

Center for Civil Integration and Inter-Ethnic Relations (CCIIR)
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CCIIR

ANNUAL REPORT 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

Project "Education financing system and equity in Georgia"

Donor organization	The United States Agency for International Development (USAID) EWMI's program GPAC
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The overall purpose

Support an equity and social justice in education system of Georgia while examining effectiveness and efficiency of recent reforms from financing perspectives, its implications on education quality and equal accessibility and putting comprehensive analysis and evidence based recommendations for positive changes.

The specific objectives of the project

- initiating an comparative research of school financing formula and rationale for per-capita financing criteria against an equal opportunity for all students.
- Increase civil participation of scientists, researchers, experts, NGO representatives and wider public in elaboration of public policies and its advocacy.
- Develop alternative financing formula per-capita where all the findings of the research are reflected and the components of the formula, components' share and overall principles of the school financing are adjusted to real needs of the schools.
- Develop recommendation package for advancing financing system of schools for equitable and just education for all.
- Elaborate an effective strategy for communicating and advocacy of the developed recommendation packages to all stakeholders.
- To put equal opportunities policy change through better financing system in the agenda of governmental structures.

The beneficiaries of the project are

- ✓ Ministry of Education and Science of Georgia and respective national centers by the ministry – were provided with the policy papers and legislative recommendations for enhancing the education policy.
- ✓ More than 470 public and private schools principals across the country.
- ✓ App. 24 students and 24 teachers participated in FGD and expressed their position towards the equity and social justice issues for education opportunities.

Indirect beneficiaries of the project are

- ✓ More than 2200 schools positively impacted by the results, findings, new formula recommendations and public policies elaborated within the project.
- ✓ App. 560 000 students and more than 78 000 teachers will benefit from the better financing system and guaranteed quality education opportunities.
- ✓ Scholars and individual researchers, NGO and think tanks, specialists of education policy and political parties – who were actively engaged in discussion of the ongoing education financing policy with emphasis on equity.
- ✓ Diverse groups of Georgian population generally regardless of ethnicity, belief, sex, linguistic particularities and social status.

Research Methodology

- ✓ Desk-research/document review: reports review of budget planning and budget spending reports submitted by the selected (440) public school administrations to the ministry (period 2009-2013).
- ✓ Face-To-Face Stakeholder Interviews: Interviews with school principals, directors of Regional Education Resource Centers as well as 6 deep interviews with the representatives of relevant departments of Ministry of Education and Science were conducted. 440 principals of the selected public schools from all regions of Georgia were surveyed through standardized questionnaire evaluating the school financing system, management and administration rules as well as how it ensures equal opportunities to all students regardless of geographical location, school size and infrastructure.
- ✓ Focus Group Discussions with students of basic and secondary grade in Zugdidi (West Georgia), in Marneuli (East Georgia) and in Akhalkalaki (South East Georgia); Three Focus Group Discussions with teachers of different subjects in Batumi, in Telavi and in Akhaltsikhe.



Activities/achievements



The following activities were carried out for public participation and advocacy:

- ✓ Round tables and meetings with all stakeholders were held in the framework of the project. Concrete cases, international practice, critical opinions were provided during 10 meetings and 2 round tables embedding representatives of MoES, education

committee by the parliament, NGOs and think-tanks, education professionals and economists.

- ✓ Talk shows about project results were organized in radio "Tavisupleba" and radio 1, showing financial system of education from different perspectives, raising awareness of broad society on financial system of education and making it engaged in policy discussions.
- ✓ Final report on research results and alternative financing formula, recommendations and policy paper to diverse stakeholders was published in Georgian and English languages.
- ✓ Final presentation of the project outcomes was held by CCIIR. The results were presented to approximately 50 stakeholders including beneficiaries, government officials, policy makers, partner organizations and the general public.



E-version of research report:

http://cciir.ge/upload/text/geo/1413789181_CCIIR_GEO_11-5pt_edited%20Vouchers%20for%20printing.pdf



<http://radio1.ge/media-view/17725>

<http://www.tavisupleba.org/media/video/26592389.html>

<http://www.tavisupleba.org/content/ganatlebis-sistemis-dafinansebis-kharvezebi/26592520.html>

Project

"Preparedness for Multicultural instruction - teachers' education in Georgia"

Donor organization

The United States Agency for International Development (USAID)
EWMI's program GPAC

The project expands the knowledge on gaps in multicultural education in Georgia and sheds light on challenges existing in teachers' higher education and professional development programs.

The project aims at an developing teachers' education and professional development system where multiculturalism is mainstreamed and promoted for the sake of equal educational opportunities for all.

The project has three specific objectives:

1. To study the teachers education and professional development programs on light of multiculturalism and their relevance to existing educational needs;
2. To raise awareness of a public society on complex concept of multiculturalism in education and mobilize all stakeholders for advocacy of positive policy changes;
3. To develop a comprehensive public policy document and recommendation package on teachers' professional and qualification education policy which address the needs and challenges existing in national education system.

