**THE CIVIL SOCIETY FUND**

**development interventions**

Promoting educational policy capacity, advocacy and school development in Georgia and in ESFTUG, the Georgian teachers’ organisation

1. **Objective and relevance**

Trade unions in Denmark including GL have 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. In Georgia ESFTUG’s main focus have traditionally been on teachers’ salary and working condition, as members expect, but ESFTUG would like ‘to walk on two legs’ and to play an active role in the development of Georgia’s school and educational system.

ESFTUG is a well-established organization working with both negotiation and counselling and also 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 40.000 members to the next level. ESFTUG is one of Georgia largest NGO and the potential for increasing the capacity for advocacy is quite big and will have a 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, so they can influence local school development and ESFTUG can influence the educational policy of the government with the strong support of its members. The Georgian teachers need inspiration to engage locally in such a process in a traditional top-down political governed system with frequent changes of ministers. When teachers engage in local school development and talk to their students about the process, they also set an example to their student to become active democratic citizens.

**Objectives for the applied 2019-2021 project**

*Our development objective is to strengthen ESFTUG’s educational policy capacity and its democratic mandate from the members so teachers actually influence educational policy decisions in Georgia.* One way of doing this at national level is through a social sector dialogue with the Ministry of Education. ESFTUG wants to promote more student-centred teaching and promote school democracy. They are inspired by the Nordic school model. A new minister since June 2018 has launched ‘a new school model’ which will decentralise and promote educational policy development at school level. So, this is the right time to strengthen ESFTUG’s and local teachers’ education policy capacity. ESFTUG wants to defend the academic freedom by giving teachers the capacity as experts on education policy development at school level, so they can inspire colleagues and participate in local debates.

*Our immediate objectives are*

*a) that ESFTUG’s increased policy capacity actually influenced the social dialogue with the ministry so ministerial educational policy initiatives have been changed as a result of ESFTUG’s influence, and*

*b) that teachers participate in educational policy debates in ESFTUG and have initiated at least 6 local school development projects (eg. changes in school culture of teaching practice).*

It is however important to be aware of the presumption, that given the poor salary conditions teachers traditionally expect their union to focus on fighting for better working conditions. Teachers are working in a educational system governed by top-down instructions in a system with frequent changes of Educational ministers and political priorities. So, the ambition level must take these conditions into account. Just to make sure the social sector dialogue continues is a victory, and to secure that teacher actual engage in local school development and see that they can influence a democratic school development, we need in the beginning just to have a few examples to prove, that teachers can have an impact and engage in a democratic school development also in Georgia. During the process we do involve so many teachers that we have a critical mass, who will be willing to continue once they see, that it is possible to have an influence.

The interaction between the development objective, immediate objectives outputs, activities and resources and indicators for each element is described in the new LFA matrix on p. 14.

There are four main activity types in the project. *Each of the activities is organised so they support both immediate objectives* – ie. have a national ESFTUG and a local teacher-school development perspective, see eg. the explanation to 2nd bullet below and more detailed in LFA matrix p. 14-15.:

* We will organise 6 educational policy seminars for the teachers, each with two Danish facilitators and each seminar last from Thursday to Sunday. As the themes reflects the present educational policy issues that are being discussed in the newly established social dialogue process between the Ministry of Education and ESFTUG, the themes will strengthen the capacity of ESFTUG and the teacher to be active participants in the social dialogue and school development initiatives in Georgia.
* The dissemination will be strengthened by organising six two days following-up seminars for seminar participants where the participants after a couple of months after the seminar will meet and exchange their dissemination experience to inspire each other by the good examples from colleagues in Georgia. After the initial policy seminar participants will participate in a Facebook group where they describe their impressions, their discussions on the themes with colleagues at their school and their effort to start local new initiatives inspired by the policy seminar. At the following-up seminars ESFTUG will get a feedback on how the ideas can be implemented in a Georgian context, and members give a feedback on what to fight for and where to amend the ideas. ESFTUG will use these examples in its political reform work. At the same time members learn from each other on how to overcome local obstacles and engage in local school development. The following-up seminars will fully be organised by ESFTUG and they will appoint one dissemination coordinator for each seminar theme.
* The six seminar coordinators together with a Georgian project coordinator will as part of the project make a study visit to Denmark in the beginning of the project, so they better understand the background and setting for the inspiration the Danish facilitators bring into the discussions during the policy theme seminars.
* To extend the dissemination effect ESFTUG will also be responsible for organising 6 regional one day meetings where teachers, who have not participated in the policy theme seminars will hear about the discussions and the Georgian dissemination activities at school level. These regional seminars will be organised in more remote regions to make sure, that the themes are discussed among the Georgian teacher in the whole country.

*The applied project is an extension of a previous intervention: From June 2017 to Fall 2018 GL and ESFTUG successfully has worked together in a project financed with 498.235 DKK from the Danish Neighbourhood Found – see j.no. 17-2023-PA-dec. See more in sec. 2 and 4.*

The following educational policy themes have been selected: Classroom management, Written assignments and Summative assessment, Formative assessment, Differentiation of teaching, 21st century skills and Lesson planning. It is important to emphasize that this is not professional training in those themes but policy debates on how to work with the themes and implement them in the Georgian school system so teaching is not only a one way speech by the teacher, but a process where you include all students in the classroom both when planning and during the actual teaching so you challenge all students to their ability and give them the necessary guidance and support to achieve their educational goal – including minority students, avoid gender discrimination and prevent dropout. The goal is to promote that the educational system supports the development of students to become active democratic citizens and be aware how you can help and influence the achievement of the UN SDG goals and other democratic decided goals in the society.

