

2013

Project

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



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Project Summary

Center for Civil Integration and Inter-ethnic Relations (CCIIR) is launching a new project – “Development of Bilingual Literacy in Minority Schools of Georgia”, which is being implemented with the financial support of USAID under the program – “All Children Reading: A Grand Challenge for Development”.

Minority language is the language of instruction in minority schools of Georgia. Minority schools have been implementing the bilingual programs since 2010. The most subject are taught in native language of ethnic minorities in bilingual programs as well. Ministry of Education and Science of Georgia adopted bilingual education strategy and action plan 2009-2014 in 2009 and Decree on Regulations of Bilingual Educational Programs in August 2010. The term “multilingual education” was officially written in the article two of the law. Literacy in native language as well as biliteracy became a crucial issue for minority schools.

CCIIR Project supports Bilingual Education Reform implemented by Ministry of Education and Science of Georgia.

Project objectives & target groups:

Target groups:

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

The project directly addresses the needs and constrains of beneficiaries and target groups.

Particularly, the ethnic minority students have the following needs:

- (a) Development of bilingualism and biliteracy - minority school students should achieve biliteracy in primary and secondary school to learn school subjects in two languages.
- (b) Receive the quality education in minority public schools.

Accordingly

The idea of the project is to improve reading literacy in native language of ethnic minority students of Georgia as well as enhance state language command. The designed goal will be achieved through: (a) supplying teachers and students with sufficient teaching and learning materials; Development, printing and dissemination Bilingual leveled textbooks (b) capacity building of ethnic minority schools through teachers professional development; Conducting Professional Development Programs for 432 primary school minority language/ reading teachers of 216 minority schools. (c) using technology in teaching/learning process; Development of web-site www.reading.ge with instructional materials; (d) development of electronic multilingual illustrative dictionary (The Georgian- Armenian –Azerbaijani) installed in bilingual leveled texts computer program.

The project duration is 22 month and it will be completed in September 2014.

Research

For the period of program implementation CCIIR identified several problems impeding the development of biliteracy in minority students:

- a) The bilingual leveled reading texts are not developed;
- b) The teachers of minority schools lack the qualification in terms of development student's biliteracy;
- c) The minority language/reading teachers lack qualification to incorporate modern teaching strategies to develop reading skills of students;
- d) The parents are not involved in teaching/learning process due to lack of competences in state language;
- e) Modern informational technologies are not used to develop student's reading skills and biliteracy in minority schools;

The research and experience suggests some important factors contributing improvement of reading skills in primary schools for ethnic minorities:

- a) Reading competences in native as well as in second language (biliteracy);
- b) Build capacity of ethnic minority schools through teachers training in effective usage of methodology for enhancement of biliteracy.
- c) Ensure parental and community involvement in teaching-learning process.
- d) Supply teachers and students with sufficient teaching and learning materials;
- e) Use technology in teaching/learning process. (International Reading Association, PISA reports, USAID program reports and educational strategy 2011-2015 etc.)

The research findings are mostly positive about the effects of bilingual education on children's language awareness and cognitive functioning (Bekerman, 2005). Skugtnabb-Kangas and Garcia identified several positive effects of bilingual education (1995): (a) competence in at least two languages; (b) equal opportunity for academic achievement; (c) cross-culturality and positive attitudes toward self and others; (d) improved cognitive and academic achievements. The research findings show that children who learn to read in two languages have an initial advantage over their monolingual peers (Byalystok, 1997, 2001). Researchers suggest that children who are familiar with print or story books in two languages (Georgian-Armenian, Georgian-Azerbaijani in Georgian context) more quickly

develop an understanding that words are symbols of meanings (Baker, 2006). Research also suggests that academic, linguistic and reading skills in minority languages transfers relatively simply to the second language.

Georgia and Educational System

Georgia is a lower-middle-income country with GDP per capita of \$3,000, a negative annual population growth index at -0.3 percent and approximately \$280 per student annual expenditure in basic education. Approximately 31 percent of Georgia’s population lives below the poverty line.

Georgia’s education system includes approximately 600,000 students and 75,000 teachers in 2,150 schools. The gross school enrollment rate is 89 percent in grades 1-9, and 75.6 percent in grades 10-12.