The beneficiaries of the project are:

1. Ministry of Education and Science of Georgia and respective national centers of the ministry
2. App. 10 HEIs implementing teachers Education program on BA, MA and PhD degrees
3. 20 senior staff of education program faculty as well as TPD programs;
4. 1726 students studying in HEIs on different degrees
5. App. 68 000 teachers of schools
6. The organizations possessing accrediting teachers professional development programs

Research Methodology



Focus group discussion, Batumi State University, Natia Gorgadze, moderator, June, 2014

- ✓ The desk-research/document review: A. Review of curriculum and syllabi of those HEIs which implement teachers education programs on different grade of tertiary education. B. Review of those programs in developing general professional and teaching skills as well as programs which develop subject teaching competencies. The programs has been implementing by the Teachers' House since 2011 were compared with

those developed and implemented by the external organizations in 2009-2010. C. Review of the questions of the certification tests for teachers: in general professional and teaching skills and in subject competencies of social subject matters and language competencies.

- ✓ Face-to-face interviews with 332 students of BA, MA and PhD degree studying in teachers' education programs;
- ✓ 4 focus groups with the faculty of education programs in Tbilisi, Akhaltsikhe, Kutaisi and Batumi.



Focus group discussion, Kutaisi State University, June, 2014

Activities/achievements:

- ✓ CCIIR published the final research report and recommendations package about the project "Preparedness for Multicultural Instruction-Teachers' Education in Georgia" in Georgian and English languages.
- ✓ 3 roundtables with stakeholders were organized to present baseline and interim survey findings, discuss concrete cases and generate feedback.
- ✓ 4 public hearings were organized in higher education institutions with students and faculties of Akhaltsikhe State University, Tbilisi Ivane Javakhishvili State University, Ilia State University and Telavi State University.



Presentation of the project results, Akhaltsikhe State University, Sep.2014



Final presentation of project results, Shalva Tabatadze, chairman of CCIIR, Sep.2014

- ✓ Final presentation of the project results was held by CCIIR. The results were presented to approximately 50 stakeholders including beneficiaries, government officials, policy makers, partner organizations and the general public.

The research revealed that the level of intercultural sensitivity of students of teacher's education programs is not very high. The higher education institutions and their programs cannot provide the students with intercultural competencies as well as with knowledge and skills how to manage diversity and how to develop intercultural sensitivity and tolerance in schools of general education system of Georgia. According to the research results and evident tendencies it's possible to make conclusions and give recommendations. The results and recommendations are represented in detailed in research report.

E-version of research report:

<http://cciir.ge/upload/editor/file/jurnali%20%20bilingvuri%20/politikis%20dokumentebi%20/geo/axali/interkul turuli%20umaglesebshi.pdf>

Project “Development of Bilingual Literacy in Minority Schools of Georgia”

Donor organization USAID; World Vision; Australian AID
“All Children Reading: A Grand Challenge for Development” Program

Years of implementation: 2012-2014

The idea of the project is to improve reading literacy in native language of ethnic minority students of Samtskhe-Javakheti and Kvemo Kartli as well as enhance state language command.

Target groups:

- 216 minority schools in Georgia
- 432 minority teachers of primary school
- 30 000 pupils of primary school and their parents.

In order to achieve the designed goal, the following activities were implemented in the framework of the project and the following achievements were made:



- ✓ **Supplying teachers and students with sufficient teaching and learning materials; Development, printing and dissemination Bilingual leveled textbooks**

CCIIR developed bilingual leveled readers, called “Reading Ladder”. 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.



Project Team Working on Leveled Reading Texts



Reading Ladder Text Books in Azeri, Armenian and Georgian



Dissemination of bilingual leveled textbooks, 2014

Results:

CCIIR has disseminated Bilingual leveled textbooks of "Reading Ladder" to non-Georgian schools of Kvemo Kartli and Samtskhe-Javakheti regions.

For each Armenian minority school 416 copies of Armenian version of Reading Ladder and 832 copies of Georgian version were printed and delivered. The same amount of copies were printed and delivered for each Azerbaijanian minority school.

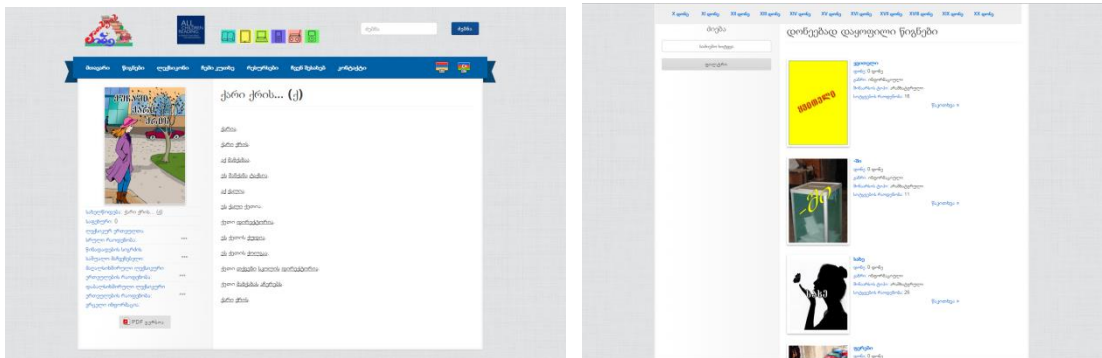
By supplying teachers and students with sufficient teaching and learning materials, 216 bilingual schools are using bilingual textbooks in teaching/learning process, that ensures the development of biliteracy in grades 1-6 in minority schools of Georgia.

- ✓ In order to use technology in teaching/learning process CCIIR has developed web-site www.reading.ge with instructional materials for bilingual leveled reading texts.

The innovative computer software is developed based on leveled texts for primary grades students of non-Georgian schools, namely:



Homepage of www.reading.ge website



E-version of "Reading Ladder"

The Reading Formula for Georgian language

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.