The concrete selection of the policy themes for the seminars it has been a three-levelled process. ESFTUC have had input from the teachers, who participated in the 2018-20 project, on which themes that have their special interest in view of the agenda for the Social Sector dialogue with the Ministry of Education. ESFTUG then established a gross list that we discussed. Our final criteria for selecting the final net list were based on two principles: Some suggested items were so different from any Danish experience, that we could not give an input and facilitate the participants work on local action plans. We have chosen themes from the gross list, where we have experienced Danish teachers, who can give an inspiring input and work as catalysts for the debate among the Georgian participants. In the process we have also made sure, that both partners understand the aspects of the selected themes, so we avoid misunderstandings in expectations.

In this way we have secured, that the content of the project reflects the Georgian experience from the 2017-18 project, the present need and interest of the Georgian teachers and the teachers’ union and we help to support and finance activities that strengthen the educational policy capacity and –advocacy capacity by giving more responsibility to ESFTUG in the applied project compared to the 2017-18 project, where the activity primarily were the four educational policy seminars organised with the assistance of Danish seminar facilitators.

In what context is the intervention placed?

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 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 hided their membership while the organization tried to maintain legitimacy. Furthermore, the legitimacy of the organization was brought to court, and the case lasted four years.

In the end of 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-membership grew again and is now having more than 40.000 paying members. But it has not been an easy task to recruit back membership and to regain the trust of the members.
ESFTUG noticed that the project in cooperation with AFT and EI/ETUCE helped to recruit new members and look forward to a similar effect in their cooperation with GL.

One of the main objectives of the ESFTUG is to present educational policy expertise in order to improve quality of education in school systems, and it is vitally important to advocate teachers’ voice and approaches in the ongoing reform in compliance of the modern requirements. Since the end of 2012 the ESFTUG President officially presented solid, evidence-based arguments with the Ministry of Education and Science. Eventually the ESFTUG was recognized as one of the main stakeholders to promote quality teaching and learning environment. At the same time the government wants to promote Georgian school environment and education quality close to the European standards. ESFTUG’s role in the education policy development was recognized by the Sectoral Agreement signed by the Ministry of Education and Science and the ESFTUG on 16th March 2017 which is a guideline document for the social partners in cooperation and partnership.

The Sectoral Agreement, signed in 2017, emphasises obligations of the parties to cooperate in developing and promoting school system and inclusion of the trade union as a social partner in all aspects of the educational policy level discussion, starting from national, regional and school levels. Social partners are obliged to present their visions and perspectives to the parties and discuss before adoption of any new regulations.

The ESFTUG and GL partnership is to be seen as the main spot to share practices of being social partners in the social dialogue and exchange experience on how to influence educational policy and this strengthen ESFTUG’s capacity in this area. By involving ordinary members and teachers in the project activities we strengthen both ESFTUG’s at national level and teachers at local level.

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 want to 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.

*Minority issues*

Historically, Georgia is a very diverse country with minorities - a 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. There are 2084 public schools, minority schools are up to 450, and most of them are located in the two most densely populated two regions: Kvemo-Kartli and Samtskhe-Javakheti.

In the educational reform 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 inclusion 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. 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 project’s objectives and outputs, we continue these efforts. The way the project addresses the minority issue is based on equity: we select a representative share of participants from the minorities, we translate seminar material also into two minority languages, and activities are not only located to the capital. This way we signal that all members have access to the activities.

1. **Partnership/partners**

The Danish organization

Gymnasieskolernes Lærerforening (GL) organises 15.000 – more than 98% - of all teachers’ in general upper secondary education. GL’s main purpose is negotiation and counselling for our members regarding 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 7 out of the 36 employees in the secretariats in GL are working with educational policy and advocacy. Advocacy in GL is concerning the regulations for General Upper Secondary education as well as equal access to education and 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 played 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 are 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, and we are focusing on social inclusion in relation 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) every year.

The Central Board, 13 members, is elected for a period of three 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. GL coordinates its cooperation projects with other Nordic Teachers organisations in NLS and through dialogued with their partners in ETUCE and EI.

*Earlier projects*

GL have had several earlier projects. Our first project was in Lithuania just after their independence, followed by a project 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 then established a 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. Most recent: From June 2017 to Fall 2018 GL and ESFTUG cooperated in a project financed with 498.235 DKK from the Danish Neighbourhood Found – see j.no. 17-2023-PA-dec.

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.

In Tunisia we have after only 18 months 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 students 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 it 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 come 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*

*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.

*Gitte Grønnemose Butler*

Gitte Grønnemose Butler is head of Department in GL and as such has the overall responsibility for GL’s participation in the project. She has 20 years of experience managing projects with UNNP in Asia, NGO’s, trade unions and ministries.

*There are no other Danish partners in the project.*

The local Georgian organisation

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

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. 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. But ESFTUG need increased educational policy capacity and have a demand for sharing experiences from other counties such as Denmark.

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. Besides under the project ESFTUG has 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.

These projects and the support from the European Teacher Union association ETUCE helped to develop and sustain the process of Social Dialogue with the main policy maker to deal with their rights, the Ministry of Education and Science – a process which resulted in a formal agreement in 2017 on a social educational sector dialogue between ESFTUG and the Ministry of Education.

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). At the ETUCE congress in November 2018 for all the Teacher unions in Europe, the ESFTUG president Maia Kobakhidze was for her fight for women’s educational rights and equality as the first person awarded the new Kounka Damianova Award, an award to be given to an ETUCE union member for their outstanding engagement in trade union work in the field of education and the promotion of equality.

*The Union structures*

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

Every 4 years a president is elected. There are 250 representatives from most of the counties in Georgia, and 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 68 out of 72 counties the organization are represented - in the Georgian controlled areas. There is both a county and city structures. 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 Kordzadze, ESFTUG Vice-President in Financial Affairs (*Sheassists the project team in organizing, arranging all activities as assigned on the project such as preparing documents, necessities and paper works.)

**The intervention is an extension of previous intervention with partner**

*Experience from the 2017-18 project work*

From June 2017 to Fall 2018 GL and ESFTUG successfully has worked together in a project financed with 498.235 DKK from the Danish Neighbourhood Found – see j.no. 17-2023-PA-dec.

