

Application form:

**RESUBMISSION: THE EASTERN
NEIGHBOURHOOD CIVIL SOCIETY FUND
PARTNERSHIP INTERVENTION**

(budget up to DKK 500,000)

6 th. of March 2017

1. Cover page

THE EASTERN NEIGHBOURHOOD CIVIL SOCIETY FUND

PARTNERSHIP INTERVENTION

(budget up to DKK 500,000)

Title of the Partnership Intervention		Partnership on promoting educational policy capacity, advocacy and school development in Georgia and in the Georgian teacher's organisation			
Danish applicant organization		Gymnasieskolernes Lærerforening	E-mail: gl@gl.org		
Other Danish partner(s), if any		None			
Contact person for the intervention		Name: Sine Rønberg Hansen	E-mail: srh@gl.org		
Local partner organization(s) <i>*(please insert the necessary rows below)</i>			Country(-ies)		
Educators and Scientists Free Trade Union of Georgia (ESFTUG)			Georgia		
Commencement date	June 2017	Completion date	January 2019	Number of months	18 months.
Amount applied for (DKK)	498.235,-				
Is this a re-submission?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, please note the ref.no.(j.nr.):			
Do you want a response letter in (choose one)			<input type="checkbox"/> Danish or <input checked="" type="checkbox"/> English		
Do you want the Assessment Committee's notes about the application in (choose one)			<input type="checkbox"/> Danish or <input checked="" type="checkbox"/> English		
Synthesis (maximum 10 lines – must be written in Danish, even if the rest of the application is in English)					
<p>Educators and Scientists Free Trade Union of Georgia (ESFTUG) - den georgiske lærerforening - og Gymnasieskolernes Lærerforening i Danmark ønsker at etablere et samarbejdsprojekt til civilsamfundsopbygning i Georgien. Fokus i projektet er at fremme demokratisk skoleudvikling og uddannelsespolitisk kapacitetsopbygning - herunder social inklusion særligt i forhold til minoriteter og regionale forskelle - både i den georgiske lærerforening og blandt georgiske lærere.</p> <p>Målet er at inspirere georgiske gymnasielærere og den georgiske lærerforening til at arbejde med skoleudvikling lokalt og nationalt. Derved styrkes lærerforeningen både 'oppefra' og 'nedefra' ligesom dens kapacitet til på sigt at udøve fortalervirksomhed for sine medlemmer i uddannelsespolitisk spørgsmål øges. Skoleudvikling og fortalervirksomhed er en integreret del af hhv. danske lærere og GL's virke gennem mange år, men er kun i begrænset omfang forankret og integreret i den georgiske organisations arbejde. Projektet omhandler dels konkrete indsatser, hvor danske lærere på 4 workshops med 40 personer af gangen – både lærere og lokale organisationsrepræsentanter - inspirerer og lægger op til debat om fire temaer udvalgt af den georgiske lærerforening: 1) skoledemokrati, 2) evaluerings- og feedback kultur, 3) brug af IT i undervisningen og 4) samt elevcentreret undervisning. Desuden gennemføres kapacitetsopbygning og besøg i Danmark af repræsentanter fra den georgiske lærerforening. Begge dele skal medvirke til at etablere og udvikle grundlaget for fremtidig fortalervirksomhed.</p>					

6/3 2017

Date

Person responsible (signature)

Copenhagen, Vesterbro

Place

Head of Department Gitte Grønnemose Butler

Person responsible and position (block letters)

2. Application text

Structure:

A. THE PARTNERS

A.1 The Danish organization

Gymnasieskolernes Lærerforening (GL) organises 14.000 – more than 95% - of all teachers' in general upper secondary education.

GL's main purpose is negotiation and counselling for our members with regard to their salary and working conditions, personal assistance towards our members, but also to play an active part in the public educational debate, both with the Ministry of Education, the Parliament, the schools and other interested partners.

Advocacy is at central part of GL's portfolio and 6 out of the 35 employees i the secretariats in GL are working with educational policy and advocacy. Advocacy in GL is concerning the regulations for General Upper Secondary education, the nation-wide set of curriculum/national exams as well as equal access to education plays very central role in how GL operates. An example on how GL is promoting social inclusion in education is the political process concerning the new Danish legislation on upper secondary education. Here GL has been playing a very active part arguing that also young people from not academic families must have access to upper secondary school and that higher admission requirement, more exams and more students in the classrooms will have a negative effect on equal access to education and thereby to social inclusion. Other examples is that GL's is working with integration of refugees in the Danish gymnasiums, promoting that the allocation of national funds must have a social dimension. .

Besides that, GL have a tradition for having one larger cooperation project with a foreign teacher union at the time with the goal both to inspire school development and to develop the teacher union's educational policy capacity. In our year long tradition for solidarity projects we have had a primary focus on education as a prerequisite for democracy and equal rights to education as well as we are focusing on social inclusion according to education.

GL is in its international activities very active in promoting The United Nations Sustainable Development Goal 4 to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" and focuses on education as the key to economic and social development. This project will contribute to SDG 4.

Structural organization

GL is an apolitical, member-driven organization that receives no financial support from the Government. The highest authority is GL's Committee of Representatives.

GL's Committee of Representatives, approx. 260 teachers, hold Assemblies (Congress) in November (2 days).

The Central Board, 13 members, is elected for a period of two years by a secret vote in November/December in odd years. The Central Board elects one of their members as President/Chairman at the first meeting after the election.

An Executive Committee is chosen from the Central Board.

GL's bylaws and constitution can only be changed by ballot by all members. 2/3 of the members must be in favour of the changes.

GL cooperates with Danish as well as international organisations of teachers, of pupils, cultural- and governmental institutions etc.

Earlier projects

GL have had several earlier projects. In Lithuania just after their independence and in Bosnia right after the Civil War. Our projects were funded at the time by funds from the Danish Government to support the development in Eastern Europe. Then we applied for funds for developing countries and got funds to finance a 4 year project on the West Bank in Palestine and later 5 years of activities in South Africa. Since 2012 we have cooperated with ISTT in Egypt with economic support from a public Danish fund to support the democratic development in the Middle East. This project expired at the end of 2015 and we have now started a new project with SGES in Tunisia running in 2016 and 2017. The project in Palestine and South Africa was

financed with Danida funds via Projektrådgivningen/CISU. The projects in Egypt and Tunisia are financed with DAMENA-funds (the Arab Initiative) via MS-Action Aid.

