

DVV INTERNATIONAL
Georgia Country Office

Adult Education Centers in Georgia



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Abstract

First Adult Education Centers in Georgia were founded in 2006 by DVV International Georgia country office. By now, ten Adult Education Centers function in seven regions of the country, where the beneficiaries have an opportunity to participate in personal development and vocational education courses and get involved in various social, cultural and civil activities. Since the ways and practices of founding Adult Education Centers are different, a necessity of analyzing and assessing of the establishment stages emerged. The aim of the research is to reveal the models of establishment of the centers. Besides, strengths and weaknesses of each model are analyzed. The recommendations for center establishment elaborated under the research will serve as supplementary materials for the process of establishment of similar Adult Education Centers in the future.

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1. Introduction and Methodology

The Institute for the International Cooperation of the German Adult Education Association (DVV International) has been working in Georgia since 2002, implementing projects in the field of Adult Education. The main goal of the organization is popularization, promotion and facilitation of the concept of Adult Education and Lifelong Learning (LLL). Adult Education “includes everything described as basic and continuing education and assisted learning for youth and adults, formal, non-formal and informal”. It represents “all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective.”¹ Development of non-formal system of Adult Education in the country is important for number of reasons. On the one hand, it supports people left beyond the formal education system in obtaining necessary education and creates preconditions for their further development. On the other hand, Adult Education gives adults with basic education an opportunity for professional retraining or mastering new professions. This becomes particularly important with rapid technological development and demographic aging.

While analyzing Adult Education System in the South Caucasus countries, the article “Adult Education in South Caucasus – Armenia, Azerbaijan, Georgia,” underlines the priorities of Adult Education in Georgia². First of all, this is compliance with market requirements, which increases the employment opportunities. Secondly the importance of Adult Education for civil society formation is stressed. Third component is a short-term educational program for employed people who need to be retrained in accordance with the changes in the state structures. Finally, Adult Education allows an employer to ensure upgrading competence of their staff as necessary for improvement of their qualification.

It must be noted, that today adult non-formal education is not regulated on the state level in Georgia. Involvement of the population in non-formal education is also very low³. Awareness of population on values and advantages of education and lifelong learning is low as well. Research conducted by NDI in 2014 revealed that on the list of ‘most important national issues,’ education holds only 11th place⁴. It seems people also fail to understand linkages between education and

¹EAEA, 2006. Adult Education trends and issues in Europe. P. 5

Available at: <http://www.eaea.org/en/resources/eaea-publications/list-of-books-published-by-eaea.html>

²Kvatchadze, L. 2009. Adult Education in South Caucasus – Armenia, Azerbaijan, Georgia in European Adult Education outside the EU. (Ed. Uwe Gartenschlaeger). DVV International. Bonn, Germany.

³Adult education in Georgia and CONFINTEA VI, 2009, Tbilisi.

⁴NDI, 2014. Public Attitudes in Georgia.

employment which is obvious from the same research where employment is on the first place.

For the purpose of Adult Education development, along with other projects, one of the priorities for DVV International is building a sustainable system of non-formal education by establishment of Adult Education Centers (AEC) in Georgia. First AECs were established in 2006 in Samtskhe-Javakheti. Today ten such centers are functioning in the country.

Although the centers have more or less similar activities, the ways of their establishment were different. Accordingly, the goal of the research is to analyze the models of establishment of AECs, distinguish specific stages of the establishment process and analyze strengths and weaknesses of each model. Based on the conclusions of the analysis, the basic guidance for center establishment should be developed with relevant recommendations.

The main method of the research is desk research and interview method. Annual thematic and statistical reports submitted by the AECs, as well as annual and project assessment reports of DVV International were analyzed in the framework of the research. (see the list of materials analyzed within the framework of the research in Attachment 1).

Face-to-face semi-structured interviews were conducted with the representatives of DVV International, AECs and Department of Vocational Education of the Ministry of Education of Georgia. Initially, interviews with local municipalities were also planned. However, due to replacements related to the change of the government, it made no sense to conduct these interviews, since new political figures had no experience of working with AECs. (For the full list of interviews, see Attachment 2). Under the research, general semi-structured questionnaire was developed, which was adapted to different types of respondents.

Besides, the research team conducted several field visits to the AECs. Worth of noting are visits to the first and second meetings of the Adult Education Network (GAEN), as well as to the Adult Education Festival and opening of Chokhatauri Adult Education Center.

The research revealed three models of establishment of the centers:

1. Establishment of a center - > passing it over to the Adult Education Association of Georgia (AEAG);
2. Establishment of a center - >creating NGO;
3. NGO -> establishment of a center on the base of NGO.

In case of the models 1 and 3, the centers are called Adult Education Centers, while in case of the model 2 the term Community Education Center is used. The centers were given different names as they were founded in the framework of different projects. For the purposes of this research both terms are used with identical meaning.

Below, stages of AEC establishment will be discussed, together with their strengths and weaknesses. Further, the functions of the centers in the settlements, creation of Georgian Adult Education Network (GAEN) and the basic guidance for center establishment will be described.

