



# ANNUAL REPORT

// 2016

[Highlights]

Center for Civil Integration and Inter-ethnic  
Relations - CCIIR

## ABOUT US

Centre for Civil Integration and Inter-Ethnic Relations (CCIIR) is a non-governmental/research organization established in 2005. Since then, with the financial support of different donor organizations, CCIIR has been implementing projects address the needs and demands existing in education system of Georgia and elaborating recommendations for improvement of education policy. The mission of the organization is to support the integration process of ethnic minorities in Georgia through empowerment, advocacy, capacity building and education interventions enabling them to be equal participants of social, cultural, political and economic life of the country.

CCIIR's multilevel approach includes but not limited to:

- **Policy study & analysis** - *in this regard CCIIR conducts comprehensive researches and continuous monitoring activities, provides dialogue with policy makers.*
- **Multilingual/multicultural education** - *the organization raises awareness of the diversity in Georgian, supports development of tolerance, participates in development and introduction of multicultural education programs/curriculum at the universities.*
- **Literacy & bi-literacy** - *in this regard CCIIR supports improvement of reading literacy in ethnic minority school children through development of leveled readers, various teaching, learning and methodological resources; creates e-learning platforms.*
- **Teaching Georgian as a second language** - *to this purpose the organization implements programs for quality improvement of state language instruction at bilingual ethnic minority schools of Georgia.*
- **Teacher professional development** - *in this direction CCIIR conducts training seminars and workshops in bilingual teaching methods and strategies, provides development of pedagogical approaches that support intercultural relationships.*
- **Publishing** - *CCIIR publishes policy documents/research reports, academic, methodological, instructional materials, textbooks, dictionaries, journals, electronic products etc.*

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# Project

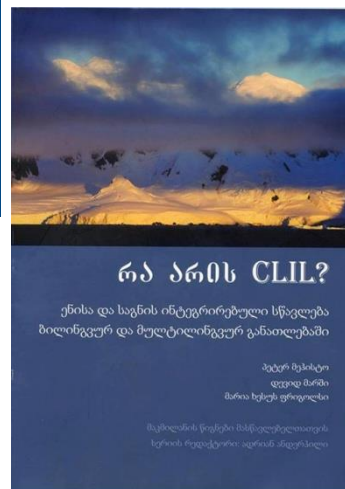
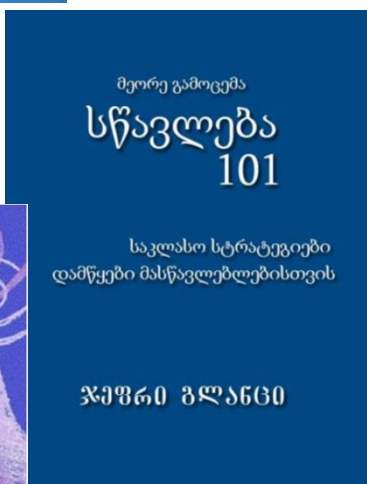
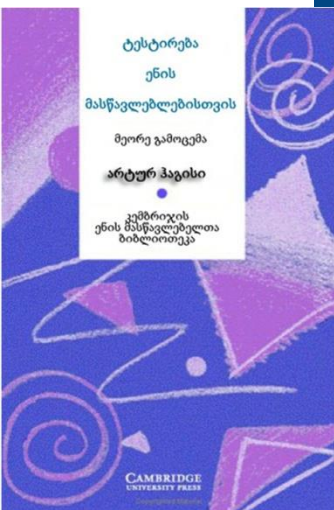
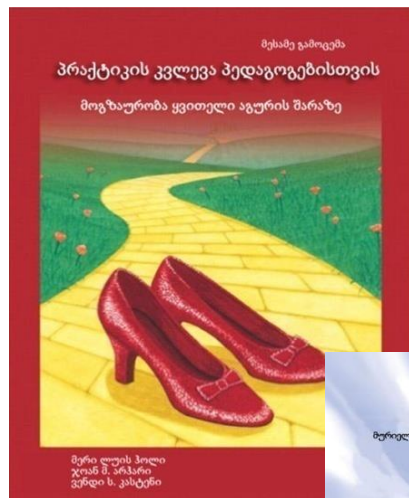
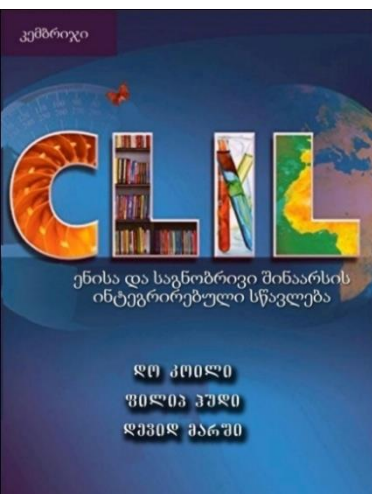