The projects have been quite successfully: In South Africa we trained SADTU representatives from four provinces, but at SADTU's request included representatives from the other provinces in the events so they we prepared to implement the outcomes also in the other provinces and to support the process a policy paper based on the project recommendations were incorporated in a SADTU congress decision.

In Egypt the political situation has made it hard for NGO organisations to act, but nevertheless the project has given our partner ISTT the strength to survive. They have gained an increased membership in the project period and say themselves, that the educational policy activities founded in the project is a major reason for teachers to join the union. The ISTT general secretary was invited to GL's Congress last year to tell about their benefits from our cooperation.

In Tunisia we have after only 18 month seen that our partner SGES has taken full ownership to the project elements and they have themselves organised dissemination activities in all the provinces not directly involved in the project - and in addition the student have been invited to take active parts in all the activities. We have also included an ISTT representative from Egypt in the activities in Tunisia to tell the Tunisian participants how they have used the project inspiration in the educational political work done locally and nationally in Egypt. On top of that several of the Danish schools involved in the project have already had follow-up activities where Danish teachers and some students have visited partner schools in Tunisia financed outside the project.

It has been characteristic to all GL's previous projects that the activities have not only taken place at central level in the capital area. We have agreed with our partners that is important that the activities are spread out across the country partly by using different activity locations and most important by ensuring that the local participants comes from all parts of the country and in addition that participants have a fair gender and age distribution and with ethnic minority representatives when relevant in the country,

In addition the effect in the partner countries also shows a strong support to GL's solidarity activities among our members and at school level. When we make a call for interested project teachers to new solidarity project we get a high response from teachers and schools, who would like to be involved.

Danish participant in the project central level

Gitte Grønnemose Butler

Gitte Grønnemose Butler is head of Department in GL and is responsible for the project. She has 20 years of experience managing projects with UNNP in Asia, NGO's, trade unions and ministries. She has extensive experience using LFA as a participatory tool for development, both in Danish and international contexts. In her job as coordinator in Knowledge Center for social inclusion, Gitte has coordinated a national project focusing on migrant women and health.

Hans Laugesen

Hans Laugesen is International Secretary since 1994, Senior Educational Policy Officer in GL and has been responsible for all GLs solidarity projects since 1994. In this project Hans will be doing project support especially in the initial phase. Hans participates in both the regional and global conferences among teacher unions and represents the European teacher unions in EU Commission Workgroups and participates several times per year in meetings in OECD. So Hans is very familiar with the international educational issues and the importance of educational development to support the economic growth in the countries and the conditions for a successful development.

Sine Rønberg Hansen

Sine Rønberg Hansen is educational officer and project leader for this project. Sine has got more than 10 years of experience from running project and working with advocacy in both trade unions and ministries. Sine has for example in the Ministry of Gender Equality been working with how girls and boys from ethnic minority groups can gain equal access to education and jobs in a Danish context, which is very relevant according to this project. According to advocacy and social inclusion Sine is for example a member of Ministry committee working with how to promote and ensure the quality of a new education (EUX) which focuses on ensuring that more young people will get an education.

A.2 Other Danish partners (to be filled in if several Danish organizations are forming an alliance)

There are no other Danish partners in the project.

A.3 The local organisation

Educators and Scientists Free Trade Union of Georgia (ESFTUG) represents 40.000 members which is almost 60 % of the educational personnel. ESFTUG is one of the largest and the only teacher's organization in the trade union Confederation of Georgia ESFTUG and is the overall biggest non- governmental organization in Georgia.

The work of ESFTUG varies from organising and retaining members but also working of education policy to promote education quality and teaching and working environment in Georgian schools and education system. ESFTUG do have some sound achievements but need much capacity and have a demand for sharing experiences of other counties such as Denmark. ESFTUG has for example achieved 40 days of vacation for all teachers in the country. In 2015 teacher's basic salary increased with 18 % and teacher's certification benefits are increased as well as the overtime lessons reimbursements have been identified.

From 2012-2015 ESFTUG has been participation in a EU project on traditional trade union capacity and are now eager to start focusing on engaging the teachers in school policy. From 2012-2015 the ESFTUG implemented 18 months project, "ESFTUG for Advancing Human Rights' Culture" under the European Instrument for Democracy and Human Rights (EIDHR). The project objectives served to strengthen the role of civil society in Georgia, particularly in protecting human rights, process of democratic developments and ongoing reforms though encouraging employees of the education field **including marginalized groups teachers from Ethnic minority, publication in Armenian and Azeri languages** to effectively protect social, economic and labor rights. And at the same time upholding the process of Social Dialogue with the main policy maker to deal with their rights, the Ministry of Education and Science. Besides under the project we have formed informational seminars, round table discussions and creating trainer team as well as producing the guides on Human/Civil Rights /Civil Rights **(Azeri and Armenian Languages)** and social dialogue, Radio programs and TV programs. These experiences had an impact of gaining strong foundation for teachers and education professionals to effectively protect their rights and lobby collective interests by active participation in the social dialog and the decision making process. The Sharing of the European experiences would be utmost important especially in how to engage in school policy development and finding their sound voices at their working places for the school processes.

As the ESFTUG is represented by more than 70% of schools across the country, the organization is trying to promote concerns of teachers, and schools of minority settlements in the Agenda. The organization is highly concerned that teachers of minority schools were not capable to participate in the state qualification and assessment programs, on therefore ESFTUG raised this issue and concern of the minority schools at the governmental levels. Nowadays minority teachers can take examinations on their own languages. ESFTUG "Educational Development center" provides them with its specific qualification and professional development sessions for teachers on their languages and primarily on Russian languages to enable them to participate at the examination process.