Computer Software “Reading Corpus Analyst”

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

Text	Words	Lexical Units	High Frequency Words	Low Frequency Words	Sentences	Average Sentence Length	Longest Sentence	Smallest Sentence	Letters in Words	Letters in Longest Word	Letters in Smallest Word
1. [Text 1]	23	23	3	20	1	23	23	1	23	23	1
2. [Text 2]	24	24	3	21	1	24	24	1	24	24	1
3. [Text 3]	25	25	3	22	1	25	25	1	25	25	1
4. [Text 4]	26	26	3	23	1	26	26	1	26	26	1
5. [Text 5]	27	27	3	24	1	27	27	1	27	27	1
6. [Text 6]	28	28	3	25	1	28	28	1	28	28	1
7. [Text 7]	29	29	3	26	1	29	29	1	29	29	1
8. [Text 8]	30	30	3	27	1	30	30	1	30	30	1
9. [Text 9]	31	31	3	28	1	31	31	1	31	31	1
10. [Text 10]	32	32	3	29	1	32	32	1	32	32	1
11. [Text 11]	33	33	3	30	1	33	33	1	33	33	1
12. [Text 12]	34	34	3	31	1	34	34	1	34	34	1
13. [Text 13]	35	35	3	32	1	35	35	1	35	35	1
14. [Text 14]	36	36	3	33	1	36	36	1	36	36	1
15. [Text 15]	37	37	3	34	1	37	37	1	37	37	1
16. [Text 16]	38	38	3	35	1	38	38	1	38	38	1
17. [Text 17]	39	39	3	36	1	39	39	1	39	39	1
18. [Text 18]	40	40	3	37	1	40	40	1	40	40	1
19. [Text 19]	41	41	3	38	1	41	41	1	41	41	1
20. [Text 20]	42	42	3	39	1	42	42	1	42	42	1
21. [Text 21]	43	43	3	40	1	43	43	1	43	43	1
22. [Text 22]	44	44	3	41	1	44	44	1	44	44	1
23. [Text 23]	45	45	3	42	1	45	45	1	45	45	1
24. [Text 24]	46	46	3	43	1	46	46	1	46	46	1
25. [Text 25]	47	47	3	44	1	47	47	1	47	47	1
26. [Text 26]	48	48	3	45	1	48	48	1	48	48	1
27. [Text 27]	49	49	3	46	1	49	49	1	49	49	1
28. [Text 28]	50	50	3	47	1	50	50	1	50	50	1
29. [Text 29]	51	51	3	48	1	51	51	1	51	51	1
30. [Text 30]	52	52	3	49	1	52	52	1	52	52	1
31. [Text 31]	53	53	3	50	1	53	53	1	53	53	1
32. [Text 32]	54	54	3	51	1	54	54	1	54	54	1
33. [Text 33]	55	55	3	52	1	55	55	1	55	55	1
34. [Text 34]	56	56	3	53	1	56	56	1	56	56	1
35. [Text 35]	57	57	3	54	1	57	57	1	57	57	1
36. [Text 36]	58	58	3	55	1	58	58	1	58	58	1
37. [Text 37]	59	59	3	56	1	59	59	1	59	59	1
38. [Text 38]	60	60	3	57	1	60	60	1	60	60	1
39. [Text 39]	61	61	3	58	1	61	61	1	61	61	1
40. [Text 40]	62	62	3	59	1	62	62	1	62	62	1
41. [Text 41]	63	63	3	60	1	63	63	1	63	63	1
42. [Text 42]	64	64	3	61	1	64	64	1	64	64	1
43. [Text 43]	65	65	3	62	1	65	65	1	65	65	1
44. [Text 44]	66	66	3	63	1	66	66	1	66	66	1
45. [Text 45]	67	67	3	64	1	67	67	1	67	67	1
46. [Text 46]	68	68	3	65	1	68	68	1	68	68	1
47. [Text 47]	69	69	3	66	1	69	69	1	69	69	1
48. [Text 48]	70	70	3	67	1	70	70	1	70	70	1
49. [Text 49]	71	71	3	68	1	71	71	1	71	71	1
50. [Text 50]	72	72	3	69	1	72	72	1	72	72	1
51. [Text 51]	73	73	3	70	1	73	73	1	73	73	1
52. [Text 52]	74	74	3	71	1	74	74	1	74	74	1
53. [Text 53]	75	75	3	72	1	75	75	1	75	75	1
54. [Text 54]	76	76	3	73	1	76	76	1	76	76	1
55. [Text 55]	77	77	3	74	1	77	77	1	77	77	1
56. [Text 56]	78	78	3	75	1	78	78	1	78	78	1
57. [Text 57]	79	79	3	76	1	79	79	1	79	79	1
58. [Text 58]	80	80	3	77	1	80	80	1	80	80	1
59. [Text 59]	81	81	3	78	1	81	81	1	81	81	1
60. [Text 60]	82	82	3	79	1	82	82	1	82	82	1
61. [Text 61]	83	83	3	80	1	83	83	1	83	83	1
62. [Text 62]	84	84	3	81	1	84	84	1	84	84	1
63. [Text 63]	85	85	3	82	1	85	85	1	85	85	1
64. [Text 64]	86	86	3	83	1	86	86	1	86	86	1
65. [Text 65]	87	87	3	84	1	87	87	1	87	87	1
66. [Text 66]	88	88	3	85	1	88	88	1	88	88	1
67. [Text 67]	89	89	3	86	1	89	89	1	89	89	1
68. [Text 68]	90	90	3	87	1	90	90	1	90	90	1
69. [Text 69]	91	91	3	88	1	91	91	1	91	91	1
70. [Text 70]	92	92	3	89	1	92	92	1	92	92	1
71. [Text 71]	93	93	3	90	1	93	93	1	93	93	1
72. [Text 72]	94	94	3	91	1	94	94	1	94	94	1
73. [Text 73]	95	95	3	92	1	95	95	1	95	95	1
74. [Text 74]	96	96	3	93	1	96	96	1	96	96	1
75. [Text 75]	97	97	3	94	1	97	97	1	97	97	1
76. [Text 76]	98	98	3	95	1	98	98	1	98	98	1
77. [Text 77]	99	99	3	96	1	99	99	1	99	99	1
78. [Text 78]	100	100	3	97	1	100	100	1	100	100	1
79. [Text 79]	101	101	3	98	1	101	101	1	101	101	1
80. [Text 80]	102	102	3	99	1	102	102	1	102	102	1
81. [Text 81]	103	103	3	100	1	103	103	1	103	103	1
82. [Text 82]	104	104	3	101	1	104	104	1	104	104	1
83. [Text 83]	105	105	3	102	1	105	105	1	105	105	1
84. [Text 84]	106	106	3	103	1	106	106	1	106	106	1
85. [Text 85]	107	107	3	104	1	107	107	1	107	107	1
86. [Text 86]	108	108	3	105	1	108	108	1	108	108	1
87. [Text 87]	109	109	3	106	1	109	109	1	109	109	1
88. [Text 88]	110	110	3	107	1	110	110	1	110	110	1
89. [Text 89]	111	111	3	108	1	111	111	1	111	111	1
90. [Text 90]	112	112	3	109	1	112	112	1	112	112	1
91. [Text 91]	113	113	3	110	1	113	113	1	113	113	1
92. [Text 92]	114	114	3	111	1	114	114	1	114	114	1
93. [Text 93]	115	115	3	112	1	115	115	1	115	115	1
94. [Text 94]	116	116	3	113	1	116	116	1	116	116	1
95. [Text 95]	117	117	3	114	1	117	117	1	117	117	1
96. [Text 96]	118	118	3	115	1	118	118	1	118	118	1
97. [Text 97]	119	119	3	116	1	119	119	1	119	119	1
98. [Text 98]	120	120	3	117	1	120	120	1	120	120	1
99. [Text 99]	121	121	3	118	1	121	121	1	121	121	1
100. [Text 100]	122	122	3	119	1	122	122	1	122	122	1

