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CCIIR Annual Report 2013



CCIIR, Tbilisi
2014

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About CCIIR

Overview

In Georgia, ethnic minorities make up approximately 15.8 % of the total population. Armenian and Azeri make up the majority of these ethnic groups and struggle with low levels of civic integration into public life. This results in major challenges with civic identity and nationality, isolation from the mainstream of the political, economical and social life, lack of opportunities for self-expression, high levels of unemployment, lack of knowledge of state language, low literacy and high levels of school dropout. In this regard, the Centre for Civil Integration and Inter-Ethnic Relations (CCIIR) - non-governmental, non-commercial organization was established in 2005.

The main goal of the organization was to support the integration process of ethnic minority population of Georgia through capacity building and education interventions enabling them to be equal participants of social, cultural, political and economic life of the country. Possession of state language and development of sense of citizenship were seen as the key factors for success. The diverse and multilevel approach including development of teaching, learning and methodological materials, training courses and workshops for pedagogical and administrative staff, development of university courses for teachers' bilingual education, providing the local population with professional and academic materials in both state and native languages, study tours and exchange programs - this is an incomplete list of those interventions the organization is undertaking regularly. The solid experience, high qualified experts and staff, strong cooperation with leading international organizations working on bilingualism and multiculturalism, expertise in education and development areas, positive assessment of donor organizations and constructive cooperation with governmental institutions resulted to the broadening of the organization geographical and contextual areas. The organization started working on needs and demands existing in education system of Georgia. The absolute necessity to identify the urgent issues, learn the context and determine the direction and lack of data analysis, research and statistics on situation in the country led the organization to the new direction – research and policy development. Today the organization is one of those 16 analytical organizations and one of those three organizations focusing of education issues which are operating in Georgia and which signed an Ethical and Quality Standards Document. The document presents comprehensive standards to guide the work of Georgian think tanks and establishes principles to ensure that the think tanks meet the highest possible professional standards.

Up to today the organization has implemented more than 40 projects, developed 10 teachers professional development programs, created teachers' bilingual and second language education programs, more than 150 academic, methodological, instructional materials, textbooks, created E-platform for improvement of reading literacy and implementing comprehensive researches in general and tertiary education.

The CCIIR's vision is to ensure that ethnic minorities reach bilingual education, know state language well, are successfully integrated in Georgian society, have possibility to get quality education and realize themselves effectively in Georgia.

Mission Statement

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

CCIIR Aims To:

- 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;

Target Groups of CCIIR

CCIIR targets two major ethnic minority groups of Armenian and Azerian, who are underprivileged and marginalized groups and compactly resided in Kvemo Kartli and Samtskhe-Javakheti regions of Georgia; minority public schools and sectors where the language of instruction is not Georgian but Azerian and Armenian; minority school children and teachers; minority students and Georgian HEIs; national policymakers etc.

CCIIR Programs & Priorities

CCIIR's works towards achieving programs through multiple priority areas. Since 2005, CCIIR has researched, developed and implemented programs with the aim to address the following priority areas:

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

The exchange program “Teachers Partnership between Kvemo Kartli /Samtskhe-Javakheti and other regions of Georgia” was implemented with the financial support of OSCE and with the close cooperation of Ministry of Education and Science of Georgia over a one year period in 2013.

The aim of the project was to facilitate the process of bilingual teaching at minority schools by increasing Georgian language capacities of selected teachers of grades 1-6 from Kvemo Kartli and Samtskhe-Javakheti.

The project targeted 40 ethnic minority teachers of the elementary level, 20 from Kvemo Kartli and 20 from Samtskhe-Javakheti.

Beneficiaries: 80 schools throughout Georgia – 40 from Kvemo Kartli and Samtskhe-Javakheti; Pupils of grades 1-6 of 40 schools from Kvemo Kartli and Samtskhe-Javakheti; Ministry of Education of Georgia.



