

Methodological Manual

Teaching European Values in Schools of Georgia



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in Schools of Georgia**



This manual has been developed within the scope of the ERASMUS+ Jean Monet Project “Developing European Values and Standards in Georgian Schools” (620893 – EPP – 1-2020-1-GEEPPJ-MO-PROJECT) – EU GS.

It is based on the results of the survey conducted within the scope of the project and takes as the starting point seven recommendations developed by the project research group, which every module of the manual follows thoroughly.

The EU GS project has an ambitious aim to assist Georgia in Europeanization of the secondary education system on the way to complying with the obligations claimed by the association agreement with the European Union.

With the same aim, the manual offers directors and teachers of public schools of Georgia methodology based on theoretical and practical material with the view of spreading those European values and standards in the study process and school life, in general, which were identified as most problematic in the field research process.

The project is implemented by the private high educational institution Ltd. “European University” which provides the process of learning and teaching based on European values and commensurate with the European standard.

Europeanization for the European University is the cornerstone for its internationalization and development strategy, which the name of the institution itself speaks of.

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Module 1

Optimization of Course Books and Teaching Methodology

INTRODUCTION

According to the new school model developed by the Ministry of Education and Science of Georgia, the school is the establishment where the pupil should get comprehensive education and knowledge. This idea is put forward in the Ministry document **“About the New School Model and Distance Teaching and Learning”** (MoES of Georgia, 2020b, Report) which states that “The school is the place where young people get fundamental knowledge. They should acquire and understand the material in much detail and be able to analyze it critically, relate the acquired knowledge to various life situations and apply it in practice”. This excerpt clearly illustrates the need for developing competencies of analyzing, critical thinking, transferring of theoretical knowledge to enable the student to respectively understand what had been learnt and then apply it to practice. The national curriculum clearly outlines the opinion that compound tasks help the student to develop analytical and critical thinking skills. Developmental assessment enhances positive attitude and enables him/her to further strengthen the sense of internal motivation and accountability and become a responsible, skilled and knowledgeable citizen. Therefore, the new school model is based on such western values as: democracy, equality, equal rights, accountability, education and development. Its active introduction and implementation are significantly important on the way to the European integration of Georgia.

The Bologna process made a substantially positive impact on the process of Europeanization of Georgia. To be more specific, educational processes focused on the pupil, constant approximation with his/her life experience, dynamic use of permanent knowledge, problem setting

by him/her, freely expressing and sharing one’s own opinion with the teacher or among peers and moving towards the knowledge unknown so far through discoveries were introduced. This process enables him/her to think critically and creatively and, respectively, get in-depth knowledge, maintain effective communication and become an independent citizen. All the above-mentioned will help him/her to coexist in the united European educational space.

The 2018-2024 national curriculum (NCP, 2016) is the significant policy document which provides transversal skills and values necessary for successful learning: problem solving, critical and creative thinking, cooperation, communication, entrepreneurship, showing initiative and turning an idea into business, integration in time and space, research, learning to learn, doing work independently, responsibility. Based on national secondary education goals, the national curriculum identifies such priority topics as protecting cultural heritage, environmental protection, healthy lifestyle, civil security, conflict management, financial literacy, cultural diversity. It is also worth noting that social sciences fall into the group of independent subjects, which are taught by means of interesting disciplines with American studies, basics of entrepreneurship, world culture, the state and the law, military history and national defense, environment and sustainable development being elective ones. Therefore, at the policy level, youngsters are provided by the state with the possibility to realize and study common European values. Our objective is to ensure that all this is reflected in methodology and integrated in the study process actively.

This is the methodology framework of our course-book which will enable the teacher to practically implement all the mentioned above and give the pupil an unprecedented oppor-

tunity to get ready for the future educational challenge and be able to successfully integrate into the European educational space.

Target group: Teachers.

MODULE OBJECTIVES

This module, as well as the course book itself is a practical suggestion to apply the recommendations developed within the scope of the project. The recommendation identified on the basis of outcomes of field research about optimization of course books and teaching methodology is the key issue since it is closely connected with other recommendations through its universal content. The mentioned module is focused on demonstrating various methods and activities which will enable to overcome the problems identified in recommendations at school. Considering common features of recommendations, the dominant problem is teaching and developing values, which will be possible through selecting respective teaching methods. The methods offered within the scope of the module can be adapted to various subjects which eventually encompasses their formation in accordance with practical tasks given in course books.

Teaching methods actively used in the modern secondary educational field are mainly oriented on passing knowledge to the student, which should definitely be used in combination with activities focused on skills development. In order to develop 21st century skills, it is essential to use respective teaching methods and activities by means of which it will be possible to complete one specific task as well as correlate them with other approaches efficiently. A detailed practical scheme of one model method

which the teachers will be guided by is given in the appendix (See, appendix 1.1.).

When developing the learning process based on the flipped classroom principle, more focus is made on how to teach rather than what to teach (Wiggins, G.P., McTighe, J. 2005). The flipped design encompasses student-centered teaching. Its starting point is the final learning outcome. When planning every training course, it is essential to clearly identify what outcome is to be gained at the end of the semester/year in order to develop respective methods of teaching and learning. If the final outcome of the course is to ensure that students understand values and freely implement them in practice, it is essential to select those methods of teaching which will be focused on both autonomous/individual and team work, developing critical thinking and creativity.

OUTCOME-ORIENTED TEACHING METHODOLOGY

Task-based learning (TBL): the pupil is involved in completing the task, thinks, discusses issues and applies theoretical knowledge to practice. The teacher creates a desirable context by means of preliminarily prepared tasks to enable the pupil to use his/her maximum potential, apply theoretical knowledge in the classroom and then reinforce it at coming lessons. This is quite an efficient communicative method since the student is involved during the whole activity and tries to use gained theoretical knowledge in practice, like the process and studies automatically (Willis J., 2007).

Role play is the method which enables the student to experience realistic situations by means of integrating with other people in order to gain experience and become more self-confident. This method adds more motivation to the student, creates a real and authentic environment and prepares him/her for effective functioning in the working and organizational environment. S/he develops such skills as debating, teamwork, cooperation and convincing.

Problem-based learning – PBL involves use of the multilateral real problem to enable the student to study concepts and principles in-depth. The method is based on the following three principles: the problem question is asked, it is then discussed in small groups and at the end the student presents discussion outcomes. The teacher acts only as a facilitator. The student takes on more personal responsibility for his/her own learning and actively acquires information. The whole problem-solving cycle is as follows: finding and identifying the problem, formulating and presenting it, organizing resources and information about the problem and mobilizing knowledge, searching a possible alternative and ways of solving the problem, implementing the selected strategy and observing progress, checking results and assessment. The process of problem-based learning

puts the student into the role of the active perceiver, s/he has to deal with the problems arisen. At the end, the student critically assesses the completed task. Self-assessment is a substantial skill of the student which enables him/her to study effectively and efficiently.

During problem-based learning the student is the problem-solver who tries to understand the problem, looks for the way out and the best way to solve this problem. The process takes place in the open and supportive environment, where the student is active and self-oriented while the teacher is a cooperator who shows the student the example of enthusiasm and interest towards learning. It is obvious that during problem-based teaching traditional roles of the teacher and the student change. The student develops cognitive strategies which help him/her to analyze the unusual, unexpected and non-routine situation. It is essential to make sure that problem-solution is based on a non-specific, less structured situation and does not get limited to only one correct answer. Solving the problem in such a manner will help the student to be ready for realistic life situations. The main aim of the national curriculum is to ensure problem-based learning and integration of the knowledge and skills obtained in various disciplines.

Values and Knowledge Education – VaKE Method is one of the effective approaches which follows the constructivist principle and is focused on establishment of values among students through passing knowledge which later on get formed as transversal competencies. The VaKE method was developed by Salzburg University professors and is actively used in the educational field. The method considers authenticity of the topic and its unconditional connection with the real environment as one of the essential conditions (Weyringer S., Patry JL., Weinberger A. 2012) which creates the possibility to

introduce to the classroom real-life situations. The method is focused on values and they have the form of the dilemma-based activities¹.

Flipped Classroom as the student-oriented teaching method is one of the best means of active learning. It is worth-noting that active learning implies intellectual and physical involvement of the student. Respectively, the knowledge obtained by means of this method is transformed into skills, which implies transferring the theoretical material learnt into practical activity. The teacher gives the student theoretical in advance material in the form of either video or audio recordings which encompasses use of digital technologies in learning. After that the student gets familiarized with it at home in the environment acceptable for him/her. The student should analyze and study the theoretical material given as a task in the classroom environment together with his/her peers and with teacher facilitation and practically implement it in team or individual activities. This method enables homework to be transferred to class activity and vice-versa.²

Case Study – In order to integrate real-life aspects into classroom work, the case study method of teaching is considered to be one of the best approaches. It is the form of active teaching and ensures involvement of the class in the lesson process through various ac-

tivities. Different cases based on different outcomes are used in the process. The case may be closed, directed towards developing the skill of analyzing; open, in which outcomes are not clearly demonstrated. It creates the possibility for the student to define expected outcomes and make conclusions. Cases of such type enable to carry out the discussion which develops the student's critical thinking, communication and discussion skills. While working with cases, invented and real facts can also be used. The problem of cases based on invented facts is connecting them to the real life while demonstrating real facts in the classroom in the format of cases requires some sort of adaptation and adjustment to class needs.

Project Based Learning (PBL) is one of the significant forms of active learning where learners no longer work on the offered problem. Instead, they themselves choose one from the material covered thus becoming initiators. The method with its technical qualities, such as, initiating the problem, defining needs, selecting the forms of working on the solution – team or pair – through reasoning and summarizing creates the possibility for the students to develop the skills of leadership, cooperation, looking for the ways of problem-solution, critical thinking and decision-making. The method is especially productive at the civic education lesson since by its help theoretical material to be studied given in the course book is analyzed in the form of the project and by doing so aspects connected with real life are integrated into the lesson.

1 While being guided with the VaKE method, technical qualities need to be envisaged: activities – presenting the dilemma, team and autonomous work, reasoning, product creation and generalizing outcomes, possibilities of discussing them in similar life situations. Subject – the method is flexible for almost all those subjects which enable working with the dilemma focused on reasoning and values and moral. Class level – high grades VIII-XII.

2 Technical qualities while using the flipped classroom method are: activities – recording the audio/video version of material by the teacher, viewing it independently by the pupil, searching for necessary information, preparing question arisen. Subject – the method is prepared for almost all those subjects which enable use of practical activities. Class – high – VIII-XII.