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.

Development of Multilingual Illustrative Computer Dictionary integrated in computer program for bilingual leveled reading texts.

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).

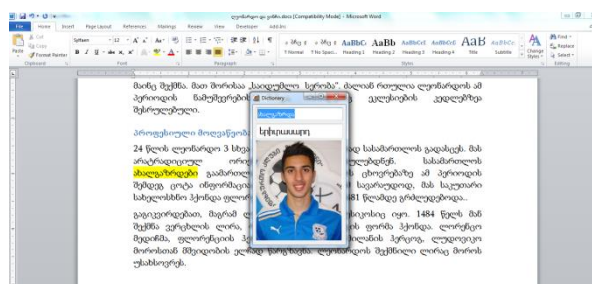


Photo of illustrative dictionary integrated in leveled reading texts

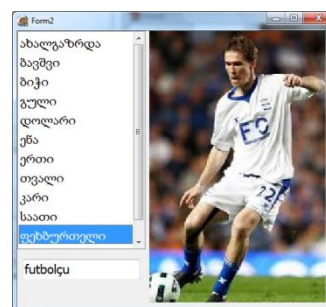


Photo of illustrative dictionary

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).

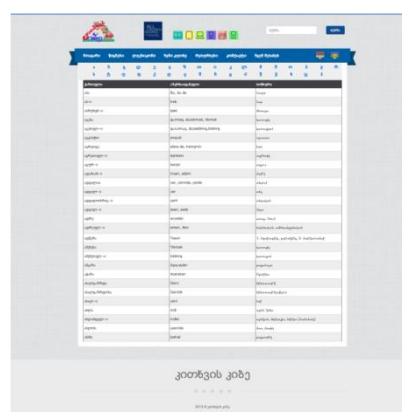
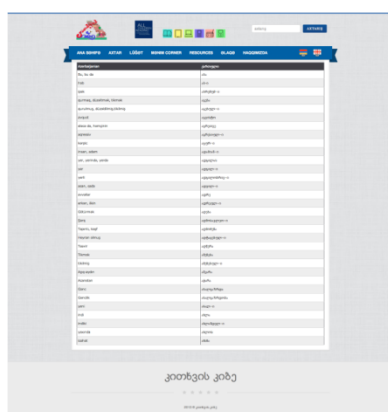


Photo of electronic dictionary

✓ **Capacity building of ethnic minority schools through teachers professional development.**

CCIIR conducted professional development programs for teachers in the framework of the project. The aim of the training program was to identify the new skills required for reading skills development in native language of minority students, biliteracy instruction and incorporation bilingual leveled texts in teaching/learning process.



Teachers' training in Gardabani

The training program was implemented for 6 months and consisted of 45 contact hours. Totally, approximately 433 primary school teacher (Minority Language/Reading Teacher) of 216 minority schools participated in the program and had an opportunity for professional development. The professional development program also included training in strategies to use technology in teaching process. The gender sensitive approach in the classroom was included in the training programs and discussed at the training sessions.