Before that the partnering organizations have been corporation at several occasions in the European Trade Union Committee for Education (ETUCE). The 2017-18 project was based on the triangle of change and the activities and organisation of the project reflects that. The 2017-18 project included four policy seminars with Danish facilitators but did not operate with the following-up activities organized by ESFTUG, which are new part of the present application.

The first activity of the project envisaged the exchange visit of the ESFTUG leadership to Denmark. The program of the Exchange visit played an important role to share the experiences of Danish school system, school life, approaches of Danish teachers and GL, and teachers’ freedom of teaching. The ESFTUG disseminated the experience gained during the visit among ESFTUG execute board members from all parts of the country. Majority of the ESFTUG Executive board members are practitioner teachers as well. And ESFTUG Local Leaders can play an important role in dissemination of the practices and experiences among their colleagues at local levels. This also promoted in selection of the seminar participants as the main objective of the seminars are to disseminate practices of Denmark but also to put gained knowledge into practice during teaching. The feedback forms filled out by the Seminar Participants obviously show the evaluation of the seminar content as well as after the seminars the Teachers publicly post some of their classroom activities on their social media which show, that they have already implemented some of the new visions and ideas from the seminars in the way they organize their teaching.

We had a final evaluation meeting in October 2018 and have sent the final evaluation report to CISU on 9th November. It shows both a very positive impact of the first two years of cooperation and indicates clearly, that there is capacity and willingness to continue the cooperation and that a continuation of our cooperation will strengthen the lasting sustainability so both ESFTUG and local teachers can play an active role in influencing the democratic development of the educational system. In addition, we used the monitoring meetings in March 2018 to evaluate the project activities that has taken place. This way we both discussed any need for adjustment in the remaining activities and how to optimise the planned project activities described in this application.

The result of the 2017-18 project activity shows that both the participating Georgian teachers and ESFTUC finds the cooperation very useful and inspiring. Maia Kobakhidze, ESFTUG President has during our meeting said: "It is now time to engage the Georgian teachers in school policy". We have seen that the teachers not only work with the planned following-up activities at local level but also establish contacts to project teachers from other schools to exchange experience in the local dissemination work - most often using the social media as a platform.

We have also seen and experienced that ESFTUG is a very engaged and efficient partner. They have fulfilled all their obligations in the present project and have committed themselves to additional duties in the applied project as described below.

Division of responsibilities and tasks in the partnership intervention

ESFTUG is responsible for the practical organization of the policy theme seminars as well as identifying the participants according to the gender, etnic and age balance criteria. The Danish facilitators will plan the seminars in a dialogue with ESFTUG and the Danes are coordinating facilitators when the program is executed. ESFTUG will fully be responsible for organising the six local dissemination seminars for the theme-seminar participants and for organising the 6 regional dissemination meetings for additional teachers, and they will produce position papers on the six policy themes’ implementations in Georgia. GL will transfer project funds to the Georgian activities to ESFTUG in contrast to the project in 2017-18 where GL paid all project expenditures as we received invoices for the expenses.

GL is responsible for:

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

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, as
* Co-responsibility for project administration and monitoring

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 15 lessons in their 1 weeks of absence/Danish participant each of 375kr. 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 themselves another day.

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, 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. The cooperation we have in the project has already strengthened the partnership. At central level a symbol of this was that GL’s general secretary and Hans Laugesen participated in the ESFTUG Congress 27. October 2019 invited together with the President and European Director from ETUCE. It was an event where the minister of Education, and the chairman of the parliament’s Educational committee were also present and learned about the project.

The prospects of the cooperative relationship are 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, 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 chosen policy-themes 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 met with AFT in June and November 2016 to make sure, we learned from their project experience.

With this project we are aiming at creating a lot of knowledge on how to promote six specific educational policy 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.

Partners acting as a catalyst

For ESFTUG it is important to build strong relations to international partners as this not only inspires and help them, but also helps to protect them against political suppression in difficult times. They speak with a stronger voice in Georgia, when they have international partners as GL. Outside the project ESFTUG will still be able to contact GL and get relevant information and advise on upcoming educational reform challenges. In addition, the project means that ESFTUC helps Georgian schools and teachers to establish cooperation with schools and colleagues in Denmark.

During the first phase of the project, GL and ESFTUG created the platform of partnership, not just on the organizational level but also at school level: Danish Teachers who conducted the first four trainings have started to collaborate with the ESFTUG teachers on different issues including one of the Seminar participants from Georgia created the program to visit Denmark and create platform of collaboration between their schools from Georgia and Denmark in to coming year. The first two Georgian teachers visited schools in Denmark in the first week of September 2018, and in March 2019 three Danish teachers and their 56 students visit 4 schools in Georgia - both activities are outside the original project, which shows the derivative effect of the partnership. GL forms a catalyst effect by creating project where Danish school can establish new partnerships with teachers and schools in the project countries. This way Danish schools can engage their students and teach more competent on the global dimension in education and developing issues.

In Georgia the headmasters’ participation in the policy theme seminars will help to create closer relation between the union and the headmasters. If they can agree on educational policy issues the chance to to have successful influence increase a lot. ESFTUG will also invite representatives from the educational resource centers to the regional dissemination activities. The centers are regional decision makers and one of their function is to promote teachers’ participation in developing school educational policy – so a good relation is essential to optimize union influence on the process.

1. **The target groups**

*Georgian participants*

The project is focusing on motivating teachers to play an active role for securing the SDG goal on student centred teaching, teachers’ pedagogical freedom, securing education for all young people including social disadvantaged, minority groups and people from remote regions. We address these challenges by working with their teacher to engage them actively in local in school development and nationally advocating for these issues in the educational policy debates and to do this by engaging the students in the work to become active democratic citizens.