2. History of AEC Establishment

DVV International Georgia Country office is engaged in establishment of Adult Education/Community Education Centers (AEC) in the country since 2006. For the moment ten AECs are successfully functioning and providing learning opportunities, vocational, civic and cultural education, social and community activities on average to 8 000 beneficiaries annually, including socially disadvantaged population, unemployed, national minorities and Internally Displaced Persons (IDPs). By establishment of AECs throughout of years DVV International has built a system of non-formal Adult Education in Georgia. The aim for the nearest future is to establish at least one Adult Education Center in one region of Georgia – up to 12 centers in total.⁵

Model of Adult Education Centers in Georgia is based on experience and expertise of German VHS which were adapted to the Georgian context and local needs. The Adult Education system is well developed in Germany. Up to 1000 such centers are represented in the country. They are located both in big cities and small villages. Part of them belong to the state and are financed by local government. Others operate privately. Almost all Adult Education schools are united under umbrella organizations existing on the level of 16 federal states of Germany. These associations in their turn are members of the state umbrella organization Adult Education Association (DVV). The centers offer to population diverse educational courses on the following issues: politics, society, nature and environment, cultural education, arts and creativity, health and nutrition, languages, German language for foreigners, profession and career, computer and Internet.⁶

⁵ Santeladze, L. 2014. Cooperation between German Volkshochschulen and Georgian Adult Education Centers.

⁶ <http://www.berlin.de/ba-neukoelln/vhs/kursprogramm/>
<https://www.mvhs.de/sprachen/english/>

To transfer the model of VHS to Georgia, it was necessary to modify and adapt it to the Georgian context. High unemployment rate, high number of IDPs and high level of emigration, are among other social problems which create different framework conditions for working within Georgian communities.



In Georgia establishment of Adult Education Centers is directed towards overcoming social problems, including adaptation of IDPs with local community, reintegration of returned migrants, integration of ethnic and religious minorities, and most importantly, it is directed towards increasing the employment opportunities for the beneficiaries. For the beneficiaries of the centers, trying to cope with difficult economic conditions, it is very important that learning and participation in educational courses result in such practical benefits as employment and self-employment.

Akhalsikhe and Akhalkalaki AECs

The first two AECs were established by DVV International in 2006 in the framework of the EU-Funded EIDHR (European Initiative for Democracy and Human Rights) project: “Adult Education Centers in Samtskhe-Javakheti – a Chance of Integration of Minorities.” The number of ethnic minorities is significantly high in this particular region of Georgia, with 40% of Armenian population in Akhalsikhe and 95% - in Akhalkhalaki, thus, the project aimed at the integration of ethnic and religious minorities via educational activities. The duration of the project was 3 years.

AECs were established in the two largest cities of Samtskhe-Javakheti region: Akhalsikhe and Akhalkalaki, where local population was provided with opportunity to obtain education and get involved in various civic activities. Integrated inter-ethnic events allowed the representatives of different ethnic groups to implement joint activities, which supported their rapprochement.

Within the project DVV International cooperated with two partners: local organization – Union of Democrat Meskhs (UDM)⁷, which has been operating in Samtskhe-Javakheti Region since 1998 and Adult Education Association of Georgia (AEAG)⁸, which unified organizations working in the field of education. On the basis of the cooperation agreement concluded between the partners, UDM studied the educational needs of the local population and submitted the information to DVV International. Based on this information, educational programs and other activities were developed and implemented. As for AEAG, it was supposed to work with teachers and trainers, so that they could learn about the specifics of working with adults and study the basics of Adult Education.

⁷You can find information about the organization on the following websites:

<https://www.youtube.com/user/UDMGE>
<https://www.facebook.com/UDMGeorgia?fref=ts>
<http://www.udm.org.ge/>

⁸ You can find information about the organization on the following website:
<http://www.aeag.org.ge/>

Throughout the project the beneficiaries got involved in number of educational as well as civic and cultural events (the details about the concrete activities of the AECs will be discussed in the following chapters). As mentioned before the EU funded project lasted for three years and was over in 2008. In order to ensure sustainability of the Adult Education Centers, after the project completion both centers were transferred to AEAG. Thus, during 2009-2012 the activities and finances of the AECs were managed by AEAG. In 2013 DVV International's funding to AEAG was over and this limited their work to minimum. However, in 2016, when Akhaltsikhe and Akhalkalaki AECs registered as independent organizations, DVV International renewed their funding.

Koda, Shaumiani, Senaki and Jvari CECs

In 2009 four more Community Education Centers (CEC) were established by DVV International in two regions of Georgia: Kvemo Kartli and Samegrelo-Zemo Svaneti.

After the 2008 August war⁹, the number of IDPs from occupied territories reached 254 000 people.¹⁰ Alongside with other measures, it became necessary to implement a project directed towards integration of IDPs with local population. In 2009, within the framework of the EU grant program IFS (Instrument for Stability) DVV International implemented two projects: "Supporting the Integration of IDPs in Kvemo Kartli Region" and "Supporting Socio-economic Integration of IDPs in Samegrelo-Zemo Svaneti Region". The projects were implemented in collaboration with the organization "Action Contre la Faim" (ACF). Beneficiaries of the project were not only those who became IDPs after 2008 war, but also 1991-1993 war in Abkhazia. Four settlements were selected for the project: in Samegrelo-Zemo Svaneti Region – Senaki and Jvari, where IDPs from Abkhazia lived and in Kvemo Kartli – Koda and Shaumiani, where IDPs from South Ossetia were settled.

