

## IDP integration through education FINAL NARRATIVE REPORT

### 1. Description

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1.1. Name of beneficiary of grant contract:

International Institute for Education Policy Planning and Management

1.2. Name and title of the Contact person :

George Machabeli, Project Director

1.3. Name of partners in the Action:

Centre for Training and Consultancy (CTC)

Association "School, Family, Society" (SFSA)

Human Development Centre of Georgia (HDCG)

Associated partner: Ministry of Education and Culture of Abkhazia

1.4. Title of the Action:

IDP Integration through Education

1.5. Contract number:

CDC/2006/130-938

1.6. Start date and end date of the reporting period:

1 February 2007 – 1 August 2008

1.7. Target country(ies) or region(s):

The project is implemented in five regions/cities of Georgia (Tbilisi, Kutaisi, Gori, Zugdidi and Kodori)

1.8. Final beneficiaries &/or target groups<sup>1</sup> (if different) (including numbers of women and men):

Project beneficiaries are: IDP students, their parents, larger IDP NGO community (from Abkhazia and South Ossetia), MoE of Georgia and MoE of Abkhazia in exile. The target groups of the project are: 16 IDP segregated schools from Abkhazia and 8 schools from Kodori gorge (all the 24 secondary schools currently representing the part of the education system in exile); 150 IDP teachers and 100 representatives of the administration of IDP schools; Up to 70 representatives of IDP NGOs and non-governmental organizations working on IDP issues

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<sup>1</sup> "Target groups" are the groups/entities who will be directly positively affected by the project at the Project Purpose level, and "final beneficiaries" are those who will benefit from the project in the long term at the level of the society or sector at large.

## **2. Assessment of implementation of Action activities**

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### **Activities and results**

The project can be briefly summarised as formation and capacity building of the network of Internally displaced persons, the primary function of which (in the frames of the project) was to comment on the education component of the state strategy on IDPs and mobilize resources within the network to plan and implement advocacy campaign for lobbying interests on IDPs to be reflected in the strategy and action plan.

Up to 500 representatives of IDP schools, HE institutions, IDP community centres and NGOs have been contacted directly and informed about the project through series of information meetings conducted in all the five target locations (Tbilisi, Gori, Kutaisi, Zugdidi, Kodori).

Up to 300 persons took part in public discussions of the state strategy and its education component. Up to 200 participants filled in and submitted the special questionnaire and expressed an interest in participating in the network activities.

Database of all potential members of the network was created (with contact coordinates and indication of their role in the network)

Network initiative group (25 persons) was formed (Each target location is represented by five members, except Kodori – 2 members) and mission, vision, strategic directions and tentative action plan of the network was defined through special workshop.

Structural units of the network (consultative centres) were formed in all the five target locations of the project with clearly defined roles and responsibilities of each member (Coordinators and trainers).

Members of the consultation centres were provided with extensive training of trainers program in 11 modules (Including: Strategic planning, Training design and techniques, Situational analysis and policy paper writing, Management of education programs and projects (Project cycle management); School financing system/local practice and international experience; Modern methods of teaching in school; School management and system development; Defining main priorities and strategic directions of the curriculum for teaching state and foreign languages).

A pilot study was conducted by the consultation centre in Tbilisi (100 representatives of IDP community centres) to inform strategy of the situational analysis;

The network conducted situational analysis (600 respondents) in their respective locations (Tbilisi, Gori, Zugdidi, Kutaisi, Kodori) on IDP education-related problems.

Based on results of the situation analysis the network developed comments on the State strategy on IDPs (education component) which was submitted to Abkhazian and central government and local government in target regions.

By the decision of the network it was officially registered as an independent organization in October. The consultation centres are currently functional, each of them has an office, where they meet regularly and work on new joint and independent projects of the network.

Below is a detailed description of the project activities;

### **1.1. Inform society about the project**

At the initial stage of the project a project steering committee has been established. The committee includes representatives of the leading and partner organizations, as well as independent experts.

The first meeting of the steering committee was held on March 10, 2007 at EPPM office. The following people participated in the meeting: George Machabeli (Executive director, EPPM), Aluda Goglichidze and Tamar Bregvadze (Project coordinators, EPPM), Matsaco Papava (Association "School, Family, Society), Teona Djulukhadze (Human Development Center), Manana Kvachakhia (Ministry of Education and Culture of Abkhazia), Michael Chachkhunashvili (Cordaid), Lika Glonti (Independent expert).

Participants discussed activities planned for the initial stage of the project, roles of partner organizations and details of project implementation strategy.

#### 1.1.1. Locate information about the project on the web site

Information about the project was located on the new web site of EPPM [www.eppm.org.ge](http://www.eppm.org.ge) Page: *Research/Projects*. Information about the project is also located on the website of the partner organization: Human Development Center [www.hdcg.org.ge](http://www.hdcg.org.ge).

#### 1.1.2. Organize internet forum

There was a slight delay with organizing internet forum, as the activity was linked with overall renovation of EPPM web-site. The forum on the web-site of EPPM started to function in September 2007.

The forum contributed to raising public awareness and intensifying dialogue on IDP issues and facilitated involvement of IDP groups and wider society from target cities and other regions of Georgia in elaborating, implementing and evaluating the state strategy on IDPs. In total more than 2000 people have been involved in the forum (455 registered members). The themes included: IDP integration and education reform, IDP problems in Zemo Aphkhazeti, teacher training, voucher system, pros and cons of the education reform, etc.

The forum is located on the website: [www.eppm.org.ge/forum](http://www.eppm.org.ge/forum)

#### 1.1.3. Locate information in local and central press

It was planned to carry out intensive information campaign only during the first month of the project. Due to topicality of the issue, repeated coverage of project-related events was ensured in Tbilisi

(Newspaper “24 hours”, “Akhali Ganatleba”) and also in regions through printed and broadcasting media (Zugdidi, Gori).