Teachers' training in Ninotsminda

District/Subject	Georgian as a Second Language Teacher	Azerbaijani Primary School Teacher	Armenian Primary School Teacher	Total
Bolnisi	20	18		38
Marneuli	58	51		109
Dmanisi	17	18		35
Gardabani	14	14		28
Tsalka	15		15	30
Akhalkalaki	48		49	97
Ninotsminda	35		33	68
Akhaltzikhe	14		14	28
Total:	221	101	111	433

Training participation diagram



CCIIR project team is conducting training for trainers of Georgian as a second language and Azeri and Armenian language/reading trainers.

➡ Research

The CCIIR conducted a research in the framework of the project to monitor reading performance in native and second (Georgian) languages acquired by Armenian and Azeri students in Grades 1-6. This was the final survey of the project and aimed to measure the effectiveness of the activities implemented within the project. The methodology was the same as it was in 2013 when baseline survey was conducted: a) the non-Georgian school children of 1-6 grades (from Kvemo Kartli and Samtskhe-Javakheti) were tested in reading competences in Georgian language, b) the non-Georgian school children of 1-6 grades were tested in reading competences in Armenian and Azeri languages, c) Georgian language,

Armenian language and Azeri language teachers from non-Georgian schools were tested before and after teacher training sessions, d) the classroom observations and lesson analysis were conducted in order to find out how teachers were using different strategies, resources and technology in teaching process to develop reading skills of students.



Survey of bi-literacy in primary schools of minorities , 2014



<http://www.radiotavisupleba.ge/content/orenovani-tsignierebis-ganvitareba/24809775.html>

<http://www.radiotavisupleba.ge/content/ori-ena/24810733.html>

<http://radio1.ge/media-view/10369>

<http://www.myvideo.ge/?act=dvr&chan=rustavi2hq&seekTime=15-07-2014+14%3A32>

Project

"Development of Literacy through Modern Technology"

Donor
organization

The Open Society Georgia Foundation (OSGF)

The idea of the project is to create various technological applications of leveled readers as well as create audio versions of leveled readers.

The project aims to support literacy development of students by enabling them to use modern learning technologies such as computers, iphones, ipads and other electronic reading devices.



Project objectives

- ✓ For literacy development provide access to the readers not only visually but with audio versions of the texts as well and at the same time it is important that these resources be accessible without internet. Besides minorities, children with disabilities who cannot work with computer independently can also benefit from this kind of service. As the readers are trilingual audio versions can be used by ethnic minorities as well as the majorities.
- ✓ Enrich the website www.reading.ge with audio texts.
- ✓ Develop e-books for various EPUB format e-reading devices such as Apple, Amazon Kindle and others.
- ✓ Provide support to maintain, develop and popularize Georgian language and its instruction with modern methods.

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

✓ Make audio version of the 416 leveled textbooks

Text synchronized audiobooks were created for children who wish to hear and navigate written material presented in an audible format. The website www.reading.ge and an audio version of "Reading Ladder" is the learning application that contains everything students need to learn to read and speak fluently, on the other hand it promotes the joy of reading and the love of books.

- ✓ **Create program module which provides access to the audio and reading texts for e-reading/listening devices without internet.**

The program module enables e-materials to convert to e-books, which are familiar with various EPUB format e-reading devices and these e-books will be available even without internet access. The program is integrated in students' net books and available for all school children. The CD version of the program also was delivered to schools and students with eye disabilities.



- ✓ **Presentation of e-products**

In order to present the project results and get acquainted the project target groups with terms of use of the e-products the meetings were conducted in Samtskhe-Javakheti and Kvemo Kartli regions, as well as in Ministry of education and Science and with non-governmental organizations.

- ✓ **Conduct trainings with primary grade teachers throughout Georgia**

In order to learn how to teach with technology the training sessions were conducted for primary grade teachers and methodologists of educational resource centers. In future they will provide their colleagues with the information about new learning resources and will support their integration into the teaching/learning process.

Project benefits

- The project provides literacy development among Georgian school children.
- Reading programs which are based on modern technologies are available and ensure reading process to be interesting, effective and joyful.
- The audio texts are available to develop reading and listening skills of ethnic minorities in Georgian language.
- The various texts including informative and fiction are available for the students with eye disabilities.
- The information about modern learning/teaching techniques and how to use them effectively to develop reading skills of students is available for teachers.
- Using technology in teaching/learning process for literacy development will become more and more common.

More information is available on our website/FB page

<http://www.reading.ge>

<https://www.facebook.com/reading.ge>

Project

“Innovative Action for Gender Equality”

Donor

UN Women

organization

European Union

Years of implementation: 2014-2015

The idea of the project is to enhance non-Georgian school teachers by involving them in the process of their professional development and career growth.

Three specific objectives of the project are:

- Raise awareness of education society of minority schools on ongoing education reform and its potential positive implications while providing them with relevant informational materials and space for active discussion of those challenges they face in their professional path.
- Ensure equal rights for professional development and carrier growth to 7 000 teachers of non-Georgian schools through an effective advocacy of positive education policy changes in teachers' professional standard and scheme for professional growth.
- Promoting equal education and development opportunities for all students of 213 non-Georgian schools while equipping teachers with valuable knowledge and effective approaches for unbiased, gender sensitive instruction in the classroom.