Thus, four: Koda, Shaumiani, Senaki and Jvari CECs were created. The CECs started their educational and other civic activities in 2010. The goal of the project was to support IDPs' integration in the community, their rapprochement with local population and increasing their employment opportunities through providing educational programs.

The EU-funded project was over in the beginning of 2011. The success of the project – high indicators of the beneficiaries, satisfaction of the beneficiaries and demand for continuation of the courses¹¹ served as a guarantee that after

⁹<http://edition.cnn.com/2014/03/13/world/europe/2008-georgia-russia-conflict/>

¹⁰<http://mra.gov.ge/eng/static/55>

¹¹M. Javakhishvili, et al, 2011. *Assessment of the educational component within the framework of the project: "Social and Economic Support of IDPs in Kvemo Kartli*

completion of EU projects the centers would be able to keep on successful functioning independently. Therefore, after completion of the project, Koda, Shaumiani, Senaki and Jvari CECs were registered as non-commercial, non-profit legal entities. (Attachment 3 represents a sample of center statutes, which gives the description of center performance field and their functions).

Leliani, Keda, Chokhatauri and Ambrolauri AECs

The following four AECs were established by DVV International in 2012-2016 years with the funding of Federal ministry for Economic Cooperation and Development of Germany (BMZ). Unlike the previous centers, new AECs were established on the base of already existing non-governmental organizations. The competition was announced in the regions, where no DVV International centers existed so far: Kakheti, Racha, Imereti, Guria and Achara. Non-governmental organizations as well as local municipalities were eligible to participate in the competition. The selection procedure of the applications consisted of three stages. First of all, the submitted documents were reviewed and the applicant organizations were shortlisted. Secondly, the selected organizations were visited and the leaders of the organizations were interviewed. At the same time a number of meetings with the local municipalities was conducted. At the final stage, the selected organizations were requested to submit a budget for renovation of a building to DVV International.

As a result of selections Leliani AEC was established in Kakheti (Lagodekhi Municipality), in 2013; Keda AEC was established in Achara (Keda Municipality) in 2015, Chokhatauri AEC was established in Guria (Chokhatauri Municipality) also in 2015 and Ambrolauri AEC was established in Racha (Ambrolauri municipality) in 2016. All four AECs were established on the basis of existing NGOs (“Leli”¹² – in Kakheti, “Institute of Democracy”¹³ – in Achara, “Guria Youth Resource-Center”¹⁴ – in Guria, and “Racha-Lechkhumi and Kvemo Svaneti Self-Government Center”¹⁵ in Racha). These local NGOs worked with the local community and implemented various educational, social and infrastructural projects. Their experience revealed that local people wished to be involved in more educational activities, but did not have opportunity to deepen their knowledge or improve their skills. Thus, financial support from DVV International was a chance for the local NGOs to extend their activities into the field of adult non-formal education. According to the representatives of the AECs, by offering educational component

Region”. Available at: http://georgia.dvv-international.ge/sites/dvv-georgia-aa-aktuell.com/files/pdf/smg_research_report_eng.pdf and http://georgia.dvv-international.ge/sites/dvv-georgia-aa-aktuell.com/files/pdf/kk_research_report_eng.pdf

¹² www.leli.ge; www.leliblog.weebly.com; <https://www.facebook.com/lelilelileliani?fref=ts>

¹³ <http://www.iod.ge/index.php/en/>

¹⁴ <http://gyrc.org.ge/>

¹⁵ <http://srqc.ge/?lang=en>

to the beneficiaries the organizations attracted much more beneficiaries, who willingly got involved in the educational courses as well as other activities organized by the AEC administration. These factors made the organization stable and fundraising – easier.

Introduction of Three Models

Based on the DVV International's experience of establishing AECs three models can be identified.

Akhalsikhe and Akhalkalaki AECs represent the first one. This model implies that the AEC is established in the framework of a certain project, educational activities are run throughout the project and after the completion of the project in order to sustain the activities, the centralized management is used. In this particular case the centers were handed over to the AEAG and managed by this organization. The experience showed that this approach of center-establishment implied certain problems. First of all, this was a management problem – center was managed from the capital city and all the decisions were also taken in Tbilisi. The distance made it difficult to consider local problems and requirements to the maximum extent. The other significant problem was that funds were managed not locally, but by AEAG. DVV International transferred money to AEAG, which in its turn financed Akhalsikhe and Akhalkalaki AECs. The centers were not involved in budgeting process. They did not have a motivation to seek for additional grants, as they had no access to the budget management. Due to this situation, in 2013, when DVV International's financial support to AEAG was terminated, the centers did not have alternative ways for financing, they had not established contacts with the municipalities, had no experience in fundraising, so the centers were not able to keep on working. The experience showed that the functioning of the centers would have been more successful if they were involved in the decision-making process and had an opportunity to manage their performance locally. Taking into consideration the importance of existing of AECs in the region, on the basis of Akhalsikhe and Akhalkalaki centers new independent NGO “Samtskhe-Javakheti Adult Education Centers” was registered in 2014 and as from 2015 DVV International will support their activities.