The ESFTUG established the Gender Equality Standing Committee in November 2016, which aims to promote the gender equality and minority issues as well. The Gender Equality Committee is composed of 64 teachers of across the country and it aims to intensify its activities at the national as well as regional levels, with the Municipalities on the educational gender and career building issues (according to the Law on gender Equality).

The Union structure

ESFTUG represents members from kindergartens to universities. Most of the members (78%) are teachers and also school personnel and others from kindergarten and two state university employees.

Every 4 years a president is elected, there are 187 representatives from most of the counties in Georgia, an executive board consisting of all county leaders (county stewards) which meets and operates at least every three months the union operations from congress to congress. Besides that there is a bureau of 17 members, which are regional stewards represented in the Bureau. In 65 out of 72 counties the organization are represented - in the Georgian controlled areas. There is both a county and city structure.

There are five departments in the organization: Education Development & Management, PR & International Relations, Organizational, Legal and Financial & Property Management. There are employed 15 persons in the Central Staff.

Georgian participant in the project central level

Maia Kobakhidze, ESFTUG President

Responsible for realization of the project, manages activities to ensure results are effectively achieved, finalized and ensures quality control of evaluation and follow up processes.

Marina Alugishvili, ESFTUG Executive Vice-President

Coordinates the technical, program and administrative aspects of the program activities. Provides all the organization work, prepares all necessary documentation; provides reporting during the project.

Natia Natia Kordzadze, ESFTUG Vice-President in Financial Affairs

Assists the project team in organizing, arranging all activities as assigned on the project such as preparing documents, necessities and paper works.

A.4 The cooperative relationship and its prospects

The cooperative relationship between GL and ESFTUG is based on the fact that the two organisations complements each other and have the same ambitions concerning the project. Besides that the two organisations are active in the same international organisations and are members of Education International, EI and its European regional structure the European Trade Union Committee for Education (ETUCE) and have been cooperating at several ETUCE occasions in the past years. GL and ESFTUG meet again in December in Belgrade.

ESFTUG is characterized as being well organised, accustomed to participating in international partnership project, has got English speaking representatives and are highly estimated among its members.

GL has got a year long experience in partnership project, has got many years of experience on advocacy and lobbying and have got members with a lot of experience concerning school development.

The prospects of the cooperative relationship is that ESFTUG can benefit and build its capacity from GL and the Danish teachers long term experiences concerning school development both locally and nationally and concerning advocacy on educational policy. Besides that the participating Georgian teachers will also get a lot of concrete inspiration they can use in their own teaching and at their local schools concerning the four chosen subject from experienced Danish teachers,

ESFTUG has got some experiences concerning school development and advocacy on school policy based on a pilot project for civics teachers run in cooperation with the American teacher association AFT from 2012-2015. But the organization wants to take its activities to the next level - and hereby learn and get experiences from Danish teachers and organisations. GL has met with AFT in June and meets with them again on the 18th of November 2016 to make sure we learn from their project experience.

GL coordinates its cooperation projects with other Nordic Teachers organisations in NLS and through dialogued with their partners in ETUCE and EI.

This actual project is designed in a way so that it will be fruitful to continue the partnership if we during the project period have the opportunity to get more funds. If we are able to get more funds to continue the partnership we will intensify our focus on advocacy whereas this project has got its primary focus on strategic services and capacity building. **With this project we are aiming at creating a lot of knowledge on how to promote four specific subjects but also how these subjects can contribute to promote social inclusion in education. We are working both locally at school level and at the national level as ESFTUG with this project can collect valuable knowledge which the organization can transform into strategies on how to adapt national curriculum.** Therefore this project both has a short term focus and a potential long term focus.

B. CONTEXT ANALYSIS

B.1. Relevance of the partnership intervention

Trade unions in Denmark including GL have got two main purposes 1) negotiation and counselling for our members with regard to their salary and working conditions and personal assistance towards our members and 2) Advocacy and playing an active part in the public educational debate, both with the Ministry of Education, the Parliament, the schools and other interested partners.

ESFTUG is a well established organization working with both negotiation and counselling and also partly with advocacy. The organization is having some sound achievements on promoting education quality and teaching, but also interested in inspiration and training in taking advocacy for their more than 40.000 members to the next level. ESFTUG is one of Georgia largest NGO and therefore the potential for increasing the capacity for advocacy is quite big and will have at significant impact on civil society.

The project therefore does not focus on organising traditional union capacity training where the focus is on development of the organization and the local shop stewards (union representatives). Instead we focus on creating a setting where the Georgian members and union representatives meet to discuss important educational topics.

History

The past years have been very challenging for ESFTUG and the history of the organization also reveals why there is a need for strengthening ESFTUG as a strong voice in Georgian civil society. The main focus of the organization has been spent on fighting for the rights and to be allowed to be a trade union and to organise members.

In 2010 there were 100.000 members of the organization but it was met by a severe pressure from the former government: by the interference from the Ministry of Education and Science of Georgia, ESFTUG's registration of members and income was cancelled, the union was no longer allowed to visit schools and to organize and the teachers were afraid of losing their job if they remained members. The former -president of ESFTUG had to retire and she fled to asylum in Canada. Maia Kobakhidze, school shop steward became the new president at the extraordinary congress in October 2010 but the pressure from the government got stronger. In the period of 2010-2012 teachers were afraid to participate in meetings openly and hid their membership while the organization tried to maintain legitimacy. Furthermore the legitimacy of the organization was brought to court and the file lasted four years.

In the following period ESFTUG received severe international support with supportive messages and letters about the legitimacy to minister of education condemning the pressure. During the crisis the organization had no finances, and started reorganising almost as an underground trade union, the organization continued its efforts with the international support and conducting activities outside the schools

In 2012 a new government was elected and has changed its attitudes towards the organization and the organization could again start contacting and organising members. Since 2012 ESFTUG is now having 40.000 paying members. But it has not been, an easy task to recruit back 40.000 members and to regain the trust of the members. ESFTUG noticed that the project in cooperation with AFT helped to recruit new members and look forward to a similar effect in their cooperation with GL.

Nowadays ESFTUG has establishing connection with the authorities and the Ministry of Education and the trust of the teacher is being reassumed.