ESFTUG has a growing membership and is generally regarded as the only independent representative of the teachers and they have established a formal agreement on social dialogue with the Ministry of Education in 2017. The content and structure of the applied project is based on the evaluation feedback from the participating teachers, their dissemination activities and an ongoing dialogue with the ESFTUG leadership on their need for help and inspiration to an educational capacity building.

The target group is working with Georgian upper secondary schools, (teachers include minority teachers) and 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.

*The primary target group is the 480 Georgian teachers including local union representatives* from ESFTUG and some headmasters – the 240 who will be participating in the educational policy seminars and the local following-up seminars for the participants. In additional another 240 teachers will participate in the six regional dissemination meetings. The target group plays an active role in giving ESFTUG a feedback on their work with disseminating the seminar discussions at school level and thereby giving ESFTUG a stronger mandate when advocating their visions on the policy themes in the social sector dialogue and when disseminating the policy themes participants in the regional dissemination meetings. At the regional meetings we will also include representatives from the regional education resource centers. *The secondary target group consists of the colleagues to the primary participants at their schools and their school heads, who will be involve in school development projects.*

Based on our experience in the 2017-18 project students are not a direct target group but will have an indirect benefit from the teachers work on more student centered and competence-based teaching. The students do not have a national organisation, but ESFTUG will support any initiative to establish a national school student union and stay in close dialogue with the students. In our 2017-18 project student representatives participated in the seminar on school democracy.

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. There will be a gender balance when selecting the participating teacher, but it is important to be aware of the fact, the teaching profession in Georgia is a female dominated profession, so the gender challenge is not a question of having female participants, but to have both sexes involved in all the activities.

The seminar themes in 2017-18 were innovative for the ESFTUG. The assessment made by the participants at the end of each seminar shows that Georgian teachers got interested in the themes selected and started to implement what they learnt and got inspired to. There are some strict guidelines in the National Curricula and Georgian teachers have little tradition for academic freedom and lack experience in working with educational reforms and school development. Here the seminars have been an eye-opener. After the GL seminar the ESFTUG leadership got feedback from Georgian Education expert who observed some of the parts of GL seminar and based on the participating teachers’ reactions they have formulated suggestions on the most relevant educational policy themes for the seminars we now apply for.

To expand the dialogue with teachers of the professional issues and include them in the social dialogue, the ESFTUG aims to create a group of teachers, among those who participated in the GL seminars, who will serve and participate in the debates and discussions with the Ministry on the sectoral dialogue framework, and we aim to put their commitment to develop the dialogue with the Ministry at the educational policy dialogue.

 *Danish Participants*

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 like the Georgian challenges and inspire the Georgian debate on school democracy and development.

There will be 12 teachers participating in the project - two teachers in each policy-workshop.

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

1. **Strategy and expected results**

In the applied project for 2019-21 we try to change the balance between *strategic activities, capacity building and advocacy* compared to the 2017-18 activities to put higher emphasis on the educational capacity building in ESFTUG and the Georgian teachers’ advocacy capacity both locally and nationally*.* The project is based on the following LFA matrix:

|  |  |  |  |
| --- | --- | --- | --- |
| *Project element* | *Description* | *Indicator /info source* | *Presumptions* |
| Development Objective | ESFTUG’s educational policy capacity is strengthened and they have a democratic mandate from members and actually influences educational policy decisions in Georgia e.g. through a social sector dialogue with the Ministry of Education | Compare the social sector dialogue agreement with actual results - meetings and decisions, that shows ESFTUG have influenced the process.Members are engaged in educ. policy discussions in ESFTUG (see meeting agendas) and in school development (examples) | Given poor salary conditions teachers are traditionally focused on working conditions in at top-down governed political system with frequent chance of ministers. So, ambition level must be moderate. |
| Immediate Objective | 1. ESFTUG’s increased policy capacity has influenced the social dialogue with the ministry of educ. so ministerial educational policy initiatives have been changed as a result of ESFTUG’s influence.
2. Teachers participate in educational policy debates in ESFTUG and

have initiated at least 6 local school development projects (eg. changes in school culture or teaching practice). | 1. At least two concrete examples where social dialogue have had influence on educational laws and regulations or conditions at school level

b1. Meeting minutes in ESFTUG will show the progress and involvement in debate on educational policy seminar themesb2. List local/school development initiatives, and local press stories on new initiatives | Each time a new educational minister is appointed the social dialogue must me reconfirmed. We presume this will happen as social dialogue is a formal part of European Union’s recommendations for educational development and Georgia is committed to listen to EU to participate in EU educational partnership programs.Local school initiatives are dependent on the degree of local autonomy schools have in a centralized system. But experience from 2017-18 activities shows local school activities are possible within present regulations. |
| Outputs(a and b refers to a and b in immediate objectives) | *1. Policy inspiration seminars*  a1) ESFTUG got inspiration and examples to be used in social dialogue and b1) teachers have been inspired to and engaged in local school initiatives *2. Follow-up seminars* a2) gives ESFTUG examples on how the inspiration can be implemented in Georgia and ESFTUG have produced position papers on the 6 themes implementation in Georgiab2) gives teachers inspiration on how to overcome local obstacles to implement the inspiration in schools. *3. Regional meetings* with focus on educational policy and school development a3) has given ESFTUG a broader member mandate to advocate the educational policy themes and b3) given more members an inspiration on how they can influence local school development | a1-b3. Check that seminars and meetings takes place as planned with the planned composition of participants with gender, geographical and ethnical balancea2-b2. Activity log from (project-) Face book group discussions plus ESFTUG policy papersa1-b3. Show how ESFTUG’s educ. policy activities are reported in newspapers or magazines.a3-b3. Check locations - should be in areas away from capital region and see Union paper articles describing the regional meetings showing commitment to engage and listen to members on educational policy debates | The seminar coordinators will spend time moderate group discussions without payment (but they are selected as participants in the study tour to Denmark) |
| Activities | * 6policy seminars (a1+b1)
* 6 Local following-up seminars for Georgian participants (a2+b2)
* ESFTUG board meetings confirms the position papers on the 6 themes implementation in Georgia (a2)
* an initial study tours to DK for 7 Georgian seminar coordinators, who will facilitate the following-up activities (b2)
* 6 Regional dissemination meetings (a3+b3)
 | a1+b1) Participants lists and evaluation reports/ articles on seminarsa2+b2) As abovea2) minutes from board meetingsb2) Evaluation report from Georgian visitorsa3+b3) Agenda and Participants lists | As policy seminars takes place Thursday-Sunday participants must be willing to spend time as a mix of school time and own time. Danish school must allow DK facilitators to travel for one week with compensation for only 15 lessons. |
| Ressources (input) | * Financing of activities
* 12 Danish facilitators’ input at the six policy seminars and
* Georgian union uses staff resources to organize seminars, select and prepare participants, prepare materials, evaluate the activities, disseminate results and produce policy and position papers after the seminars
 | DK Evaluation reports after seminars/articles in union magazine. | The two unions cover own staff time spent.  |