Within the framework of the project, 40 teachers – 20 from Samtskhe-Javakheti and 20 from Kvemo Kartli spent one month at Georgian schools and taught their respective subjects together with their Georgian colleagues. In order to facilitate interaction and facilitate the transfer of language and professional skills, guest teachers were accommodated with their colleagues. This experience enabled the guest teachers to increase their Georgian language skills which were relevant for the subject and practice conducting classes in Georgian language. In particular, teachers have mastered oral communication in Georgian language as

well as learned how to use two languages in communication with Georgian language pupils.

Before placing guest teachers at Georgian schools for one month CCIIR conducted introduction meeting for teachers who participated in the teacher exchange program. The aim of the meeting was to provide these teachers with detailed information about the program’s goals, objectives and its related issues.



Monitoring visit: within the framework of the project CCIIR team visited the host schools to attend the classes and see the progress of guest teachers.

Graduation: in the Ministry of Education and Science CCIIR awarded 80 teachers with certificates for participation in teachers exchange program. Deputy Minister and other invited guests attended the certificate award ceremony.



Achievements

- ✓ Georgian and non-Georgian school teachers shared their experience with one another;
- ✓ The minority school teachers increased their Georgian language skills as well as their bilingual teaching skills;
- ✓ 40 host schools established contacts with their minority counterparts and learned about the issues their colleagues face in SJ and KK;
- ✓ The teachers of host schools also learned about multilingual education;



The project “Dissemination of Documentary film on MLE Georgia” was implemented with the financial support of OSCE High Commissioner on National Minorities (HCNM).

A documentary film “**Georgia: One State Many Languages – Bridging the divide**”, which was commissioned in 2012 by OSCE is about HCNM’s ten-year engagement in language education in Georgia.

The film aims to raise awareness on the advantages, achievements and challenges of the MLE reform implemented by Ministry of Education of Georgia and reach out to all stakeholders.

The project aimed at encouraging all stakeholders to jointly pursue the MLE reform. After a period of unsteady progress of the reform, MoES is currently making steps to develop a broad education strategy, for which the documentary and the outcomes of the discussions could be very useful.



Through this short documentary film, the HCNM is taking stock of the achievements attained to make both the necessity for further commitment and the challenges at hand more tangible for the actors involved across the education chain. It covers the changes perceived among the communities in minority areas and the steps made and still to be made by government decisions affecting such aspects as policy, curriculum, teachers’ professional development, facilities, etc. The documentary film also provides an opportunity to give a voice to the many actors involved and give them a new impetus to pursue their joint commitment in the reform.

Project objectives:

- ✓ To raise awareness of all stakeholders on the wide range of activities related to the long-term process of MLE reform, including the valuable contributions of each stakeholder, the results achieved and the challenges encountered in the local conditions; and
- ✓ To stimulate a debate on MLE and convey the necessity of further commitment, interaction and communication between all levels to ensure successful implementation of the reform.

Target groups and beneficiaries:

- More than 500 participants from Kvemo Kartli and Samtskhe Javakheti, who engaged in in the meetings/debates.
- 30 persons representing the Ministry of Education and Science and relevant governmental institutions, education experts and specialists, international organizations and NGO’s participated in the final conference in Tbilisi.

Activities/achievements:

- ✓ Within the project CCIIR organized **film screenings and subsequent discussions** for various audiences across the country, with the opportunity to talk to people who have benefited from the MLE reform or other HCNM-supported activities. 21 meetings were held in the regions of Kvemo Kartli and Samtskhe-Javakheti: in Akhalkalaki, Akhaltsikhe, Ninotsminda, Marneuli, Gardabani, Bolnisi, Dmanisi and in Tsalka. More than 500 participants including representatives of minority schools and communities (teachers, school administration, school children and their parents), local officials and other stakeholders engaged in the meetings/debates at the village schools and Education Recourse Centers.
- ✓ **Short collage-film** was produced by CCIIR. All the meetings conducted in Samtske-Javakheti and Kvemo Kartli were represented in this video and the key thoughts, assumptions, attitudes, considerations and ideas of the participants were emphasized.