In 2016 EU TEMPUS joint project "DIMTEGU - Development and Introduction of Multilingual Teacher Education programs at Universities of Georgia and Ukraine" was finished as all activities and deliverables had been successfully completed. CCIIR started implementing the project in 2013 and the aim was to support the reforms in the sphere of multilingual education.


The following final activities were carried out during the last year of the project:

Consortium meeting was held in Kiev, Ukraine. Apart from the project partner NGO Center for Civil Integration and Inter-ethnic Relations (CCIIR), all consortium member universities took part in the workshop: from Georgia - TSU, ILIA State University and Samtskhe-javakheti State University; from Ukraine - Dnipropetrovsk National University and Ivan Franko National University of Lviv; from Lithuania - The University of Vilnius; from Latvia - the University of Latvia and from Germany - Goethe University Frankfurt. The representatives of each partner institutions overviewed the project progress and shared their reports on implemented activities and achievements.

The final 3-day consortium conference took place in TSU, Tbilisi.



CCIIR has completed the translation of all 12 textbooks selected within the project, which are the most important resources in the field of education, multilingual education, intercultural education, linguistics and psychology. They are now available [online](#) as well as at the libraries of the universities in Georgian language.



In 2016 two volumes (#7 and #8) of [International e-Journal of Multilingual Education \(IJME\)](#) were published (number of the articles: 13). CCIIR has been publishing the journal within the project since 2013. It is trilingual, scientific – educational, dedicated to advancing knowledge of theory, research and practice in the field of multilingual and multicultural education as well as in language acquisition. The journal publishes reviews and empirical research (both full length papers and brief reports) with high priority given to manuscripts that join theory and research with applications.

Since 2016, journal is indexed in international databases:

[Academickeys](#)

[Academic Resource Index](#)

[Open Academic Journals index](#)

[General Impact factor](#)

[SindexS](#)

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*In addition, International electronic Journal of Multilingual Education (IJME) is now in the process of integration in the largest authoritative abstract and citation databases of indexed and full-text educational literature and resources such as Scopus, EBSCO and ERIC that offer/support an effective, powerful online digital library of education research and information.*

In 2016 CCIIR and [IJME](#) has become a member of CrossRef, which is a collaborative reference linking service that functions as a sort of digital switchboard. It holds no full text content, but rather effects linkages through Crossref Digital Object Identifiers (DOI), which are tagged to article metadata supplied by the participating publishers. The end result is an efficient, scalable linking system through which a researcher can click on a reference citation in a journal and access the cited article.

Now each article of “International Journal of Multilingual Education” has its unique DOI as a persistent identifier to make content easy to find, link, cite and assess whether or not they have any internet presence. The articles are well managed and accessible for long-term use. Journal DOI: 10.22333/ijme

## Project (DIMTEGU) Outcomes & Outputs

- ❖ Frame curriculum, courses, syllabi and teaching materials for BA and MA teacher education programs in multilingual and international education in 6 higher educational institutions of Georgia and the Ukraine.
- ❖ 60 faculty members of the departments of education, humanities, linguistics, psychology, political science of these 6 universities trained and prepared to develop modern syllabi.
- ❖ 400 in-service teachers of Georgian and Ukrainian public schools qualified to apply modern pedagogical methods.
- ❖ 60 BA and 40 MA students of Georgia and Ukraine benefited from the project.
- ❖ Moodle platform for BA and MA teacher education programs in multilingual and international education.
- ❖ Platform for international cooperation & development.
- ❖ 12 textbooks on multilingual and international education translated in Georgian and Ukrainian languages.
- ❖ Libraries equipped with computers and modern teaching materials in targeted universities to implement effectively BA and MA teacher education programs in multilingual and international education.
- ❖ [International e-Journal of Multilingual Education \(IJME\)](#) - by 2016: 8 volumes; 54 articles.