#### 1.1.4. Publish quarterly bulletin

Quarterly bulletins have been produced according to the schedule, which review main events and activities related to the project.

Quarterly bulletins have been published during the project, each in 100 copies. The bulletins were disseminated by the project team, partner organizations, IDP network and consultation centres.

### **1.2. Identify groups interested in education reform strategy implementation**

#### 1.2.1. Publish information booklet about the project

It was initially planned to publish 500 copies of the booklet. Due to increased interest towards the project from the side of target groups, EPPM and its partner organization “Human Development Centre” managed to publish 1000 copies instead of 500 (without changes in the budget).

The booklets were considered as important tools for informing target society about the project, as most of the representatives of the target groups (for example IDP schools, teachers, IDP community centres) don’t have access to internet.

Apart from general information about goals and tasks of the project, it included concrete description of functions of structural units of the project (for example, IDP network, consultation centres, situational analysis groups etc). A special blank questionnaire was attached to the booklet, where readers (potential members of IDP network) could choose among six possible ways of participation in the project: network membership, participation in round tables, situational analysis groups, consultation centres, local training and advocacy campaign.

Thus the booklet served three important goals:

- Informing target groups about the project
- Invitation to public discussions (Part of the questionnaires have been disseminated in collective centres and schools prior to round tables)
- Orientation of potential participants of the network, creation of the initial database

#### 1.2.2. Disseminate booklet

Booklets were mostly disseminated prior to or during the series of round tables held in each target region (See below) in collective centres and IDP schools. Currently, with an aim to expand the network, network members themselves disseminate booklets.

#### 1.2.3. Hold public discussions on the state strategy in collective centers of IDPs, education institutions and NGOs

It was decided to hold public discussions in a round table format in all the five target locations of the project (with average number of participants of each seminar- 20-30 persons). Apart from discussing the state strategy, round tables were also aiming at informing target groups about the project and giving them possibility to identify themselves in the action plan (Which form of participation do they prefer? What themes do they want to work on, etc).

The agenda of round tables included the following:

- Introduction (participants, organizers)
- Presentation of the project (dissemination of booklets – participants were asked to fill in the questionnaires and submit them to EPPM office)
- Discussion
- Presentation of the state strategy
- Discussion

About 300 persons participated in round tables in total. Up to 200 participants filled in and submitted the questionnaire and expressed an interest in participating in the network activities.

#### Round tables in Tbilisi

Due to extensive representation of IDP population and IDP schools in the capital 5 round tables have been held in Tbilisi. The first round table was organized in Abkhazian School #2, which exists at Vashlidjvari collective centre (April 11, 2007).

The second round table was held in Abkhazian school #3 (April 17, 2007), the third one was organized in Tskneti, Abkhazian public school # 8 (April 19, 2007), the fourth- at the collective centre in Technical university (May 2, 2007), the fifth – at Sukhumi branch of the State University (May 4, 2007). During preparation of the round tables EPPM and Human Development centre were assisted by Manana Kvachakhia, representative of the Abkhazian Ministry of Education and Culture.

Total number of participants in Tbilisi was about 100 persons.

#### Round tables in Gori/Shida Qartli

The round table was held on April 20, 2007 in the building of Tskhinvali State University. It was mostly attended by teachers, students and representatives of the administration of the university. During the organization of the meeting the project team was supported by the representative of the Qartli regional department of the Ministry of refugees, Manana Khachapuridze.

The round table was attended by up to 40 persons.

#### Round tables in Zugdidi/Samegrelo

Two round tables were organized in Zugdidi on April 25, 2007. One was held at Abkhazian School #11 and another at public school # 12. The round tables were attended by representatives of IDP schools, NGOs and Gali administration (Total – 50 participants). The event was covered by radio “Atinati” and TV company “Odishi”. Willingness to involve schools of Gali district in the project was expressed during the meeting.

#### Round tables in Kodori/Zemo Abkhazeti

Round tables in Kodori were held in Gentsvishi and Ajara public schools on April 2007. This became possible through active support of the head of the government of Abkhazia in Imereti, Otar Kukhalashvili.

#### Round tables in Kutaisi/Imereti

The round table was held in the building of Abkhazian public school#5 on April 27, 2007. The meeting with representatives of the Autonomous republic was also held in Kutaisi, participants of the meeting expressed their interest and willingness to participate in the project.

### **1.3. Establish a network to support implementation of the education component of the strategy**

#### 1.3.1. Create network initiative group

During the workshops and round tables the project team identified persons/groups interested in creating the network.

List of participants of all meetings as well as filled in questionnaires served as an initial framework for selecting the network core structure in each of the target regions. With an aim to establish the network and agree on its general development strategy an initiative group (20 persons) was formed from those, who expressed an interest. The main selection criteria were willingness and readiness to actively participate in network activities. Results of the observation during the round tables (activeness of participants during discussions) was also taken into consideration.

#### 1.3.2. Define strategy and structure of the network and sign coalition agreement

The work on the structure and strategy of the network was started at the initial meeting of network representatives and have been continued during the whole project period. The coalition agreement was signed by network representatives after official registration of the network.

Representatives of the network plan to review the network strategy once every 3-5 years and to make necessary revisions.

#### 1.3.3. Elect steering committee of the network

As it was mention in the beginning, at the initial stage of the project a project steering committee has been established. The committee includes representatives of the leading and partner organizations, as well as independent experts.