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Module 2

Raising Awareness about Democratic Institutions

INTRODUCTION

Less popularization of values and issues of civic education, in general, may negatively be demonstrated at various levels of public activity in the future. For example, in the form of low civic awareness, responsibility or indifference towards social issues. Raising awareness about democratic institutions among school children is possible in the learning classroom environment using various teaching methods and activities; or outside the classroom, by planned visits of students to various institutions in order to depict in the practical environment the topics to be studied in various institutions. Knowledge transfer will not be productive only by means of reading out something in a book or listening to it if it is not discussed at least

at the simulated level and then analyzed. Raising awareness about democratic institutions among students is possible by using a variety of teaching approaches. Receiving information at the lesson does not always imply its proper understanding and then practical application. Turning theory into practice is a difficult though an interesting process and the student should learn ways of its practical implementation at the lesson. Properly selected practical lesson activities, which are mainly used in active learning, support establishment of proper attitudes and values among students. In the given case this is raising awareness of pupils about democratic institutions.

Target group: teachers, pupils.

MODULE AIM

The aim of the module is to assist teachers to raise awareness of pupils about democratic institutions. To successfully solve this issue, it is critically significant to reply to two main questions: Why should we teach students about democratic institutions? and, most importantly, how should we teach this?

The proposed module is focused on demonstrating various methods and activities, which will enable to solve in the classroom space the problems identified as a result of research (policy document, teaching European values, etc.) carried out with the view to identify the challenges existing in the policy and practice of Europeanization of Georgian schools.

Democracy does not exist without strong institutions. It is the political value which has a strong moral component and serves as the common European value. In order for the young generation to get blessed with common (European) values, it should internalize them well, think of one's attitudes, voice his/her thoughts and justify it.

The module includes the methods which are advised to be used when teaching mentioned values. The teacher can use discussed life situations without changing them or, if needed, with slight modifications. Expected results are given in the module which serve as a certain indicator for teachers. The teacher can use giv-

en supplementary resources when teaching the issues discussed in the module. The sample of

the lesson plan is given in the appendix (see Appendix 2.2.).

ELECTIONS AND ELECTION ADMINISTRATION

Raising the issue of **elections** aims to let the pupils see the elections as an impartial part of democracy. Elections are the process the purpose and outcome of which are electing representative bodies of public authority and its officials; representative democracy is implemented by means of elections. Free, just and frequent elections are necessary to ensure effective participation and equality upon voting. Citizens are able to take part in such elections in roles of both voters and candidates. Students should understand that freedom of expression, independent sources of information and freedom of associations are necessary to ensure effective participation of informed electorate and control of the agenda by citizens. If voters are exposed to pressure during elections and do not expect just results, they will take part with less enthusiasm. Unjust elections place the voters in unequal condition whereas frequent elections are necessary to retain the level of accountability of authorities and give the possibility to any voter to express one's own will.

To assess democracy of elections, the essence of provisions developed by OSCE can be expressed by seven key words: universal, equal, fair, secret, free, open and accountable (The Principles of Democracy). Students will understand the essence of elections only when they realize the importance of one vote in elections. The election administration ensures holding of elections at the right quality.

The election administration of Georgia consists of the central election commission and its apparatus, supreme election commissions of Autonomous Republics of Abkhazia and Adjara and their apparatuses, regional and district election commissions; the election administration servant is the member of the election committee and employee of the apparatus; powers of the election administration are defined by the election code of Georgia (The Election Code).

DIVIDING THE AUTHORITY INTO BRANCHES

Pupils these days know very well what branches authority is distributed into. However, they can not realize the threats the avoidance of which is served by this. Distributing authority into branches these days includes:

a) Horizontal and vertical distribution of state power. The former encompasses identification of legislative, executive and court authorities and independent legitimization while the latter implies distribution of authority between

central, regional and municipal authorities (central, local governance and self-governance);

b) Rules of control (inter-holding) and balance by means of which various branches are able to control others and confront ill use of power by them and/or exceed that of their own;

c) Cooperation between branches which is conditioned by the homogeneous state nature of

branches. Actions of all branches of authority in key issues of state policy should be interoperable. Otherwise, it will be impossible to govern the state which will lead to anarchy and tarnishing the reputation of society (K. Kighuradze).

Representative bodies are accountable for establishing local policy and legislation while the

executive authority and public servants ensure application of policy and laws to real life.

Understanding of the above-mentioned will demonstrate to students that dividing authorities into branches promotes democratic governance and avoidance of authoritarianism.

PARTICIPATION OF CITIZENS IN THE PROCESS OF LAW MAKING

Pupils rarely focus on the individual and private citizenship responsibility of the citizen. They especially have limited knowledge of the possibility of citizen participation in the legislative activities which is one of the revelations of people governance. The citizen is able to take part in legislative activity in various ways: either submitting the draft law to the parliament or taking part in parliament committee sessions. The citizen or any organization is able to apply to parliament with the legislative proposal and offer any idea. If the parliament likes it, it can turn it into the draft law and discuss according-

ly. All draft laws are placed on the parliament website which this body discusses. Citizens can leave comments on the website regarding any draft law and the committee is responsible to discuss each of them (see the example). Citizens are also able to apply to the parliament with petition. It is possible to collect signatures for the petition by means of the parliament website as well. If there are many supporters of the petition, it is expected that the parliament will approve it (see the example).

TAKING PART IN LOCAL GOVERNANCE

To a certain extent, the degree of democracy is defined by the performance of local government, which is determined by population participation as well. Participation of citizens in local self-governance is not only their right but also is accountability. Self-governance is first and foremost self-organization of citizens to jointly solve the issues of common interest. It is participation of citizens in implementing self-governance that is the main guarantee of independence of self-governance and one of the main criteria of assessing implementation of self-governance – the more citizens are involved in implementing self-governance the

higher the quality of its implementation. By getting acquainted with the forms of citizen participation the student gets familiarized with the ways of how to take part in solving those issues which bother him or those around him. The road to citizen participation passes over freedom of information and without freedom of information it is impossible to implement any form of participation.

THE SOCIAL STATE

According to the constitution of Georgia, Georgia is a social state. When the pupil gets acquainted with the essence of the social state, s/

he realizes the responsibility which the government takes on. The more economically strong the social state is the more efficient it is.

MECHANISMS OF PROTECTING HUMAN RIGHTS AND MAIN FREEDOMS

It is always the responsibility of the state to protect human rights in the democratic state. On the one hand, states are obliged to hold themselves from such active actions which will violate human rights and this is called the negative obligation of the state. On the other hand, states are obliged to take respective measures and act actively to ensure human rights application or avoid improper intrusion into human rights by other private subjects which is called positive obligation of the state. In case of human rights violation, there are means which citizens apply to in order to restore the rights. These are:

a) Public defender of Georgia: In case of violation of citizens' rights by the state, the citizen is able to apply to the public defender. The latter can address the body violating the rights with the recommendation and explain what led to the violation of the citizen's rights and what ways exist to restore them. As the term "recommendation" itself indicates, it is not obligatory to apply to the public defender – the subject of application can agree or disagree. The public defender investigates the condition of citizens' rights even without the application of the citizen, upon one's own initiative. For example, in the corrections establishments.

b) Common courts: In Georgia common courts unite: city (regional) courts, which deal with the criminal, civil and administrative law cases at the first instance; Tbilisi and Kutaisi appellate courts which deal with the appeals related

with the decisions made by the city (regional) courts; supreme court of Georgia which reviews the issues of legitimacy of decisions made by the court of appeals on the basis of the cessation appeal.

c) Constitutional court: the constitutional court of Georgia reviews compatibility of the normative acts operating in Georgia with the constitution and if it gets to the conclusion that the law or another normative act contradict the constitution, it may announce it invalid. If there is an assumption that the normative act violates the rights and freedoms recognized by the constitution, both physical and legal persons can file the suit in the court.

After exhausting local means, citizens are able to apply to the international mechanisms of human rights protection (see. Appendix 2.1, example 4) such as, UN Human Rights Council (universal mechanism) or European Court of Human Rights (regional mechanism).

If the administrative body violated human rights, the rule of administrative appeal should be used before appealing about this fact in court, which implies submitting the administrative appeal to the head of the same body or its superior. If the complaint has not been satisfied, the citizen should apply to the court.

d) International mechanisms of human rights protection. The UN Human Rights Council is the international mechanism of human rights

protection which is applied to after having local means exhausted. This is a universal mechanism. Regional international instruments are more effective.

The European system of human rights consists of three parts:

- The European Council System
- The Organization for Security and Cooperation in Europe
- European Union

The European system of human rights which was established after the WWII in response to

mass violations of human rights, is considered to be the most refined regional system. Human rights, supremacy of law and pluralist democracy are the cornerstone of the European legislative order.

If the citizen considers that his/her rights are violated and local courts did not satisfy his/her suit (with no difference to against whom it may be filed), s/he files the suit to the European Court of Human Rights (Convention of Protecting Human Rights and Basic Freedoms) against one's own state since the state failed to protect his/her rights (to better understand the issue, please, see Appendix 2.1. Examples 1, 2,3).

RECOMMENDED TEACHING METHODOLOGY

a) VaKE (Knowledge and Value-Based Education) method: the following possible dilemma questions can be asked when using this method:

- Should the parliament committee discuss the opinion stated in comments of any citizen regarding the draft law? What does such an approach ensure?
- Should the freedom of expressing opinion, freedom of independent information sources and associations be allowed in the pre-election period?
- Should the citizen file the appeal to the European court against one's own state if the state has not protected his/her rights?

b) Project-based teaching – it is advisable to use this method to teach the issues related with local self-government

c) Role-play– it is possible to use this method to teach mechanisms of human rights protection when teaching participation of citizens in local government

d) Case-based teaching – the teacher is able to use the examples presented as the sample (see. Appendix 2.1.)

e) The method of discussion can be used independently or in combination with another method

Classroom organization forms: individual work, group work, whole class work

EXPECTED RESULTS

Pupils will realize:

- The importance of democratic institutions in the democratic system
- The essence and possibilities of participation of population in citizen governance
- Mechanisms of human rights protection

- Model participation of citizens in self-governance
- Match human rights protection mechanisms to specific cases

We think that teaching the issues related with common values using the above-stated recommended methods will significantly promote their understanding among pupils.

Pupils will be able to:

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Module 3.

Promoting the Idea of Tolerance and Equality

INTRODUCTION

In general, one of the most significant objectives of the modern school is to raise a humane person bearing tolerant ideas and a citizen who will be able to assess accordingly the diverse society not as a selection of separate, different, incompatible cultures but as a unity where multiple religious, cultural and ethnic differences are acknowledged in the common total democratic framework. This is why, tolerant education actually starts from the classroom which should be based on the principles of integration, humanization, creativity and culturization. Achieving this is possible by using in the teach-

ing process not only relevant teaching materials and methods but also a tolerant approach and respective language. In order to successfully introduce this approach, it is significant for teachers, curriculum designers, course book authors and the school administration itself to take into consideration such issues which will give students the possibility to not only develop critical and analytical thinking but also act on the basis of values and principles encompassed with humanism, accepting the difference in the diverse environment, equal involvement, expressing empathy and appreciating tolerant behavior.