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

- ✓ Center for Civil Integration and Inter-ethnic Relations jointly with the National Center for Teacher Professional Development conducted the informative meetings with teachers. The meetings aimed to acquaint the minority school teachers with the new standard for teacher professional development.

Totally 16 informational meetings were held in the regions of Kvemo Kartli and Samtskhe-Javakheti.

The attendance of the meetings was very high. The local communities and school society were eager to learn more about the positive changes in education system. Worth mentioning is that all the meeting were attended by the senior management and experts of the TPDC, including the director and deputy directors of the center. The representatives of the TPDC made presentations for the participants of the meetings and answered all the questions related to teachers' new standard and professional development scheme.

Photos from the meetings with the minority education societies and local communities



Informational materials for raising awareness of local school society on education reform, teachers' new standard and professional development scheme were compiled. Teachers new professional standard was translated into Armenian and Azerbaijani languages. The bilingual materials were published in both Armenian-Georgian and Azerbaijani-Georgian and distributed among the participants of the meetings.

Informational booklets containing information available for wide public about the teachers professional development scheme which isn't codified yet and is under discussion of wide society was compiled from different valid sources of information which included interviews of education officials, frequently asked questions on the web-site www.aris.edu.ge as well information provided by the representatives of the National Center for Teachers Professional Development (TPDC). The informational booklet includes valuable information on teachers' professional development and career growth opportunities under the scheme of teachers professional development. At the same time the booklet includes a rubric FAQ, where all those issues which are of interest of teachers and pedagogical staff generally are covered. The informational booklets were also translated into Armenian and Azerbaijani languages. Informational materials in all three languages were published and distributed among the education society during the informational meetings.

- ✓ The video collage of the meetings was made and most interesting parts of the meetings were compiled.

<https://www.dropbox.com/s/8gseti0erbxy7ve/video-collage.wmv?dl=0>

- ✓ The first round table was held with the key stakeholders of the interventions at the Ministry of Education and Science. The goal and objectives of the project were explained. The agreement on cooperation within the project for achieving the mutual objectives, namely informing the local ethnic minority population and support their meaningful inclusion in implementation of the education reform was achieved.
- ✓ Three experts started working on the policy paper which is aimed at an advocating the rights of the ethnic minority teachers for equal professional development changes and career growth opportunities. The baseline study of the situation concerning the capacity and existing conditions, opportunities of the ethnic minority teachers was undertaken and the draft version of the policy was developed.
- ✓ For gender sensitivity training, which is going to be conducted in March-April 2015, training module, program agenda and the full package of training materials were elaborated by the project experts. The training sessions aim to raise gender awareness and sensitivity among national and regional educational practitioners, that on the other hand will provide new educational strategies, new gender approaches for gender sensitive and gender positive school environment.

There is a lack of the documentation, data and statistics on gender education in Georgian educational space. Even if the gender is an urgent issues stressed out by the Government of Georgia, and lots of studies were undertaken recently as the women role and condition are concerning, the importance of fostering gender sensitive education in all stages of education isn't included in the efforts. Thus, experts needed time and hard work to find and elaborate those materials which would make the training meaningful and goal-oriented.

Project “Development and Introduction of Multilingual Teacher Education Programs at Universities of Georgia and Ukraine” DIMTEGU

Donor
organization

TEMPUS program
European Commission

Years of implementation: 2013-2015

The project aims to develop and implement BA and MA programs in multilingual education at Georgian and Ukrainian universities.

Specific Project Objectives are

- To prepare the University faculty members of Georgia and Ukraine to apply modern pedagogical methods in MA programs in multilingual education.
- To prepare HEIs of Georgia and Ukraine to deliver modern MA and in-service teacher's certificate study programs in multilingual education.
- To prepare the Bologna Process compatible up to date frame-curriculum as well as syllabuses for MA and in-service teacher's certificate programs in multilingual education in Georgia and Ukraine.
- To provide public schools of Georgia and Ukraine with qualified teachers and teaching materials to enable them to meet the demand of globalization and local community.
- To equip the universities of Georgia and Ukraine with sufficient, up to dated teaching materials and equipment.

Project outputs and outcomes

- ✓ Frame curriculum for BA and MA Teacher education programs in multilingual and international education;
- ✓ Courses, syllabi and teaching materials for BA and MA Teacher education programs in multilingual and international education;
- ✓ 60 faculty members trained and prepared to develop modern syllabi and apply modern teaching methods in classroom on BA and MA Teacher education programs in multilingual and international education in Georgia and Ukraine;
- ✓ Moodle platform for BA and MA Teacher education programs in multilingual and international education;
- ✓ Web-site for the project;
- ✓ 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;

- ✓ 20 textbooks on multilingual education and international translated in Georgian and Ukrainian languages. 200 copies published in each language;
- ✓ 6 volumes of e-journal “bilingual education” developed and posted on the web-site in Georgian, Ukrainian and English languages.

Project beneficiaries

- 6 HEIs of Georgia and Ukraine
- 36 faculty members of humanitarian, education and social sciences
- 400 in-service teachers of Georgian and Ukrainian schools
- 60 BA students from Georgia and Ukraine
- 40 MA students from Georgia and Ukraine

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

- ✓ Center for Civil Integration and Inter-ethnic Relations with the cooperation of Tbilisi State University and Samtskhe-Javakheti State University conducted professional development trainings for non-Georgian teachers - "Bilingualism and bilingual education principles". The training program aimed to improve the performance of primary grade teachers and Georgian as a second language teachers of non-Georgian schools.

