following links:

http://ganatleba.ge/upload/text/geo/1311148899_BE-5-KART.pdf

http://ganatleba.ge/upload/text/geo/1317202749_BE-6-%20BOLO-27.09.%20qart.%20SRULI.pdf

http://ganatleba.ge/upload/text/geo/1324468595_BE-7-KART-DASABECHDI-14.pdf

http://ganatleba.ge/upload/text/geo/1325753055_BE-8.%20BOLO.pdf

Armenian Version is available on the following links:

http://ganatleba.ge/upload/text/geo/1311149127_BE-5-SOMX-DASABECHDI.pdf

http://ganatleba.ge/upload/text/geo/1317032570_BE-6%20%93SOMXURI%2C%20BOLO%2C%202026.09.pdf

http://ganatleba.ge/upload/text/geo/1324472183_BE-7-14somx-sul-bolo.pdf

http://ganatleba.ge/upload/text/geo/1326259578_BE-8-somx-LAST.pdf

Azerbaijanian version of the journal is available on the following links:

http://ganatleba.ge/upload/text/geo/1311148997_BE-5-AZER-DASABECHDI.pdf

http://ganatleba.ge/upload/text/geo/1320056969_be%206%20azerb%20bolo-2.pdf

http://ganatleba.ge/upload/text/geo/1324471985_BE-7-14.12-dasabechdi-azer.pdf

http://ganatleba.ge/upload/text/geo/1326797776_BE-8-azer.pdf

5. Training of local consultants from regional ERC and LH

- ✓ Teachers positive feedbacks – all of them found the trainings useful to apply to their work in the classroom, all them mentioned that the topics were new for them. In some feedbacks you can find an expressions like “it was exactly what I needed”.
- ✓ Local cases and examples were frequently used by the trainers.
- ✓ Follow- up training were based on the same content and methodology, however, length of discussions, focuses on the issues and topics varied from training location to another location in accordance with needs of the teachers.

Generally, there is absolute need for training services of the ERC and LH specialists as they:

1. Have a good understanding of wide picture of the education context in their respective regional schools;
2. Have a practical experience of delivering trainings, consultative services for local school personnel as well as monitor and assess the progress;

It will be highly recommended to have local consultant teachers in the schools who will be able to provide the support to colleagues during the bilingual teaching processes. It will also be key to develop a strategy to keep these local consultant teachers involved.

6. Follow-up trainings for teachers

As showed in the statistics of attendance, the trainings were very interesting for the teachers and the number of motivated teachers was much higher than expected. The questionnaires filled by the teachers after completion of each training session emphasize that the teachers feel lack of the professional trainings and other interventions that ensures their pedagogical development and possession of modern teaching methodologies.



Worth mentioning is that comparing with previous years, school principals are much more motivated to enable their school personnel to enhance their professional skills as they realize role of teacher in studying process and importance of well-prepared staff for better performance of the school.

Below are provided the conclusions and recommendations as the development of non-Georgian teaching staff is concerned:

- The majority of schools suffer from the lack of teachers with good knowledge of Georgian language on a primary stage which impedes the process of implantation of bilingual learning model in the schools. In the most cases only teachers of Georgian as a second language are able to even understand trainings that are instructed in Georgian. In some cases even the teachers of Georgian as a SL don't possess language sufficiently to teach in the classrooms.
- At secondary level, the subject and subject matter teachers have better knowledge of Georgian. This enables them to understand principals of language and subject integrated teaching. However, due to limited language command, the language related teaching, monitoring and assessment is challengeable for them. It's recommended that the subject

matter teachers have more opportunity to develop their language skills from one side and the cooperative relations with the teachers of GSL from the other side.