Target group: directorate, teachers, students .

MODULE AIM

The aim of the module is to assist teachers to raise awareness of pupils about tolerance and equality and establish these ideas.

Together with a brief overview of topics, methodological advice intended for giving classes is provided in the module.

The teacher can use real-life situations discussed in the appendix (see Appendix 3.1) to this module in an unchanged way or, if necessary, by making slight changes.

Expected results are given in the module, which serves as a certain indicator for the teacher.

The sample lesson plan is attached and recommended additional resources are given at the end which the teacher can be guided by when teaching the issues discussed in the module (see Appendix 3.2.).

THE ESSENCE OF TOLERANCE

Tolerance in common European values is a fundamental issue for European and moral tradition. Tolerance has various definitions. Therefore, it is frequently understood differently. According to the UNESCO declaration of principles of tolerance, it is respecting, accepting and properly understanding the opportunities of rich diversity of world cultures, forms of expression and revelation of human individuality. Knowledge, openness, relations and freedom of opinion, conscience and views support it. Tolerance is freedom in diversity. It is not just the moral debt. It is political and legislative requirement as well. Tolerance is kindness which determined change of war culture with peace culture.

The European Parliament Research (Research for CULT Committee, 2017) differentiates three components of tolerance (inter-personal relations, tolerance to other social and cultural groups, inclusive society).

Showing tolerance, which implies respecting human rights, does not mean tolerance towards social injustice or refusing or giving in one's own views by the human being.

Tolerance at the state level requires just and unbiased legislation, protection of law, court and administrative procedural norms.

Education is regarded as the most efficient means of establishing tolerance.

DIVERSITY

Diversity of society is determined by the sources of identity. 12 sources of identity and originality are determined (Tabatadze et al., 2008). These are: ethnicity/nationality, race, language, social class, ability/limited ability, sex, health, age, geographical region, sexual orientation, religion and social status. Diversity is expressed in any society. In the varied context, school, while speaking about human relations it is significant to note the problems of relations between different groups and the effort of the teacher to be able to establish non-discriminatory relations among various people and keep them; use of existing diversity as the resource.

The survey held in Georgian schools on the issues of teaching European values demonstrated that a significant majority of students is distinguished by much higher acceptance towards ethnic minorities than to those of different religious confessions (especially, Muslim). (Policy Document, 2021). Therefore, special attention should be attached to the issue of religious diversity, its connection with human rights and the essence of the secular state.

THE ESSENCE OF THE SECULAR STATE

The secular state is the idea which is connected with secularity according to which the state is or claims to be officially neutral in the religious issues, supports neither religion nor non-religiosity. The secular state declares that everyone treats one's own citizens in the same manner with no regard to religion and informs that it avoids special treatment of citizens on the basis of their religious belief, belonging or if any of these are absent, compared with the people of another profile.

Secular states do not have state religion/desirable religion (such as, established religion) or its equivalent. However, not having the defined state religion does not mean that the state is fully secular or equal from all points of view. For example, some states which call themselves secular, have religious indications in their national anthems and flags or laws which give priority to the specific religion.

According to the constitution of Georgia, every individual has freedom of faith, confession and conscience. It is not permissible to persecute the individual because of faith, confession and freedom of conscience as well as making him/her express his/her opinion about them.

The constitution acknowledges a special role of the Georgian apostolic autocephalous orthodox church in the history of Georgia and its independence from the state. Relations of the Georgian state and the Georgian apostolic autocephalous orthodox church are defined by the constitutional agreement which should be fully commensurate with the universally acknowledged principles and norms of international law in the field of human rights and freedoms.

It is on the basis of principles recognized in the field of human rights that the idea of religious tolerance should be established among the pupils.

CREATING TOLERANT ENVIRONMENT IN SCHOOL

Creating tolerant environment in school is considered to be one of the two main conditions for avoiding bullying and violence against students. Social-emotional up-bringing is considered to be the second.

Tolerant environment implies:

- Developing a cooperative school culture;
- Introducing the positive discipline;
- Establishing acceptance of the different in the culturally diverse environment;
- Teaching how to resolve conflict in a non-violent manner;

- Developing empathy;
- Creating the possibility for equal involvement.

RECOMMENDED TEACHING METHODOLOGY

Project-based learning – it is recommended when teaching issues related with cultural diversity.

Flipped classroom – it is recommended when studying the issues of the secular state.

Discussion – it is recommended when discussing any key issue

Problem-based learning – it is possible to use this method while discussing the topic of equal involvement.

EXPECTED RESULTS

Pupils will realize:

- Diversity as wealth;
- The essence of secular state;
- Acceptance of cultural diversity in the prism of human rights protection.

- Express empathy in a specific situation;
- See the priorities of tolerant behavior.

We consider that the recommended teaching approach will significantly support respective understanding and internalization of the above-mentioned issues.

Pupils will be able to:

- Find ways of equal involvement for all students either in the classroom or school life;

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Module 4.

Raising Awareness on National and Cultural Identity

INTRODUCTION

Research conducted within the scope of the Jean Monet project “**European Values in Georgian Schools**” revealed that substantial part of schoolchildren finds it difficult to give a conceptualized and well-thought-out reply to the question: What is, in fact, to be a Georgian? Who is a Georgian? What determines uniqueness of the Georgian nation? What place does Georgia occupy in the modern world? What is their vision of cultural and historical identity? (Policy

Document, 2021). To cope with this challenge and raise awareness among students of national or cultural identity, it is significant to focus on the Georgian national identity in the learning process as well as those peculiarities of the Georgian identity which make Georgian culture unique. Better recognizing and realizing one’s own cultural identity will support strengthening of the tolerant approach to another cultural or national identity.

Target group: teachers, pupils.

MODULE AIM

The aim of the module is to help teachers to raise awareness of pupils about **national and cultural identity** among students, which implies developing such thinking or behavioral skills and establishing attitudes which will enable them to: realize the national identity (historical and cultural) of Georgia so that they are able to: understand national identity (historical and cultural peculiarities) of Georgia; realize the place of Georgia in the modern world; adapting in the multicultural environment.

The proposed module is focused on putting forward learning activities supporting understanding of inter-relation of the person, behavior and

environment, factors influencing the process of formation of the identity of the person, realizing uniqueness of the Georgian nation and raising awareness about national and cultural identity, which will enable to solve the problems identified as a result of the above-mentioned research.

The module offers recommendations on expected learning outcomes which serves as a certain indicator for teachers. The teacher is able to use the proposed activities and indicated sources when planning teaching of the issues discussed in the module.

RAISING AWARENESS REGARDING NATIONAL AND CULTURAL IDENTITY

Frequently, majority of pupils only identifies personal aims and differentiates him/herself from the social field of the wider group. It is necessary for the pupil to properly realize and see oneself in the wider Georgian society. The name of the person is of special importance and in most cases it is connected with ethnic belonging (Gamsakhurdia, 2016). The pupil self-identifies him/herself for the first time through it. Therefore, discussing examples of national heroes, kings and public figures of Georgia bearing his name, may give the first push to intensifying national-patriotic spirit. Connecting personal identity to collective cultural values will lead to the desirable outcome. When discussing the issues related to national or cultural identity³, attention should also be focused on the social environment as the key factor for the formation of identity and self-expression. Several pupils have mixed or different ethnic identity. Respectively, it is critically significant to discuss issues in a way which will enable them to connect themselves to united national identity of Georgia. In this respect, the Georgian flag and the anthem may play the role of identifying elements. With this view, it is recommended to plan and offer various activities. For example, even before the start of the study process, listening to the national anthem of Georgia and putting up the national flag of Georgia in front of the school. Pupils demonstrating exemplary study during the week, may be granted the honor to do this during the week/month/semester. It is significant to actively encourage the pupils as representatives of ethnic minorities or different confessions with this honor.

Historical-cultural factors in the process of national and cultural identity formation play a significant role (Chkhartishvili M., 2020). Re-

the opinion of J. H. Mid, identity is a dynamic function rather than the stable and substantive product (Gamsakhurdia, 2016). According to the universally agreed opinion in social sciences, identity is the feeling of originality which a child develops in the process of growing, a relatively stable and constant feeling of “the self”; this is the significant component of self-awareness of an individual – the system of impressions about oneself and qualities, skills, appearance, social values. On the basis of these impressions, the human being builds relations with oneself and others. In the opinion of the American psychologist Eric Erickson, identity is shaped in social interaction and, therefore, is determined by the social-cultural context. In respect with this issue, many things are explained in the similar manner in psychology and sociology. However, there are differences, mainly regarding focusing on identity and the process of its formation. Recently, identity obtained the form of significant social conception. These days, focus is made on ethno-cultural aspects of social identity which is connected with impressions about the model of the personality in the culture (see the definition of identity in more detail in the dictionary-directory in social sciences.

<http://dictionary.css.ge/content/identity>).

Ethnic identity – the feeling of belonging to the ethnic group, aspects of thinking, depiction, feelings and behavior, which are determined by the membership of the ethnic group. Ethnic identity differs from the personal identity of the person as the individual. However, these two may make impact on each other (Phinney, 1992). There are four main components of ethnic identity:

- * Ethnic consciousness – depiction of oneself and other groups

- * Ethnic self-identification – the name which is used for one’s own group

- * Ethnic attitude – feelings towards one’s own feelings and those of others

- * Ethnic behavior – behavior characteristic to the ethnic group (Phinney, 1992)

National identity – the picture of the society which depicts unity and is symbolically expressed in the flag, laws, national anthem and customs and ways (Oxford dictionary definition)

Cultural identity – is based on shared values, knowledge, behavioral norms and beliefs. The group of one cultural identity may unite people with similar ethnic, racial or national identity and, respectively, cultural identity, as the concept is wider than ethnic or national identities (Intercultural Education, 2015).

3 Before speaking about recommended measures supporting awareness raising about national and cultural identity, it is considered to be reasonable to agree about certain key terms.

Identity – unity of values, faith and characteristics which differentiates the people and the group of people from others (Merriam Webster Dictionary). In

spectively, it is significant to develop a common school plan for pupils' field trips and events, which will aim at cultivating national-cultural values in the conscience of youngsters. Teaching Georgian state symbols and their origin will promote formation of the Georgian national identity conscience in young generation. Re-

spectively, it is also necessary to define to pupils how the personal identity is preserved in the changing environment. The above-mentioned aspects will promote creation of the internal basis of identity among pupils which will itself give it the possibility to clearly express one's own self in various types of societies.