- ✓ CCIIR organized the **conference** on impact, outcome and future steps for 50 stakeholders including representatives of MoES (policy makers and implementers), independent experts, education specialists, NGO's and international society working on education reform and civic integration issues in Georgia. The one-day conference included projection of the film and a collage-film from the meetings.

The film is available on YouTube: http://www.youtube.com/watch?v=qd3p_9ki5wY

Collage-film: <http://allshares.ge/download.php?id=42AD948298>

“The Intercultural Education Research in Primary Schools of Georgia” project was funded by USAID in the framework of the EWMI’s program G-PAC. This project was implemented over a one year period in 2013 and was carried out in all regions of Georgia.

The aim was to ensure equal educational opportunities for all students and facilitation of preparation of tolerant and inter-culturally sensitive citizens through various research methodologies such as: 1. Textbook, curricular and subject standard analysis; 2. Face-To-Face Stakeholder Interviews; 3. Interviews with Key education officials; 4. Focus Group Discussions and 5. Questionnaires. The research design targeted 2085 schools and represented approximately 350 000 students of primary school including more than 35 000 representatives of ethnic minorities and their parents and 25000 teachers of primary grade including about 3 000 teachers of minority schools.

Research Objectives

- To study and evaluate the new National Curriculum, subject standards and primary grades textbooks with emphasis on intercultural education and growing intercultural sensitiveness in students;
- To explore capacity of the teachers for ensuring the multicultural environment in the classroom and mainstreaming multiculturalism in instruction process;
- To facilitate an improving of the quality of textbook approval criteria, national curriculum, subject standards, and textbooks ;
- To increase civil participation of scientists, researchers, experts, NGO representatives and wider public in elaboration of public policies;
- To develop recommendation package for improvement of textbook approval criteria, national curriculum and school textbooks on primary grade;
- To communicate the developed recommendation packages to all stakeholders;
To put equal opportunities and multicultural policy change in the agenda of governmental structures;



Azeri ethnic minority teachers completing research questionnaires in Gardabani Educational Resource Centre in Gardabani, Georgia on July 3rd, 2013

Achievements

- Collected and analyzed research data and reached all target groups as stated within the project targets
- Printed and published over 500 copies of the research findings in both

English and Georgian languages

- Disseminated research findings through various media, online sources, national public libraries and reached over 25000 individuals both within Georgia and globally

- Presented results to 60 stakeholders including beneficiaries, government officials,

policy makers, partner organizations and the general public



Final presentation of research results by CCIIR management, USAID representatives and research authors at Hotel Ambassador in Tbilisi, Georgia December 19th, 2013



Research Report, 2013

E-version of research report

<http://cciir.ge/upload/editor/file/jurnali%20%20bilingvuri%20/politikis%20dokumentebi%20/geo/axali/PUB2 ENG PRINT edited new table%20final 10 01 2014.pdf>

The project “STUDY OF OUTCOMES AND PERFORMANCE EVALUATION OF AFFIRMATIVE ACTION POLICY IN GEORGIA” was funded by The United Nations Association of Georgia in the framework of the USAID funded program ANI. The project was implemented over a one year period in 2013 and was carried out in all regions of Georgia.

The aim was to examine whether the new affirmative action policy ensures an equal educational opportunities for all students. To meet this goal, CCIIR employed various research methodologies such as: 1. Analysis of the teaching/learning materials as well as curricular of the programs; 2. Face-To-Face Interviews with students; 3. Interviews with education officials; 4. Focus Group Discussions and 5. Questionnaires. The research design targeted App. 1500 ethnic minority students studying at the Georgian Language program or continuing education in BA programs, School personnel and school students, HEI faculties and MoES officials.