Minority issues

Historically, Georgia is a very diverse country with minorities, majority of them are Armenian, Azeri, and other Russian speaking origins, and the public schools are of minority languages as well as bilingual and trilingual schools functions. In the educational reforms there are some strategies how to ensure the equality in the education. On its part, the ESFTUG envisages its vision to be active in the social including issues, especially in the upper secondary schools, as in the minority regions, as the attainment rates among minorities (particularly Azeri) are substantially lower than among native Georgians.

When the wave of the reforms started, concerning the teacher's professional development in 2007-2009, teachers of minority origins urged to receive their education and qualification on their preferable languages. Therefore ESFTUG elaborated some of the methodological manuals and translated them into Armenian and Azeri Languages in order to promote their professional development.

As a part of this projects objectives and outputs we continue these efforts.

B.2 In what context is the intervention placed?

There are 11 Regions in Georgia, including the Capital, and one in Ajara Autonomous republic. There are 2084 public schools, minority schools are up to 450, and most of them are located in two most densely populated two regions: Kvemo-Kartli and Samtskhe-Javakheti.

As written above ESFTUG is still recovering from the political pressure from 2010 – 2012 and still fighting hard to maintain legitimacy and to organize back members. But the reorganization of members and legitimacy of the organization is increasing and nowadays there is no substantial fear that the organization will meet new suppression know from 2010-2012.

Over the last 25 years there have been armed conflicts with Russia and today the Georgian government has de facto no control over the autonomous regions Abkhazia and South Ossetia. Both regions have been recognized by Russia as independent and Russian troops control their borders to the rest of Georgia. The last war with Russia was fought in South Ossetia in 2008 where Georgia finally lost the control of the area. But since then the situation has been relatively calm.

The Rose Revolution in 2003 describes a pro-western peaceful change of power where widespread protests resulted in the removal of president Shevardnadze - an end to the soviet era of leadership in the country. As mentioned earlier there was intimidations on the independent unions from 2010-12 but following the 2012 election there have been respect for the free unions and the government is encouraging cooperation with EU and respects the social dialogue.

ESFTUG as well as a vast majority of Georgians and the Georgian parliament are pro Europe and thereby also struggling for adapting the Georgian education system to the standards of education and teaching culture in the European countries. As such ESFTUG several times during our visit to Georgian pointed at two central problems concerning the Georgian legislation of Education and the labour code for Georgian teaches: The obligatory curriculum is difficult to follow if the teachers want to maintain their academic freedom and wants obtain student centred teaching and learning. And as for the labour code Georgian teachers face some problems with the teacher assessment agreements which make it difficult for them to have their qualifications and experiences credited. Both subjects cause problems among Georgian teachers and in Georgian schools and is therefore also a problem ESFTUG is working with. And both subject this partnership project is working with.

B.3 How has the partnership intervention been prepared?

Since the spring in 2016 ESFTUG and GL have had an intense dialogue by email corresponding on whether there was a base for cooperating on a civil society project. The dialogue has been intense and positive and therefore a project planning trip has been arranged.

From the 27 th. Of September to the 1st. of October 2016 two members for the secretariat of GL, Hans Laugesen and Sine Rønberg Hansen have been visiting ESFTUG. During the visit in Georgia GL and ESFTUG was working with the triangle of change, LFA, partnership, relevant themes for the workshop sessions economy and budgetary issues and how to organize the project. Besides that the Danish representative were also visiting two Georgian upper secondary schools and met more than 30 Georgian teachers.

ESFTUG and GL were both very satisfied with the meetings and were agreeing on the fact that a partnership project between GL and ESFTUG would be of great relevance for strengthening ESFTUG as a strong voice in Georgian civil society concerning school development and school policy. At the end of the visit Maia Kobakhidze, ESFTUG President quoted that: "It is now time to engage the Georgian teachers in school policy".

The partnering organizations have been corporation at several occasions in The European Trade Union Committee for Education (ETUCE), but have not been partners in a project like this before. As part of preparation GL has had contact to ETUCE, AFT and Läraförbundet in Sweden about their cooperation with EFSTUG to learn from their experience.

C. THE PARTNERSHIP INTERVENTION

C.1 Objective and expected processes

The objective of the project is to strengthen the educational policy capacity and ability of advocacy of ESFTUG in order of having a stronger influence and bettering democratic school development nationally and locally. **Thereby the project aims at promotion social inclusion for students at upper secondary level in the Georgian school system and bettering the conditions of ethnic minority groups as well as strengthening the focus on school development in countryside regions.**

Development objective

To strengthen both Georgian teachers at upper secondary level and the Georgian teacher's organisation motivation and ability to work with and to advocate for school development **and social inclusion** locally and nationally.

Immediate objective:

- Georgian teachers at upper secondary level and local union representatives from the Georgian teacher's organization have had their capacity to work with and to process school development **and social inclusion** at their own schools and in their local community improved.
- Georgian teachers and local union representatives from the Georgian teacher's organization has been inspired during the debates that took place in the project session to work with four specific subjects concerning aspects of school development – **and their effect on social inclusion**, so they will engage in a continuous debate on the issues.
- The Georgian teachers' organization capacity on school development **and social inclusion** at the national level has been increased and in the long run its capacity to advocate **both at national level and in all regions.**
- **ESFTUG have formed both a 'Trainers group' created out of the participants of the project to spread and use the knowledge and experiences gained in the project across the country and a 'School development expert group' to assist the union during project implementation as well as in follow up activities.**
- **ESFTUG has collected valuable knowledge on the four specific subjects and on how to promote social inclusion and integrated that in the unions general strategy on the educational policy, which in the long run can be turned in to an advocacy strategy on how to affect the national curriculum at upper secondary level.**

Output:

- 1) A total sum of 40 persons - approx. 35-37 teaches and approx. 3-5 local union representatives from the Georgian teacher's organization from 20 schools and from all regions of Georgia **plus one representative from the school board** have participated in project session and debates and been inspired to work with *school democracy and to formulate a strategy on how to implement the subject at their school and local community.* **Promoting school democracy is basically about engaging all kind of young people (both minority and majority groups and from all income levels) in the schools life and training young people in a critical, involving and active citizenship.**
- 2) A total sum of 40 other persons - approx. 35-37 teaches and approx. 3-5 local union representatives from the Georgian teacher's organization from 20 schools and from all regions of Georgia has been debating and inspired to work with *formative evaluation and feedback culture and to formulate a strategy on how to implement the subject at their school and local community.* **Formative evaluation and a positive feedback culture are known to engage also vulnerable groups of students and students from less educated families in their education and to prevent drop out .**
- 3) A total sum of 40 other persons - approx. 35-37 teaches and approx. 3-5 local union representatives from the Georgian teacher's organization from 20 schools and from all regions of Georgia has been debating and inspired to work with *the pedagogical use of ICT in education and to formulate a strategy on how to implement the subject at their school and local community.* **ICT can contribute to both spreading new pedagogical tendencies to remote regions and also contribute to strengthen motivation among vulnerable groups and prevent their early school leave**

- 4) A total sum of 40 other persons - approx. 35-37 teachers and approx. 3-5 local union representatives from the Georgian teacher's organization from 20 schools and from all regions of Georgia has been debating and inspired to work with *student centred teaching and learning and to formulate a strategy on how to implement the subject at their school and local community*. **Student centred teaching and learning are crucial aspects when it comes to social inclusion and engaging all groups of students in both the school subjects and in the general education. As such student centred learning is a prerequisite in ensuring equal access to education for all.**
- 5) The national level of ESFTUG has built its capacity to work with school democracy, school development **and social inclusion** by inspiration from visiting Denmark and by having a strengthened the local level in the organization concerning school development.
- 6) **The national level of ESFTUG has collected a severe amount of knowledge concerning the four subjects and social inclusion which has got the potential to be transformed into an advocacy strategy on school development and social inclusion in a potential follow-up project.**
- 7) **School development and social inclusion is formulated as an integrated part of ESFTUG's general strategy of the educational policy.**
- 8) **A 'Trainers group' and a 'School development expert group' have been formed.**

The participating schools will not be the same, but some schools might participate in more than one seminar.

Input/activities:

- All in all 160 Georgian teachers at upper secondary level, **student representatives** and local union representatives from the Georgian teacher's organization have went through four days workshop sessions in school democracy, formative evaluation and feedback, ICT and student centred teaching and learning.
- All in all 160 Georgian teachers at upper secondary level and local union representatives from ESFTUG have formulated a strategy on how to start implementing their new knowledge and skills **concerning both the four subjects and social inclusion** at their local school and in their local community.
- **ESFTUG will during the seminar formulate at collection of knowledge - including actions plans and tool boxes - on how to work with democratic school development and social inclusion. Both at the local level in schools from all regions and at the national level in order in a following phase to be able for formulate an advocacy strategy.**
- ESFTUG will during the seminars prepare a number of dissemination activities at school level as well as union initiatives as a result of the seminar discussions **in order to ensure the projects sustainability.**
- The leadership consisting of three persons from the Georgian teacher's organization has been on a capacity building trip concerning school development in Denmark **focusing on democratic school development, social inclusion and sustainable advocacy activities.**

Expected side effect:

- **The project focuses on democratic school culture, student centred learning, social inclusion and school development. All aspects that the beneficiaries - the students – will experience and which will have a positive effect on empowerment especially among marginalised groups.**
- The experiences for GL's earlier projects is, that there will be some significant side effects and that professional network and friendship among Georgian and Danish teachers very often leads to school bases exchange programs during and after the project period.
- The activities will most probably lead to an increase in membership numbers in ESFTUG and thereby contribute to a stronger trade union and a stronger civil society organization. The increased

membership was a result of the training program for teachers in social studies and natural science held with AFT in 2012-15

C.2 Participants

Georgian participants

The Georgian participants are upper secondary teachers, local union representatives from ESFTUG and the leadership in ESFTUG. We consider upper secondary school teachers as agents for democratic change **as they are key persons in educating young people. The students are the beneficiaries – student not only from metropolitan areas but also from the countryside, majority and minority groups as well as students from marginalised groups. The focus on social inclusion thus highlights marginalised groups in the project.**

160 Georgian teachers and local union representatives from ESFTUG will be participating in the partnership project.

In each school there is a school board, which is composed of teachers, parent and one high school student which are elected. One student representative will be participating in the first workshop about school democracy. If that has got a positive impact we will invite a student representative in the other three workshops.

ESFTUG will be choosing the participants. The criteria's for choosing the teachers to participate in the seminars will be: teachers from all **government controlled** parts of Georgia – **also poor and less developed regions, participants from minority groups**, two participants from the same school (so they can support each other in dissemination activities), teachers who are active in their local civil society (for example minority activities) and mostly young teachers because they are more free from traditions founded during the Soviet period and have got a more global orientation.

Thereby all 11 regions of the country, including the minority representatives will be represented and within the project and we plan to include schools proportionally to town and countryside in the country. The project teachers from minority schools who speaks minority languages as well as national languages will help us to spread the output gained during the project implementation time across the country

Danish Participant

Central to the project is, that the facilitators of the discussions in the theme sessions are Danish teacher with experience within **both** the specific topics **and the effect on social inclusion and marginalised groups**. They can offer examples on how Danish schools and GL have worked with challenges similar to the Georgian challenges and inspire the Georgian debate on school democracy and development.

There will be 8 teachers participating in the project - two teachers in each workshop.

GL will make a call for participants in GL's different Medias - magazine, homepage and social medias. GL will then choose the participants by criteria's such as: Their experiences with the four themes, language and intercultural skills and experiences from other similar projects.

C.3 Methodology and modus operandi

The strategy of the project is inspired by the change triangle, and is working with three elements: *strategic activities, capacity building and advocacy*. The project is primarily focusing on strategic services and capacity building but it is aiming at strengthening ESFTUG's ability to advocate on behalf of their members. We work with strengthening the ability to advocate through inspiration, cases and dialogue at the local level and through a capacity building visit to Denmark at the central level.

By building capacity in ESFTUG both at the local level and at the organizational level at the same time ESFTUG's ability to advocate on school policy and school development will be strengthened in the long run.