## Research

Within the "**Promoting Integration, Tolerance and Awareness Program**" [PITA] CCIIR has released a research – "The effectiveness of one year Georgian language program for ethnic minorities at HEIs." The program is being implemented since 2015 by UNAG with financial support of USAID.

The research studied the effectiveness of the "Quota System in Georgia" introduced at higher education institutions by Ministry of Education of Georgia in the framework of "an Affirmative Action Policy" towards ethnic minority entrants. Through the quota system (1+4 system) non-Georgian university entrants can take exam on their native language only in general skills. Upon passing the threshold, they become students of one-year Georgian language program and pursue studying at BA level (after completing the program - accumulating 60 credits). The implementation of the policy is one of the major instruments to promote equality and increase access to higher education at Georgian state universities.

CCIIR carried out the research in several directions, including assessment of the effectiveness of the program and examining students' attitudes and perceptions towards the quality of one year Georgian language program. Totally 300 randomly selected students from TSU, Medical University, Technical University, Akhalkalaki and Akhaltsikhe Universities participated in the research.

*In 2016 CCIIR continued working on the second phase of the research consisting of the needs analysis of BA students. Research of employment opportunities and career growth of graduates enrolled through quota system will be carried out next year.*

## Presentation



## Research Findings



The research resulted in several important findings and also provided specific recommendations for improving the policy and one year Georgian language program.

Findings of the research and specific recommendations were presented and discussed publicly among the stakeholders.

Despite the fact that a mitigation policy substantially improved access to higher education of ethnic minorities, the research revealed diverse challenges and trends of the policy, including but not limited to:

- Since 2010, with the introduction of the quota system, the number of enrolled ethnic minority students at Georgian HEIs has significantly increased (compare: academic year 2010 – 331 and academic year 2015 – 800 students).
- Number of Azeri speaking enrolled students tripled (the number of enrolled students was 194 in 2010 and 556 in 2015). As for the Armenian speaking entrants, there is less progress (in 2010, 137 Armenians enrolled and in 2015 the number equaled to 244).
- N of students enrolled through quota system is substantially low compared to allocated quota places: in 2010-2015, N of allocated places within the policy equaled to 19, 544, while N of enrolled students equaled to 3742 (only 19,1% utilized).
- N of university entrants, who failed general skills exam in their native language is significantly high compared to ethnic Georgian peers. 30% (average) of Armenian and Azerbaijani entrants failed at general skills exam. This number also highlights that there are serious problems of quality of education in non-Georgian schools.

## Research Findings (Cont'd )



- Results of the school completion exams in non-Georgian schools in Samtskhe-Javakheti (SJ) and Kvemo Kartli (KK) are substantially worse compared to Georgian schools, especially in urban areas. The data from 2016 exams show that 38% of pupils failed to pass school completion exams in SJ and 36 % in KK respectively. These figures are even worse, if we exclude the municipalities settled by ethnic Georgians. E.g. if we look at KK, excluding Rustavi (mainly populated by Georgians), the figure of schoolchildren failed to pass exam threshold equals to 47%.
- Retention and completion rate among ethnic minorities is quite low. E.g. from 156 students enrolled in TSU in 2010 through quota, 14,8% (23) completed BA program in 2015.
- Students of one-year Georgian language program show satisfaction about all aspects of one-year Georgian language preparatory program (language acquisition, academic, development of social skills and extra curriculum activities). According to the research, teachers' qualifications and readiness were assessed with the highest number.
- The research revealed that there is a need to establish support mechanism and students' services in order to further improve effectiveness of the program.
- Also, it is important to introduce diversified (vs. one-fits-all) model for teaching Georgian as well as provision of differentiated assessment tools of the students language competences.

*[PITA Program; Component 2]*

## Info Campaign

In the framework of PITA program CCIIR conducted a two-month information campaign in Kvemo Kartli and Samtskhe-Javakheti regions targeting non-Georgian university entrants. The aim of the meetings was to get acquainted them to comprehensive and detailed information on education affirmative action policy and Georgian language one year program introduced for ethnic minorities since 2010 at higher education institutions. This program (1+4) enables ethnic minorities to master Georgian language so that they can freely continue studying for a bachelor's degree.