After the finishing of training course the participants will know/develop:

- the theoretical and practical aspects of bilingual education
- subject and second language teaching and assessment strategies in bilingual class
- how to use subject and language integrated teaching and assessment system methodically correctly in bilingual class.
- presentation skills
- how to conduct a research independently
- how to implement a team project

The training program consisted of 45 contact hours (45 hours - independent work; 5 hours - post test).



Teacher training in Ninotsminda, 2014

- ✓ 3 volumes of "International Journal of Multilingual Education" have been issued in Georgian, English and Ukrainian languages. <http://www.multilingualeducation.org/>

International Journal of Multilingual Education (IJME) is dedicated to advancing knowledge of theory, research and practice in the field of multilingual and multicultural education as well as in language acquisition.

- ✓ For targeted universities CCIIR has been providing the translation of the following selected textbooks into Georgian language:

1. Human Learning (7 th Edition) by Jeanne Ellis Ormrod, Publisher Peason
2. Robert E. Slavin. Education Psychology, Theory and Practice .10 edition (2011)
3. Action Research: A Guide for the Teacher Travelling the yellow brick road
4. Coyle,D., Hood, P., Marsh.D. (2010): Content and language integrated learning (CLIL). Cambridge: Cambridge University Press
5. Mehisto, P., Marsh, D., Frigols, M. (2008): Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education. Oxford: McMillan
6. Cummins, J., Swain, M. (1992). Bilingualism in Education. Harlow: Longman
7. Creating Literacy Instruction for All Students, Thomas G. Gunning, Pearson; 8th edition
8. Introducing Second Language Acquisition (Cambridge Introductions to Language and Linguistics) by Professor Muriel Saville-Troike(Edition: 2nd)
9. Differentiated Instructional Strategies in Practice: Training, Implementation, and SupervisionGayle H. Gregory (Author)
- 10.Teaching 101: Classroom Strategies for the Beginning teacher by Jeffrey G. Glanz
11. Stephanie L. McAndrews, Diagnostic Literacy Assessments and Instructional Strategies: A Literacy Specialists Resource, 2008, International Reading association Inc.
12. Hughes, Arthur (2003). Testing for Language Teachers. Cambridge University Press

These text-books are the most important recourses in the field of education and in Georgian language they will be available in September, 2015.

More information is available on project website

<http://dimtegu.tsu.ge/>

Project

"Development of an International Model for Curricular Reform in Multicultural Education and Cultural Diversity Training" DOIT

Donor
organization

TEMPUS program
European Commission

Years of implementation: 2013-2015

The project aims to enhance the quality of educational programs for promoting multicultural education, human and children's rights and cultural diversity through a multi-faceted program that will bring about curriculum reform in its partner's Higher Educational Institutions in Israel and in Georgia. DOIT's program includes the design and piloting of courses for BA, MA students and in-service teachers, workshops for faculty, a program of outside of the classroom activities for students aimed to promote positive inter-cultural relations, and a portal that facilitates joint work and dissemination.

Target universities:

- Ilia State University
- Tbilisi State University
- Sokhumi State University
- Telavi State University
- Samtske-Javakheti State Teaching University

In the framework of the project CCIIR has developed the course on *Children's Rights in and Through Education*, which has been piloted in five of the Georgian HEI. The course includes a variety of materials such as syllabi, teaching and learning materials, and model lesson plans for the different target groups of the program (BA, MA and In-service teachers).

The rationale of this course is that human and children's rights can be promoted and achieved through education and that human and children's rights serve as a unifying force and foundation in multicultural societies and in our increasingly globalized world.

The course objectives aim to:

- Provide both a cognitive and an experiential approach to human and children's rights education.
- Provide a venue for discussion of children's rights so that these issues become relevant components of the everyday lives, consciousness, and goals of professional educators and students of education.
- Raise students' awareness of their roles and of their responsibilities as promoters and protectors of children's rights.
- Raise students' awareness of the links between multiculturalism and universal human and children's rights.

- Address the content of human and children's rights by promoting critical thinking and social involvement.
- Promote critical thinking and social involvement regarding human and children's rights.

During the project implementation phases, CCIIR will develop other courses as well as develop and implement faculty workshops, out-of- the -classroom activities for the students and a public portal will be planned to be launched.

Project "Incorporation of Multicultural Education Approaches in Teacher Education Programs"

Donor
organization

Open Society Georgia Foundation (OSGF)

Years of implementation: 2014-2015

Target universities:

- Kutaisi State University
- Batumi State University
- Gori State University

The project aims to prepare future multiculturally sensitive teachers with the ability to manage diversity in the classroom through improving the teacher education programs at the universities of Kutaisi, Batumi and Gori.

Project objectives

- Incorporate the intercultural aspects in teacher education programs.
- Raise qualification of in-service teachers through their professional development in order to develop tolerance and multicultural sensitivity in students.
- Create multicultural education course/module for teacher education programs at target universities.
- Organize and promote intercultural events in order to create tolerant and multiculturally sensitive environment at target universities.

The following activities will be implemented in the framework of the project:

1. Improve teacher education programs in terms of multicultural education

In this direction CCIIR experts will cooperate with the faculty of teacher education programs at each university to improve teacher education programs according to the new standard of teacher professional development. More specifically the following activities are going to be done: a) incorporate multicultural education strategies in the program syllabus. b) develop multicultural education module with 3 syllabus and relevant recourses (readers): multicultural education, Georgian cultural diversity and its effect on teaching/learning process, practice-based research in multicultural classroom. c) implementation of effective instructional practices and provide students with practical experience/knowledge.