In case of the second model similarly to the first one, the AECs are established within the framework of a certain project (e.g. EU funded project). But unlike the first model, in this case, after completion of the project (usually in 2-3 years), the AECs are not handed over to an organization based in Tbilisi and managed from the capital, but are registered as independent non-governmental organizations in the places where they act (particular region, community, etc.). Board of such NGOs consists of staff members of the centers and a representative of DVV International. Koda, Shaumiani, Senaki and Jvari CECs are examples of this model. Unlike the first model, members of these NGOs are involved in decision-making and management issues from the very beginning and within the project

time (2-3 years) gain certain experience. However transition period from “DVV centers” to independent NGOs is still not easy. Though some of the centers continue associating themselves with DVV International and seek advice on everyday basis, they have to hold negotiations, determine priorities, obtain funds and make other important decisions independently. Painful process of “cutting umbilical cord” between DVV International and centers has to be done to enable newly born NGOs to develop further and become stronger.

As for the third model, it involves opening of a center on the base of already existing strong experienced non-governmental organization. This model was used in case of Leliani, Keda, Chokhatauri and Ambrolauri AECs. NGOs were chosen according to several criteria: they have to be based in poor, disadvantaged communities/regions not covered by DVV International yet; demonstrate multi-year experience in implementing educational programmes; demonstrate good fundraising history; have pool of volunteers who can be involved in the establishment of the center from the very first stage. Establishment of an AEC on the base of already existing organization is beneficial for the following reasons: firstly, it is cost-effective and even with a limited budget it is possible to open a new center (e.g. establishment of Leliani AEC – rehabilitation works, furnishing, computer equipment – cost 15 000 EUR only). Secondly, it is time-effective. In the first and second models the AECs need at least 2-3 years to gain experience, afterwards minimum 2 years - to become fully independent, while in the third model, the AECs have around 6 month - one year trial period and after that the centers are transmitted to the local organizations. Thirdly, a local organization already has human resources necessary for the functioning of the center. Staff has experience of organizational development, leadership and management. Besides, as a rule, such organizations have already attracted beneficiaries and trust from local population. And finally, local organizations have established contacts with local municipality, various non-governmental and donor organizations.

The advantages and the limits of each model will be analyzed in the following chapters of the research, where each stage of the AEC establishment will be discussed in details.



See attachment #8 for the AEC contact information

Three Models of Establishment of Adult Education Centers

Model #1 AEC -> AEAG	Model #2 AEC -> NGO	Model #3 NGO -> AEC
Establishment of AEC	Establishment of AEC	AEC is established on the base of existing local NGO
Transferring AEC to AEAG after accomplishment of the project	AEC is registered as NGO after accomplishment of the project	
AEC is managed by AEAG	AEC manages its own activities and finances	AEC manages its own activities and finances

The three models are of different types: the first one is a vertical model, where ready-made decisions are offered to the AECs, the second model represents an affiliated entity, while the third one is based on a pure partnership.

3. Stages of AEC Establishment

Location and Premises of AECs

Selection of the location and a proper building for AEC plays a crucial role in the process of establishing a center. The site for the AEC, as well as center's location and the condition of building are three major issues which have to be taken into consideration.

First of all it is important to select a settlement (a city or a village) where non-governmental organizations are not present or are not active, especially in the field of education— therefore local population has limited opportunities for lifelong learning and further development. The idea behind this is to activate “forgotten” community and create development opportunities especially for the disadvantaged population by offering them various educational and social activities. Secondly, the settlement should not be far away from municipal center and other villages. This issue is important because activities of the AECs usually go beyond the borders of target settlement and might attract beneficiaries from the neighboring places as well. For example, the IDP settlement where the Shaumiani AEC is located is remote from other inhabited territories, and it is quite inconvenient for the settlers of surrounding villages to attend the classes at the center. On the other hand, Leliani AEC is located at the border of two municipalities which makes it possible for people to attend the courses not only from bordering villages, but also from the neighboring municipality. Another selection criteria is number of population. DVV International practice shows that in regions AECs can work with population range from 4 000 to 25 000. In case of EU funded projects (the first and the second models) the locations of the AECs were predefined. As for the third model, DVV International chose the locations very carefully taking into consideration all the above mentioned criteria.

Apart from this, location of the center within the settlement is also important. One has to make sure that the beneficiaries can easily access the center and attend various courses or other events. For example, the location of the Chokhatauri and Keda AECs are very convenient: Chokhatauri AEC is located opposite to the local municipality building, which to certain extent will facilitate participation of the municipality in the activities of the center. As for Keda AEC, it is located in the central street and is easy to access. Both centers are situated in active and vivacious places which makes it also simpler to attract potential beneficiaries and keep them informed about the new programmes and activities.

Buildings for the centers can be purchased, built/renovated or provided by the municipality. Ownership issues vary accordingly. In case of Akhaltsikhe and Akhalkalaki the buildings of the centers were purchased in the framework of the

EU funded project. Purchasing a building for Adult Education Centers significantly increases stability and sustainability of the project. It also gives high level of ownership to the staff of the center. However, due to high costs, while establishing a center with a small budget such an approach is not possible.