Research Objectives:

- Lead a study and analysis of students’ academic performance and determine set of necessary skills for, attitudes and assumptions towards the policy;
- Research the level of preparedness of the faculties and appropriateness of the curriculum for carrying out the program within the policy;
- Learn and analyze the relevance of learning/teaching materials and infrastructure, teaching approaches and administration strategy for introducing the programs within the affirmative action policy;
- To develop recommendation package and public policy document for more effective implementation of the affirmative action policy;
- To communicate the developed recommendation package and public policy paper to all stakeholders and accordingly facilitate a discussion of conditions for putting the policy change in the agenda of governmental structures



Achievements

- Collected and analyzed research data and reached all target groups as stated within the project targets
- Printed and published over 500 copies of the research findings in both English and Georgian languages



Presentation of results by CCIIR, experts, UNAG, USAID representatives and other stakeholders in February, 2014

- Disseminated research findings through various media, online sources, national public libraries and reached over 25000 individuals both within Georgia and globally
- Presented results to 70 stakeholders including beneficiaries, government officials, policy makers, partner organizations and the general public

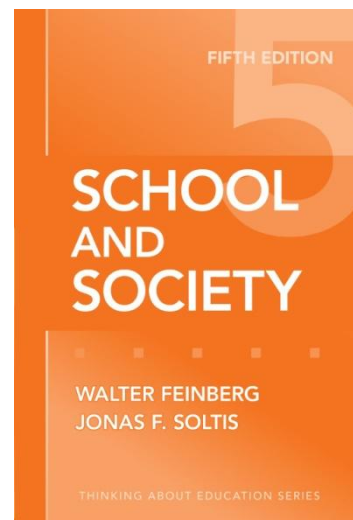
E-version of research report

http://cciir.ge/upload/editor/file/jurnali%20%20bilingvuri%20/politikis%20dokumentebi%20/geo/axali/PUB1_ENG_.pdf

Other activities that CCIIR conducted in 2013

1. Center for civil integration and Inter-ethnic relations translated and issued a book **“School and Society”** in Georgian language. “School and Society” is one of the five books in the highly regarded Teachers College Press Thinking about Education Series, now in its fifth edition. All of the books in this series are designed to help pre and in-service teachers bridge the gap between theory and practice. The translation and publication of the book was financed by U.S. Embassy to Georgia, Book Translation Program.

The translation was made by Shalva Tabatadze, director of Center for Civil Integration and Inter-ethnic Relations and Natia Gorgadze, program manager of CCIIR.



This is a book about the relationship between school and society and includes most important issues in contemporary schooling. School and Society, fifth edition uses realistic case studies, dialogues and open-ended questions designed to stimulate thinking about problems related to school and society, including curriculum reform, social justice, and competing forms of research. Written in a style that speaks directly to today’s educator, this book tackles such crucial questions as: Do schools socialize students to become productive workers? Does schooling reproduce social class and pass on ethnic and gender biases? What besides subjects do students really learn in schools? Etc.

1000 copies were printed

As the book primarily targets the students of the higher educational institutions, school personnel and state and non-state organizations working on education issues, number of presentations of the book took place. The presentations were held in the universities leading programs in education sciences, namely, State Universities of Gori, Akhaltsikhe, Kutaisi, Batumi and Telavi, as well as Ivane Javakhishvili Tbilisi State University.

E- version of the book: <http://allshares.ge/download.php?id=CE57B63C85>

2. In the framework of the project “Development of Bilingual Literacy in Minority Schools of Georgia” Center for Civil Integration and Inter-ethnic Relations conducted baseline survey of bi-literacy in primary schools of minorities. The purpose of the baseline survey was to monitor reading performance in native and second (Georgian) languages acquired by Armenian and Azeri students in Grade 1.



70 randomly selected students of first grade have been tested via the tests in Georgian, Armenian and Azeri languages adopted by the CCIIR. The analysis of results of baseline survey enabled project team to introduce more effective, need based strategy within the project and address the needs and demands existing in primary schools of minority settlements as the bi-literacy and more specifically the bilingual reading skills were regarded.