- The general professional and pedagogical competencies of the teachers remain very low. The lack of information, methodological and pedagogical resources, in-service trainings and development opportunities negatively affect the general school performance. This situation can be reversed only if regular, systematic in-service trainings are organized in the schools as a part of the education policy.
- The transportation issues of the teachers remain very sensitive. This important issue should be addressed at the Ministry's level. E-learning (one of the actual areas of investment of the Ministry of Education) might be an option, provided it is combined with enhancing the teachers' IT skills. There are a lot of remote villages where no public transport works or works only till afternoon. Teachers have to use private services (Taxi) which is very expensive and hardly affordable for them. In some cases schools with sufficient number of pupils cover transportation expenses of teachers. But in most cases even if the principals realize an importance of development of teaching personnel the schools have no resources to reimburse teachers' costs. Accordingly the teachers' concerns related to transportation issues reflect negatively on attention and engagement of the teachers in the training processes.
- There is absolute need of in-service trainings for teachers that insures the preparedness of the schools for bilingual teaching. At the same time there will be recommended to have a local "senior" or "mentor" teachers who will be able to support other teachers in implantation of bilingual models, employment of appropriate teaching methodologies and approaches and at the same time assess comprehensively learning process through identifying of specific needs.

General recommendation

The project ongoing process, outcomes and results underline the need for durable support of non-Georgian schools in order to guarantee their smooth and efficient transformation into bilingual education institutions. The newly issued standard for bilingual education is an important document that should serve as a measure for qualification requirements of the teachers and at the same time regulate the knowledge and skills possessed by the teaching personnel. At the same time, two main areas should be developed: (a) preparation of local teachers' staff; (b) development of new cadres, graduate from the HEIs who have a professional knowledge and understanding of bilingualism and step-by-step replace the existing personnel.

Project Title	“School for Active Citizens”
Donor	New Generation-new initiative (nGnI); The Center of Electoral Systems Development, Reforms and Trainings
Period of Implementation	12 months

The project aims at an awareness raising of local population of Samtskhe-Javakheti and especially young people on citizenship and active engagement, their formation as an active citizenship, enhancement of their engagement and support of their initiatives.

Results summary

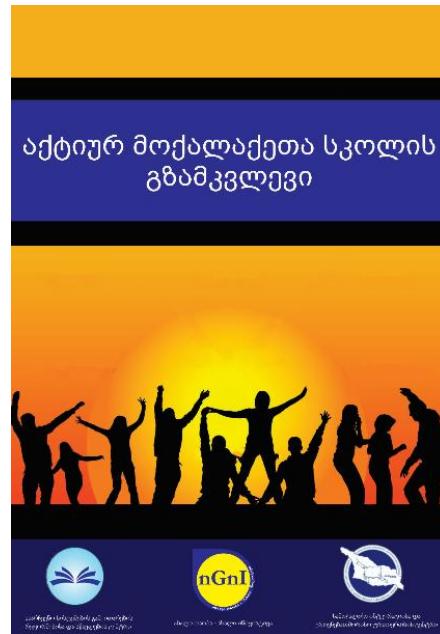
- ✓ Within 6 weeks (11/06/2011-17/07/2011) the students from Akhaltsikhe State University who were selected through the competition, were granted the chance to participate in the training-seminars organized by the CCIIR and led by the trainers of the organization.

Project-based learning methodology covered **the following themes:**

- The importance of civil education in countries transition to democracy.
- The importance of *active citizen engagement*.
- The role of central and local authority in promoting *active citizen engagement*.
- The role of media and civil society in formation of active citizens.
- The essence of elections and the significance of choice.
- What to know about political parties.
- The supreme law - the constitution of the country.
- Functions of effective communication.
- Developing project management skills.
- Fundraising.
- Teamwork and leadership.