THE INDIVIDUAL, BEHAVIOR AND THE ENVIRONMENT, THEIR INTER-RELATION AND IMPACT ON THE PROCESS OF FORMING THE IDENTITY OF THE INDIVIDUAL (Triadic two-way determinism)

Within the scope of this topic it is recommended to analyze individual, social and cultural factors of self-determination as well as discuss the modern information age, its impact on the process of formation of identity of the individual, the dynamic nature of self-determination and

its transformation. Pupils should focus on the process of identity formation. Within the scope of the given topic it is also important to analyze the connection of religion with identity formation. (Kochalidze, 2019).

WHO IS A GEORGIAN AND WHAT DETERMINES UNIQUENESS OF THE GEORGIAN NATION?

Within the scope of this topic attention should be focused on discussing the Georgian language, literature, monuments of the Georgian intangible cultural heritage, traditions and the area of Geographical settlement as the key elements of forming identity. It is worth-noting that the social identity, i.e. defining belonging of the individual to the social group and his/her position in it, is an extremely significant process. In order to properly understand the issues related to it, it is also critically significant to attach attention to the analysis of Georgian customs and traditions and the reasons for their transformation with time as well as the current situation. By means of tasks and activities offered in various formats, pupils should get familiarized with the place and significance of Georgian prose in the

process of the formation of stable identity of the individual. It is important that they develop association to the Georgians as the successful group of people, which will promote the feeling of their belonging to this successful group, i.e. collective identity and raising self-assessment.

It is also significant to focus on folklore, positive sides of the Georgian character, special significance of the family and relatives, generosity, hospitality, ability to adapt to any type of social environment, sharp-wittedness, tolerance, the essence of self-sacrifice for the motherland and their significance for the national identity in the context of Georgian values. To properly realize the issue, it is essential to identify-analyze negative sides (for example, ardent nature). As

a result of in-depth analysis of the above-mentioned topic, pupils will much more simply realize the connection-relation of national values with those of Europe and humanism, which

will simplify for them definition of the place and role of Georgia in the European civilization space and considering our country as part of the European family.

RECOMMENDED TEACHING METHODOLOGY

Case Study: It is recommended with the view of supporting understanding of inter-relationship of the personality, behavior and the environment, identifying the factors impacting the process of formation of the identity of the individual, understanding the national and cultural identity. With the view of properly understanding the topic, it is recommended to discuss the following types of cases: 1. Heroism of Ekvtime Takaishvili; 2. Fight of officer-cadets at the outskirts of Kojori in 1921; 3. The war of 2008 and heroism of Giorgi Antsukhelidze, etc.

Problem-based teaching method: It is recommended to use this method with the view of realizing tradition as one of the characteristics of national or cultural identity and related challenges, for example.

Task-based teaching method: When using this method, the objective of the teacher is to **develop specific tasks to understand key issues and expected learning outcomes, indications to complete them as well as assessment criteria for the pupils to complete them** individually or/and in small groups.

Project-based learning is recommended with the view of supporting the understanding of the role and importance of the influence of historical-cultural factors in the process of formation of national and cultural identity. It is possible for the teacher to develop instructions by means of combining with the method of task-based teaching for preparing-submitting by pupils individual and/or group projects, which will

support realizing the factors forming national and/or cultural identity (for example, traditional music or dance, historical events or monuments, works of language or literature, etc.).

Discussion method may be used independently or in combination with another method when discussing any above-mentioned key issue.

Form of class organization: individual work, group work.

Assessment method: It is recommended for the teacher to assess the level and quality of pupils' knowledge and understanding in respect with the issues related with national and cultural identity applying the criteria developed with the view of assessing task (short essays) completion, activities of project (individual or group) preparation-submission.

Extra-curricular activities will also significantly support respective understanding of the above-mentioned topics. These activities are: visits to museums and historical places, where all students may be tasked to make a short presentation and describe a specific historical event.

It is also recommended to implement the following **additional activities:** organizing the tolerance week at school; establishing friendship between Georgian-speaking and non-Georgian-speaking schools; meetings with war veterans, etc.

EXPECTED RESULTS

As a result of implementing the recommended issues and learning activities within the scope of the module, students should realize national identity of Georgia, its historical and cultural peculiarities; properly understand the place of

Georgia in the modern world. On the basis of the knowledge received, students should manage to adapt in the multicultural environment without any problem and retain their own national-cultural identity.

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Module 5.

Strengthening the Joint Effort of Secondary Educational Establishments, Parents, Civil Society

INTRODUCTION

Results of the survey conducted in the field of school/secondary education administration (Andguladze, 2017) as well as analysis of practical experience proves that close cooperation between school, parents and civil society is not only a significant pre-condition to cope with

the problems or challenges related with the so-called “criminal sub-culture” but also similar joint effort is necessary for any other aspect of school life, including, ensuring quality education or supporting development of civil accountability.

Target group: directorate, teachers, students, parents.

MODULE AIM

The aim of the module is to focus attention of the listener on the essence and significance of strengthening joint effort of civil society, secondary educational establishments, parents; possibilities of introducing new initiatives directed towards establishing positive learning environment in schools; directions of joint cooperation of secondary education establishments, parents and civil society and preconditions of unified school policy development; measures to be taken with the view of minimizing criminal sub-culture and bullying⁴.

The proposed module is focused on identifying and discussing the mechanisms of organizing joint effort of civil society, parents, secondary educational establishments (the united school approach), mechanisms of fighting against bul-

lying and criminal sub-culture, risk factors of criminal sub-culture and bullying, which will, in its turn, promote prevention/solution of the problems connected with the so-called “criminal sub-culture”.

The module contains the recommendation on expected outcomes which serves as a type of indicator for the interested parties involved in the process of school life.

⁴ Before speaking about measures to be implemented with the view of minimizing bullying and criminal sub-culture, we consider purposeful to specify what the following terms mean: bullying – undesirable, aggressive behavior of repeated nature which is frequently caused by unequal forces. Bullying encompasses such types of behavior as threat, distributing false information, verbal and physical humiliation as well as purposefully rejecting the individual from the group (Stopbullying.ge). Criminal subculture – unity of the so-called

“Behavioral code and customs and ways of the furtive world” the followers of which are distinguished by the anti-state behavior and criminal thinking (author).

MECHANISMS OF ORGANIZING THE JOINT EFFORT OF SECONDARY SCHOOLS, PARENTS, CIVIL SOCIETY (the united school approach)

Based on the experience of EU member countries it can be concluded that the united school approach possesses a big potential for achieving the unity of joint effort of quality education and secondary establishments, parents and civil society.

The united school approach encompasses better supervision, increasing the quality of physical security by the involvement of school police officials and improving security measures. It is also important to take into consideration aspects of social development and in this direction develop a special program and methods to resolve conflicts. It is worth-mentioning that, in this respect, all schools, depending on their social and ethno-cultural peculiarities, may have their own specific nature. Respectively, when developing the approach, all factors should be taken into consideration.

The main principle of the united school approach is the achievement of maximum involvement, which means that everyone has to be involved in the school life: directors, teachers, wardens and, what's most important, students themselves. Main components of the united school are:

1. Planning the initiative;
2. Involvement of various participants, including, outside organizations ;
3. Involvement of students;
4. Conducting discussions and developing the pilot version of the program;
5. Introducing the program of the united school
6. Assessing the program of the united school.

At the stage of planning the initiative, it is essential to properly assess school capabilities. It needs to be envisaged that non-existence of resource may lead to the failure of the program, which will create introduction of similar initiatives in the future.

We share the opinion of the part of researchers (Glazzard, Bostwick, 2018) that developing the approach of the united school may provisionally be divided into the following four phases:

Phase 1. Framing the problem. At this stage the following 5 questions need to be answered: Who? Where? What? When? Why? At this stage, it is desirable to carry out the survey, organize individual interviews with students, identify the so-called "hot spots" at school and possible victims of bullying.

Importantly, focus should be made in this phase on separating-grouping facts and views after which it is essential to study the specific nature of the reasons leading to this. Criminal sub-culture and bullying in various educational institutions may be caused by various reasons. Respectively, it is necessary to identify them. It is essential to focus on vulnerable groups of bullying and minimize risks.

Phase 2. Developing united policy against criminal sub-culture and bullying.

What critically matters in this process is involvement of management and teachers as well as pupils. It is pupil involvement that ensures from their side support of the united policy against criminal sub-culture and bullying in the process of its implementation.

Phase 3. Implementing the policy against criminal sub-culture and bullying.

Involvement of all interested parties in policy development increases the probability of its respect and execution. All pupils, school management, teachers and parents should get familiarized with the approved policy. This will ensure universal involvement and awareness raising about criminal subculture, bullying and mechanisms of its prevention. It is possible to implement the policy using various methods, including, making presentations and circulating school newspapers and flyers.

It is recommended to establish a theatre in school, where schoolchildren will act as actors and actresses. It is significant to put forward the issues of criminal sub-culture during acting. It is recommended to dedicate school performances to the individuals with criminal inclinations and identify negative outcomes of their behavior, reflections on students having been victims of bullying and their feelings. This approach should lead to positive outcomes since it will let pupils think about the effect accompanying bullying and emotional ordeal.

It is recommended to establish a theatre in schools where pupils will play the role of actors. It is significant to put forward issues of criminal sub-culture and bullying during theatrical performances. It is recommended to dedicate school performances to identifying nega-

tive consequences of individuals with criminal inclinations and their behavior as well as the reflection on pupils who have been victims of bullying and their ordeal. This approach has to be leading to a positive outcome since it will make pupils think about the effect accompanying bullying and emotional feelings.

It is recommended to develop special activities in schools in the spaces under less supervision prepared with the involvement of trained teachers or schoolchildren of older age. Introducing these activities during break times may limit the possibilities of identifying criminal actions and carrying out bullying. Separating school break times ensures the fact that the teachers and school wardens/observers will have less students to control simultaneously which will simplify supervision of corridors and identification of cases of bullying. It is also recommended to increase supervision in high risk zones, which will minimize the possibility of threatening students. It is possible to identify risk zones by reconnoitering the school environment.

Phase 4. Assessing the policy against criminal sub-culture and bullying. It is recommended to constantly assess the mentioned policy and refine it as required. The school environment goes through constant transformation. Therefore, anti-bullying and criminal sub-culture politics should be adapted and refined.

MECHANISMS OF FIGHTING AGAINST BULLYING AND CRIMINAL SUB-CULTURE

When discussing the incidents of bullying, the most frequently used approach to date is relations with individuals. First and foremost, those who bully (the oppressor) and are bullied (the oppressed). This approach envisages communication with key people taking part in bullying

incidents. However, it overrides the environmental factors, such as, the school culture, the impact of peers and simply, witnesses of incidents and family dynamics on incidents. Within the scope of the united school, whole school staff is focused on and the comprehensive strat-

egy ensures establishment of the positive environment (UNESCO Associated Schools, 2017).