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 promote 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. This way we support the UN SDG goal 4 on promoting quality education. Especially we focus on SDG sub-goals 4.1 and 4.5 to secure a youth education for all regardless of their social- and ethnic background and to make sure the students are updated in their qualifications for further education, ref. SDG 4.3. Special attention is also given to SDG goal 4.7 where teachers themselves and in their teaching will focus on how to prepare yourself to become an active citizen who can support the achievement of all SDG goals and influence the development of a democratic educational system. In one of the educational policy theme seminars described below we focus especially on training 21st century skills.

*Development objective and immediate objectives are described above on p. 1/2.*

By adding 480 Georgian project teachers and local union representatives (in the primary and secondary target groups) on top of the 160 teachers involved in the 2017-18 project activities, we reach a critical mass and create a capacity to promote school development and social inclusion in the schools and in their local community. Thus, the project promotes their *active participation and taking responsibility* for the development of their schools and the educational policy in Georgia.

The active participation of project teachers in educational development discussion locally and nationally creates *openness* on policy priorities in ESFTUG and gives the union an increased legitimacy when it’s argues for specific reforms and new initiatives in the social sector dialogue with the ministry.

By selecting the project participants with a gender balance and selecting participants from all government-controlled parts of Georgia – also poor and less developed regions, and including participants from minority groups we are *promoting non-discrimination* and secure that the project initiatives can involve and inspire teachers from all parts of Georgia - both marginalised and the less disadvantaged.

Indicators on the objectives

In relation to the development objective we will compare the promises in the social sector dialogue agreement with the outcome of the process. Looking at the agenda and decisions taken we can show how ESFTUG has influenced the process. The members’ engagement in the educational policy discussions can be identified in meeting agenda and minutes in ESFTUG and by examples of teachers’ engagement in local school development activities.

As indictor for the immediate objective a (ESFTUG’s increased educational policy capacity) we will look for two concrete examples where ESFTUG in the social dialogue have had influence on educational laws and regulations or on the conditions at school level.

As indicator for the immediate objective b - teachers participation in educational policy debates in ESFTUG (b1) we will look at meeting minutes that can show the involvement on the debate on the educational policy seminar themes and regarding the teachers’ involvement in local school development (b2) we will have a list of local/school development initiatives and local press stories on those initiatives.

*Output:*

* We organize 6 educational policy themes seminars. The intention is, with reference to the immediate objective a, to give ESFTUG inspiration and examples to be used in the social dialogue and with reference to immediate objective b to inspire teachers to be engage in local democratic school development initiatives. The themes (see description on p. 3) have been selected to match the present educational policy debate in Georgia. Each seminar runs from Thursday at 11:00 to Sunday at 15:00. For each of the six educational policy themes a total sum of 40 persons - teaches incl. 3-5 local union representatives from the Georgian teacher’s organization from 20 schools and from all regions of Georgia plus a few headmasters will participate in project session and debates. They will be inspired to work with the educational policy themes and to formulate a strategy on how to implement the subject at their school and local community. The work follows up on the specific themes from the 2017-18 project to promote school democracy as it 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.
* Two months after each policy theme seminar all participants will meet again for a two-day follow-up seminar. The intention is with reference to immediate objective a to give ESFTUG a responsibility to organise this educational policy-oriented activity so ESFTUG gets examples on how the seminar inspiration can be implemented in Georgia and they are required to produce position papers on the six themes’ implementation in Georgia. At the same time with reference to immediate objective b teachers will discuss the dissemination work done by the participants, so they can be inspired by good examples and learn from the obstacles some have met and overcome. In preparation for these seminars there will be established debate fora on the social media where the seminar coordinators will function as moderators for the debates.
* The six regional dissemination meetings organised in more remote areas will with reference to the immediate goal b give teachers all over the country the option of learning more about the discussions on the selected educational policy themes and learn about examples on how they can influence local school development, and with reference to the immediate goal a the teachers have a chance to debate with the ESFTUG leadership on how to promote the educational development on these issues ESFTUG and thus give ESFTUG a broader mandate to advocate teachers voice on these policy themes.

The educational policy themes selected reflects the present educational policy debate in Georgia and deals with areas where the minister of education wants changes and development. Therefore, it is crucial that the teachers get a chance to debate and reflect on the themes. There is very little tradition for educational policy debates among the teachers, and many – especially the older teachers are quite traditional in their pedagogical methods. ESFTUG wants the teachers to be more active in educational policy and to influence the development to achieve the UN SDG goals in education and to make sure that education is to the benefit of all students regardless of their social and ethnic background.

The national level of ESFTUG has through the activities collected a severe amount of knowledge concerning the six policy themes 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. And through the process of producing the position papers on the educational policy themes school development and social inclusion will be formulated as an integrated part of ESFTUG's general strategy of the educational policy.