- ✓ The new text-book – “The school guidance for active citizens” has been issued by CCIIR and New Generation-new initiative (nGnI) in the framework of the project. Financial support was provided by the Center of Electoral Systems Development, Reforms and Trainings. The text-book offers examples, which are based on practical experience and define the role of non-governmental sector in formation of active society. The text-book will help young people to manage civil activities properly through NGOs.

http://www.cciir.ge/upload/multi/geo/1358496258_1327393987_aqriur%20moqalaqeta%20skolis%20gzamkylebi.%20ccuir.2011.pdf





Project Title	"Go and Participate"
Donor	USAID; IFES
Period of Implementation	10.10.2011-10.07.2012
Geographical Area	Caucasus, Georgia
Budget	\$ 31 000

Project Summary

The project “Go and Participate” implied the awareness raising of ethnical minorities of Georgia on socio-political positioning in the country, their preparation for equal participation in informed decision making processes and voting and in this way increase of their participation in state political, social and economic life. The project app. 650 students, continuing their education at the preparatory course of Georgian language at the Georgian HEIs and 2000 local inhabitants of ethnically Armenian and Azeri background while achieving project objectives, promoting youth initiations and encouraging them to keep engaged in all phases of project.

The specific **goal** of the project:

To increase civic self-confidence among the young people with ethnically minor background and transform them into the socially and politically active citizens with an ability and willingness to participate in decision making processes.

Specific **objectives** of the project:

- To empower 30 ethnical minority students of HEI of Georgia through development of learning and informational materials for awareness raising on mechanisms of active engagement in civil life and though leading of training program for young leaders;
- To promote reproduction of skills for active civil participation in decision making processes and voting procedures among 700 ethnically minor students of 3 HEI of Georgia through follow-up peer-educational trainings;
- To launch the web-portal www.civiceducation.ge and provide the wide non-Georgian population with an information on human rights and civil education and encourage users in networking and coordination of joint initiations through it;
- To encourage students to initiate 5 to 6 micro projects within the small grant program in the places densely populated by the ethnical minorities and promote their active participation through organization of meetings and negotiations with representatives of governmental officials and non-governmental representatives on most pressing issues;
- To encourage the empowered students to disseminate information on civil rights and voting procedures among the younger voters representing by the local school students of upper grades in seven districts of Samtskhe-Javakheti and Kvemo Kartli regions;

The main **target audience** of the project is:

- 30 students of three HEI who participate in the 1 year program implemented within the program of Ministry of Education and Science on State Positive Discrimination Policy;
- 700 students from Samtskhe-Javakheti and Kvemo Kartli regions studied at Tbilisi Javakhishvili State University, Akhalsikhe State University and Akhalkali Collage who benefit from the State Positive Discrimination Policy;
- App. 12 000 Students of upper (10-12) grades of the non-Georgian secondary schools in Akhalsikhe, Akhalkalaki, Ninotsminda, Marneuli,Tsalka, Bolnisi and Dmanisi regions who will vote first time in 2012 parliamentary, 2013 presidential and 2014 self-governance elections;

Innovative Approach

Generally, the project is to be considered as innovate not only for the reason of targeting declared goals and objectives of the program but for the valuable methodologies and approaches envisaged within the action.

Results Summary/Impact Statement

The following results were achieved:

- ✓ **30 ethnic minority students** raise civil confidence and developed active participation skills through 5 day comprehensive training course in civics and study tour in public institutions.
- ✓ **476 students of ethnic minority were involved in peer-educational trainings** and enhanced knowledge on active civil participation in decision making processes and voting procedures. **Totally 28 peer-educational trainings** were held by the young leaders in Tbilisi Javakhishvili State university, Tbilisi Technical university, Tbilisi Medical University, Akhaltsikhe State University and Akhalkalaki Collage.
- ✓ The web-portal www.civiceducation.ge was setup and regularly provided the minority students with an information on human rights and civil education and encouraged them to use ICT as a tool for effective coordination and planning;
- ✓ The comprehensive guide for youth “GO and PARTICIPATE” was developed, published and distributed among the students of four universities. **Totally 200 copies of the handbook were published.**
- ✓ **8 micro projects** within the small grant program were implemented by the young leader students. The projects were carried out in the native communities of the students in Kvemo Kartli and Samtskhe-Javakheti regions. The project covered local population, mainly school societies and contributed to awareness raising on the civil participation of target groups. **Total number of participants: 268 (Georgian, Azeri, Armenian).**
- ✓ The students of ethnic minorities held 68 meetings in the villages and cities of Kvemo Kartli and Samtskhe-Javakheti regions. They disseminated information on an importance of active citizenship through participation in elections and informed voting. **Total number of participants: 1752 (Azeri, Armenian).**

The key activities which were planned to be implemented within the project included:



1. 5 day intensive training for young leaders, representatives of ethnic minorities in civics and active participation.