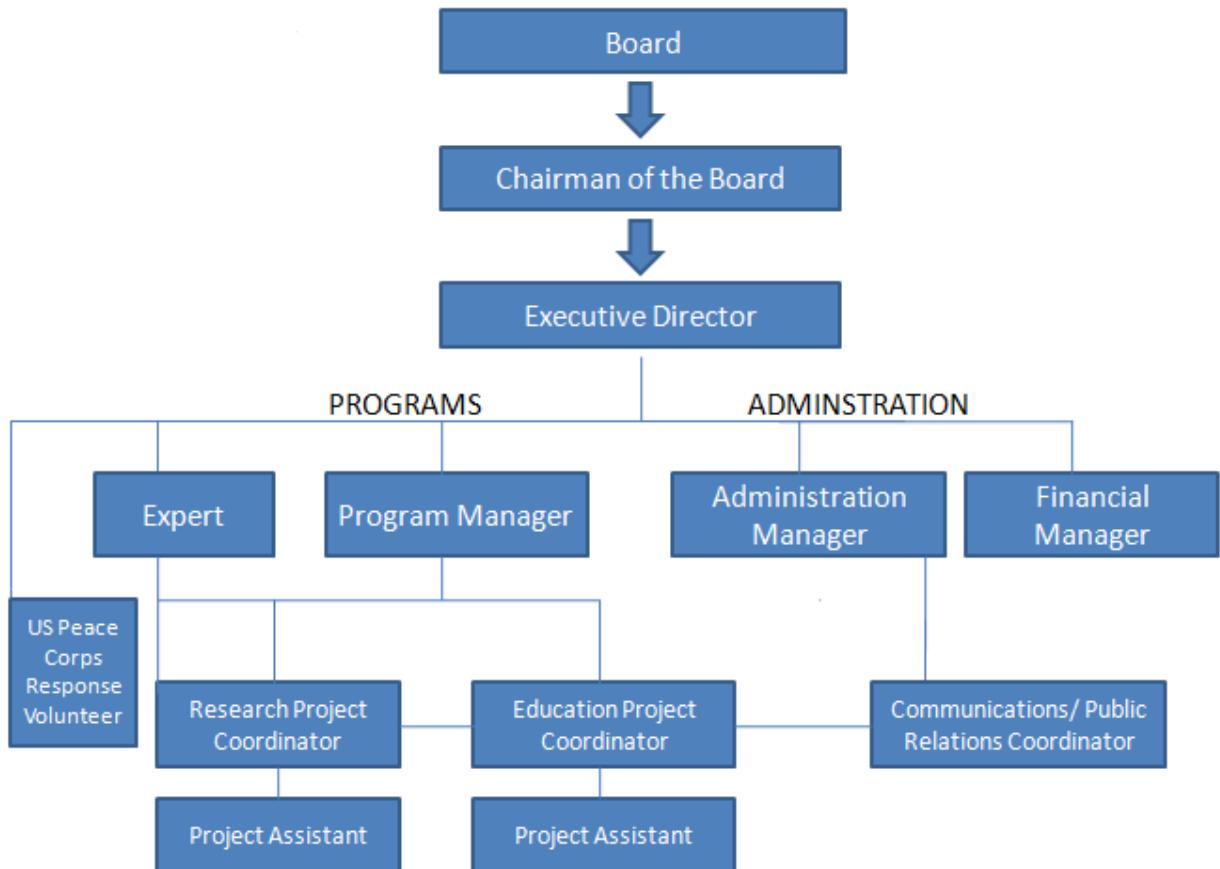
2. Professional development of faculty members

Organize workshops for the faculty of teacher education programs on how to develop intercultural curriculum. More specifically the workshops will cover the following issues: 1) The purpose of multicultural education in Georgian reality, 2) the tools for incorporation multicultural education approaches in teacher education programs (multicultural education competences, intercultural communication skills, knowing strategies of multicultural education and how to use them in practice, managing cultural diversity in the classroom, 3) how to develop culturally relevant syllabus and learning/teaching resources.

3. Organize intercultural events at universities

In the framework of the project 6 intercultural events will be held. The students, administrative staff and lecturers in close cooperation with CCIIR will plan and organize cultural events, which will promote tolerance and diversity at universities.

CCIIR Organizational Structure



List of Donors and partners

1. OSCE High Commissioner on National Minorities
2. United States Agency for International Development (USAID)
3. East-West Management Institute
4. UN Women
5. The United Nations in Georgia
6. TEMPUS Program
7. European Commission
8. US Embassy
9. Ministry of Education and Science of Georgia
10. Civil Education Centre of Public Defender's Office of Georgia
11. International Rescue Committee
12. Language Division of Council of Europe
13. Open Society Georgia Foundation
14. CIMERA, Switzerland
15. Latvian Language Acquisition Agency (LVAVA)
16. NGO "Prodidactica", Moldova
17. Eurasia Foundation
18. Urban Institute
19. Open society Institute- East-East Program
20. Civil Integration Foundation
21. NGO "School, Family, Society"
22. Bolnisi Language House
23. European Centre for Minority Issues (ECMI)
24. Women for Future of Javakheti
25. Young Republican Institute
26. International Association of Osetian Women "Alaneli"
27. Azerbaijani women Association
28. Tbilisi Ivane Javakhishvili State University;
29. 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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