Student’s Literacy in Georgia

The 2006-2007 international assessments in primary grades revealed appalling data. Georgia ranked 37th among 45 randomly selected countries in the PIRLS and 26th- among 35 countries in the TIMSS. Reading comprehension was one of the most important problems indicated the assessment study.

PISA 2009 and PISA 2009+ revealed deplorable results as well. Georgia’s students attained an average score on the reading literacy level below the average attained in all OECD countries. 38% of students in Georgia are estimated to have a proficiency in reading literacy that is at or above the baseline needed to participate effectively and productively in life. The majority of students therefore perform below the baseline level of proficiency in reading. Georgia ranked 67th among 74 countries participated countries in PISA 2009 and PISA 2009+.

National Curriculum and Assessment Centre conduct two surveys in Georgian language in 2004 and 2009. The assessment study revealed problems in reading literacy of Georgian students as well. In the 2004 assessment, 38% of students did not demonstrate sufficient results in reading. On average, only 11% of the text was understood. In the 2009 national survey, 33 % of students demonstrated low level achievement. Almost one third of Georgia’s students have very low levels of reading literacy.

Ethnic Minority Educational and Literacy Problems

Georgia is a multiethnic country. Ethnic Minorities composes 15.8 % of the total population (2002 state census). There are two large ethnic groups Armenian and Azerians compactly resided in Kvemo Kartli and Samtskhe-Javakheti regions of Georgia. Georgia has 372 of minority public schools and sectors where the language of instruction is not Georgian but Azerian, Armenian, Russian, Ossetian or Ukrainian (National Centre of Curriculum and Assessment of the Ministry of Education and Science of Georgia). The number of non-Georgian schools is more than 11% of the total public schools in Georgia. Due to the problems of educational system the level of integration of ethnic minorities is very low. For example, (a) the enrolment rate of ethnic minorities in higher education (National Examinational Centre of Georgia); (b) Approximately 40-50% of ethnic minority students from Kvemo Kartli and Samtskhe-Javakheti failed in School Exit Exams in 2011. (c) The minority schools in Kvemo Kartli and Samtske javakheti have the highest dropout rates. (d) The rate of unemployment is very high among ethnic minorities in Georgia.

This statistical data proves the necessity of reform in educational system of Georgia regarding ethnic minorities. The problems of minority educational policies are mentioned in many international and non-governmental organizations reports and publications. For instance, International Crisis group (ICG). Organization for Security and Cooperation in Europe High Commissioner on National Minorities (OSCE HCNM), European Centre for Minority Issues (ECMI), Monitoring Group of Council of Europe underline the existing challenges and emphasize need of well planned interventions.

The problems of ethnic minorities were clearly revealed in PISA international assessment in 2006. The students of Georgia not speaking the language of the test as their first language scored lower than their counterparts from Georgia. The knowledge and reading literacy of state language is important problem. However, the problem of literacy in student's native language is obvious as well. The ethnic minority students scored lower in National University Entrance Exams of Georgia, even though they past tests in their native language. The latest results of national exit tests in 2011 proved again that ethnic minority students have poorer general literacy competences that is not related to lack of state language knowledge and consequently were scored dramatically lower than Georgian students. The problems in native language literacy cause general poor school performance of ethnic minorities. Until the recent years, the language of instruction in minority schools was their native language. In order to address existing problems, the Ministry of Education and Science of Georgia started implementation of bilingual educational reform. Biliteracy is acknowledged as a main aim of educational system of Georgia for minority students.

The project activities and ideas are in full convergence with research results and thus, have the potential for substantial and sustainable improvements in ethnic minority student reading and development of biliteracy.