30 students were selected. The merit selection was based on criteria. The students should be active, motivated to act as a facilitator and multiplier, possess good interpersonal skills and high sense of responsibility.

The experts of the project worked on the program for young leaders in Citizenship and Civil Participation very intensively. The program topics were chosen in accordance with the needs and requirements of the students and young peoples in Georgia and representatives of ethnic minorities specifically. The students ought to share their knowledge and experiences with those suffering from the lack of information. At the same time the study tours of the students in public institutions in Batumi were agreed with the relevant representatives of target institutions.



"I understand now that have a great potential for my personal realization by supporting others and encouraging myself to be active, stay informed and be engaged in different events and activities related to good citizenship" – said Nina Grigoryan, one of the participants.

2. Peer-educational activities which included peer - seminars and trainings for the students of 4 HEIs.

The leader students conducted the trainings in pairs or per three persons. Each of them prepared selected topics of the training sessions and elaborated the plan how to connect topics with each-other effectively. This strategy helped them to ensure the quality and reliability of the information.



"We liked the way our friends shared the information with us. This is always funny when your friend teaches you. I would like to learn more about these topics and then share this knowledge with the school students in my village" – said Manushik Merabyan, student from the Tbilisi State University.

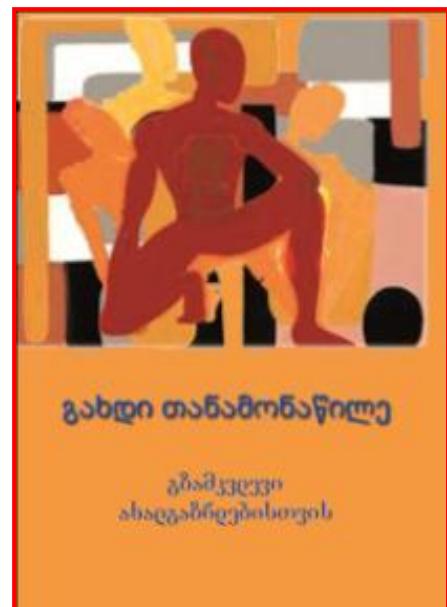
3. Creation and maintaining of the web-site www.civileducation.ge

Provide useful, regularly updated information on project ongoing, active participation concepts and community mobilization to the project beneficiaries and wide society in four languages (Georgian, Armenian, Azeri and English). The web-site shed light on the issues that were specifically pressing for the ethnic minority population.



4. Development and printing of the practical guide for youth "Go and Participate"

With useful information and resources for active engagement in social-cultural, economic and political life of the country. The guide will help the young motivated leaders to understand clearly the youth policy in Georgia, needs and requirements of youth in the state, get acquainted with the programs and projects which target young people, inquire contact details and persons for different type of youth activities. Worth mentioning is that the content of the guide is based on the survey of the students. The project team explored what kind of information the students mostly lack. The book bridges the gaps existing in the informational conscious of the students. The guide is very appreciated by the students.



“Now I have all information what I would like to inquire about the students’ and youth life and opportunities together and I know how to approach the issues I have to deal with” – said the participant of the project, student Jaikhun Narzalov.

E-version of the guide:

http://cciir.ge/index.php?module=multi&page=detals&multi_id=2&id=169

http://cciir.ge/upload/multi/geo/1345643111_Go%20and%20Participate.%202012.%20CCIIR.pdf

5. Micro-project which were implemented within the grant-program for young leaders

And aimed at an engagement of local population in civic activities.