Involvement of schoolchildren in activities against bullying is significant. Such activities can be of various types: short performances, role plays, presentations, conferences, film viewing, games, tours, etc. It is significant to create equal opportunities and conditions and supporting involvement of all of them despite skills, differences by social, ethnic or other sign as well as

positive display of differences and uniqueness of each of them. When setting the problem of bullying or violence, it is significant for pupils to properly understand and internalize their own role and individual responsibility of each of them in changing negative reality; realize and believe in the fact that the contribution of each of them can make great changes and if properly managed, the great power can change everything positively.

RISK FACTORS OF CRIMINAL SUB-CULTURE AND BULLYING

Precise definition of reasons of bullying and their full prevention is almost impossible (Council of Europe, 2017). However, there are general factors which may be regarded as defense mechanisms or risk factors. The social, cultural or economic factor may become the basis of the individual's behavior. In case these factors are positive, this may become a protective mechanism and, vice versa, serve as a risk factor in case of the negative one. For example, in case of economic prosperity, the positive environment is created in the public which significantly limits risks and hardship and inequality may push bullying and spread of criminal sub-culture.

Throughout years there has been an opinion that the family defines the behavior of the child while based on most recent research, it is the role and significance of the school which will have similar impact on the formation and behavior of the adolescent. At this age, the school is one of the (in some cases, the only) significant social spaces where the child has to communicate with his/her peers as well as adults and establish him/herself since in the period of adolescence the child actually spends a major part of his/her active life there. The environment and attitudes which every child finds at school, defines his/her behavior and quite frequently

becomes the reason for their personality split. It is possible that at home the child's behavior is ideal while at school it is radically different, which then leads to unclear attitudes among parents and teachers. On the one hand, it is possible that the child behaves calmly at home since s/he feels him/herself protected and is convinced that s/he is part of something whole (in this case, the family). This is why, whatever happens, no one will mock and reject him/her from this unity. Therefore, it is necessary to create such environment in schools, which is impossible without parent involvement. Therefore, it is purposeful to identify two significant factors defining behavior of school children: the family and the school. If we wish to create for every child equally safe environment, we have to make sure it is the one in which both parents and teachers will similarly be called for ensuring safety and comfort of all children. We, adult people, know that we all make mistakes and, therefore, we do not reject him/her as a family member. On the contrary, we support and help him/her. Similar environment has to be established at school to make sure pupils feel support of teachers and one another. The tendency has to be established according to which mockery and bullying will be a mistake. However, the one who makes this mistake, will be

supported by teachers and parents, taught how to recognize a mistake and apologize, which quite frequently, is difficult even for adult people only because in their childhood less time was attached to studying it in the specific environment where the child was focused on the survival and justification of oneself, since s/he was afraid of punishment. Emphasis should be made on realizing that support and assistance are significant in this specific case so that pupils

establish the attitude that “anyone can make a mistake but the ability to confess and regret honestly demonstrates dignity of the human being and raises it two-fold. This is why, the confession of the crime is not punished. On the contrary, it is encouraged.” Establishing such attitude among youngsters is achieved by increasing empathy among them, teaching them how to manage emotions and developing emotional intelligence.

RECOMMENDED TEACHING METHODOLOGY

Teaching by Case Study and the Problem-Based method are intended to realize the outcomes accompanying bullying and the impact of criminal sub-culture on the behavior of the individual, with the view of reflecting on the psycho-emotional state of the bully and the victim.

Using the Task-Based method the teacher intends to give specific tasks and instructions on how to carry them out in order to ensure better understanding of key issues, design assessment criteria for students to do tasks individually and/or in small groups.

Project-based Teaching is recommended with the view of supporting development of the anti-bullying policy and skills of planning and implementing events. It is recommended for the teacher to develop instructions based on and combined with the task-based method for individual and/or group preparation-submission of projects, which will support proper understanding of the issues to be discussed.

Discussion method can be used independently or in combination with another method when discussing any of the key issues above.

Classroom organization forms: individual work, group work.

Assessment method: It is recommended for the teacher to assess the level and quality of knowledge and understanding related with understanding the essence of criminal sub-culture and bullying by applying the criteria developed with the view of assessing tasks-based activities (short essays) and preparing-submitting projects (individual and/or group).

Doing additional activities will also significantly support respective understanding of the above-mentioned topics, including, organizing performances focused on consequences following bullying and criminal sub-culture in schools; holding conferences dedicated to the issues of preventing/wiping out bullying and criminal sub-culture in a school; organizing meetings with the view of developing the anti-bullying policy and/or measures to be carried out, etc.

EXPECTED OUTCOMES

Understanding and discussing the issues recommended within the scope of the module as well as implementing proposed activities will support creation of at least the pre-condition of the positive learning environment in schools, coordination of joint effort of secondary educational establishments, parents and civil society; raising awareness of measures and mechanisms minimizing/wiping out bullying and criminal sub-culture.

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Module 6

Developing the School Culture

INTRODUCTION

The school, as the space, where a pupil gets introduced to values in accordance with developing knowledge and cognitive skills and forms behavioral model (s), plays a critical role in shaping a child as a person equipped with knowledge and skills relevant to the modern society requirements, oriented on European

values and equipped with civic responsibilities. That is why, for developing school culture it is vitally significant to establish a school culture, raise the quality of inclusiveness of school life, ensure cooperation of schools with general education institutions across the country or European countries as well as the civic society.

Target group: School management, Teachers, Students.

MODULE OBJECTIVES

The module aims at introducing proper activities for developing positive aspects and inclusiveness within the school environment; promoting the development of critical thinking among the students.

Focus will be made on discussing the following key aspects within the scope of the module: school culture and environment; critical thinking.

SCHOOL CULTURE AND ENVIRONMENT

In order to form a positive learning environment⁵ and establish the relevant school atmosphere, it is important to increase parents' involvement in the study process. Developing special activities, such as, awarding pupils with high learning achievements with medals or diplomas within the scope of festive events can be an encouraging activity. Creating joyful traditions for school children will also lead to a positive outcome. It is desirable to develop rules for school children behavior in all schools which will not just be restrictive but they will clearly explain why a specific rule or norm

are important and what kind of benefits they lead to. In order to regulate school discipline, it is possible to grant all school children bonus points (for instance, 100 points) at the beginning of the year and at the same time create the rule of subtracting these points for violating discipline. It is essential to stimulate exemplary-disciplined pupils at the end of the academic year to strengthen their positive behavior.

Establishing self-governments within the school environment, even in an informal manner, will lead to a desirable outcome, which will promote implementation of the inclusive environment and tolerance and at the same time be joyful and cognitive. Pupils' self-government

⁵ School culture is the unity of faith, values and rules of behavior according to which the school functions (auth.).

may organize popularization and dissemination of values established in school both through social networks and publishing of the school newspaper.

With the view of supporting establishment-development of the school culture, it is also important to take into consideration gender issues while planning sports activities, which encompasses organizing equal conditions for girls and

boys. In this respect, the school should define the rules of participation of girls and boys and plan tournaments with boosting prizes.

Creating the free environment in some classes, using innovative approaches or game-based teaching at school will also positively affect establishment of inclusive and positive environment at school.

CRITICAL THINKING

Critical thinking is one of the crucial components envisaged by the National Curriculum. Developing the mentioned skill will give pupils the possibility to properly analyze facts, discuss opinions critically, ask right questions and seek answers to them, be able to discuss argumentatively and justify their own opinions. In order to achieve this, pupils need to become familiar with critical thinking styles, standards and barriers. They should realize thinking types and characteristic features of thinkers, present logical arguments and discuss issues deductively, inductively and dialectically as well as solve typical problems logically.

Critical thinking, as purposeful and self-regulated reasoning, represents interpretation and analysis of contextual, methodological, visual and conceptual reasoning which logical thinking is based on (Facione, 2011). Pupils should be able to differentiate critical thinking from

the creative one. Critical thinking should not be perceived as the synonym for good thinking. The ideal critical thinker is curious, well-informed, flexible, objective in assessment and constantly strives to once again revise and clarify problems. It is significant for the pupils to understand that critical thinking represents the basis for analyzing any type of information and know the barriers for critical thinking (for instance, egocentrism, socio-centrism, conformism, etc.). Pupils should know how to ask questions properly and possess method of finding information and critically analyzing them.

RECOMMENDED TEACHING METHODOLOGY

Project-based teaching – Is appropriate with the view of developing the skills of planning and executing the activities/measures promoting school culture development and/or enhancing the skills of preparing project proposals on raising the quality of school life inclusivity.

Case analysis and Problem Based Teaching – Is appropriate, for example, in discussing the issues about equal involvement in the process of establishing-developing school culture and/or supporting critical thinking skills among the students.

Task-based learning – While using this method, the teacher aims at developing instructions for specific tasks and completing them as well as creating the assessment criteria for pupils to better complete the task individually and/or in small groups.

Discussion – Is recommended for discussing any key issue.

Additional activities: Promoting internal school policy in a school newspaper and social network. Establishing school self-government and actively participating in it. Special days to meet contemporary artists. Introductory visits to different organizations. Charity.

Assessment method: It is recommended for the teacher to assess students' level of knowledge and understanding and quality in respect with realizing the issues related with developing the school culture and critical thinking by means of the criteria developed with the view of assessing the activities of **task** (short essays) completion, preparing and presenting projects (individually or in a group).

EXPECTED OUTCOME

Discussing and understanding the recommended issues within the scope of the module as well as carrying out proposed activities will promote creating a positive environment in schools, de-

veloping proper policy and action procedures; Ensure establishment of mutual respect and tolerance among all social and ethnic groups.

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Module 7.

Assessment System Reform

INTRODUCTION

In the circumstances of knowledge-based economy and European integration, introducing the new school model has been defined as one of the priority objectives of modern school education. Its essence is to ensure teaching-learning by means of the competency-based curriculum. By its general definition, the competency-based curriculum implies strengthening of human capital, developing the student-centered assessment methodology, collaborative culture and teamwork in the circumstances of high sense of responsibility (MoES. 2019).

The urgent need for developing the competency-based curriculum is conditioned by the demands of the modern labor market, which does not just require individuals with subject matter knowledge and skills; special importance is attached to raising citizens with critical, creative thinking and interpersonal skills who display initiative and responsibility and be able to cope with the challenges flowing from changing environment by protecting common values and ethical principles and successfully adapt to the diverse environment. Taking into consideration the above-mentioned, the utmost objective of the modern school is to provide students with quality education and at the same time support their formation as responsible citizens focused on democratic values, tolerance and accountability.