If the proper building is not available, it has to be built. In order to make the process cost-effective, in some cases DVV International used ready-made constructions, which are cheaper and the process of building is less time consuming (example: Senaki and Shaumiani AECs).

In case of renovation, the condition of the building and the relevant costs have to be estimated. This estimation is done jointly with the partner NGO. The renovation process of the buildings (including design, purchase of construction materials, etc.) is coordinated by DVV International. In order to make the process more efficient, usually it is important to hire a local person who supervises the whole process on the spot, especially if the targeted settlement is distanced from Tbilisi. All the construction materials are also purchased locally.

To ensure diversity of courses and correspond to educational needs of population in middle-size settlement (15 000 residents approx.) the AEC should have a total area of 200 m² to receive 100 beneficiaries simultaneously. As minimum the following number of rooms is needed: √ room for administration, √ conference room, √ computer class, √ 3 rooms for vocational courses, √ storage room. (For rooms and technical equipment of Adult Education Centers, see Attachment 4).

In majority of the cases (Jvari, Koda, Leliani, Keda, Chokhatauri, Ambrolauri) the centers were established in the buildings belonging to the local municipalities. On the basis of the agreements the local municipalities transferred buildings to DVV International/AECs for free (for the sample of agreements see attachment 5). An agreement with the municipality on using the space for free on the one hand significantly decreases the costs and on the other hand is a first step towards collaboration with the local municipality, which is crucial for the AECs.

After renovation, DVV International equips AECs with the necessary technical base which is needed for the implementation of various educational activities, including furniture, computer devices and other tools, materials and machinery for vocational courses (for the list of the AECs' equipment see the attachment 3).

Dissemination of Information about the AECs

Dissemination of information about AECs is done with two main purposes: dissemination for awareness and dissemination for understanding. Dissemination for awareness helps to build an identity and profile of the Adult Education Centers within targeted communities. Dissemination for understanding is important because targeted groups (adults in our case) should have a deeper understanding of benefits of educational programmes provided by the centers.

For the purpose of providing information to local authorities and population, DVV International conducts information campaigns before and after opening the AECs. Anybody interested in the project can attend the meetings and gain more information about the project. Such information meetings play an important role for the process of attraction of beneficiaries, because normally local population is at first skeptical about the project and some time is needed to build confidence. For dissemination for awareness on activities held by the centers, AECs use also meetings with local authorities and NGOs and word-of-mouth marketing, which is an effective way especially in smaller settlements. For example at Leliani AEC, they choose active beneficiaries, who then disseminate information about the planned activities in different parts of the settlement. In addition, they paste posters with information about the center activities in different parts of the village, where people usually gather. For the visibility of the AECs it is also crucial that banners and information booklets are presented at any activities and events organized by the AECs.

School teachers can help to disseminate information about the activities of AECs. By involving teachers the centers establish contacts both with young people, their parents, grandparents, etc. Having this in mind special information sessions might be organized for teachers. They play crucial role in dissemination information for understanding by explaining to local population why it is so important to continue education and how the AECs can help them to develop further.

Central and especially local media play significant role in spreading information about the activities at AECs not only prior of the project but also, during the project implementation process. For example Akhaltsikhe and Akhalkalaki AECs initiated close cooperation with media. Activities carried out in the centers were covered by local TV channels TV9 (Akhaltsikhe) and ATV12 (Akhalkalaki). Besides, local newspaper “Samkhretis Karibche” published a monthly loose leaf on Akhaltsikhe AEC. Ethnic diversity of local population was taken into consideration, that is why the information was disseminated through local media in both Georgian and Russian languages. Besides, AECs cooperate with central media as well. For example information about Koda, Shaumiani, Senaki and Jvari AECs was printed during two years in a newspaper “24 Saati,” which was distributed all over Georgia.

On later stages of their performance more experienced centers use their web-sites for dissemination of information. Potential beneficiaries can find information on education courses and programmes, as well as other activities proposed by the AECs.

Survey of Needs and Educational Priorities of Beneficiaries

For efficient work of the AECs three different types of research have to be conducted: survey of local population needs; survey of educational needs and a market-research.

Survey of the needs of the local population is one of the first stages prior to opening of an AEC. It is important to collect relevant information about the region and specific settlement, in which the center is going to be established. The needs survey can be done either with the help of a research organization or by the AEC itself. For example in Samegrelo and Kvemo Kartli, prior to opening Koda, Shaumiani, Senaki and Jvari AECs the ACT Research center conducted surveys: “Survey of Educational and Other Needs of IDPs” and “Assessment of Response of Municipalities to the IDP needs”.¹⁶The surveys showed that both education level of the members of the target groups and the opportunities for education and employment in the region are quite low. At the same time, the research revealed that the municipality has scarce resources to successfully cope with difficulties, connected to IDPs.¹⁷

If an official large-scale survey cannot be conducted, the center administration may organize research themselves. For example in case of Leliani, the AEC administration developed a “Village Profile Questionnaire” and based on its results revealed main needs of the community and studied the village resources. As using the services of research centers are quite costly the centers mostly organize research themselves. Thus, it is beneficial for them to train their staff members in research methods. Once invested in the training of staff members, the AECs will be able to conduct surveys professionally with a relatively small budget.