Strategic services:

- Four workshops each with 40 participants (both a majority of teachers and local union representatives from ESFTUG) focusing both on concrete subject and on how to work with school development **and social inclusion**.

- Five days capacity building visit to Denmark by 3 members of the leadership in ESFTUG - focusing on advocacy regarding educational policy influence **and sustainability**.

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Capacity building:

- Teachers and local union representatives from ESFTUG participate in workshops and are inspired to work with four different aspects of school development **and social inclusion** at their own schools.
- Georgian teachers and local representatives from ESFTUG have had their capacity to work with the processes of school development **and social inclusion** increased and created local implementation strategies.
- **ESFTUG has created a 'Trainers group' to spread the capacity to work with school development and social inclusion to more schools and regions.**
- ESFTUG's capacity to work with advocacy and school development and to be a strong voice in Georgian civil society has been strengthened – through at the same time building capacity at the local and the national level on school development **and social inclusion** and through dialogue between the two levels.

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Advocacy:

- All participants in the workshop must formulate a strategy on how they will try to implement and work with the subject at their local school.
- ESFTUG has got stronger local voices working for school development and is thereby themselves a stronger voice for Georgian teachers and a potential strong voice in the Georgian civil society.
- **ESFTUG has integrated school development in the union's general strategy on education policy and formulated at collection of knowledge on how to work with democratic school development and social inclusion. Both at the local level in schools from all regions and at the national level in order in a following phase to be able to formulate an advocacy strategy.**
- **ESFTUG has created at 'School development expert group' to assist the union in follow up activities - including advocacy.**

The project

There are two main activities in this project: Seminars/workshops for Georgian teachers and local union representatives from ESFTUG and a capacity building trip to Denmark by the leadership in ESFTUG. The activities will supply both concrete knowledge to teachers on specific subject **and social inclusion** and will contribute to building capacity in school development for the teachers as well as promoting ESFTUG's capacity to advocacy. **There is both a short term and a long term potential for how the project can benefit to ESFTUG's activities concerning democratic school development and social inclusion. ESFTUG will both have its capacity to perform advocacy strengthened by participating in the seminars which focuses on how to promote democratic school development in a local context and by formulating a collection of knowledge and a list of activities on how they along with the Georgian teachers can work with school development and school democracy. If there is a chance to prolong the project these outputs will form the basis for a genuine strategy on advocacy concerning school development and social inclusion – both locally and nationally.**

Seminars/workshops

We will be organizing 4 seminars over a period of 18 months on educational themes that has been selected in a dialogue between the partnering countries. The themes are chosen in order to be important and relevant to the situation in Georgia and at the same time themes where it is possible to find Danish teachers who have got relevant experience on the issues so they can facilitate the debates.

The seminars will provide the Georgian union and Georgian teachers the opportunity to share knowledge and experiences, discuss and develop policies in relation to the identified challenges. The seminars are planned so that the Danish facilitators will present inspiration based on their expertise and experiences, but wisely selected so we expect the inspiration can be useful in a Georgian setting. Moreover representatives from ESFTUG will participate and inspire the participants presenting their experiences with the subject. In addition there will be a different Georgian experts participating in each workshop giving a speech on the subject and perspectives in a Georgian setting. Besides that the program will be leaving plenty of room for discussions with and among the participants.

At the end of each seminar - and as a crucial part of the program - all the members are obliged to formulate a strategy on how to start implementing what they have learned at their own school.

It is an important point that since the selected themes are relevant in the school development - and education political policy debate both in Georgia and in Denmark, the Danish participants will also learn and get inspiration from the dialogue with their Georgian colleagues and can bring back inspiration for their own work at their own schools and to other schools through their reports on the project in the GL union magazine and/or GL's social media.

Selected themes:

- 1) How to promote **democratic school** culture in school's life and in the debate in the classroom, active citizenship of students and teachers and how to establish a debate between teachers and school management on school development. Focus both on teacher-student relationship and teacher-management relationship in order to promote democratic citizenship and tolerance and a more democratic school culture. **Promoting school democracy is basically about engaging all kind of young people (both minority and majority groups and from all income levels) in the schools life and training young people in a critical, involving and active citizenship.**

- 2) How to work with assessment systems and how to **promote formative evaluation** and a more positivfeedback culture. Both focus on teacher - school management relation in order to promote and leaving room for debate culture and not just checking teachers and also a focus on more formative feed back to students from teachers. **Formative evaluation and a positive feedback culture are known to engage also vulnerable groups of students and students from less educated families in their education and to prevent early school leave.**

- 3) How to use **ICT in education**, training new competences (to be able look for relevant information, to be critical, to work together) and to use ICT more in the subjects (to the benefit also on the learning outcome). Focus is on how to promote the pedagogical use of ICT to engage and train the 21 th. Century competences of the students. **ICT can contribute to both spreading new pedagogical tendencies to remote regions and also contribute to strengthen motivation among vulnerable groups and prevent drop out.**

- 4) How to promote **student centred teaching and learning** and pedagogic and to start at process from teacher centred teaching to teachers being facilitators of learning. The workshop will also focus on how to break down the 'soviet stereotypes on the relationship between teachers and student´ and will be leaving room for discussing the Georgian curriculum. **Student centred teaching and learning are crucial aspects when it comes to social inclusion and engaging all groups of students in both the school subjects and in the general education. As such student centred learning is a prerequisite in ensuring equal access to education for all.**

ESFTUG will prepare a short paper on each theme describing background and challenges in a Georgian context **to ensure that the Danish teachers are well prepared to process the workshops.**

Each theme is the topic for a seminar with about 40 participants that we run from Thursday around 11:00 to Sunday around 15.00.

A side effect of involving active Danish teachers in the project instead of just using union officials is that often the teachers establish contacts to colleagues in the partner country. Thereby we help establish a school to school contact too, opening for an additional cooperation between schools in Denmark and in Georgia outside the project.