3. In the framework of the same project the following innovative and technological products were developed:

a) One of the major accomplishments of the project is the development of Reading Formula for Georgian language. This was the first attempt to develop reading formula for Georgian language.. The above-mentioned formula includes the following criteria:

- Total word count
- Number of different words
- Ratio of different words to total words
- Number of high frequency words
- Ratio of high frequency words to total words
- Number of low frequency words
- Ratio of low frequency words to total words
- Sentence length
- Sentence complexity
- Predictability of text
- Text structure and organization
- Logical nature of organization
- Text and feature distractions
- Labeling and reader supports
- Illustration support

- Complexity
- Familiarity of topic (common everyday vs. unfamiliar)
- Single vs. multi-themed
- Inter-textual dependence.

b) CCIIR developed bilingual leveled readers, called “Reading Ladder” in the framework of the project. The “Reading Ladder” is composed of several categories and 416 books distributed into 20 levels. Among 416 books 220 are leveled texts, 116 – serial texts and 80 of them are phonics texts. Leveled texts are organized according to the complexity. These texts were developed according to the specially developed formula based on the following 4 characteristics ensuring the gradual growth of the students reading experience: (1) Characteristics of the text and print materials; (2) Thematic and content characteristics; (3) structural and genre characteristics; (4) linguistic and literary characteristics



Photos of bilingual reading texts

The computer software is developed based on leveled texts for primary grades students of non-Georgian schools.



Photo of leveled reading texts computer program

- c) Based on the reading formula, CCIIR developed a computer program, “Reading Corpus Analyst”. This program enables thorough analysis of each text and its compliance with the criteria of the reading formula. The “Reading Corpus Analyst” software has the following functions:
- Counts total word form and lexical units
 - Counts number of different words and lexical units
 - Calculates the ratio of different words and lexical units to total words
 - Calculates the number of high frequency words
 - Calculates the ratio of high frequency words to total words
 - Calculates the number of low frequency words
 - Determines the number of lexical units
 - Calculates the ratio of low frequency words to total words
 - Determines sentence length
 - Determines average of sentence length
 - Identifies the longest sentences
 - Identifies the smallest sentences
 - Calculates number of sentences
 - Identifies number of different types of sentences
 - Identifies the number of letters in words
 - Identifies the number of letters of the longest and the smallest words
 - Average number of letters in the words
 - Compares the data between different levels of texts

[illegible]

Photo of “Reading Corpus Analyst” Software

The developed computer program is one of the best instruments for editing the texts. At the same time, the program gives an opportunity to provide statistical data about the reading texts for readers and for interested persons.

d) The computer software electronic multilingual illustrative dictionary is developed in the framework of the project. The software gives the equivalent translation of the Georgian word in the Armenian and Azerbaijani languages as well as illustrations (illustrations are provided where possible) to visualize the lexical units. (Below see the visual view of the electronic dictionary).

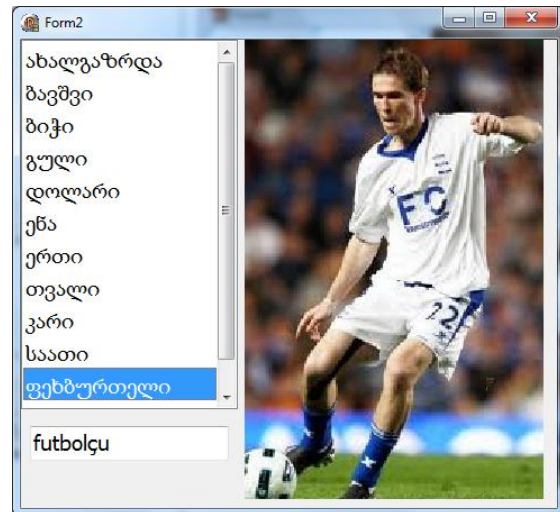


Photo of illustrative dictionary

This software is unique and innovative for the Georgian language. The software analyzes any noun and verb, identifies the root and then puts them in the nominative case (nouns) and infinitive forms (verbs) (See photo below).