The first meeting of the steering committee was held on March 10, 2007 at EPPM office. The following people participated in the meeting: George Machabeli (Expecutive director, EPPM), Aluda Goglichidze and Tamar Bregvadze (Project coordinators, EPPM), Macaco Papava (Association "School, Family, Society), Teona Djulukhadze (Human Development Center), Manana Kvachakhia (Ministry of Education and Culture of Abkhazia), Michael Chachkhunashvili (Cordaid), Lika Glonti (Independent expert).

Participants discussed activities planned for the initial stage of the project, roles of partner organizations and details of project implementation strategy.

The steering committee of the project reviewed an interim report of the network and approved relevant revisions in the action plan. The steering committee also discussed and approved the final report. After that it was submitted to the funding agency.

#### 1.3.4. Develop membership policy and workgroup formation strategy

The project leading organization and partner organization HDCG elaborated network membership policy and workgroup formation strategy. According to the policy each interested person could express their willingness by filling in the special network membership form. The membership forms have been made available in printed (attached to the bulletin) and electronic formats.

Three themes have been selected as initial work directions for workgroups in the beginning of the project. Workgroups could change these themes or add new ones during the implementation of the project.

The network membership policy and workgroup formation strategy have been reflected in the network statute, which have been elaborated by network members through series of meetings and training sessions in all target regions of the project.

#### 1.3.5. Locate information about the network on the website

The information about the network has been located on the website of the leading organization and a web forum was introduced for discussion of project related issues. The network members are currently working on creating the network website.

### **1.4. Train network in coalition building and establish and equip consultation centers**

#### 1.4.1 Training program and developing training feedback questionnaires

The training was provided by the partner organization CTC. The center also elaborated training design and used CTC training assessment forms to evaluate the impact.

#### 1.4.2. Disseminate information about the training within the network

The information bulletins disseminated through round tables and information meetings in target regions included the special network membership forms. Persons interested in participation in the network filled in the forms and learned about the upcoming training on coalitions and strategic planning.

#### 1.4.3. Receive and process applications

Those willing to participate in the training submitted applications to the project team. 30 participants have been selected from the initial list. The main criteria were participant's motivation and background.

#### 1.4.4. Training #1: Coalition building and strategic planning (modules 1-2)

In order to help the initiative group to better plan its development strategy, members of the initiative group were offered special training in coalition building and strategic planning which was held on May 11-13, 2007 and provided by CTC (partner organization). The training also served as an instrument of teambuilding as participants (network initiative group) from different cities could meet each other, share plans and experience.

The training was organized with a slight delay (one month) because formation of the network (round tables, creating initial database, and subsequent selection) took more time than it was initially planned.

#### 1.4.5. Select staff of consultation centres

At the initial training/workshop the initiative groups of the network defined vision/mission and work priorities of the network.

Participants also drafted the concept of structural composition of the network, which was discussed on subsequent informal meetings of the initiative group and consultations with the project team.

Finally it was decided that consultation centres in each target region will represent structural units (focal points) of the network and consist of trainer-consultants (2-4 persons) and coordinators (1 in each consultation centre).

Coordinators are responsible for overall coordination and administrative work of the network activities at places (training, situational analysis, advocacy, information campaigns), while trainer-consultants are primarily responsible for planning and conducting training sessions for local communities.

Coordinators of the network in each target city were elected. Most of them (except Kutaisi) are also trainer-consultants.

#### 1.4.6. Establish and equip consultation centers in 5 cities/regions (Tbilisi, Zugdidi, Gori, Kutaisi, Kodori)

It was initially planned to select and train 15 trainer-consultants, but due to very intensive schedule of TOTs (There was a risk that each trainer could not attend all the sessions), 4 trainers were selected from each target city (except Kodori, where 2 trainers were selected because of limited mobility of Kodori inhabitants and remoteness of the region). 18 trainer-consultants have been selected and provided with TOT as a result. Consultation centres have been also established in each target city, consisting of trainers and elected coordinators (as described above).

### **1.5. Train staff of consultation centres**

1.5.1. TOT #2: Training design and techniques (modules 3-4)

1.5.2. TOT #3: Situational analysis and policy paper writing (module 5)

1.5.3. TOT #4: School financing system/local practice and international experience (module 6)

1.5.4. TOT #5: Modern methods of teaching in school (module 7)

1.5.5. TOT #6: School management and system development (module 8)

1.5.6. TOT #7: Defining main priorities and strategic directions of the curriculum for teaching state and foreign languages (module 9)

The second training of trainers' session was organized on May 18-20 (CTC) on Training design and techniques. The third TOT was devoted to situational analysis and policy paper development issues (9-11 June, CTC office). Participants have been acquainted with logical framework, problem tree, target group identification techniques and other important issues related to project development (The skills gained during the training later helped network participants in developing the policy paper and action plan related to the state strategy).

The next training of trainers reviewed the issue of education project cycle management. It was also held at CTC office and conducted by CTC trainers on June 16-18.

After TOT the consultation centres conducted local training sessions:

Tbilisi consultation centre organized the training in public school #177 on December 15-16, 2007. 14 participants attended the first day and 13 participants attended the second day of the training.

In Kutaisi the local training was held on December 8-9 in the office of "Education and the world". The training was attended by representatives of the both IDP schools in Kutaisi, teachers and principals of local public and private schools, academic personnel of the Kutaisi A.Tsereteli

University, director of the professional training and employment centre, representatives of NGOs (Young Lawyers association, Young and experienced teachers association”, “Imereti Psychologists association” and teachers association “Education and the world”.

In Gori the training was held at Gori university and attended by 22 participants.

The following methods have been used during the training: work in groups, discussion, short written assignments (case study), presentations, simulations and role plays, mini lectures.

Participants were very active during groups discussions and exercises, expressing freely their views and impressions. Participants’ awareness on the issues under discussion helped trainers build constructive and friendly atmosphere.