Apart from studying the general needs, it is important to reveal learning priorities of the population and their motivation for involvement in educational programs. For the purpose of detecting the interests of the local population in each settlement, face-to-face interviews are conducted. The AECs develop a semi-structured questionnaire, where respondents either can choose from a pre-prepared list or write down courses that they desire to study. The interviews are usually conducted by center volunteers. Based on the interview results the AECs determine a list of courses to offer to the beneficiaries. As the interests of the beneficiaries change from time to time, it is recommended that the survey is conducted at least twice a year. For example the administration of Koda AEC conducts a survey every year in January and June, besides prior to launching a new project they conduct additional survey, to ensure beneficiaries’ involvement in the planned project. In the attachment 6 you will find a sample of research questionnaire developed by Senaki AEC.

¹⁶ACT Research, 2009. Study on education and other needs of IDPs from Abkhazia
ACT Research, 2009. Assessment of Response of Municipalities to the IDP needs in Abkhazia

ACT Research, 2009. Study on education and other needs of IDPs from Kvemo Kartli

ACT Research, 2009. Assessment of Response of Municipalities to the IDP needs in Kvemo Kartli

¹⁷Final Report to EU, DVV International Georgia, 2011

In order to increase the employment chances of the beneficiaries the selection of courses should also coincide with the market demands. Thus, the AECs have to conduct a market research as well. To identify the demands on the job market, the AECs use information from web portals (jobs.ge, HR.ge¹⁸). They also get acquainted with surveys conducted for the same purpose. However, information collected this way is normally general and does not actually reflect the narrow reality in which the AECs function. The experience of AECs show that it is more effective and beneficial to observe local environment and cooperate with municipalities and local business providers to make sure that courses offered to the beneficiaries, will coincide with the local demands. For this purpose, the center staff and project leaders meet local companies/organizations and learn about specific positions they need candidates for. Such an approach in settlements, where cooperation is mainly based on interpersonal relations, may prove to be much more successful, than official market survey, which takes more time and is associated with additional costs.

Selection of Staff Members and Trainers

Selection of staff members is a crucial stage during AEC establishment. Firstly, the announcement about vacancies has to be published. The AECs use special web-pages for vacancy announcements and local media for spreading the information. In case a city or a village is populated with ethnic minorities, it is recommended to make a bilingual announcement.

To avoid further misunderstanding and ensure fair selection the process has to be as transparent as possible. The selection process involves several stages. Firstly, the applicants have to send their CVs and motivation letters. Shortlisted candidates are invited for interviews. The interviews are held twice as well: initial interviews are followed by a second more detailed interview session. Language teachers have to fill in written tests. Handicraft teachers have to bring their works (embroidery, souvenirs made by them, etc.). Those who apply for a teacher/trainer's position must submit educational programs. Goals, activities and results to achieve during the course have to be described in the submitted program. Applicants are hired based on their experience and knowledge. The priority for the AECs is to hire local staff in order to increase the employment opportunities in the settlement. However, if there is no appropriate candidate to lead a course demanded by the beneficiaries, the trainers are invited from neighboring cities/villages or from state vocational colleges.

Throughout the project running the center administration and trainers need to be constantly re-trained in order to increase their qualification. In order to make it easier for the administration of the newly established centers to launch their

¹⁸<http://jobs.ge/>; <http://hr.ge/AllVacancies.aspx?lang=1> – Jobs.ge and HR.ge are two most popular web-pages in Georgia, where one can obtain information about existing vacancies.

activities, representatives of the new AECs visit other, more experienced centers and see how the projects are implemented there. The AECs share their experience of program and financial management, samples of documents, ways of collaboration with governmental and non-governmental bodies, attracting beneficiaries and other issues, which play an important role in the success of AECs. Besides visiting the AECs in Georgia, study trips to German Folk High Schools (FHS; Volkshochschule) are organized. The representatives of AECs have an opportunity to visit German FHS and see how the centers operate in Germany. For example when the first AECs were established in Akhaltsikhe and Akhalkalaki, a study tour to Regen FHS¹⁹ was organized at the very beginning of the project. The goal of the visit was to allow the center administration to get acquainted with the concept of Adult Education Centers and their functioning. Moreover, German experts are invited to Georgia to share their experience with AEC administration and trainers.

As mentioned above for further development, AEC staff members and teachers/trainers are provided with capacity building training programme on a regular basis. The topics of the trainings are as follows:

- Adult Education methods;
- Group work and intercultural dialogue;
- Career planning and job seeking skills;
- Project management;
- Bookkeeping;
- Performance appraisal;
- Monitoring and evaluation tools, etc.

In certain cases the centers use external sources to increase the qualification of the staff members. For instance, Koda AEC cooperates with the Center for Strategic Research and Development of Georgia (CSRDG), which, in the framework of the community development program, holds training and re-training courses.²⁰ The beneficiaries of Koda AEC attend trainings and use the obtained experience in practice at AEC. It is also effective to use foreign volunteers as trainers to increase capacity of staff. For example, the Peace Corps volunteers help English language teachers to improve their knowledge and skills.