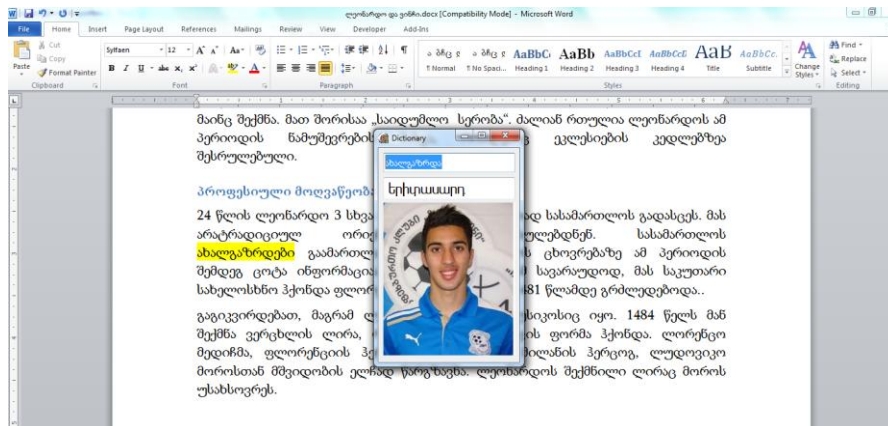


Photo of illustrative dictionary integrated in leveled reading texts

2013 year-end report of CCIIR

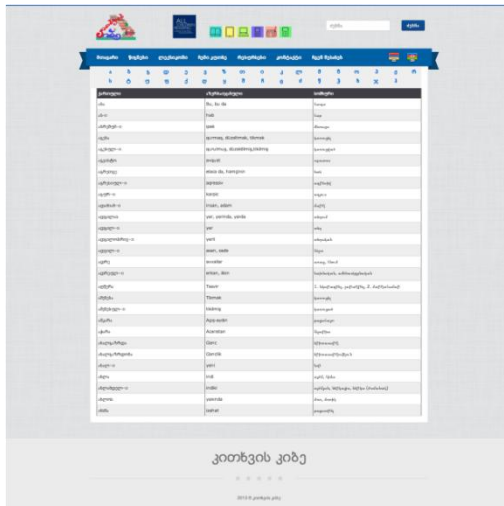
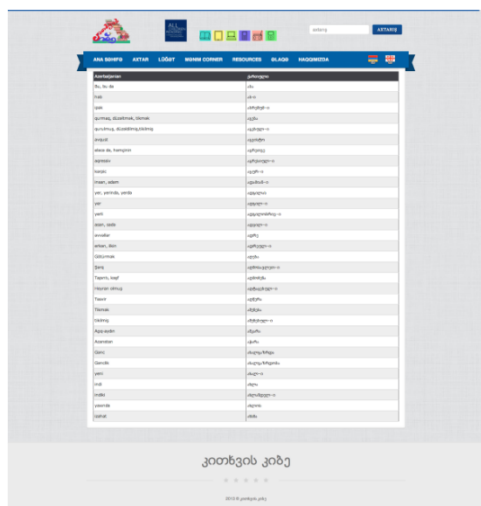
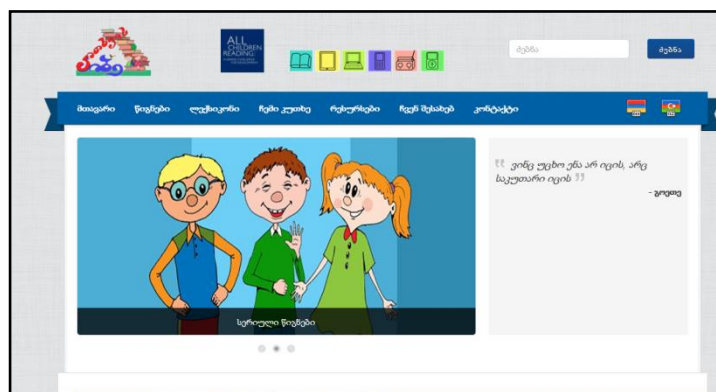


Photo of electronic dictionary

- e) In order to use technology in teaching/learning process CCIIR has developed web-site www.reading.ge with instructional materials.