Totally 32 project proposals were received. 8 best proposals were selected. The selection criteria included relevance of the project idea as well as the well-analyzed and described strategy that the applicant introduced for implementation of the project.



The selected projects were implemented in Samtkhe-Javakheti and Kvemo Kartli regions:

Samtkhe-Javakheti region:

1. Village Tkhyruti – training sessions on active citizenship through education continuum.

The training session was held for the students of upper grades. The young facilitators showed presentation about the education reform and affirmative action towards the minority students. The participants write the essay about their future career vision. The authors of the best essays were revealed by the pupils through voting.

2. Village Orali – informational-cultural event about the Georgia for the pupils of the school.

The documentary film about the history and culture of Georgia and Armenia were showed. The pupils discuss the historical links between two countries. Later, they worked in group on the concept of multicultural approaches they would develop with their diverse ethnical friends in the future.

3. Diliski, Chanduri, Khospi, Machadi, Orji – “compete for active citizenship”. The pupils of 5 schools of neighbor villages competed for the title of the “smartest pupil”. The team of young facilitators developed questions from the history, culture, and famous and great people. The winners of each rubric were revealed. The competition was organized with choreographic and literature performances by talented pupils.

4. Village Gandza - competition in Georgian language for future success. The young facilitators prepared tests in Georgian language where along with the specific tasks the participants should answer questions from Georgian literature, history, culture. The tests were examined by the local teachers of Georgian language supporting the project. The most successful three competitors were awarded with small souvenirs. The questions and tasks of the test were discussed. The topics for future competitions were chosen and the events were scheduled.

5. Ninotsminda city – “Let’s get acquainted with our country from the childhood”. The young facilitators make a list for children library and acquire children literature for pre-school age children of Gandza kindergarten. They handed over the books to the kindergarten and organized the reading event for kids. They read for the children in Georgian explaining and interpreting in Armenian when needed. The small children nominated their favorite books. The children performance was introduced to the audience – parents by the “won” book.

Kvemo Kartli region:

1. Sadakhlo – “First aid and healthy life-style training for pupils of upper grades”. The students of medical institution elaborated the training program on first aid, risky habits and addictions - tobacco, alcoholism, drug-using as well as on reproductive health and HIV/AIDS. The impressive presentation was introduced. The pupils exercised in medical manipulations of first aid.



2. **Shulaveri** – “**Begin your citizenship with your school**”. The young facilitators learnt to pupils’ project proposal writing techniques. The pupils worked in groups and developed concepts contributing to improvement of school recreational infrastructure. The best concept will be refined and introduced to local government for financing. The pupils will advocate their idea for fulfillment.
3. **Nazarlo** – “**We are the women**”. The young female activists organized the seminar for female pupils, explaining importance of gender equity for genuine democracy. The topics of the seminar included the tools and mechanisms for women empowerment, awareness raising of communities on issues affecting women equality, an opportunities and perspectives for women availed through education.

6. Informational meetings on active citizenry and voting systems for local population.

132 students lead the informational meetings. The majority of the meetings were held in school buildings with the students of upper grades and pedagogical staff. The students were talking about their student life and experience while promoting the continuous learning and encouraging the students to prepare themselves for the higher education. They explained to the students the conditions for enrollment at the higher institutions and idea of state affirmative action towards the ethnic minorities. The concepts of active citizenry were discussed equally. The students explained to their younger co-habitants the importance of engagement in elections and informed decision making. The students shared information about the voting procedure details and rights of the voter. The bilingual informational materials were distributed. The opened and wide conversation followed the seminars. The school students and pedagogical staff expressed their appreciation and asked for the promised from the speakers to ground the tradition of regular meetings.