Project Implementation

Implementation plan:

The project will have 3 components. The following activities will be implemented in the framework of the project:

Component 1. Development of Bilingual Leveled Reading Texts

Centre for Civil Integration and Inter-Ethnic Relations (CCIIR) developed and piloted leveled reading texts “Reading Ladder” in Georgian language in the framework of the project “Supporting Multilingual Educational Reform in Georgia” in 2011-2012 funded by OSCE High Commissioner on National Minorities. The “Reading Ladder”: consists of 20 consistent stages. Totally 416 texts were developed and conditionally allocated to 20 stages. The “Reading Ladder” was developed through reading formula that is based on the best practices of book leveling (Pincell and Pountas, Scholastic, Rigby, Reading Recovery) and at the same time incorporates the elements that are specific for Georgian language. The developed textbooks are piloted in public schools of Georgia and the formula and textbook will be changed based on piloting results. The reading ladder“ consists of fictions, non-fictions as well as the texts to develop phonics. The texts are from various genres, such as myth, legends, fairy-tales and classic literature. The “reading leader” consists of serial stories as well. The serial texts is called “Stories of Tako, Toko and Pako” and consists of 216 stories. The stories includes situations about three kids. The most of the stories are value-based.

The textbooks of “Reading Ladder” will be translated in Armenian and Azerbaijani languages in the framework of the project. The translation will be based on specific language features of Armenian and Azerbaijani languages (grammar, frequency of words, phonics). The translated texts will be adopted based on cultural aspects of minority students.

Component Outputs:

- Printed 580 copies (5 copies for each Armenian Minority School) Georgian -Armenian Versions of Reading Ladder (20 stages/ 416 textbooks);
- Printed 500 copies (5 copies for each Azerbaijanian Minority School) Georgian - Azerbaijani Versions of Reading Ladder (20 stages/ 416 textbooks);

Component 2. 1. Development computer program for bilingual leveled reading texts

The developed “Reading Ladder” will be digitalized and computer program will be developed. The project envisages digitalizing 416 textbooks. The computer program will be based on reading teaching strategies. The digitalized texts will make reading materials more attractive for readers. The developed computer program will have two versions: (a) CD version; (b) Internet version. Internet version of the program will be installed on the web-site www.reading.ge . The computer program will be accompanied with verbal instructions for users.

The special verbal/video instructions for teachers, students and parents will be in the computer program. The instructions will be in three languages (Georgian, Armenian, Azerbaijani). The teacher’s notes for each text will also be developed and integrated in the program.

The text will be divided based on stages/levels as well based on type and genre of the text. The electronic multilingual illustrative dictionary will be integrated in the program.

The computer program will use a lot of colored, children friendly assignments, video games and clips. The program will have content –search interface. The “bonus system” will be developed for assignments. The readers will get bonuses after each past reading stage. The specificity of bilingualism and biliteracy will be taken into consideration (language switching, code mixing etc). The program will be designed and illustrated carefully with emphasis on avoidance of gender stereotyping. The computer program design will enable parents to be involved in learning process without knowledge of state language. The parents will be able to assist their kids in development reading skills in Georgian as well as in their native language.

Component 2. 2. Development of Multilingual Illustrative Computer Dictionary integrated in computer program for bilingual leveled reading texts

Differentiated and as complete as possible computer multilingual (Georgian, Armenian, Azerbaijani) illustrative dictionary will be created. The dictionary will be based on existing printed dictionaries and “Reading Ladder” texts. The dictionary will include frequency vocabulary for primary grades students. This dictionary will be posted on the web-site www.reading.ge as well. The dictionary will be compatible and adapted to the operational system used in net-books provided primary grades students by the Ministry of Education of Georgia. The program enables to find corresponding language unit in all the three languages (Georgian, Armenian, Azerbaijani) and its illustration (pictures, photos,

situational cards and etc). The program will be integrated in leveled textbook computer program. It can be used separately as well as directly during the reading process. The dictionary will consist all words used in leveled bilingual textbooks.

CCIIR works in this direction from 2005. Principles of analysis and synthesis of Georgian language are already elaborated. Database includes frequency vocabulary (100, 1000, 2000 words). The words will be classified grammatically as well. Each word will be accompanied with illustration and/or relevant semantics.

Component 3. Development of Teacher Training Module and Conducting Professional Development Programs for Teachers

While new materials are being developed, project management and expert team will 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. The teacher’s professional development program will consist of 45 contact hours. The training program will be implemented for 6 months. Totally, approximately 432 primary school teacher (Minority Language/Reading Teacher) will participate in the program. All Minority language/reading teachers of minority schools will have an opportunity for professional development. The professional development program will also include training in strategies to use technology in teaching process. The gender sensitive approach in the classroom will be included in the training programs and discussed at the training sessions.