To sum up the process and criteria of selection of staff and trainers must be as transparent as possible. It is a priority for the centers to employ local population. Within the framework of the project the center administration must take care of constant re-training and improvement of the qualification of the staff.

¹⁹ <http://www.vhs-regen.de>

²⁰ http://www.csrddg.ge/index.php?module=text&link_id=14

Trust building with the Beneficiaries

Building confidence among the population after opening an AEC takes certain time and efforts and has to be stressed here. It must be noted, that at the beginning the population is often skeptical about the centers, because people generally do not trust “social” programs. They think that promises are never kept and nothing is ever done to improve the situation of local people. But more importantly the initial distrust comes from the lack of knowledge and understanding of the Adult Education idea. The concepts of Lifelong Learning and Adult Education are still new for the Georgian society. This makes it very difficult to persuade adults to attend education courses and master new skills and professions. In the beginning they do not see the meaning of further learning at their age. It is even more difficult to work in vulnerable communities (e.g. settlements for displaced population). People in such settlements have lost everything and have no opportunities of further development and their main concern is to feed their family members. In Jvari, Senaki, Koda and Shaumiani where IDP settlements are located residents did not hide their aggression towards the “newcomers” for interfering in their establishment.

The Centers managed to maintain a distinguished position through highly efficient and qualified staff, needs-based and innovative study programmes, open and equal, friendly and truthful atmosphere created against the previous prejudice, reluctance and mistrust of population. Each AEC, its personnel and trainers went through the struggle to overcome the difficulties and gain confidence thus proving to be the places created in furtherance of IDP and host communities. These steady joint efforts were not vain, soon resulting in beneficiaries’ grown interest and participation in the programmes.

The experience of the centers shows that initially children and youth are attracted and involved in the activities. In this case youngsters become “agents” of the AECs in the process of trust building. The contentment of young people with the offered activities normally results in obtaining trust and confidence of their parents, who gradually start to be involved in the activities as well. At the centers the beneficiaries find the welcoming environment where people demonstrate readiness to listen to them, take into consideration their needs and wishes, organize time-tables that are suitable for them. A beneficiary-oriented approach leads to high satisfaction and an increased number of beneficiaries.

It is important to mention that the process of trust building goes much quicker with the third model of AEC establishment, where the center is based on an already existing local NGO. In case of the first two models, at least six months are needed for trust building process, while in case of the third model, the local NGOs already have beneficiaries who trust them and the new centers respectively.

Educational and Other Activities of AECs

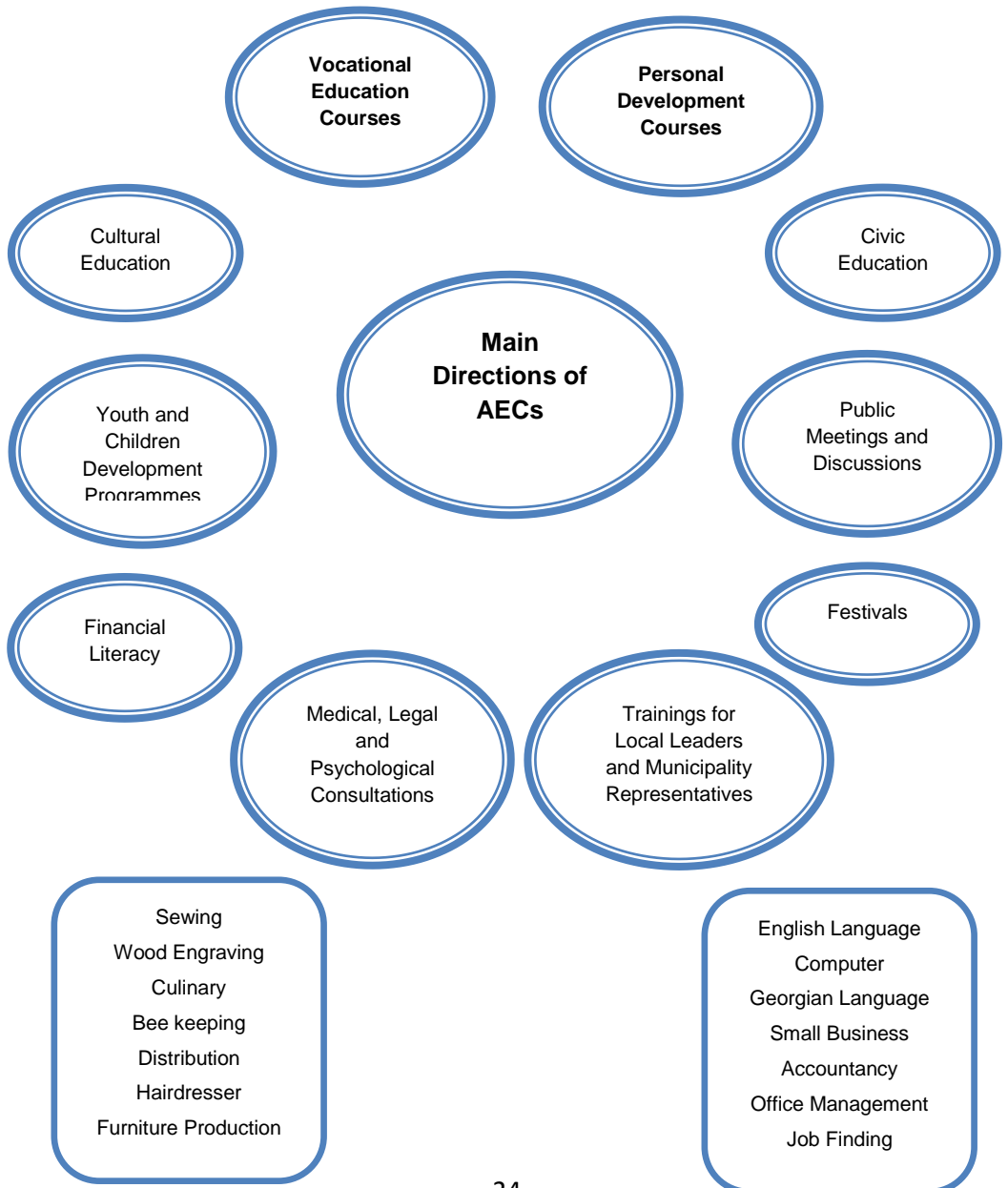
AECs contribute to developing potential of local residents in the regions of Georgia by addressing their educational and personality development needs and linking them to the job market on the one hand. On the other hand the centers contribute to social and human development by providing local residents with new opportunities. At the same time strengthened civic skills and increased sense of belonging to their places of residence increase beneficiaries' motivation to stay in their communities and encourage them to contribute to a positive social environment.