Challenges and lessons learnt

Survey results

The project group decided to survey young leaders as well as their friends and study their perceptions, attitudes and expectations towards the peer-educational activities as well as program. This would help us to learn more about the students’ needs and desires and take their comments into account in our future work. The project team elaborated very simple questionnaires with 5 closed

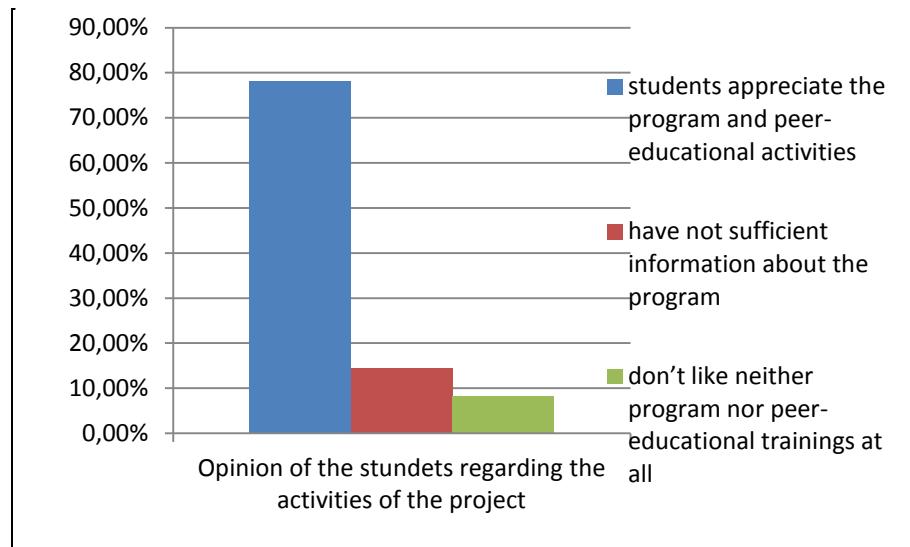
and scaled questions and distribute them between the 100 students randomly. The young leaders were also interviewed.

According to the opinion of the students:

78, 2% of total surveyed students appreciated the program and peer-educational activities very much;

14, 5% think that had not sufficient information about the program and could not assess it;

8, 3% didn't like neither program nor peer-educational trainings.



At the same time: **80,1%** of the students think that the peer-educational activities help them to acquire some information about the active citizenry and participation, but they need much more information to learn more and practice concept of active citizenship.

11, 2% of the students think that the peer-educational trainings help them to acquire more or less sufficient information about the active citizenry and participation, but they are not surely going to seek more information and practice their citizenship skills.

8, 7% think that they derive full information from the peer-educational activities about the active citizenry and participation and are not going to seek for more information.

Sustainability of the outcomes

Even if here we tried to criticize some details, the project produced sustainable and reliable outcomes nevertheless. Specifically:

- ✓ The participant students established their own organization “Go and Participate” and plan to further their work in the project related direction; They strive for active participation in state life and for engagement in community development activities;
- ✓ The students developed citizenry skills. They are well aware on an importance of active participation and have skills, knowledge and desire to do so.
- ✓ The practical guide for youth “Go and Participate” will guide students in their endeavours, broaden their knowledge and set contacts with relevant organizations and institutions;
- ✓ The web-site will be handed over to the new-established organization, maintained and developed in accordance with the directions prioritized by the organization members;
- ✓ The school students, future students of HEIs have better understanding of the issues related to active participation and are personally acquainted with their elder friends who succeeded at their educational goals and will follow them;

Project Title	“Supporting of Non-Georgian Schools in the Implementation of New Educational Reforms”
Donor	“Open Society Georgia Foundation”
Period of Implementation	15.05. 2011-15.03.2012
Geographical Area	Caucasus, Georgia
Budget	46 106, 00 USD \$

Project Goal:

The project aims at an improvement of professional competencies of teachers and education quality through provision of the directors and teachers of non-Georgian schools with practical and subject guides in their native – Armenian and Azerbaijani languages and implementation of their professional development programs.