There are several factors that assure success of the project, namely:

1. The leveled texts in Georgia are piloted, analyzed and evaluated and positively assessed by the school society and thus provide good basis for building- up the bilingual resources;
2. The Teachers of primary grades have already been re-trained in second language teaching methodologies by the CCIIR, possess basics of multilingual competencies which will be enriched with specific skills for bi-literacy and reading instruction;
3. The organization has a pool of skillful professionals and experts having been working on bilingual educational, methodological and learning materials since 2005 as well developing and conducting teachers' professional programs. This factor will guarantee elaboration of quality outputs which are based on multiyear working experience on multilingual education in ethnic minority schools;
4. The experience of cooperation and coordination with the MoES is an important factor for successful implantation of the project outcomes in education system;
5. Georgian Primary Education Project implemented by Chemonics International deals with reading and math teaching problems in Georgia. This fact enables CCIIR to focus on specific needs of ethnic minority students. The focus of proposed project is the improvement of reading achievements in native language of ethnic minorities and development of bilateral competences.

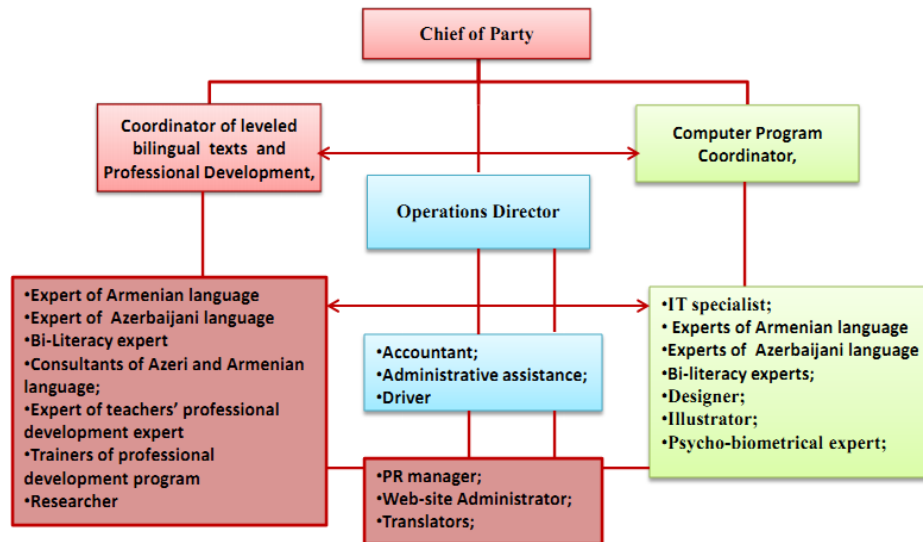
Work Breakdown Structure (WBS)

<i>Objectives/Goal</i>	<i>Timeline</i>	<i>Indicators</i>	<i>Source of Information</i>
Overall Goal: Improved reading performance of student in native and second languages	<i>1-22 months</i>	The improved reading performance in native and second languages	Baseline and final assessment reports
1. Resources are available to teach bilingually and develop biliteracy in grades 1-6 in minority schools of Georgia	<i>12 Months</i>	1.1. 416 Leveled Bilingual Textbooks (Georgian, Azerbaijani and Armenian languages); 1.2. 216 bilingual schools use developed bilingual textbooks in teaching/learning process; 1.3. Approximately 30 000 students using leveled bilingual textbooks in learning process; 1.4.20% more parents are involved in learning process	1.1. Narrative report, outputs of the project; 1.2.External evaluation report, Narrative report;
2. Electronic Resources are available to teach bilingually and develop biliteracy in grades 1-6 in minority schools of Georgia	<i>1-18 months</i>	2.1. 216 minority Schools equipped with complete set of computer program; 2.2. 18 000 students with electronic resources; 2.3. At least 432 teachers using technology in teaching/learning process; 2.4. Number of visitors and users of the web-site www.reading.ge	2.1. External evaluation report, Narrative report; 2.2. Classroom Observation, reports, Photos and videos of learning process; 2.3. Tracking information from the web-site www.reading.ge

“Development of Bilingual Literacy in Minority Schools of Georgia”

3. Capacity of schools is enhanced for development reading skills in minority language and biliteracy through professional development programs	<i>18-22 months</i>	3.1. 432 teachers participated in developed professional development program;	3.1 Narrative Reports, external evaluation Report, Teacher Training Evaluation Report, Photos of Trainings;
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The project will have the following management chart:



Key Relationships

Support and Engagement

The project is designed and will be implemented, monitored and evaluated by local organizations. Centre for Civil Integration and Inter-Ethnic Relations (CCIIR) was established in Tbilisi and operates in Georgia.