Within the campaign brochures in Armenian and Azerbaijanian languages were provided, that covered all necessary information regarding TSU program (enrollment, academic requirements, learning process etc.) and enabled non-Georgian university entrants to make an informative decision.

The information meetings were conducted in: Marneuli, Gardabani, Bolnisi, Dmanisi, Tsalka, Akhaltsikhe, Akhalkalaki and Ninotsminda.

*[PITA Program; Component 1]*



## Capacity Building



CCIIR organized workshop and seminars for administrative staff and faculty members of Georgian HEIs including TSU, Ilia State University, Tbilisi State Medical University, Technical University and State Universities of Gori, Telavi, Batumi and Samtskhe-Javakheti, where ethnic minority students are enrolled at Georgian Language Preparatory Program through the mitigation policy/affirmative action (1+4 program).

The workshop aimed to share experience and raise awareness amongst participants of diversity, equality and effective administrative support.

The following topics were addressed at the workshop: manage diversity and multiculturalism at higher education institutions; benefits and challenges of diversity in academic settings; the impact of student involvement with campus diversity; structural, institutional and interactive diversity strategy and action plan at universities.

*[PITA Program; Component 3]*

## University Cooperation Platform

CCIIR has launched a new platform for the Georgian universities, where one year Georgian language preparatory program for ethnic minorities is being implemented. The faculty will use a platform to host online networking. This new interactive platform would be a great asset and the wonderful opportunity for the program staff and the academic personnel of member universities to ensure their active cooperation and collaborative work on university and program level, to share experience and furthermore to plan and organize joint events and activities.

The 8 universities have agreed the memorandum of cooperation: Tbilisi State University, ILIA State University, Tbilisi State Medical University, Technical University, and State Universities of Gori, Telavi, Batumi and Samtskhe-Javakheti.

## Moodle Platform

CCIIR created a Moodle platform and online courses for TSU one year Georgian language program. The platform delivers and tracks usage of e-learning & teaching, including online courses, study materials, and interactive learning, teaching and assessment tools. Moodle platform and online courses provide opportunities for program students and the staff to discover new and emerging technologies in a web-based environment. Ultimately it can help ethnic minority students take their e-learning deliverables to the next level.

## Student Network

The most comprehensive networking platform for the students has launched. The platform primarily targets 1+4 program students, to provide them with academic support, social networking, information, advice and guidance. On the other hand, it is a wonderful way to connect other students of Georgia from different regions and ethnic communities.

*[All platforms have been created and developing under PITA program; Component 1]*

## TSU Youth Center

## Tutoring Program

Tutorship is a non-formal education program in a higher education institution. Within the Georgian Language Preparatory Program senior students, tutors coach the minority students to facilitate their integration in cultural, linguistic, social, and academic life.

Tutorship is all about friendship, shared understanding and cooperation based on mutual respect, during which the various ethnic and religious groups build ties among each other.

CCIIR has been implementing the tutoring program in TSU (on the base of TSU youth center) since spring semester, 2016.

*[PITA program; Component 1]*



[#tsututoringprogram](#)

[#tsuyouthcenter](#)

## A year in numbers

Implemented Projects	1
Completed Researches	1
Publications	14
Events	19
Implemented Programs	1
N of Beneficiaries Reached	600
N of academic staff trained	18
N of Projects Funded	1
<u>Current Projects</u>	3
Money Raised from Donors	788 414.72 GEL
Media Coverage - TV	11
Article	16
Radio talk shows	6
Online Platforms	4

Annual report of TSU Youth Center

# The year ahead...

## → Within PITA program:

- ❖ To develop a strategy and action plan for student support for higher educational institutions (*component 1*)
- ❖ To study employment opportunities and career growth of graduates enrolled through quota system (*component 2*)
- ❖ To develop and maintain online platforms (*component 1*)
- ❖ To continue conducting student orientation days (*component 1*)
- ❖ To develop ethnic minority student recruitment strategies (*component 1*)
- ❖ To continue supporting TSU Youth Center (*component 4*)

## → New Projects Launch



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UN Association of Georgia



United Nations Entity for Gender Equality  
and the Empowerment of Women



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*CCIIR is grateful for generous funding from  
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[www.cciir.ge](http://www.cciir.ge)

[www.reading.ge](http://www.reading.ge)

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

[www.pita.tsu.ge](http://www.pita.tsu.ge)

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