The project supports the state initiatives that are focused on effective integration of national ethnic minorities.

The materials that were provided for non-Georgian schools and were translated in their native – Armenian and Azerbaijani languages as well trainings and seminars conducted for school administrators and teachers, increased knowledge and acquired appropriate professional and practical skills.

Project objectives:

- Create accessible School Principal Standard to non-Georgian schools in Armenian and Azerbaijani languages and accordingly, support the professional development of school directors.

- Create accessible Teachers Subject-based Guides of national curriculum plan for 2011-2016 and accordingly, improve the quality of teaching process in non-Georgian schools.
- Developing non-Georgian school teachers' knowledge and skills through organizing informational and work meetings.
- Create accessible Guide for School Principle to non-Georgian school directors and accordingly, improve the quality of teaching process in non-Georgian schools.
- Developing non-Georgian schools directors' knowledge and skills through organizing informational and work meetings.

Beneficiaries:

Ethnic minorities who are compactly resided in Kvemo Kartli and Samtskhe-Javakheti regions.

- 235 ethnic minority school directors;
- More than 4000 teachers;
- Approximately 72 000 pupils.

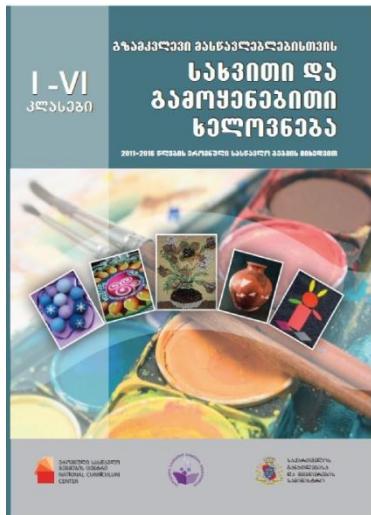
Results, Performance and Implementation of Planned Activities

The following activities were implemented within the framework of the project:

1. Translate School Principal Standard and distribute among the non-Georgian schools of Samtkhe-Javakheti and Kvemo Kartli regions:

The Centre for Civil Integration and Inter-Ethnic Relations translated the publication of the National Centre of Teachers' Professional Development - School Principal Standard in Armenian and Azerbaijani languages. In addition, bilingual brochure was elaborated and printed (Georgian-Armenian; Georgian-Azerbaijanian) and posted on the web-page www.ganatleba.ge.

100 Georgian-Armenian and 125 Georgian- Azerbaijanian School Principal Standards were distributed among non-Georgian schools.



2. Translate Teachers Subject-based Guides and hand over to the non-Georgian schools:

In December 2011, within the project the memorandum of Cooperation was signed between the CCIIR and the Centre of National Curricular and Evaluation at the Ministry of Education and Science. The Guides that were to be translated within the project were prioritized.

Within the framework of the project CCIIR started working on the translation of six subject guides for primary grade. The guides include: Nature Science (304 pages), Mathematics (196), Music (364 pages), Arts (388), Sports (166 pages) and My Motherland (186) in Armenian and Azerbaijani languages.

3. Translate Guide for School Principle and distribute among target schools;

The Centre for Civil Integration and Inter-Ethnic Relations translated the publication of the National Centre of Teachers' Professional Development - "Practical Guide for School Principal" in Armenian and Azerbaijani languages. It consists of 4 chapters and 250 pages.

The translated book is published as bilingual guide and thus enables the directors to avail important information on both – native and state languages. The bilingual guide supports directors to inquire more information about the strategic planning and school monitoring as well as approach for attracting high qualified professionals to school and to plan effective professional development of teachers. The book compiles also set of recommendations on effective PR.



4. Organize 40 seminars that introduce the guides to non-Georgian school teachers and representatives of Resource Centers in both regions;

The purpose of the seminars/work meetings was to get each non-Georgian school teacher acquainted with the basic directions of new Curricular and its related issues explained by the experts of Centre of National Curricular and Evaluation.