The external evaluation will be conducted by local organization working in the field. The external evaluator will be selected through tender.

The partner organizations, the Ministry of Education and Science of Republic of Armenia and Union of Azerbaijani Women of Georgia will ensure linguistic support in Azeri and Armenian language. Two consultants will advise the project group on the language specifics of Armenian and Azeri while working on bilingual leveled text and translations, E-applications and Teachers’ professional development program. The consultants will lead the workshop for Georgian staff and during the sessions explain them the particularities of each target language from linguist view-point. The consultative work is planned for three months when an important phase of each component is to be discussed.

The project goes in line with the priorities, strategy and direction of MoES.

The Ministry of Education and Science of Georgia (MoES) implements educational reforms in different direction, particularly, curriculum and assessment system reform, bilingual educational reform, teacher’s professional development reform, decentralization reform, promotion of use of technology in education. The project will be implemented in the context of above-mentioned reforms and in close cooperation with Ministry of Education and Science of Georgia. Particularly, (a) the developed materials will be distributed to the schools through Educational Resource Centre of MoES of Georgia and the program of “Georgian Language for Future Success”. (b) The computer program will be integrated and installed in students net-books provided by the Ministry of Education and Science of Georgia. MoES delivers net-books to all first graders of public schools of Georgia. (c) The Teacher’s Professional Development Program will be implemented in close cooperation with the Teacher’s Professional Development Center of the Ministry of Education and Science of Georgia. The program will get accreditation from National Centre of Educational Quality Enhancement of MoES.

The project will cooperate with USAID Georgia Primary Education Project (G-PriEd), implemented by Chemonics International, which aims improvement of reading skills in state language for minority schools of Georgia.

The CCIIR will be in coordination with Chemonics International in order to avoid any duplication or crosscutting activities in the target regions and ensure logical and consequent steps while evolving each component of the project.

The close cooperation with the MoES and respective education agencies ensures sustainability and extended impact of the valuable deliverables. The project results can have larger impact since it makes possible to modify and fit project outcomes to needs of all secondary schools in Georgia in terms of bi-literacy of Georgian and foreign languages.

Monitoring and Evaluation

The evaluation will be conducted for each component of the project: 1) The effectiveness of leveled bilingual textbooks; 2) Computer Program; 3) Teachers Professional Development programs

The evaluation of the project will have three levels:

1) ***Evaluation of Process***- The evaluation will simply compare what was planned to what actually occurred. Evaluation of process will include the following data: a) # activities/sessions provided b) Number of people who attended c) Demographics of attendees/visitors/users d) Number, type and content of activities;

2) ***Evaluation of Impact***- will look at the short-term effects of program: a) Changes in knowledge, skills, and attitudes of beneficiaries; b) Changes in behaviors of beneficiaries; this evaluation will be conducted using evaluation questionnaire for experts, teachers, students, parents, trainers, participants and beneficiaries.

3) ***Evaluation of outcomes***- will look at long-term effects of the program. This direction includes quantitative and qualitative data on the degree of the improvement of reading skills of minority students

The methods of internal and the external evaluation will be used. The internal evaluation will be used to evaluate *the Process of the Project*. To evaluate *The Impact and the Outcomes of the Project* external evaluation as well as assessment studies will be used.

Donor organizations will be provided with results of all three level evaluations. The foundation will be provided with financial and narrative reports based on procedures defined by donor organization.

Sustainability of the Project

The methodological sustainability:

- Diverse reading and teaching materials are available to improve students reading skills and the materials can be used after the completion of the project;

Capacity Development

- The capacity of schools is developed through teachers professional development;
- Institutional Sustainability
- Applicant organization will have developed products and can use the products for future sustainability and for commercial purposes (Leveled textbooks, computer program, developed web-site).