Each training day was started by participants’ registration and ended with participants’ feedback.

ToT topics have been selected with regard to main accents which in the opinion of the project team could direct the process of work on the state strategy: Students interests and school financing model; modern methods of teaching and school management.

The next TOT was held in Gori (July 27) on modern teaching methods, school management and development. The training was conducted by the partner organisation (SFSA). On July 28-29 the staff of the consultation centres were offered TOT on School financing system/local practice and international experience. The training was also organized in Gori and provided by EPPM.

The seventh TOT was organized in Gori. The theme of the training was national curriculum and the issues of teaching state and non-state languages (Provided by SFSA).

The next TOT was held in Zugdidi (August 25-27, 2007). The training was conducted by the partner organization SFSA (School, family, society). The training was devoted to the issues of teaching non-state languages. The issue was included in the ToT agenda because it raised great interest during initial meetings and round tables and was considered as an important aspect which should be highlighted in recommendations on the state strategy. During the training participants and trainers underlined an importance of teaching languages in conflict resolution process and integration of IDPs after they are back to their place of residence.

It was initially planned that 15 persons (3 from each target region) would attend each TOT sessions. In some cases number of participants exceeded initially planed number. Extra participants themselves covered training related expenses.

It should be mentioned that the delay in implementation of TOT cycle (2 months behind the schedule) was caused by one reason: The initially planned schedule for TOT cycle has been revised by the request of participants, as they could not attend sessions in short intervals (as most of them had to travel from regions). Due to this reason the initially planned TOT cycle was longer than it was initially planned.

There were insignificant changes also in the sequence of training sessions planned by the project. In particular, the TOT on situation analysis and policy paper development should have been followed by local trainings on the same issues. Instead of that, the TOT was followed by other training of trainers sessions, as it was considered unrealistic to mobilize sufficient external audience for local trainings during the summer period.

## **2.1. Establish IDP situational analysis group (SAG)**

## **2.2. Carry out training and information seminars for SAG**

From this stage the project envisages active involvement of the network structural units – local training sessions to be conducted by consultation centres, formation of the situational analysis groups and situational analysis.

In order to make these processes more easily manageable, the network agreed on necessity of official registration of the network and it was decided to conduct situational analysis and write policy paper under the condition of registered organization. The draft statute of the network has been prepared by consultation centres and sent to all members of the network via e-mail. With an aim to discuss the draft statute, information meetings were held. All persons who expressed the interest in network membership and filled in the questionnaires were invited to participate.

Meanwhile, with an aim to develop situational analysis strategy a pilot study was carried out by consultation centres in the frames of the project. The study was aiming to reveal public attitude towards the issue of segregated schools and community centres. Respondents were asked to express their opinion whether or not existence of such segregated structures contribute to preserving the motivation to return on the territory of Abkhazia. The survey involved up to 100 respondents in Tbilisi and revealed an interesting tendency – in the opinion of most of the respondents the motivation is not linked with collective residence. The issue will be studied further during comprehensive situational analysis in all target regions.

15 potential candidates of SAG membership have been identified by consultation centres in each target city through information meetings. But the network considers it more appropriate to define final composition of SAGs after the detailed research project is developed.

The consultation centres worked out the detailed plan of the situational analysis and relevant questionnaires. During the process they were intensively consulted by EPPM experts (sampling, questionnaire development, methodology, etc).

The consultation centres also elaborated the agenda of local trainings and seminars for SAGs. Slight revisions were made in the initially planned sequence and strategy of local trainings without changes of the amount indicated in the project budget line. Namely, the consultation centres increased number of participants of local training through reducing duration of training sessions.

### 2.2.1. Local Training #1: Situational analysis and policy paper writing (module 5)

In order to build capacity of the network members to implement situational analysis and write policy papers they were offered the training on situational analysis and policy paper writing. (June 9-11, 2007, CTC office, trainer – Jone Kvinikadze).

As it was impossible to teach the group all research techniques in a short period of time, several issues have been selected: Logical framework development, risk analysis and assumptions, problem analysis (problem tree development).

After ToT the consultation centers organized local training sessions on situational analysis and policy planning:

Tbilisi - December 1-3, Public school 122, 12 participants.

Kutaisi – December 1-3, office of the teachers union, participants – principals of the schools #5,6, teachers, administration, Higher education institutions, NGOs (Young Lawyers association, Youth center “Appolon”, “Professional training center”, “Abkhazintercont”, “Association of psychologists of Imereti”), other interested persons. Instead of initially planned 20 participants the training was attended by 25 participants.

Gori – Gori university building, November 30- December 2, 20 participants. The training was attended by academic and administrative staff of the university and other members of the network.

Zugdidi – December 1-3, Qudji str.10, 22 participants, including representatives of Abkhazian ministry of education and sport and Gali resource center; Teachers of public schools from the conflict zone and Zugdidi. Trainers were Mzevinar Gelantia and Tengiz Chakaberia.

Participants used the following methods: work in groups, discussions, case study, presentation, simulations and mini lectures. Most of the participants mentioned that problem analysis, Project writing techniques and planning methods were new for them and expressed an interest in participating in the situational analysis.

#### 2.2.2. Local seminar #1: School financing system/local practice and international experience (module 6)

Local seminar on “ School financing – International practice and experience (module 6) was held on December 22-23 in Tbilisi, Zugdidi, Kutaisi and Kodori and on January 20-21 in Zugdidi.

In Tbilisi the seminar was held in public school #177 and attended by 13 participants.

In Kutaisi the training was attended by representatives of the both IDP schools in Kutaisi, teachers and principals of local public and private schools, academic personnel of the Kutaisi A.Tsereteli University, director of the professional training and employment center, representatives of NGOs (Young Lawyers association, Young and experienced teachers association”, “Imereti Psychologists association” and teachers association “Education and the world”.