4. At Ivane Javakhishvili Tbilisi State University CCIIR presented research results of “Gender Equality Issues in Social Science Teaching”. The research was conducted by The Center for Civil Integration and Inter-Ethnic Relations within the project “Supporting Multilingual Education Reform in Georgia”. The project was funded by the OSCE High Commissioner on National Minorities.



The manual “Gender Equality Issues in Social Science Teaching” which was developed and published by CCIIR aims to present gender analysis of the school textbooks. The object of the research was textbooks of history and civil education for basic and secondary schools of Georgia, approved by Ministry of Education and Science (MoES).

The study was carried out by the experts in education and gender issues: I. Khomeriki, M. Javakhishvili, and T. Abramishvili and the results are presented in manual.

50 stakeholders attended the presentation including beneficiaries, government officials, partner organizations and the general public.

<http://cciir.ge/upload/editor/file/jurnali%20%20bilingvuri%20/politikis%20dokumentebi%20/genderuli%20%20tanasworobis%20sakitxebi%202012%20BOLO.pdf>

5. CCIIR issued the twelfth volume of the journal “Bilingual Education”. The scientific-methodological journal „Bilingual Education” has been publishing quarterly since 2010 by The Center for Civil Integration and Inter - Ethnic Relations (CCIIR) in the framework of the project - “Supporting Multilingual Educational Reform in Georgia” funded by the OSCE High Commissioner on National Minorities. The journal is trilingual and is available Georgian, Azerbaijanian and Armenian languages.

http://cciir.ge/upload/multi/geo/1360746738_Be-12.%20GEO.%20last%20version.pdf





6. Center for Civil Integration and Inter-Ethnic Relations (CCIIR) jointly with the Korean Foundation for the first time in Georgia organized an international conference **“Future Prospects of the Georgian-Korean Economic Cooperation”**.

The conference aimed at raising the awareness of the Georgian people on the economic development of South Korea, presenting the past as well as the current situation of the Georgian-Korean economic relations and

discussing the prospects of the future cooperation between the two countries.

The opening speeches of the conference were given by Kim Hoekil, Director of the Moscow Office of the Korea Foundation and Natia Gorgadze, program manager of the Center for Civil Integration and Inter-Ethnic Relations (CCIIR).

The speakers of the event were Vakhtang Kolbaia, Acting chairman of Government of the Autonomous Republic of Abkhazia; Kim Jaecheol, Counsellor of the Embassy of the Republic of Korea to the Republic of Georgia (Residency: Azerbaijan); Giorgi Abashishvili, Deputy Dean, Head of the Economic Research and Consulting Center at Iliauni Business School; Lee Yeonho, Professor of the Department of Political Science and International Studies at Yonsei University and Ketevan Gochitashvili, Doctor of Philology, Professor of the Faculty of Humanities at Tbilisi State University.

7. CCIIR signed an Ethical and Quality Standards Document. The document presents comprehensive standards to guide the work of Georgian think tanks and establishes principles to ensure that the think tanks meet the highest possible professional standards. The ethical code covers organizational themes such as transparency, accountability and governance, while the quality standards focuses on research, analysis, and advocacy processes.



At the signing ceremony, G-PAC presented new standards to an auditorium filled with CSOs, the media, and International Organizations. Following the presentation, **16 Georgian think tanks** publicly signed the document.