Risk Management

Key Assumption: the Georgian Ministry of Education and Science stays committed to fully integrate biliteracy in education system of minority schools.

Risk 1: The age of minority school teachers and their resistance and inability to use technology in teaching process:

Solution: Teachers professional development program will include the topics on cooperation of teachers. Teachers will assist and will cooperate with each other to achieve the common objective in teaching process;

Risk 2: Minority Students parents do not master the state language and cannot assist children in development of literacy in Georgian Language;

Solution: The computer program will be designed to assist parents to be involved in literacy development in Georgian language as well. Particularly, (a) Texts will be in two languages (b) Questions of assignment will be designed in Native language; (c) The multilingual dictionary will be integrated in the program.



For further information and program details, please visit the following links:

<http://www.allchildrenreading.org/>

World Vision

http://www.worldvision.org/content.nsf/about/20120907_international-literacy-competition-winners-released?open&lid=reading&lpos=main

AusAID

<http://www.usaid.gov.au/HotTopics/Pages/Display.aspx?QID=799>

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

http://cciir.ge/index.php?module=multi&page=detals&multi_id=2&id=192

Videos on All Children Reading

**“All Children Reading: A Grand Challenge for Development” &
“Voices of the Grand Challenge”**

<http://allchildrenreading.org/videos>





Date: 27.12.2012

Press Release

Center for Civil Integration and Inter-ethnic Relations (CCIIR) is launching a new project

On December 27 2012 at 12:00 PM, the project presentation of “Development of Bilingual Literacy in Minority Schools of Georgia” will take place in the Ministry of Education and Science. The presentation aims to get visitors acquainted with project-planned activities and on the other hand, get valuable recommendations from them.

Minister of Reintegration, deputy chief, the representatives of Ministry of Education and Science, Office of Ombudsman will be among the invited guests.

The idea of the project is to improve reading literacy in native as well as state language of ethnic minority of students of Georgia.

“The project goals and objectives are oriented on long-term results. We hope that bilingual leveled reading texts and professional development programs for teachers will contribute to not only the minority primary school students, but to the development of bilingual education among non-Georgian school students in general.” – said Shalva Tabatadze, director of Center for Civil Integration and Inter-ethnic Relations.

The project is being implemented by CCIIR with the financial support of USAID in the framework of the program – “All Children Reading: A Grand Challenge for Development”.

Since 2006, Center for Civil Integration and Inter-ethnic Relations (CCIIR) has been developing and implementing various educational projects in the support of ethnic minorities, their civil integrations and inter-ethnic relations.

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“Development of Bilingual Literacy in Minority Schools of Georgia”

Project Presentation
27.12.2012





The Mission Statement

CIVIL INTEGRATION THROUGH EDUCATION

The mission of the organization is to facilitate the process of formation of active citizens, who will be able to participate in public life

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INTER-ETHNIC Relations CCIIR;
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Organizational Goals & Objectives:

- To develop and implement projects and programs to facilitate the process of civil integration and inter-ethnic relations;
- To defend the rights of ethnic minorities;
- To spread information about the rights of ethnic minorities;
- To facilitate the process of formation of loyal attitude to Georgian state of representatives of ethnic minorities;
- To facilitate the process of formation of positive attitude toward ethnic minorities in the society;
- To Support educational reform and protect minority rights during this process;
- To facilitate the process of civic education in youth and adult population;
- To facilitate the process of repatriation, adaption and integration of deported population;
- To spread information and defend the rights of persons with disabilities, internally displaced persons, refugees and other vulnerable population;
- To facilitate the process of integration of vulnerable population.
- To facilitate the process of integration of youth in the society through educational projects;
- To develop and implement various educational projects;
- To facilitate the process of formation of language policy;
- To facilitate the process of reforming non-Georgian schools and bilingual education;
- To develop and implement the programs and projects facilitating the strengthening of State Language teaching process;
- To facilitate the process of developing and protecting minority languages;
- To develop human resources of minorities and facilitation of participation of minorities in decision-making process;
- To facilitate the process of ethnic conflicts prevention and resolution;
- To facilitate inter-cultural dialogue;