Notably, the National Curriculum of 2018-2024 (NCP, 2018) provides integrated skills and values (problem solving, critical and creative thinking, cooperation, communication, initiative, responsibility, etc.) in alignment with subject-matter competencies. According to the NCP, students have the opportunity to become familiar with and internalize core European values (inclusivity, tolerance, intercultural dialogue, democracy, equality) in the scope of the format of various subjects. However, the study of students' value-based competencies revealed the certain changes need to be carried out in this direction, including, the assessment system established at schools. Despite declaring the student-centered teaching style, the student assessment process is focused on their knowledge assessment mainly in terms of providing the content of what has been studied and behavioral aspects are not taken into account. Accordingly, the existing assessment system does not/cannot verify the student's competence in accepting values, demonstrating attitudes in terms of revealing proper behavior. Taking into consideration the given factor, establishing-developing competency-based assessment still remains one of the significant challenges in school education.

Target group: Teachers.

MODULE OBJECTIVE

The module aims to introduce main principles of competency-based assessment; expand the horizon on the peculiarities of assessing the knowledge and skills in an affective sphere; efficient methods of student-focused assessment

and terms of using them. Suggested methods can be adapted to various subjects which encompasses creation of tasks for study purposes, assessment tools, criteria and rubrics.

COMPETENCY-BASED ASSESSMENT

Before identifying competency-based assessment peculiarities, it is essential to specify the essence of competence. Generally, competence is viewed as the dynamic combination of knowledge, skills, abilities and attitudes. Therefore, similar to the cognitive sphere of perception, the affective (emotional value-based) one (attitude, feelings, values) (Bloom et al., 1964) is equally significant. It applies to the issues related with the emotional component of learning and varies from basic readiness to get information to internalizing beliefs, ideas and attitudes.

Therefore, competency-based assessment implies a unified form of assessment of the pupil's knowledge, skills, abilities and attitudes. However, assessment of the pupil in the teaching process is carried out only in the prism of demonstrated knowledge and his/her ability to apply it in task completion.

There are five basic categories distinguished in the taxonomy of educational objectives (Bloom et al., 1964) for describing the emotional background of perception:

1. **Receiving** – refers to the readiness for receiving information (for instance, listens to others with respect, demonstrates sensitivity towards the social problem, etc.);
2. **Responding** – refers to the individual's active participation in the learning process (for instance, reveals interest towards the

subject, participates in learning discussions, is ready to make a presentation, is eager to help others, etc.);

3. **Making sense of the value** – varies from a simple recognition of the value to loyalty towards it (for instance, the individual expresses belief towards democratic values, evaluates the influence of decisions of authority on population wellbeing, is sensitive towards cultural and individual difference of others, etc.);
4. **Organizing the system of values** – concerns the process when the individual unifies different values, solves problems existing among them and starts internalizing values (for instance, recognizes the importance of balance between freedom and responsibility in the circumstances of democracy; takes on responsibility for his/her behavior; adapts one's own behavior the system of values, etc.);
5. **Internalizing the value system** – at this level, the individual has the system of values based on faith, ideas and attitudes, which defines his/her systematic and predictive behavior (for instance, displaying civic and/or responsible attitude while dealing with ethical dilemmas; demonstrating personal, social and emotional organization, maintaining healthy lifestyle, etc.).

Therefore, taxonomy of the affective sphere encompasses objectives of emotional-personal attitudes towards the phenomena taking place in the outside world and to achieve them as well as prove the competence, it is critically significant to assess the pupil according to his/her attitudes towards subjects, processes and values, revealed behavior or responsibility, decisions made, formulated views/opinions, which is quite challenging, especially, when making a diagnostic assessment.

It is vital to use assessment not only for determining the level of acquired knowledge and/or defining correspondence with standards but also, first and foremost, supporting the learning process, which implies ensuring involvement of pupils in the study process, having adequate self-assessment and forming him/her as the subject of learning. In the opinion of one part of researchers, (Black, P & Wiliam, D.1998), developmental assessment can be viewed as the contributing factor for knowledge enhancement, which gives the possibility to timely react to the changes of knowledge and behavior revealed by the student. This kind of assessment is of constructive nature, increases motivation of pupils, helps them to develop the skills for adequate evaluation of themselves and others; creates the possibility for specifying students' success. Therefore, data collected in the pro-

cess of developmental assessment give information on pupils' correct or incorrect perception, strong and weak sides, lack of knowledge or their development/progress. It also sets the dynamic of each student's development and is oriented on improving the quality of learning and promoting modeling of desirable behavior, which is critically important for analyzing-assimilating and forming-strengthening the attitudes (Trumbull and Lash, 2013).

Summative assessment defines the level of the pupils's achievement in respect with the learning objective; creates the possibility to analyze effectiveness of tools and study plan design used during the academic process; it is also used for the so-called "data collection", by means of which dynamics of learning, knowledge and/or skills development related to the concrete and complex issues and/or subject level should be measured.

Selecting the types of assessment methods which are relevant and valid to assess "measuring" of the pupils's achievements and revealed knowledge, skills, attitudes and/or behavior, is crucially significant in the process of student-centered and competency-based assessment.

EFFECTIVE METHODS OF STUDENT-CENTERED ASSESSMENT

Analysis of competency-based teaching experience demonstrates that the **Problem-Based Assessment (PBA)** is one of the best methods for assessing the pupil's skills, knowledge, abilities and attitudes as a whole. Generally, this method is based on the problem-based teaching method, which implies acquiring practical skills as well as theoretical knowledge and forming attitudes in the circumstances of solving a spe-

cific problem by the pupil, especially, when PBL and VaKE methods are integrated in the teaching process. When using such an approach in teaching, the developmental assessment of the competency demonstrated (at separate stages of problem discussion) by the pupil in the circumstances of solving a specific problem while looking for-analyzing reasons causing it or factors affecting it as well as development dynam-

ics and prospects/ways of solution, is equally significant compared with a diagnostic one. This is what shows the dynamic of the pupil's problem perception or understanding, his/her readiness to respond to the problem, attitudes demonstrated in the process of discussing-solving the problematic situation, those interests and values, with the help of which the person to be assessed is guided by when making a decision in the process of becoming aware of outcomes or motives of his/her actions, the skill of defining one's own/others' responsibility and analyzing opportunities.

It should be emphasized that it is expedient to offer the students a problem-based situation example in the form of a case to be discussed. While measuring-assessing the completed task within this format and displayed competencies, it is appropriate to be guided by the **Case-Based Assessment – (CBA) method**. The essence of this method lies in the fact that pupils discuss cases from practice/real-life and through group discussion acquire the skill of looking for alternative decisions, verify their correctness-necessity and reconcile with reality. In general, problem-based cases are discussed in small groups in which participants get familiarized with the issue, develop proposals, present opinions/positions to the audience on the basis of mutual discussion. In this process, pupils acquire new knowledge and skills related to the issues to be discussed, learn how to collect information, ask questions, assess the material, formulate alternatives and make decisions. Most importantly, this method enables the pupil to clarify him/herself what s/he should know to better understand the issue/problem in respect with the issue to be solved on the basis of assessing one's own knowledge related to the issue to be solved. Obviously, in this process the pupil assesses his/her own decisions made as well as those made by other group members and their results. Therefore, case-based learning and problem analysis help pupils to manage the learning process independently and assess the

knowledge-skills and/or attitudes of their own and/or those of group members.

It should be noted that use of **Case-Based Assessment (CBA)** as well as the **Problem-Based Assessment (PBA)** is quite effective for understanding values of democracy and tolerance, internalizing them and assessing the level or degree of envisaging them in the action process.

Task-Based Assessment – TBA is also equally successfully used in the process of competence-based teaching for assessing the pupils' knowledge-skills, capabilities and attitudes in a combined manner. The aim of Task-Based Assessment is to assess the pupil's knowledge by means of the task completed in accordance with instructions. The main purpose of this method is to assess the competence in the circumstances of using knowledge and skills during the task completion process. The key principle of the method is to ensure the communicative function of the task. The student is required to complete such a task, which s/he will use not only in the classroom but also outside it. It also should be emphasized that during such assessment learning and assessment harmoniously merge and empower each other. Accordingly, any learning task can be applied as the source to evaluate skills and knowledge of the pupil. How the process of completing-assessing the task merges the learning cycle and what outcomes it gets the pupil to, should be taken into consideration. Within the task-based assessment: a) the pupil has the opportunity to demonstrate not only the knowledge he/she possesses but also the skill of applying it in practice; b) criteria of assessing the pupil's achievement are clearly demonstrated. c) it is possible to assess the pupil's progress by means of feedback related to achieving study goals and objectives.

In general, while applying this method for the purpose of assessment, the objective of the teacher is to properly understand the teach-

ing material and key issues, outline expected learning-teaching outcomes, identify **specific tasks to prove their achievement, write guidelines of task completion and assessment criteria** taking into consideration perspectives of completing them individually and/or in small groups. Task-Based Assessment is successfully used in both developmental and diagnostic assessments of skills and knowledge identified during completing both specific and complex tasks, including, while teaching school culture development, understanding national or cultural identity and other issues.

Project Appraisal Assessment (PAA) is also successfully used with the view of assessing the pupil's competence as a whole in the process of student-focused teaching in the format of both developmental and defining assessment. In general, the Project-Based teaching method is entirely different from the traditional methodology of teaching and assessing: it promotes integrated teaching; pupils have to complete significant tasks which helps them to develop critical and creative thinking skills; the one of searching for information, decision making and problem-solution, group working and interpersonal communication, etc. Completing tasks within the scope of the learning project is possible while teaching any subject. That is why, projects to be performed differ by topic and scale, time for completion and class, knowledge and skills to be developed and assessed and according to educational and social achievements. However, it is especially productive to assess the study project performance while teaching any subject or subjects, especially, when it covers the topics or tasks that are relatively complex, oriented on evaluating the knowledge and skills demonstrated by the pupil gradually and/or in a comprehensive way. For example, preparing a study project in different subjects, including, even in the scope of the foreign language (English), is also possible. When applying such an approach, it is key to offer pupils to work with and present such a

project topic which will support development of linguistic, intercultural and, most importantly, value competencies. For example, preparing the project on such topics as 'My country's cuisine'. On the one hand, developing communication skills of pupils, enriching vocabulary and applying learned vocabulary in practice can be defined as its aim whereas, on the other hand, getting acquainted with traditions, cuisine and traditional dishes of their respective regions; in general, understanding specific nature of Georgian cuisine and national-cultural peculiarities; selecting dishes from each Georgian region taking into consideration specificity of each part; preparing and presenting presentations (internet space can also be used – for instance, students to create a blog). Working on such a project will support acquainting with national and cultural traditions, understanding the specific nature of each region/part (even in the process of getting acquainted with the history of the origin of cuisine and dishes); constructing the consciousness of Georgian identity.