Capacity building visit to Denmark:

In order to increase the effect of the seminars and to build capacity on advocacy in ESFTUG the first activity in the project will be inviting three representatives from ESFTUG - the leadership in the organisation to visit Denmark and to learn more of how GL work with advocacy. **The focus in the capacity building visit will be sustainable advocacy strategies and co-operation with ministries, ministers, employers'- and employee's organization and student organizations.** At the same time the visit to Denmark will be an opportunity for the Danish teachers to meet with representatives for ESFTUG and learn more about the Georgian challenges concerning school development. Therefore we will arrange training sessions for both Danish teachers and representatives from ESFTUG at the same time **and we will arrange school visits both in the capital and in other regions.**

During their visit in Denmark the Georgian partners will meet with representatives from the ministry of education, visit Danish schools and meet with partners of GL - student organizations, other teachers' organisations and others. **The focus in the meetings with all these stakeholders will be to learn about how they work in a Danish context with sustainable advocacy concerning democratic school development and social conclusion.**

The objective of the visit is to:

- Build capacity concerning advocacy for representatives from ESFTUG
- Inform the Danish project teachers about Georgian schools system, school development and school system and to discuss the four themes the teachers are responsible for with the Georgian partners.
- The visitors to Denmark will during the seminars in Georgia be able to elaborate on the input from the Danish facilitators given their own experience from visiting the Danish schools.

In earlier projects GL have successfully started the projects with a 5 days visit to Denmark in the beginning of the project for a group of about 8 representatives from our partner country. This has been very successful concerning capacity building and giving a firsthand expression on working with advocacy in Denmark. In this project - due to a smaller budget - there will be a five days visit for 3 representatives from Georgia.

C.4 Activity plan and specific outputs

Activity plan:

Four seminars on four different themes/subjects. Each theme will consist of a four days seminar held in ESFTUG's training centre near Tbilisi.

- End of **August** 2017 - visit to Denmark
- End of **September** April: First seminar
- **October/ November** : Second seminar
- **January/ February** : Monitoring visit (two persons from Denmark including the project coordinator)
- **March/April 2018** : Third seminar
- End of **August** 2018: Fourth seminar
- **November** 2018: Evaluation trip (two persons from Denmark including the project coordinator)
- **January 2019** end of project. Eventually formulating a new application based on input and discussion during the evaluation trip.

Specific outputs

- 1) A total sum of 40 persons - approx. 35-37 teachers and approx. 3-5 local union representatives from the Georgian teacher's organization from 20 schools and from all regions of Georgia **plus one representative from the school board** have participated in project session and debates and been inspired to work with *school democracy and to formulate a strategy on how to implement the subject at their school and local community. Promoting school democracy is basically about engaging all kind of young people (both minority and majority groups and from all income levels) in the schools life and training young people in a critical, involving and active citizenship.*
- 2) A total sum of 40 other persons - approx. 35-37 teachers and approx. 3-5 local union representatives from the Georgian teacher's organization from 20 schools and from all regions of Georgia has been debating and inspired to work with *formative evaluation and feedback culture and to formulate a strategy on how to implement the subject at their school and local community. Formative evaluation and a positive feedback culture are known to engage also vulnerable groups of students and students from less educated families in their education and to prevent drop out.*
- 3) A total sum of 40 other persons - approx. 35-37 teachers and approx. 3-5 local union representatives from the Georgian teacher's organization from 20 schools and from all regions of Georgia has been debating and inspired to work with *the pedagogical use of ICT in education and to formulate a strategy on how to implement the subject at their school and local community. ICT can contribute to both spreading new pedagogical tendencies to remote regions and also contribute to strengthen motivation among vulnerable groups and prevent their early school leave.*
- 4) A total sum of 40 other persons - approx. 35-37 teachers and approx. 3-5 local union representatives from the Georgian teacher's organization from 20 schools and from all regions of Georgia has been debating and inspired to work with *student centred teaching and learning and to formulate a strategy*

on how to implement the subject at their school and local community. Student centred teaching and learning are crucial aspects when it comes to social inclusion and engaging all groups of students in both the school subjects and in the general education. As such student centred learning is a prerequisite in ensuring equal access to education for all.

- 5) The national level of ESFTUG has built its capacity to work with school democracy, school development and social inclusion by inspiration from visiting Denmark and by having a strengthened the local level in the organization concerning school development.
- 6) The national level of ESFTUG has collected a solid amount of knowledge concerning the four subjects and social inclusion which has got the potential to be transformed into an advocacy strategy on school development and social inclusion in a potential follow-up project.
- 7) School development and social inclusion is formulated as an integrated part of ESFTUG's general strategy of the educational policy.
- 8) A 'Trainers group' and a 'School development expert group' have been formed.

C.5 Assumptions and risks

Georgia has several minority groups from Armenia and Azerbaijan and in addition the refugees from Abkhazia and South Ossetia. It is our impression from the meetings we had in Georgia including a visit to a minority school in September 2016 that the minority groups are respected by Georgians and there is a positive attitude to include them in the educational system.

It is our clear expectation that we will be able to run the project in a relatively quiet and peaceful setting without external disruptions. However there is always a fear in a region with many regional tensions that a new conflict can erupt. But the Georgians want to cooperate with the EU countries and see this as one way to strengthen their security. However in the week after we left Tbilisi a car bomb blew up the car of a politician so potentially there can be disruptions.

Another factor that can influence the project is the language barrier. We have asked if it is useful that we select Danish facilitators who speak Russian, but are told the Georgians will rather have English speaking than Russian speaking facilitators. Only a few of the older Georgian teachers speak English but some understand it. The English ability among younger teachers is much higher, and we will select the participant's among some of the younger teachers. However the seminar will be run with English-Georgian translation delivered by the Georgian partner.

D. ORGANISATION AND FOLLOW-UP

D.1 Division of responsibilities and tasks in the partnership intervention

ESFTUG are responsible for the practical organization of the seminar as well as identifying the participants according to the gender and age balance criteria. GL will handle the financial side of the seminars. The Danish facilitators will plan the seminars in a dialogue with ESFTUG and the Danes are coordinating facilitators when the program is executed.