The seminars were conducted according to the subject groups: a) primary grade, b) social sciences, c) nature sciences, d) mathematics, e) foreign language.

The seminars were conducted in following areas: Akhalkalaki, Ninotsminda, Akhaltsikhe, Tsalka, Marneuli, Gardabani, Bolnisi, Dmanisi.

5. One day seminar for non-Georgian school principles on school management issues.

Informational and work meetings for 223 directors of non-Georgian schools were organized within the framework of the project.

Overall, 11 seminars were conducted in following areas of Kvemo Kartli and Samtskhe-Javakheti regions: Akhalkalaki, Ninotsminda, Akhaltsikhe, Tsalka, Marneuli, Gardabani, Bolnisi, Dmanisi.

Summary of Achievements

- ✓ **235 copies of “School Principal Standard”** in Armenian and Azerbaijani languages, which is the main document for school director during the years of 2011-2016. The document identifies the rights and responsibilities of school director.
- ✓ **235 copies of “Practical Guide for School Principal”** in Armenian and Azerbaijani languages, which is the vital and effective material for school directors in order to improve their performance, gain important skills and increase their effectiveness.
- ✓ **4000 copies of “Teachers Subject-based Guides”** in Armenian and Azerbaijani languages (500 in each subject). It enables teachers to work in accordance with Curricular and therefore, be in line with the current educational requirements.

- ✓ **235 school directors** from Kvemo Kartli and Samtskhe Javakheti regions have improved their professional qualifications and have proper skills for effective school management.
- ✓ **4000 non-Georgian school teachers** of 8 subject groups are provided with proper information and methodological materials for effective administration.
- ✓ The representatives of RC are well-informed about the issues relating to school management, school directors and teachers' needs and they are able to address these needs.
- ✓ The representatives of the Centre of National Curricular and Evaluation have the opportunity to fulfill their responsibility effectively and provide school staff with relevant knowledge in order to integrate in educational system.
- ✓ **72000 pupils** have the opportunity to study in modern learning environment and they are provided with improved learning resources.

Members of the board and staff

Board of the organization

- Shalva Tabataze – chairman
- Kakha Gabunia - Secretary
- David Chachkhiani - member
- Nino Sharashenidze - member
- Leila Suleimanova – member
- Zurab Bagashvili - member
- Zoia Mkhitarian – members

Staff

- Shalva Tabataze – Chairman
- Kakha Gabunia – expert
- Irakli Urumashivli - financial manager
- David Chahckhani – office manager
- Nino Sharashenidze – expert/trainer
- Maia Inasaridze – expert/trainer
- Chabika Kiria – expert
- Mzia Tsereteli – expert, psychologist
- Zoia Mkhinarjan – Armenologist, expert
- Gizkhanum Akhmedova – translator
- Irina Bagauri - project Assistant
- Irina Shubitidze – project Assistant
- Natia Gorgadze – project manager
- Mamuka Cheishvili – logistics assistant

List of Donors and partners

- OSCE High Commissioner on National Minorities
- EC
- US Embassy
- Ministry of Education and Science of Georgia
- Civil Education Centre of Public Defender's Office of Georgia
- International Rescue Committee
- Language Division of Council of Europe
- Open Society-Georgia Foundation
- CIMERA, Switzerland
- Latvian Language Acquisition Agency (LVAVA)
- NGO "Prodidactica", Moldova
- Eurasia Foundation
- Urban Institute
- Open society Institute- East-East Program
- Civil Integration Foundation
- NGO "School, Family, Society"
- Bolnisi Language House
- European Centre for Minority Issues (ECMI)
- Women for Future of Javakheti
- Young Republican Institute
- International Association of Osetian Women "Alaneli"
- Azerbaijani women Association
- Tbilisi Ivane Javakhishvili State University;
- Arnold Chikobava Institute of Linguistics

We appreciate your attention and feel happy to provide you with additional information about our activities, plans and hopes for the future.

Please feel free to contact us:

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