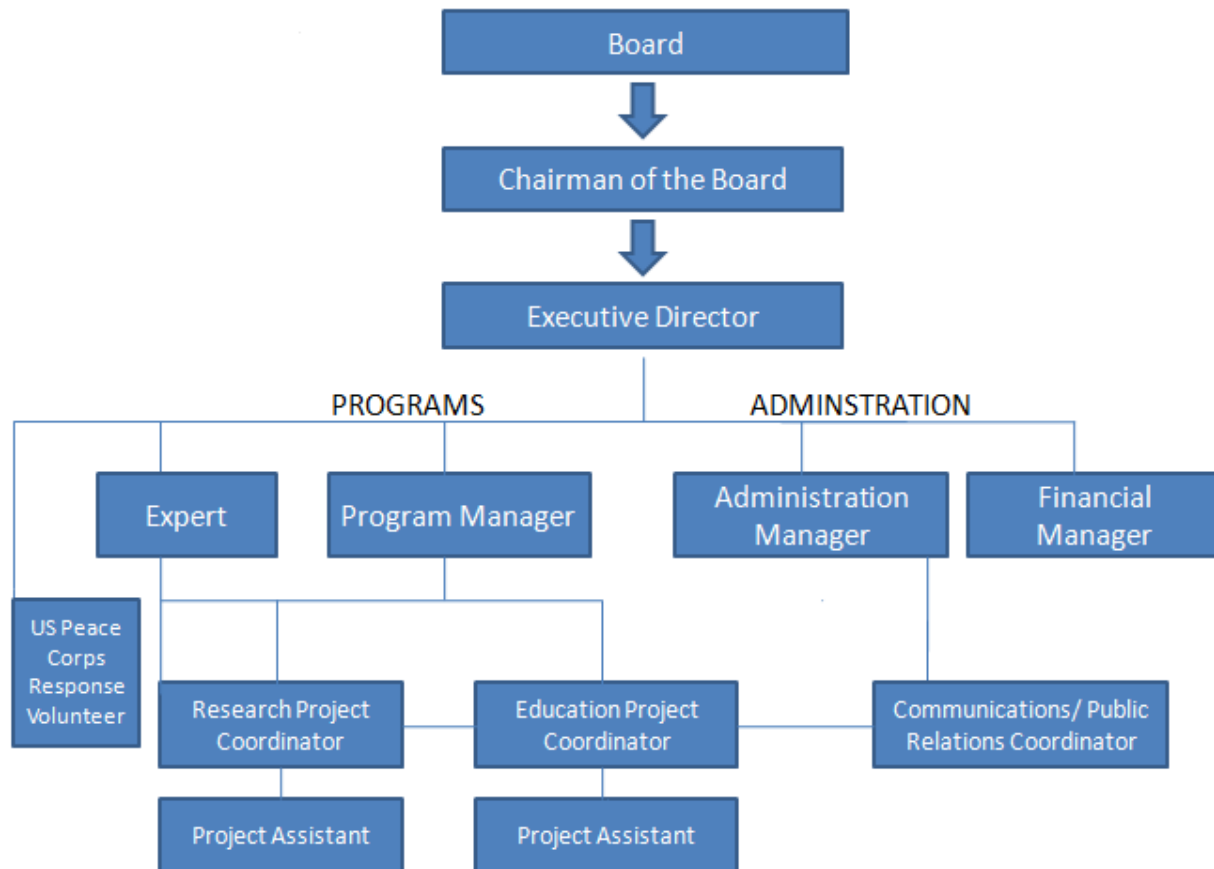
EWMI G-PAC assisted Georgian think tanks in developing these standards, using similar documents from the US and Central and Eastern Europe as guidelines. Policy research experts from Arizona State University in the US reviewed the draft standards and provided feedback. Over months of discussion, and with great attention from the Georgian policy research environment, the Georgian think tanks developed, finalized, and adopted these standards.

By signing up to follow those standards, the Georgian Think Tanks have self-imposed principles of excellence and have taken responsibility for following the highest possible standards to guide them through their work. The standards will ultimately raise the profile of Georgian think tanks among the public, as well as enhance the credibility and quality of the policy research.

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

CCIIR Organizational Structure



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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