The seminars lasted from 11 a.m till 8 p.m. (two days). Each day participants were offered 4 sessions. Trainers and participants discussed school financing formulas in different policy contexts, values of education policy, phases of evolution of the school financing formula, main functions of school financing formula, evaluation criteria, structure of the formula financing model, main components and particular cases.

As one of the main tasks of the training was to raise awareness on school financing policy, a significant part of the seminar was devoted to trainers’ presentation, the trainers also used discussions, quizzes, and small group exercises. The topic was met with interest. Participants said it would be good if Georgia also uses needs based model of school financing. They also mentioned that the module would be of interest to teachers from Abkhazia to learn about reforms in the education system of Georgia. Some of the participants planned to study sources of income and ways of spending of their school budgets.

Participants were provided with training materials.

Local training was conducted:

In Tbilisi - by four trainer-consultants in pairs. (This method helped better prepare each section of the training);

In Kutaisi – by Nato Bendeliani and Maia Murusidze, in Gori – by Neli Khachapuridze;

In Zugdidi – by Maia Jologua and Maia Chemia.

Training feedback questionnaires were used to assess immediate impact of the training and participants impressions.

### 2.2.3. Local seminar #2: Modern methods of teaching and school management (module 7-8)

Local seminar “School management and teaching methods” was aiming at informing participants on a) school management issues; 2) modern methods of teaching, and 3) school reform process.

The seminar was intended to help participants elaborate recommendations on State strategy with regard to school management.

The seminar was held on March 2 in Tbilisi; In Kutaisi the seminar was organized on December 21 in the office of “ Education and the world”. The training was attended by representatives of the both IDP schools in Kutaisi, teachers and principals of local public and private schools, academic personnel of the Kutaisi A.Tsereteli University, director of the professional training and employment center, representatives of NGOs (Young Lawyers association, Young and experienced teachers association”, “Imereti Psychologists association” and teachers association “Education and the world”.

In Gori the seminar was held on February 9, 2008 (Address: Tsabadze 7/53) and attended by academic personnel of Gori university, IDP teachers from Tskhinvali, representatives of CSOs.

In ZUGdidi the seminar was held on January 18, 2008 and attended by 20 participants: school principals, school administration, members of Boards of Trustees, representatives of Gali resource center, NGOs.

Participants were offered mini lecture “The role of school in democratic society”. Trainers reviewed five main changes in the National curriculum, discussed modern structure of school management, roles and functions of Boards of trustees, school principals, pedagogical council and students self-government.

Participants were given information about teachers professional standard.

The trainers disseminated materials on active learning, student oriented pedagogy, critical thinking, interactive methods of teaching, cooperative learning, school renovation framework.

In Kutaisi the training was conducted by Nato Bendeliani and Mzia Kubetsia. In Gori – by Neli Khachapuridze, in Zugdidi – by Maia Jologua and Maia Chemia.

Participants were registered, each day ended with participant’s feedback sessions.

### 2.2.4. Local seminar #3: Defining main priorities and strategic directions of the curriculum for teaching state and non-state languages (module 9) EPPM/CC

Local training “Teaching non-state languages- main directions and priorities” was held in Tbilisi on February 9-10 in the public school #122. The first day was attended by 15 participants, the second day – by 16 participants.

In Kutaisi the training was held on February 1-2, 2008 and attended by private and public school representatives, teachers from Terjola and Tskaltubo region, A. Tsereteli University and NGOs.

In Gori the training was held on March 28-29, in Zugdidi – on January 19-20.

After completion of the training module participants should be able to discuss general language policy, its institutional development, language aspects of the state governance and administrative-territorial arrangement, the role of language aspects in conflict resolution, social and economic development, basics of multilingual/bilingual education.

Two training days were devoted to the issues. The content was divided in two main parts: The content and methodology of the training was based mainly on EPPM materials, but trainers also made revisions in the agenda.

Trainers discussed certain articles of the constitution, national curriculum, the law on general education and materials of the conference “Teaching languages in Georgian education context”.

The content was divided in three main parts: 1. Multy/bilingual education, 2) integration in HE system (entrance exams); 3) internationalization of the HE system.

Participants were very active during the group exercise “National curriculum for the virtual island”. They were interested in learning more about experience of other countries with regard to the national minority policy. They were also interested in the processes taking place in Abkhazian education system.

In Kutaisi participants very actively discussed the issue of teaching Abkhazian language in schools. In the opinion of participants it is necessary to:

Develop standards for teaching Abkhazian language and literature in schools;

Georgian language should be taught in Abkhazian and Georgian schools 5-7 hours a week as defined by the national curriculum and there should not be any differences.

Abkhazian language should be taught two hours a week in grades I-XII.

Other subjects should be taught in Georgian.

The instruction language in HE institutions should be also Georgian.

In Tbilisi the training was conducted by four trainers, which jointly developed training design. They worked in pairs. All the four trainers attended both days of the training to assess work of each other.

### **2.3. Carry out situational analysis (baseline study) for program development and create a report**

Situational analysis on educational issues of IDPs represented one of the most important components of the project. The forth section of the state strategy on IDPs (main principles) includes article 1.4 defining reliable research as a prerequisite of the planning process. The situational analysis component of the project corresponds to the mentioned article of the state strategy.

Before the network started full-scale situational analysis Tbilisi consultation center conducted a pilot study (a survey) aiming at revealing attitudes of IDPs towards segregated schools and collective centers of residence– whether or not the existence of segregated schools and collective centers contributes to preserving motivation among IDPs to return to their places of origin. In other words,

the study was aiming to learn if IDPs consider integration as a hampering factor to return. The study was not included in the initial plan of the project and did not cause significant changes in the project budget. 100 respondents were surveyed during the period November 2007 till January 2008. The questionnaire included 26 questions. Respondents were selected from IDP collective centers of residence and other location. Proportion of mentioned to groups was equal.