It is also important to consider that competencies displayed by pupils while performing the learning project can be assessed in three stages: at the first stage, this is the pupil's/pupils' prior knowledge and interests in respect with the issues to be worked on within the project. At the second stage this is completing work within the scope searching for information related to the research question, sorting it out, collaboration, terms of reference. At the third stage, the pupil's/pupils' creativity and presentation skills are assessed. It must additionally be noted that developmental comments made in the process of assessing the performance of pupils play a significant role.

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5. Trumbull, E., & Lash, A. (2013). *Understanding Formative Assessment: Insights from Learning Theory and Measurement Theory*. – https://www.wested.org/online_pubs/resource1307.pdf
6. Wilson M. and Sloane K. (2000). *From principles to practice: An embedded assessment system*. *Applied Measurement in Education*.2000. 13(2): 181-208.

Recommendation 1.

Optimizing textbooks and teaching methods

Appendix 1.1.

Practical Scheme of the Model Method

(Names of the scheme stages are given according to the book – Knowledge and Value-Based Education Shaverdashvili E. Mosiashvili T. Tbilisi 2018.)

N	STAGES	STEPS	POSSIBLE WORKING MATERIAL, ACTIVITIES	COMMENTS
1.	Presenting the Dilemma	The teacher introduces the topic and asks a dilemma-oriented question. S/he introduces to the class what values are to be discussed	Topic – Malala – “We realize the importance of our voices only when we are silenced.” <i>The dilemma question</i> – Should Malala return to Afghanistan? Values – gender equality, human rights	At this stage, the teacher can give students a topic-related video, audio, or text-based task to do at home and then ask the question in class. The mentioned approach envisages flipped classroom elements
2.	First decision	Who is in favor and who is against provisions excluding the dilemma?	Pupils are divided into teams – supporters, opponents	This stage creates an opportunity for the pupils to be united taking into consideration their views
3.	First argumentation	Which arguments can he/she give to defend his/her view?	The starting question during first reasoning – Why do you think so?	At this stage, pupils support with arguments correctness of their choice which is of primary nature. At this stage the primary need is identified to fill up the information gap in order to make sure the arguments of the team are supported and convincing
4.	Sharing the experience and getting ready to fill the existing piece of information with the new one	How can the pupil strengthen his/her arguments? Which questions remain unanswered?	The teacher, as the facilitator, provides pupils with all possible and necessary material to help the teams fill information gaps	At the given stage, pupils develop media/literacy skills and try to form the information most needed for them into arguments. Pupils work in teams
5.	Searching for information by pupils	What kind of information needs to be searched for to support the arguments?	The teacher can indicate the source	Pupils get the possibility to individually search necessary resources and decide which one will be necessary for them

6.	Exchanging information among one another	What are obtained results like and is gained information enough?	Teamwork can be carried out both in the classroom, with teacher's facilitation and as extracurricular activities of the team (online, face-to-face)	At this stage pupils closely cooperate with one another and study how to agree on acceptable views, listen to one another and express their opinions as well
7.	Secondary argumentation about the dilemma	Why does the pupil oppose and not agree with the voiced opinion? It is possible for the pupil to change his/her opinion and move to another team since he/she got convinced in the correctness of the choice owing to the opposing team's argumentation	Classwork. Possible material – presentation, video clip, verbal presentation, etc.	Pupils' argumentation is supported by analyzed information and sources used make their reasoning even more convincing. Pupils develop skills of reasoning, discussion, critical thinking. The pupil studies that s/he has the freedom of choice. S/he assesses values
8.	Information synthesis (discussion about the dilemma) (the 4th stage)	Which arguments are based on new knowledge obtained?	The teacher facilitates pupils	Pupils analyze additional information need or get convinced in their position
9.	Repeating stages 4-8 if needed	Have any dilemma related questions been left unanswered?	The teacher speaks individually to the students as needed or addresses the whole class for general directions	
10.	The final product, synthesis (information reconciliation)	What result does the class get to?	Pupils summarize the value-oriented dilemma and make conclusions. It is possible to submit arguments in their final form by means of the presentation, brief notes, interview	
11.	Generalization	How will the topic be generalized and discussions on other themes conducted?	Possible samples of generalization – even one person can change the environment; women's rights in Georgia and the world; the right to get education is fundamental . . .	The concrete discussed issue is generalized at the summative stage which helps pupils to learn how to inter-relate issues and connect them with other values of a wider spectrum

Recommendation 2.

Raising Awareness on Democratic Institutions

Appendix 2.1

EXAMPLES FOR THE TOPIC “THE ROLE OF CITIZENS IN THE LEGISLATIVE PROCESS”

1. Legislative proposal on the compulsory transfer of stray and homeless animals to the animal shelter, submitted by the citizen of Georgia Zurab Vanishvili (reviewed by the Bureau on 13.12.2021);
2. Petition signed by 619 citizens of Georgia submitted by the Initiative group (Rusudan Kotashvili, Giorgi Kekelidze, Nino Kutateladze, Dimitri Lortkipanidze, Emzar Kvitiani, Atanase Chikvinidze, Lasha Sturua, Izo Bakradze, Amiran Buturishvili, Solomon Nergadze, Besik Adamia, Deacon – father Ioseb Khokhonishvili, Giorgi Chalataashvili) About Georgian Literary Language – Let’s Speak and Write in Georgian”.

Citizen Tengiz Asanidze was charged with two cases. Despite the fact that in the first case he had been pardoned by the president and, in the second case, the court did not recognize him as guilty, he was still illegally detained. This was the reason for filing the suit in Strasburg court. The court considered the case and ruled in favor of T. Asanidze. He had to be released immediately and the state had to pay him substantial amount of money for illegal detention within the period of three months.

<https://info.parliament.ge/file/1/>

BillReviewContent/289652

3. Petition submitted by 400 citizens of Georgia on compulsory COVID 19 testing and vaccination.
 - The importance of democratic institutions in the democratic system
 - The essence and possibilities of citizens’ participation in governance
 - Mechanisms of human rights protection
4. International mechanisms of human rights protection for the issue

In 2004 the Strasburg Court of Human Rights ruled on the case “Asanidze Against Georgia”.

Appendix 2.2

ELECTIONS AND ELECTION ADMINISTRATION

Model lesson plan

The issues of elections can be discussed from different angles. For instance, what type of elections are in the state, who can participate in them and from what age, how should the citizen make a choice. The answers to these questions are given in the current textbooks of Civic Education. These are the issues of practical nature and their understanding-acquisition will be efficient only when pupils understand elections as one of the most significant democratic institutions. The lesson plan model is given below.

Estimated time – 2 hours.

Objective: To help pupils understand elections as an integral part of representative democracy, see the need for free and fair elections for citizens and, accordingly, development of democracy.

Expected Outcomes:

Pupils are able to:

- Discuss the role of elections in a democratic society and their main characteristics;
- See the necessary conditions for the fair election environment;
- Define ways for raising voter awareness.

Activity 1 (To activate prior knowledge, form of activity – general classroom)

Questions:

- What does the word “democracy” mean?
- How was democracy implemented in Athens?

- Why does direct democracy not get carried out in modern states?

Activity 2 (in-depth understanding of the material, form of organization – group work).

The teacher introduces (but does not define) seven keywords (universal, equal, free, fair, secret ballot, open and accountable) containing the essence of provisions developed by OSCE for assessing the democratic nature of elections and writes them on the board. S/he asks students to get divided into four groups and distributes assignments to groups.

Task for the first group: Explain how you understand universal and equal elections.

Task for the second group: Explain how you understand the secret ballot and free elections.

Task for the third group: Explain how you understand open and accountable elections. Explain what the election administration is.

Task for the fourth group: Explain how you understand fair elections.

Activity 3 (Groups present their work and an overall discussion is organized)

One member from each group presents work. Pupils ask questions and voice their opinions. Then the teacher specifies pupils’ views.

Note: The teacher should focus on the fact that representative democracy is executed through elections. Universality ensures participation of all adult citizens (except those with support

recognized by the court and citizens detained at the corrections establishment for especially grave crime) take part in elections and, consequently, ruling of the country. Free elections imply eliminating any pressure both in the pre-election period and on the election day, which allows the voter to express his/her will. Secret ballot is the opportunity for making a free choice. Unfair elections cause nihilism and humiliating the right to equality. Openly carrying out activities of election administration, electoral subjects, state authority and municipal bodies and accountability of the election administration serve the goal to conduct fair elections. Frequent elections are essential to retain the government's level of accountability and give the opportunity to any voter to express one's own will. Pupils may need to specify information about election administration. (see lesson resources)

Activity 4 (watching the animation and discussing it, form of organization – general classroom).

The teacher offers pupils animation video "Elections" and asks them to carefully observe what problems are raised there: https://www.youtube.com/watch?v=dVz_XyqF7EQ&t=21s

Activity 5 (form of organization – general classroom)

The teacher asks questions:

- Should freedom of expression as well as that of independent sources of information and associations be allowed during the pre-election period?
- What do the freedom of expression allowed in the pre-election period, freedom of independent sources and associations determine?
- What does the informed voter mean?

Activity 6 (Form of organization – Group work)

Create a flyer for the population to encourage them to vote in elections. Provide the following clearly in the flyer:

- Main characteristics of democratic elections;
- The rights that are carried out by participating in elections;
- The ways by means of which citizens can become informed voters.

Activity 7

Presentation of pieces of work.

Summary

What have we learnt? How have we learnt? Why have we learnt?

When preparing the model lesson, it is recommended for the teacher to be guided by the resources given below: Resource for the topic: raising awareness of democratic institutions:

1. What we know about the parliament, methodological recommendations for teachers. Authors of the text: Kakha Uriadmkopeli, Nino Gvaramadze, Tbilisi 2020 – Available at: <https://web-api.parliament.ge/storage/files/shares/Komitetebi/ganatileba/wigni/metoduri-me7.pdf>
2. Civic education for involvement in Self-government, reading material for teachers, Compiler Koka Kighuradze, Tbilisi 2016.
3. International human rights protection mechanisms. Available at: <https://www.civiceducation.ge/ka/lessons/1-17>

4. Internal state mechanisms of human rights. Available at: <https://www.civiceducation.ge/ka/lessons/1-16>

Resource for the topic: Elections and election administration

1. Free and fair elections. Available at: <http://www.nplg.gov.ge/gwdict/index.php?a=term&d=6&t=4267>

2. Universal suffrage. Available at: <http://www.nplg.gov.ge/gwdict/index.php?a=term&d=5&t=8876>

3. Secret ballot. <http://www.nplg.gov.ge/gwdict/index.php?a=term&d=5&t=1127>

4. The organic law of Georgia, Election Code of Georgia. Article 3,4. Available: <https://matsne.gov.ge/ka/document/view/1557168?publication=71>

Recommendation 3.