GL is responsible for:

- The budget and accounting
- Identify and select the Danish facilitators
- Planning the training seminar in Denmark
- Organizing all travel arrangement
- Reporting to CISU (mid-term and final evaluation)
-

ESFTUG is responsible for:

- Identify the Georgian participants
- Selecting a relevant Georgian speaker for each seminar.
- The practical organization of the seminars in Georgia and finding Georgian experts on each theme
- Prepare a short text on each theme to prepare both the Danish teachers and the Georgian participants.

- Organizing local follow up activities in Georgia
- Send an evaluation of each seminar to GL

The Danish facilitators will make a draft program for the seminars but the final program is decided upon in a dialogue with ESFTUG.

The participating Danish teachers will not receive any salary but we need funds to compensate the school if they need a stand-in teacher during their absence. We apply for funds so each school can pay for a stand-in teacher for 13 lessons in their 1 weeks of absence/Danish participant each of 390kr. This is a compensation of 50% of the teacher's workload at the school in that period. The schools pay the rest or the teacher moves the lesson and teach it another day.

D.2 Systematisation of experiences – during and after implementation

During implementation

After each seminar ESFTUG will formulate an evaluation based on the feedback from the participants and send it to GL. GL will use the evaluation to prepare the next seminar together with the teachers.

In order to confirm and to focus the design of the project GL will be doing a monitoring trip to Georgia between the second and the third seminar to monitor whether there is a need for changing the design and how to make an even more efficient set up for the seminars.

After implementation

After each seminar the participants will be asked to evaluate the seminar and to formulate a strategy on how to work with the themes back home at their own school. ESFTUG will collect the strategies formed by the participants and make a follow up on whether the teachers have started new activities in their schools.

The follow up will be used at the evaluation meetings between GL and ESFTUG done at the end of the project and will be the set off for a new project if the results are satisfying.

Follow up by ESFTUG

The ESFTUG structural network across the country will closely work with the project direct participants to expand the result reached within the project activities in other schools and empower teachers to lobby school teachers' effective participation in the school development aspects. The direct participant selected by the criteria elaborated jointly by the ESFTUG and GL later will be constant communication to ensure the implementation of the efforts on the school base. The participants will be asked to report on goals reached on the school levels in order to promote them in effective implementation of the activities and gain the facts on which will elaborate the further actions. Later some of the active participants are likely to train in order to create a Team of Georgian Teachers which learnt during the training within the project and deliver their experiences to their colleagues. **There will be formed a 'Trainers group' and a 'School development expert group' to support the follow up activities on school and on the national level concerning advocacy.**

E. INFORMATION WORK

E.1 Has information work in Denmark been planned in connection with the partnership intervention?

GL will bring a call in January/February 2017 in 'Gymnasieskolen' (fagblad) to recruit the experienced teachers we will use as facilitators. We look for teachers and GL members who have both the relevant seminar topic experience and intercultural experience and will hope to be able to select the individual seminar teams so that we have one teacher with previous project work experience.

Besides finding potential project teachers, the ordinary members of GL will be aware of the GL project activity. During the main project, we bring articles in 'Gymnasieskolen' on the project, and the school visit during the Georgian delegation's visit to Denmark serves as a useful informant on the situation for both students and teachers in our partner country.

Notice: The application text **must** adhere to the above structure, which also underpins the instructions available on the following pages. The total application text (sections A-E) cannot

exceed 16 pages (Arial type 11, line spacing 1.0, margins: top: 3 cm, bottom 3 cm, right 2 cm and left 2 cm).

3. Budget summary

A detailed budget with budget notes must be submitted in Annex C 'Budget scheme' together with the application. NOTICE: Remember to open all tabs in order to fill in each of the relevant five spreadsheets.

See also 'Guide to budget preparation' at www.cisu.dk.

Below please fill in a summary of the main budget items as follows:

Fill sheet 1-4 in Annex C 'Budget scheme' - the budget summary will then automatically appear on sheet 5. This should be copied from Annex C and pasted below.

Budget summary		Currency
Indicate the total cost (i.e. including contributions from the Eastern Neighbourhood Civil Society Fund as well as other sources)	<u>636.278</u>	DKK
Of the total cost, the Eastern Neighbourhood Civil Society Fund is to contribute	<u>498.235</u>	DKK
Of the total cost, indicate the amount to be contributed by other sources of finance, including self-funding by the Danish organisation or its local partner, if any	<u>138.052</u>	DKK
Indicate total cost in local currency (all bills are paid from Denmark or paid by Danes so funds will not be transferred for local administration)	<u>84.838</u>	€
Indicate exchange rate applied (local cost have been based on cost in € as the Georgian currency is not internationally transferrable)	<u>7,5</u>	

Main budget items:

	Full amount	Financing plan	
		Of this, from the Fund	Of this, other financial sources
1. Activities	398.665	368.665	30.000
2. Investments	0	0	0
3. Expatriate staff	37.500	37.500	0
4. Local staff	6.000	6.000	0
5. Local administration	6.000	0	6.000
6. Monitoring of the intervention	46.041	16.500	29.541
7. Evaluation	46.041	16.500	29.541
8. Information in Denmark (max 3% of 1-7)	20.250	0	20.250
9. Budget margin (min 6% and max 10% of 1-8)	26.710	26.710	0
10. Activity expenses in total (1-9)	587.207	471.875	115.332
11. Auditing in Denmark	15.000	15.000	0
12. Subtotal (10 + 11)	602.207	486.875	115.332
13. Administration in Denmark (max 7% of 12)	34.081	11.360	22.721
14. Total	636.288	498.235	138.053

4. ANNEXES

OBLIGATORY ANNEXES

The following annexes must be submitted electronically to puljer@cisu.dk:

- A. Basic information about the Danish applicant organisation (filled in and signed by the Danish organisation)
- B. Factsheet about the local organisation (filled in and signed by the local partner. It can be submitted in a scanned version)
- C. Budget format

The following annexes must be uploaded via the organization's member login.

- D. The organisation's statutes
- E. The latest annual report
- F. The latest audited annual accounts (signed by the auditor and the management/board of the organisation)

[See instruction here.](#)

SUPPLEMENTARY ANNEXES (max 30 pages):

Annex no.	Annex title

Notice: All annexes should be submitted electronically.