The small-scale pilot study showed that IDPs don't consider segregation as a factor which contributes to the motivation of IDPs to return to their places of residence.

The pilot study as well as results of preliminary discussions and workshops formed a basis for the questionnaire for the situational analysis. The consultants were invited to help the network plan the study, develop the instrument and make sampling.

#### 2.3.1. Local situational analysis in five target cities/regions

The situational analysis was held during the period March 27-28 in all target regions: Tbilisi, Kutaisi, Gori, Zugdidi and Kodori. The questionnaire included 36 open and close questions. Stratified random sampling method was applied. Structured interviews were held with 603 respondents, including 43.8% male (264 respondents), and 53.7% female (324 respondents). Members of the consultation centers were instructed by experts-sociologists. The training session included detailed discussion of the questionnaire and mock interviews.

#### 2.3.2. Develop local reports

After completion of the field work local reports were prepared. One person from each target region was in charge of submitting the report (mostly trainer-consultants).

#### 2.3.3. Establish editing group and prepare compiled country report

With an aim to develop overall report an editorial group was established. The group included one representative from each target region. The group was consulted by invited experts during preparing the report.

#### 2.3.4. Present the country report to the network steering committee and policy makers

The situational analysis report was submitted to project steering committee, decision makers in Tbilisi and regions, representatives of central and Abkhazian government and local government in target cities.

### **2.4. Create program draft (situational analysis report+ recommendations)**

#### 2.4.1. Create program drafts in cities/regions

The work on the program draft was started before the situational analysis and continued after completion of the situational analysis. Most of the work was carried out in April-May 2008.

The draft was actively discussed within the network. Each target region enriched the draft with new ideas reflecting specific needs of IDPs based on local contexts. Results of the situational analysis helped keep discussions in objective frames, participants did not doubt importance of the integration process, although opinions splited with regard to the issues of segregated schools.

#### 2.4.2. Create compiled version of the program draft

The situational analysis, problem tree drafting process and discussions identified several important issues related to IDP integration (education component). Significant part of the content was taken

from results of discussions during the local training sessions to reflect specific needs of each target region.

The recommendations section of the program was mostly developed during the advocacy training.

## **2.5. Discuss the draft within the network and with policy makers, and finalize the document;**

### 2.5.1. Discuss program draft within the network

Although the work on the program started much earlier, the draft was mostly finalized during the advocacy training. Participants invested much time and efforts to develop the problem tree and list of priority problems. The project showed that IDPs lack theoretical knowledge and experience in identifying public interests and advocacy.

Discussions initiated during the ToT sessions were continued on local level through meetings organized by coordinators in each target regions.

### 2.5.2. Make program draft available to policy makers and get feedback

The program draft was shared with policy makers in Tbilisi (central and Abkhazian government) and target regions (local government). Feedback and recommendations were incorporated in the document.

### 2.5.3. Develop final version of the program document

The experience showed that the program document evolves in a course of time. As knowledge and experience of the network in advocacy expands, certain changes are being made in the vision and action plan. Thus the document can hardly be considered as a final version and the work on it still continues.

### 2.7.4. Approve the document on a network meeting

The document developed by the network was approved in June, 2008 on the level of local organizations and then by the network management.

## **3.1. Build network capacity for program advocacy and plan the advocacy campaign**

### 1.5.7. TOT #8: Advocacy campaign (planning and implementation (module 10))

After the coalition implemented the situational analysis, alternative recommendations were drafted to revise the action plan of the state strategy on IDPs. As IDP population did not have experience in planning and implementation of advocacy campaigns, the network was provided with training on the mentioned issues.

At the first stage the training was conducted for consultation centers (trainer-consultants) on June 28-29, 2008 in Tbilisi. The training was conducted by Aluda Goglichidze, International Institute for Education Policy Planning and Management.

First participants developed their vision on what is advocacy? Participants were involved in the discussion: Do public interests really exist? What are other types of interests? What is the main difference between them? What are main barriers which hampers advocacy of IDP interests.

Then participants recalled project goals, reviewed results framework and logical framework of the project, discussed successful examples of protecting public interests, analyzed phases of advocacy, reasons of failure of certain initiatives and importance of participatory planning in advocacy projects.

At the next stage of the training participants reviewed main phases of the advocacy process and were involved in goal setting and problem identification exercise. Participants were offered to review and finalize problem trees developed during previous training sessions with regard to the results of situational analysis.

Then participants were involved in discussion of main principles of advocacy and coalition building. Participants were interested in the issue of coalition ethics, as the issue represented a practical interest for the young network.

A considerable part of the training was devoted to the issue of cooperation with mass media. Participants were offered several exercises on the issue, including methods of organizing press-conferences, briefings, developing press-releases and planning interviews.

Although participants could not agree on common priorities they made significant steps towards elaborating logo, main slogan and action plan of the advocacy campaign. Participants worked in small groups, pairs and individually.

### 3.1.1. Local training #2 *Advocacy campaign (module 7)*

The ToT was followed by local training sessions in target regions.

In Tbilisi the training was held on July 12-13, public school #177 and attended by 14 participants.

In Kutaisi the training was organized on July 13-14 and attended by representatives of Abkhazian schools #5 and 6, academic personnel of A.Tsereteli University, representatives of NGOs "Foundation Sokhumi", "Sachino", Young lawyers association, other interested persons and members of the network.

In Gori the training was held in Gori University. The training was conducted by Maia Grdzelishvili and attended by students and academic personal of the higher education institution.

In Zugdidi the training was held on July 16-17, 2008.