Indicators on the output

With feedback on both immediate objectives we will use the following indicators:

We will check that the policy inspiration seminars, the follow-up seminars and the regional meetings takes place as planned and that the participation is according to the planned composition regarding, gender, geographical and ethnical balance.

In addition, we will look at the activity log from the project Facebook-group discussions and list the produced ESFTUG position papers on the 6 educational policy themes from the seminars.

 We will show how ESFTUG’ educational policy activities both nationally (ref. goal a) and locally (ref. goal b) are reported in newspapers or magazines.

Regarding the regional meetings we will check locations, that should be in areas away from the capital region, and we will see at Union paper articles describing the regional meetings showing commitment to engage and listen to members on educational policy debates.

*Input/activities:*

* To support both immediate goals a and b the six policy seminars involve 240 Georgian teachers at upper secondary level, student representatives and local union representatives from the Georgian teacher’s organization have went through four-day workshop sessions in one of the six policy themes.
* The same participants will participate in the six local following-up seminars, that also supports both immediate goals, as described above.
* In addition, about the same number but different persons have participated in debates on the policy themes at regional dissemination meetings in more remote areas of Georgia which also supports both immediate goals.

So, through these activities all in all, about 480 Georgian teachers at upper secondary level and local union representatives from ESFTUG have formulated or actively influenced a strategy on how to start implementing their new capacity and skills concerning both the six policy themes and social inclusion at their local school and in their local community.

* ESFTUG will during the seminar formulate a 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. The ESFTUG board meetings will confirm position papers on the six themes’ implementation in Georgia – a process that supports the immediate goal a.
* To support the immediate objective b, we organise an initial study tour to Denmark for the 6 seminar coordinators together with the Georgian project coordinator will make a study visit to Denmark in the beginning of the project, where they meet the Danish facilitators, visit their schools and have meetings with teacher union representatives and the ministry of education. The study-tour is focusing on Union advocacy regarding educational policy influence and sustainable advocacy strategies concerning democratic school development and social inclusion through the cooperation with the ministry, employers’ and employee’s organisations and student unions. This way the seminar coordinators can fully understand the background for the inspiration the Danish facilitators bring into the debate during the policy theme seminars. We know from the visit of the ESFTUG to Denmark in the 2017-18 project that this visits strongly support the participants willingness and capacity to work with school democracy, school development and social inclusion and they bring the inspiration from visiting Denmark to strengthen the social dialogue both at national level and at the local level in the organization promoting school development.

Indicators on the activities

As indicator for both the policy seminars and the following-up seminars as well as for the six regional dissemination meetings (that all refers to both immediate objectives a and b) we will have the participants lists, evaluation reports after the meetings and articles on the seminars in union magazines.

As indicator (with ref. to immediate objective a) for the ESFTUG board work on the position papers on the six policy themes’ implementation in Georgia we will have the meetings from the board meetings.

And finally, as indicator (with ref. to immediate objective b) on the initial study tour to Denmark we will have a evaluation report from the Georgian visitors.

*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 from GL's earlier projects are, 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.

Experiences from 2017-18 project cooperation and how is has been fed into this application

*The experience and the evaluation process have been described in section 2 on p. 9.*

*How does the applied project for 2019-21 differ from the 2017-18 project?*

The Sectoral Agreement, signed in 2017, March16 emphasises obligations of the parties to cooperate in developing and promoting school system and inclusion of the trade union as a social partner in all aspects of the educational policy level discussion, starting from national, regional and school levels. Social partners are obliged to present their visions and perspectives to the parties and discuss before adoption of any new direction exclusively with the ESFTUG. There is some more work to do to strengthen the format of social dialogue and raise awareness of the obligation outlined by the Sectoral Agreement. Though, it needs to stress that despite the State Commission, composed of Ministry, Trade Union – ESFTUG and other stakeholders, works on the improvement of the Teachers professional Scheme, separate discussions are taken place with the ESFTUG President. There were made several amendments in recent few years, which were coming from the debates of the Union and the Ministry.

ESFTUG initiatives are derived from teachers’ vision and international practices shared from partner organizations. The themes selected in the project are directly linked to the needs of Georgian teachers, to enhance their professionalism in teaching and learning processes, and include all students in the process and to be oriented on results of school-leavers knowledge and skills to be effectively reflected. Nowadays there is a tendency of teachers to gain their professional freedom to manage classes, difference teaching mechanisms and to plan their lessons best serve for benefits of students. Therefore, the themes are relatively selected according to the Georgian School Development Strategy and needs of teachers. As known most of Georgian teachers received their education during the Soviet Period and they are in need to change their methods of teaching, approaches and mentality.

Corresponding to the development triangle in the first phase of cooperation between ESFTUG and GL in 2017-18 we focused on strategic activities and capacity building, while we in the second phase want to increase the advocacy capacity elements in the project. We have done this from two different aspects, that correspond to the two immediate objectives a and b, ref. p. 1/2:

1. The educational policy themes we work with have been selected so they match the present educational policy debate in Georgia and this way we strengthen the capacity of ESFTUC to play an active role in the established social sector dialogue with the ministry of Education. The Social dialogue agreement was established with the help of the European Teacher Union Confederation, ETUCE – the European region of EI, Education International, where both GL and ESTUG are members.
2. We strengthen the local dissemination and thereby the capacity of teachers locally to influence and play an active role in the local debate on school development. We do this by formally structuring the dialogue between participating teachers after the seminars and by organising the six regional dissemination meetings in more remote areas to engage more teachers around Georgia in the process. These activities give a feedback to ESFTUG from its members so the union in the social dialogue with the ministry can speak with a strong mandate from its members.