Promoting Establishment of the Idea of Tolerance and Equality

Appendix 3.1

EXAMPLES FOR THE TOPIC:

A) Diversity

1. These days one can frequently encounter ethnic Georgian, Armenian, Russian, Ukrainian, Azerbaijani, Jewish and Ossetian students in Georgian schools.
2. In recent years, children of color have appeared in schools; some of them are citizens of Georgia while others are not.
3. Children of different confession (Orthodox Christian, Muslim, Catholic Christians, Jehovah's witnesses, Jewish, etc.) often study in multiethnic (and not only) classes.

B) The essence of a Secular State

1. The church should not be involved in the process of developing national curriculum.
2. The state does not interfere in the decisions of the Synod.

C) Creating a tolerant environment in the school

1. Several teachers gather and discuss how to help pupils to increase self-esteem.
2. Pupils, together with the head-teacher, developed rules of behavior. One of them severely broke the rule. He was subject to sanctions: he spent a week training a junior high school pupil who had problems in one school subject. (The idea is to make the activity beneficial without insulting dignity).

DIVERSITY

Model lesson plan

Appendix 3.2

Tolerance has a special place among common European values. Its essence lies in the acceptance and respect of the difference. Tolerance is a kind of precondition for peace. Georgian citizens encounter diversity manifestation at every step. This is why, it is essential to stimulate the idea of tolerance among pupils, especially, at the background of existing diversity. Research shows that the issue of respecting difference religion is especially problematic at school.

Estimated time: 2 hours.

Objective: Promoting religious tolerance development among students.

Expected Outcomes: Students can

- perceive cultural diversity in Georgia;
- recognize religious controversy;
- discuss the phenomenon in the prism of law.

Activity 1 (Activating prior knowledge. The form of activity – general, classroom)

The teacher asks pupils to fill in the table drawn on the board or the flipchart and then observe the differences they may encounter.

Diversity in Georgia

N	Ethnoses in Georgia	Religions in Georgia	Races in Georgia	Age groups in Georgia	Other
1					
2					
3					
4					
5					
6					
7					

RecommendationActivity 2 (Case study. Individual and then whole classroom discussion)

Read the messages spread on social media and answer the questions.

“The head of the pig was hung on the door of Kobuleti planned boarding school

Kobuleti residents who oppose opening of a Muslim boarding school in their district, slaughtered a pig at the entrance to the building on September 10 and nailed its head on the door.

‘We are offended indeed. It is a horrible fact; Nothing like this has happened in any century’, stated Jemal Paksadze, Mufti of all Muslims in

Georgia and added that “it is an insult, and the guilty must be held accountable”.

- Why did they nail the pig’s head on the wall?
- What did the residents express with this activity?
- What motivated local residents?
- What could be the consequences of such activity?

Activity 3 (Working on the dilemma)

Dilemma question: Should there be a Muslim boarding school in Georgia?

This dilemma implies working on the following values: respect for others’ confession, equality, supremacy of law.

Before making the first decision, the teacher hands in the worksheets with the following information:

The Boarding School is an institution where pupils study and live. The Ministry of Education and Science of Georgia tries not to encourage operation of large size boarding schools in the country. However, Muslim boarding schools under subordination of local self-governments and the Patriarchate function in Georgia.

Boarding school pupils receive general and religious education at the boarding school, while those of Muslim boarding schools attend local schools for general education and acquire religious knowledge at the boarding one. Ethnic Georgians, mostly, the citizens of Georgia, study in these schools.

Pupils give arguments while stating the first decision. After the discussion, they discuss questions left unanswered. The teacher asks pupils to read brief information on the boarding school and search (or she/he hands the mate-

rial him/herself) and then get familiarized with Articles 11,16, and 27 of the Constitution.

Brief information on boarding schools

According to Georgian law, boarding schools must be licensed. Almost none of the Islamic and Patriarchate schools have one.

Constitution of Georgia. Article 11.

Right to equality

1. All individuals are equal before the law. Any discrimination on the grounds of race, color, sex, origin, ethnic belonging, language, religion, political or other views, social affiliation, property or titular status, place of residence, or on any other grounds shall be prohibited;
2. In accordance with universally recognized principles and norms of international law and the legislation of Georgia, citizens of Georgia, regardless of their ethnic and religious affiliation or language, shall have the right to maintain and develop their culture without any discrimination and use their mother tongue in private and in public;
3. The State shall provide equal rights and opportunities for men and women. The State shall take special measures to ensure essential equality of men and women and eliminate inequality;
4. The State shall create special conditions for persons with disabilities to exercise their rights and interests.

Article 16 – Freedoms of faith, confession and conscience

1. Every individual has freedom of faith, confession and conscience.

2. These rights may be restricted only in accordance with the law with the view to ensure essential public safety in a democratic society as well as protecting healthcare and other rights.
3. No one shall be persecuted because of his/her faith, confession or conscience, or be coerced into expressing his/her opinion thereon.

Article 27 – Right to education and academic freedom

1. Everyone has the right to receive education and choose its form.

After getting acquainted with the material, parties share their opinions.

Note: A real argument why boarding schools should not exist is that they are not licensed. Therefore, it is essential to focus on this (supremacy of law/Rule of Law). The discussion cycle ends after all the questions have been answered.

Activity 4 (group work)

Name the conditions you think the religious (Orthodox and Islamic separately) boarding schools must meet. Demonstrate:

- What the purpose of boarding schools should be;
- What role the boarding school should play in a multicultural environment;
- What kind of physical environment should be provided in the boarding school.

Presentation

Summary

What did we learn? How did we learn? Why did we learn?

The following recourses are recommended for teachers to use while preparing the model lesson:

1. UNESCO Declaration on the Principles of Tolerance. Available at <http://tolerantoba.ge/index.php?id=1317639567&kat=166>
2. Tolerance. Information Available at: <https://www.youtube.com/watch?v=d-D4xQLWOqj4>
3. Tolerance and Humanism. Information Available at: <https://www.youtube.com/watch?v=-ect1ccBNa4>
4. Public conflicts, their causes and resolution strategies. Information Available at: <https://www.civiceducation.ge/ka/lessons/1-6>
5. Conflict and conflict management, Information Available at: <http://phf.org.ge/ka/resources/konflikti-da-konfliktis-martva/>

Resources for the lesson: Diversity

1. Constitution of Georgia. E-version available at: <https://matsne.gov.ge/ka/document/view/30346>
2. Religious boarding schools beyond control, information available at: <https://monitori.ge/%E1%83%A0%E1%83%94%E1%83%9A%E1%83%98%E1%83%92%E1%83%98%E1%83%A3%E1%83%A0%E1%83%98-%E1%83%A1%E1%83%99%E1%83%9D%E1%83%9A%E1%83%90-%E1%83%9E%E1%83%90%E1%83%9C%E1%83%A1%E1%83%98%E1%83%9D%E1%83%9C%E1%83%94/>
3. Statistics of child care institutions outside the framework of state regulation, Available at: <https://worldvision.ge/file/get/526/3PCbLjGue0yNkjin-A3vqgg>

Recommendation 6. Developing the School Culture

Appendix 4

CRITICAL THINKING

Model lesson plan

Lesson plan: 2 hours

Date: 24 December 2021

1. Content of the lesson

This is a general overview of critical thinking. The topic of critical thinking is crucial for pupils. The main aim of the class is to describe a 10-step process of critical thinking, called “Asking right questions”. One more key objective of the class is to introduce pupils to the following questions: (1) What types of thinking exist and what does critical thinking mean? (2) What are the standards of critical thinking? (3) What obstacles do we encounter in the process of critical thinking? Since the process of “asking right questions” is significant, a practical exercise is also given at the lesson. Besides, critical thinking is preceded by the teaching example “The Murders in the Rue Morgue” (Edgar Allan Poe).

2. Learning objectives

Ultimate learning objectives

Action: understanding the concepts of critical thinking and using them for critical thinking purposes in the process of “asking proper questions”.

Requirement: The group consists of 12-24 pupils. Readings are given, pupils participate in a class discussion and do a practical task.

Standard: pupils should:

- Define the importance of “critical thinking”, compare it to “creative thinking” and explain why it is crucial;
- Name the stages of the “general method of problem-solving” and explain their content.

Level:

3. Pupil competence requirements:

Establishes the connection – conveys thoughts and ideas to strengthen mutual understanding.

Pupils should be able to maintain effective and clear communication, speak grammatically correctly, use proper terms and phrases and make sure that their message is precisely understood.

Pupils should be able to make decisions based on knowledge and logical assumptions. They need to be persuasive and, based on logical reasoning, evaluate the situation well, without emotions. Students should observe the details and see the “wider picture” simultaneously.

4. Pupil assignments:

a) To read:

“The Murders in the Rue Morgue”. Author: Edgar Allan Poe (Published in 1841).

b) The pupil should be ready to discuss these issues:

- What does critical thinking mean, and why is it important?
- What is stimulated by having no critical thinking?
- Which basic skills are needed for critical thinking?
- Who are the best critical thinkers known to us and why do we consider them to be the best?
- What is cognitive heuristics?

5. Evaluation plan.

Pupils will be evaluated based on their participation in the lesson and the presentations made by two groups.

Evaluating the pupil:

The teacher draws some conclusions from the pupils' observations. Observing student activities making notes is used as the method of evaluation.

Pupils should be evaluated based on the objectives set at the beginning of the lesson. Activities planned for the lesson allow us to assess student progress in the following areas:

- After the reading the presentation, the teacher observes the class discussion and evaluates the students who adequately answer the content of the presentation and the questions asked in the class;
- After the lesson, presenters of groups can also be assessed. It is possible to develop the skills of discussion and participation in group-work;
- High marks will be given to the students who actively participated in discussions, gave reasoned answers to the questions requiring the answer justification and presenters, who reasoned the group positions successfully;
- Students who actively participated in

motivational activities (drew a diagram, defined the terms) will be encouraged.

6. Lesson plan

The lesson will be conducted during the day (2 hours).

Part I (5 min) Introduction.

Part II (10 min) Definitions.

Part III (15 min) Logic.

Part IV (30 min) Discussion.

Part V (25 min) Problem-solving.

Part VI (30 min) Practical exercise.

Part VII (5min) Summary.

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The project has an ambitious aim to give assistance to Georgia on its way to complying with obligations taken on by the association agreement with the European Union in respect with Europeanisation of the secondary education system.



Geographical area: cities of ten regions of Georgia (Gori, Rustavi, Marneuli, Akhalkalaki, Borjomi, Zugdidi, Mestia, Ambrolauri, Mtskheta, Telavi, Kutaisi, Lanchkhuti, Batumi) and Tbilisi.



Target audience: directors of secondary schools; education experts; teachers and school-children in Tbilisi and regions; Ministry of Education and Science of Georgia; educational resource centers, Teacher’s House, universities.



Final beneficiaries: 11 th and 12 th form schoolchildren and teachers (in Tbilisi and regions).



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