### 3.1.2. Plan advocacy campaign

The work on the advocacy campaign strategy was conducted in each target region separately. Then local action plans were compiled in a single strategy. It should be mentioned that local plans varied significantly in terms of priority problems and advocacy themes. Respectively, there were differences in slogans. The advocacy strategy was determined also by the statute of the network. As it was not initially planned to officially register the network, relative costs were not included in the project budget. Discussion of the overall advocacy strategy was held mostly through internet and approved by the network Gamgeoba in July, 2008.

## **3.2. Carry out the advocacy campaign**

### 3.2.1. Register network member as a lobbyist in the parliament

It was decided that coalition will closely work with the government of Abkhazian autonomous republic, the ministry of education and sport of Abkhazia is involved in the project as an associated partner. After the network developed the advocacy campaign strategy the process of registering the network member as a lobbyist in the parliament was started. The registration procedure of the network member, Irakli Gelenava will start shortly after the completion of the project period.

### 3.2.2. Organize presentations of the program document

The presentation of the coalition was initially planned for July. As it was relatively passive period the event was postponed to September.

Local presentations were held in July mostly in consultation centers and sometimes in local schools and community centers. Members of the network, local schools, HE institutions, NGOs and local government representatives were invited to participate. The local presentation was not held in Kodori due to objective reasons.

### 3.2.3. Organize round tables and workshops

The advocacy campaign included information meetings, round tables and workshops. These activities started at the earlier stages of the project. Topics and schedules of the meetings were defined by local organizations of the network and the aim was to inform society on the issues of IDP integration through education.

It should be mentioned that participants of the meeting were often expressing pessimism and unwillingness to participate more actively in lobbying their interests as in their opinion they could not influence mainstream policy.

During the advocacy campaign it became clear that this was the first experience of joining coordinated action of IDPs in this respect. Although some members of the network had previous advocacy experience, their actions were mostly spontaneous and inconsistent and were not based on technologies they learned during the project.

### 3.2.4. TV advertizing

Due to lack of financial resources TV was not the main source of disseminating project-related information. Activities in this direction were limited to inviting project participants in talk shows and brief information in daily news sections.

### 3.2.5. Lobbying the program

During implementation of the project members of the coalition realized the role of civil society in protecting public interests and importance of the lobbying component. The network was officially registered as “Educational Network for advocacy and study of IDP interests” and its statute states lobbying as one of the main activities of the network.

## **4.1. Train school teachers**

Although the main goal of the project was to mobilize IDP population for protecting their interests in the process of planning and implementation of the education component of the state strategy, another important direction of the project was building capacity of teachers and administration of the segregated schools for effective integration on job market.

It was not clear at the initial stage of the project what would be the official policy with regard to the segregated schools (whether they will be closed or not). However, it was considered important to offer training to mentioned groups because in case the schools were closed, the capacity building program would create a precedent, in case the schools were not closed the capacity building program would rise quality of teaching and management in segregated schools which is considered a problem.

Two target groups have been identified:

Teachers and school administration.

### 4.1.1. Select 150 participants

Initial list of potential participants of the training has been derived from the network membership forms (attached to the information booklet) where network potential members could check training topics of their interest.

Participants of the training (according to quotas for each target region) were selected locally by consultation centers; the project leading organizations coordinated the process.

Regional quotas were proportional to the size of IDP population in each region. – More participants were selected from Tbilisi and Kutaisi. As there are no segregated schools in Gori, academic and administrative personnel of HE institutions were involved in the training.

#### 4.1.2. Local training cycle #3: *Modern methods of teaching*

After TOT the consultation centres conducted local training sessions:

Tbilisi consultation centre organized the training in public school #177 on April 4-7, 2008. 15 participants attended the first and second days and 16 participants attended the third and fourth days of the training.

In Kutaisi the local training was held on March 19-21 in the office of “Education and the world”. The training was attended by representatives of the both IDP schools in Kutaisi, teachers and principals of local public and private schools, academic personnel of the Kutaisi A.Tsereteli University, director of the professional training and employment centre, representatives of NGOs (Young Lawyers association, Young and experienced teachers association”, “Imereti Psychologists association” and teachers association “Education and the world”. The training was coordinated by Meri Lobjanidze and attended by 17 participants and three trainers.

In Gori the training was held at Tsabadze 7 on April 8-10 and coordinated by Maia Grdzlishvili. Participants were academic personnel of Gori and Tskhinvali universities and teachers and administration of local schools.

In Zugdidi the training was held on April 10-12.

### **4.2. Train IDP school administration and boards of trustees**

#### 4.2.1. Develop training schedule and select participants

The participants were selected according to the procedure described above.

#### 1.5.5. TOT #6 School management and system development (module 8)

The ToT on “School management” was held on May 19-12 by the partner organization “School, Family, Society”.

#### 4.2.2. Local training cycle # 4: *School management*

ToT on “School management” was followed by local trainings.

In Tbilisi the seminar was held in public school #177 on June 11-15, 2008 and attended by 14 participants. Tbilisi trainers (4 persons) jointly planned and implemented the training.

In Kutaisi the training was attended by representatives of the both IDP schools in Kutaisi (#5,6),, teachers and principals of local public and private schools (#17, 26, #41), representatives of NGOs (Young Lawyers association, Young and experienced teachers association”, “Imereti Psychologists association” and teachers association “Education and the world”.

In Gori the training was held on May 27-31, 2008 by Neli Khachapuridze. Participants were academic personnel of Gori and Tskhinvali universities, teachers and administration of local schools, representatives of CSOs.

In Zugdidi the training was held on May 9-14, 2008 in the public school #11. The training was attended by 22 participants from Zugdidi IDP schools (teachers, representatives of BoTs), as well as from another side of the river Enguri. The training was conducted by Mzevinar Gelantia and Tengiz Chakaberia.