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 elements:*

* Six four days workshops (see p. 16/17) each with 40 participants (teachers and local union representatives from ESFTUG) focusing both on concrete educational policy themes and on how to work with school development and social inclusion. Inspiration to the debates is given by two Danish facilitators – Danish upper secondary schools with experience on the selected policy theme. The policy 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 Georgian experts participating in the workshops giving a speech on the subject and perspectives in a Georgian setting. The program will leave 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. The participants will be encouraged to share their experience on local follow-up activities in groups discussions on the social media and all the participants meet again at the follow-up seminars to exchange their experience with working on the policy themes locally to inspire additional local initiatives and to give ESFTUG a feedback to be used when formulating or revising its education policy on the different policy themes.

* The capacity building study tour to Denmark by 7 Georgian teachers. Six of them are the Georgian seminar coordinators monitoring and inspiring the dissemination work on the selected six educational policy themes. They are joined by ESFTUG’s project coordinator, See p. 18.

*Capacity building:*

* To prepare and organise the six two days follow-up seminars for the seminar participants will strengthen ESFTUG’s policy capacity and give the union useful examples and arguments on how the inspiration can be used in Georgia – with ref. to the immediate objective a.
* The follow-up seminars will support the local dissemination work after each educational policy theme seminar when the participants meet again after two months to exchange their experience on the how they have worked with the seminar themes locally – ref. immediate objective b
* When ESFTUG organises the six regional dissemination meetings in more remote regions to include a similar number of teachers locally in debates on the educational policy themes to inspire local school development initiatives and to engage the ESFTUG members in the Union work on educational policy themes – they have the same effect with reference to immediate objective a, and when teachers and local union representatives from ESFTUG participate in work-shops and regional meetings and are inspired to work with four different aspects of school development and social inclusion at their own schools it support achieving immediate objective b.

*Advocacy*:

* As a result of the strategic elements and the capacity building 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.
* 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. Together with the feedback from members during the follow-up seminars and the regional meetings the feedback from the seminar theme coordinators gives ESFTUG an increased capacity to argue for its Causeway in the social dialogue with the ministry.
* Organising these educational policy activities for its members and preparing position papers on the educational policy themes ESFTUG has integrated school development in the union’s general strategy 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.

*Additional comments to the project. (sections below are shortened not to repeat previous text)*

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.

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

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. The Georgian study tour to Denmark described p. 18 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.

Activity plan and specific outputs

*Activity plan (updated):*Six seminars on six different themes/subjects. Each theme will consist of a four days seminar held in ESFTUG's training centre near Tbilisi. ESFTUG owns another training centre in the province, but that will undergo a restoration process in 2019-20. If is if finished during the project period, we plan to use that for one of the last educational policy seminars.

* Early Fall 2019 - visit to Denmark
* Fall 2019: First and second seminar on Classroom Management and Written Assignments and Summative Assessment.
* Fall 2019: Two follow-up seminars on the first two educational policy themes.
* Fall 2019: Two regional dissemination meetings on the first and second educational policy theme.
* Spring 2020: Third and fourth seminar on Formative Assessment and Differentiation of the Teaching.
* Spring 2020: Two follow-up seminars on the first two educational policy themes.
* Spring 2020: Monitoring visit (two persons from Denmark including the project coordinator) after the third policy theme seminar.
* Spring 2020: Two regional dissemination meetings on the third and fourth educational policy theme.
* Fall 2020: Fifth and sixth seminar on 21st Century Skills and Lesson Planning.
* Fall 2020: Two follow-up seminars on the fifth and sixth educational policy themes.
* Fall 2020: Two regional dissemination meetings on the fifth and sixth educational policy theme.
* Spring 2021: Evaluation trip (two persons from Denmark including the project coordinator)
* June 2021: End of project. Deadline for evaluation report and budget account.

*Specific outputs*

* We organize six educational policy themes seminars. The themes have been selected so they match the present educational policy debate in Georgia. In relation to the immediate objective ‘a’ ESFTUG as an output gets inspiration and examples to be used in the social dialogue with the ministry, and in relation til the immediate objective ‘b’ the teachers have been inspired to work with the educational policy themes and to formulate a strategy on how to implement the subject at their school and local community. The work follows up on the specific themes from the 2017-18 project to promote school democracy as it 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.
* Two months after each policy theme seminar all participants will meet again for a two-day follow-up seminar. Here they will discuss the dissemination work done by the participants. This way with ref. to immediate objective ‘a’ ESFTUG gets examples on how the seminar inspiration can be implemented in Georgia. ESFTUG will produce position papers on the 6 themes’ implementation in Georgia. And with ref. to immediate objective ‘b’ teachers will be inspired by good examples and learn from the obstacles some have met and overcome. In preparation for these seminars there will be established debate fora on the social media where the above-mentioned seminar coordinators will function as moderators for the debates.
* To make sure that teachers all over the country have the option of learning more about the discussions on the selected educational policy themes and have a chance to debate with the ESFTUG leadership on how to promote the educational development on these issues ESFTUG will organise six regional dissemination meetings in more remote areas. These meetings will with ref. to immediate objective ‘a’ give ESFTUG a broader member mandate to advocate the educational policy themes and with ref. to the immediate objective ‘b’ the regional meetings give more members inspiration on how they can influence local school development.
* To inspire the seminar coordinators and to make sure the fully understand the background for the inspiration the Danish facilitators bring into the debate during the policy theme seminars, the 6 seminar coordinators together with the Georgian project coordinator will make a study visit to Denmark in the beginning of the project, as described on p. 18. We know from the visit of the ESFTUG to Denmark in the 2017-18 project that this visits strongly support the participants willingness and capacity to work with school democracy, school development and social inclusion and they bring the inspiration from visiting Denmark to strengthen the social dialogue both at national level and at the local level in the organization promoting school development.
* The educational policy themes selected reflects the present educational policy debate in Georgia and deals with areas where the minister of education wants changes and development. Therefore, it is crucial that the teachers get a chance to debate and reflect on the themes. There is very little tradition for educational policy debates among the teachers, and many – especially the older teachers are quite traditional in their pedagogical methods. ESFTUG wants the teachers to be more active in educational policy and to influence the development to achieve the UN SDG goals in education and to make sure that education is to the benefit of all students regardless of their social and ethnic background.
* The national level of ESFTUG has collected a severe amount of knowledge concerning the six policy themes 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.
* School development and social inclusion is formulated as an integrated part of ESFTUG's general strategy of the educational policy.

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 have had in Georgia including a visit to minority schools that the minority groups are respected by Georgians and there is a positive attitude to include them in the educational system. We have had no problems implementing the selection criteria to include a proportional share of minority teachers among the participants in the seminars organised in the 2017-18 project.

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. Especially in connection with elections there can be some political tensions, so potentially there can be disruptions.

Another factor that does 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 many of the participants among some of the younger teachers. We used the same selection criteria in the 2017-18 project, and it did *not* create internal quarrels where elder teachers felt any dissatisfaction not being selected.

The seminar will be run with English-Georgian translation delivered by the Georgian partner. Based on the experience from the 2017-18 seminars we have decided to extend the use of English-Georgian translators during the seminars from one to two. This makes it possible to have a translator to follow each of the Danish facilitators during group discussion at the seminars. ESFTUC covers the additional cost for this.

In addition, we have agreed with ESFTUG that the material used for the policy theme seminars will be translated not only to the Georgian national language, which is spoken by 86 % of the population but also the two major minority languages Armenian and Azeri. This way it will be easier for minority teachers to use the material from the seminars on their local dissemination work.

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 addition, ESFTUG will send a short activity report and an evaluation to GL after each of the local follow-up seminars and after each regional dissemination meeting to GL.

In order to follow the implementation of the increased responsibility on ESFTUG to organise the local follow-up seminars and regional dissemination meetings and to focus the design of the project, GL will be doing a monitoring trip to Georgia after the first three seminars 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 policy theme 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. At the local follow-up seminars, the participants will discuss the different local examples on activities that can influence school reform, raise the awareness of the SDG educational goals and discuss how ESFTUG at national level can promote the teachers’ suggestions for changes. We have appointed a Georgian teacher as seminar coordinator for each theme – in total a group of six teachers who together with the ESFTUG project coordinator is the group that makes the study tour to Denmark in the beginning of the project. The seminar coordinators are responsible for following the local dissemination and dialogue between the teachers on the seminar themes and will act as moderators on theme dialogues on social media group discussions among the teachers. This is a process that will continue after the local follow-up seminars.

At the evaluation meetings between GL and ESFTUG done at the end of the project we especially evaluate the structure for organised dissemination to see if we have found a sustainable model or whether the process can be supported by additional initiatives. At the evaluation we invite prof. George Nozadze, Improvement Director, Georgia Primary Educational Project, Chemonics, to participate in the meeting as an external critical friend to help us identify areas, challenges and policy themes that ESFTUG should follow up on to make most out of the project in order to increase the impact of teachers on the educational development locally and nationally.

*Follow up by ESFTUG*

The ESFTUG structural network across the country with the assistance of the six theme coordinators will closely work with the project 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 project participants selected by the criteria elaborated jointly by the ESFTUG and GL later will be in communication with each other and ESFTUG 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 encourage 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 colleagues in order to create a Team of Georgian Teachers which learnt during the training within the project and deliver their experiences to their colleagues. The intention is to form a 'Trainers group' and a 'School development expert group' to support the follow up activities on school and on the national level concerning advocacy.

1. **Phase-out and sustainability**

The project has been designed to avoid dependency on continuous input and funding from Denmark. The second phase has been designed so ESFTUG has fully ownership to the national and locally following up, where the Danish facilitators function as catalysts for starting a debate and calling on the Georgians to plan and discuss a continuous following-up by being aware of the importance of teachers to play an active role as changing- agents for school development, empowering students as active citizens and call on their union to play an active role in the social educational sector dialogue. This way the design of the second phase has tried to secure a lasting impact for the target groups by forming an operational infrastructure for discussion educational policy issues locally and nationally and to this in a process where you learn from local activities to the inspiration for colleagues with the use of local moderators on the process.

The strengthened catalyst role of ESFTUG described p.11 is another factor that supports the sustainability. GL will continue to meet with ESFTUG in our international teacher union cooperation in ETUCE and will follow the lasting effect of our project. It should also be noted as mentioned earlier that we have already had the fist school to school co-operations and visit of Ge­or­­gian teachers to Danish schools in August 2018 which took place as result of the 2017-18 project.

1. **Planned intervention-related information work in Denmark**

On GL’s website you can find information on GL’s solidarity work and the project in Georgia. See [http://www.gl.org/uddannelse/internationalt/Sider/Hjem%20(2).aspx](http://www.gl.org/uddannelse/internationalt/Sider/Hjem%20%282%29.aspx) (the link might change during Fall 2018 af GL makes a major update of its website). In addition, the union magazine Gymnasieskolen brings articles on the seminars in Georgia. See <https://gymnasieskolen.dk/paa-vej-mod-en-ny-aera> and <https://gymnasieskolen.dk/kampen-en-kulturaendring>

Besides finding potential project teachers, the ordinary members of GL will be aware of the GL project activity. 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.

To make sure our Danish project teachers are well prepared for their duties during the seminars GL will organise a planning seminar for them. We will make sure all the Danish project teachers meet with the Georgian delegation during their visit to Denmark and the Georgian delegation will visit most of the Danish project teachers’ schools during their visit to Denmark as we split the 7person group in subgroups visiting different Danish schools, so most Danish schools also benefit from the Georgian visit to Denmark

1. **Supplementary financing**

The supplementary financing specified in the budget relates to staff use and salary expenses in the two unions. Thus, the two partners have guaranteed that the specified supplementary financing for staff and salary cost are covered by the two partners.