#### 4.2.3. Local Training cycle (#5): *Management of Education programs/projects*

Local seminars on “Management of education programs/projects were held on December 15-16 in Tbilisi and Zugdidi and on December 8-9 in Kutaisi and Gori.

In Tbilisi the seminar was held in public school #177 and attended by 14 participants. Trainers were Irakli Gelenava and Nino Khvingia.

In Zugdidi the training was attended by 20 participants including representatives of the Abkhazian ministry of education, principals and teachers from 3 IDP schools.

In Gori the training was attended by 22 participants and organized in the university building by Eka Gigashvili.

In Kutaisi the training was attended by representatives of the both IDP schools in Kutaisi, teachers and principals of local public and private schools, academic personnel of the Kutaisi A.Tsereteli University, director of the professional training and employment center, representatives of NGOs (Young Lawyers association, Young and experienced teachers association”, “Imereti Psychologists association” and teachers association “Education and the world”. The trainers were Maia Murusidze and Mzia Kubetsia.

### **5.1 Train network in monitoring**

#### 5.1.1. Create monitoring group

#### 5.1.2. TOT #11: Program monitoring and evaluation(module 12)

#### 5.1.3. Local training #6: *Program monitoring and evaluation(module 12)*

#### 5.1.4. Develop criteria for the program evaluation

### **5.2. Verify network development strategy and future action plan**

#### 1.5.10.TOT #11: Fundraising and organizational sustainability(module 13)

#### 5.2.1. Local training #7: *Fundraising and organizational sustainability (module 13)*

#### 5.2.2. Discuss and approve network development strategy and action plan

#### 5.2.3. Round table with participation of donor organization

Building capacity of the network for fundraising and strategic planning was considered as an important prerequisite of sustainability of the structure. On June 16-18 the project partner organization CTC conducted TOT on project cycle management and fundraising, the issue was unfolded further at the final stage of the project through the training on monitoring and evaluation of education projects and programs, which was held on June 23-27 by EPPM. EPPM trainers were assisted by local trainers.

As one of the main goals of the project was commenting on the education component of the state strategy, monitoring of implementation of the component was considered as an important component of the project. With this aim a monitoring group was created in the frames of the project.

The training was also aiming to facilitate development of the strategic and action plans of the network, which were submitted to the network Gamgeoba for approval. The document incorporated results of the situation analysis and priorities identified during seminar and workshops.

The meeting with donor organizations was postponed to September due to objective reasons.

### **Founding and official registration of the union “IDP education support network”**

At the initial stage it was not planned to officially register the network IDPs created in the frames of the project.

The idea was born during implementation of the project and supported by the project team and steering committee as institutionalization of the network activities would help build sustainability and increase commitment.

Official registration during the implementation of the project helped the network overcome problems of the transition period as it was intensively consulted by more experienced organizations, partners in the project.

The network started working on the statute – consultation centers created a workgroup responsible for developing the draft version. The group was supported by the project team and partner organization “Human Development Center”.

It should be mentioned that instead of using standard statute forms offered by the registration agencies, the network elaborated an original version to reflect specifics and vision of the organization. Thus the statute clearly reflects strategic goals, structure and values of the network.

The draft statute was sent to members of the network and discussed by consultation centers.

The feedback of the network members were sent back to the workgroup and incorporated in the final version. After the statute was elaborated, local organizations were officially registered on December 10 in Gori, December 11 in Kutaisi, December 12 in Zugdidi and December 15 in Kodori.

On May 12, 2008 the network forum was held in Tbilisi in the school #62, the network Gamgeoba was elected and the statute was approved. On July 8, 2007 network was officially registered in Vake-Saburtalo court.

## **2. Partners and other Co-operation**

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EPPM partner organizations CTC and SFSA have proved themselves as flexible and committed partners during the project implementation period. They provided ToT sessions according to the agreed schedule.

Each training session was preceded by discussion and verification of goals and expected results. Training sessions were held at CTC office - in specially equipped training rooms, which have been provided by CTC free of charge. CTC also helped EPPM identify trainer-consultants for the network through observation of training participants and providing feedback.

As it was mentioned above the partner organizations (HDG, CTC, SFSA and Abkhazian Ministry of Education and Culture) are members of the project steering committee. Apart from direct responsibilities defined by the project, they also participate in discussion of interim results and strategy.

Government structures have been actively involved in organizing project-related activities, especially in regions.

We would like to mention the active role of the Ministry of Education and Culture of Abkhazia (Manana Kvachakhia) in preparation of the information meetings (round tables), spreading information about the project and establishing work contacts in Tbilisi and regions.

As already mentioned it was extremely difficult to organize project events in Kodori, flight schedules were changing every week and there were no other alternative ways to reach the region. Representatives of the government of Abkhazian autonomous republic in Imereti helped us greatly in the process of preparation of the meetings and other events in Kodori.

In Gori (during preparation of information meetings and round tables) we have been assisted by the representative of the Shida Kartli department of the Ministry of refugees, Mrs. Manana Khachapuridze.

We would like also to mention active participation of Gali legitimate government - Gali gamgebeli and representatives of Gali administration in the project round tables and discussions.

## **3. Visibility**

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EU logo and title, as well as financial contribution of donor organization are mentioned in all publications prepared and published in the frames of the project: Official invitations, information booklets, quarterly bulletins, information statements on web sites of leading and partner organizations.

EU flag was used during information meetings, round tables and trainings.

Name of the contact person for the Action: ...George Machabeli...

Signature: .....

Location: .....Tbilisi, Barnov Str.56

Date report due: .....November 1, 2008

Date report sent: .....October 30, 2008