The centers are offering to beneficiaries structured multicomponent educational programme for acquiring/upgrading professional, personal and social skills and provide beneficiaries with opportunities to be competitive and succeed.

The unified educational programme (Adult Learning Pack - ALP) "ties up" Adults Development chain which encompasses the whole process of inclusion of persons in meaningful activities that helps them to benefit financially and psychologically, supports their constant development and secures better future, ALP consists of the following components:

1. Vocational education (minimum 10 different vocations);
2. Personal development (accountancy, IT, small business development, entrepreneurial, etc.);
3. Civic Education (public lectures, discussions and debates, trainings and workshops on Human Rights, Advocacy and Lobbying, creation of Club of Active Citizens, etc)
4. Languages: English, German, Turkish, etc.
5. Cultural Education (excursions, exhibitions, visit of theatres to the regions, theatre performances at the premises of the centers, Art workshops, lectures on cinema, theatre, music, etc.)
6. Self-presentation and job-finding skills (includes also successful communication, conflict management, etc);
7. Financial literacy (relations with banks, "all about credits", financial sustainability and risks, family savings, etc.);
8. Legal literacy
9. Psycho-social programmes for children and adults (both personal and group counseling)
10. Sports and Health programme
11. Youth Programme

Below are the main directions of AECs' work:



- ❖ Vocational Educational programme is one of the major directions of the AECs. Vocational (professional) education is focused on training/retraining of beneficiaries in professions which are demanded on the market, thus establishing tight links between local market needs, requirements of local businesses, available skills and qualifications of beneficiaries and available teaching resources in each particular region. Wide range of vocational courses is presented at the AECs. They include: sewing, knitting, driving and distribution, wood engraving, culinary, beekeeping, shoemaking and other courses.²¹The vocational educational courses are extremely important as the beneficiaries not only improve their skills in certain fields, but also master totally new professions. This makes them competitive on the employment market and besides, gives them the opportunity for self-employment as well. (Example of success stories of the beneficiaries can be found on the attached CD).
- ❖ Personal development courses help beneficiaries to develop additional skills necessary at various jobs. Personal development courses at AECs include computer literacy, small business development, English, Russian and German language classes, Georgian for ethnic minorities, bookkeeping/accountancy, office-management, proposal writing, trainings in job finding, communication and presentation skills, etc. English language and computer are among the most demanded courses. People currently employed at public institutions must have basic knowledge of English language and computer literacy to keep their positions. Thus, the AECs alter their services according to the demands of the beneficiaries, for example at Jvari AEC they developed a combined course of English language and computer which the beneficiaries found very convenient.

Demand for different courses varies from one AEC to another. For example Georgian language classes are particularly popular in Akhalkalaki and Shaumiani where the number of ethnic minorities is high. Beneficiaries of Senaki and Leliani AECs found agricultural courses the most important as many of them are engaged in small farming. AEC in Keda attracts beneficiaries with computer repairing courses because this service is not available in the whole municipality. Koda center is famous for its felting/souvenir making courses which became possible owing to professional trainers available at the settlement, etc.

Tailor-made vocational and personal development courses generally last for three-four months, depending on complexity of the programme, qualification of beneficiaries, goals of training course. All the trainers are requested to provide programmes with detailed description of course aims, outcomes, methods, materials used. Classes are held twice or three times per week and last for 1-3 hours. Fees vary from 10 GEL (4 EUR) to 25 GEL (10 EUR). 8-12 beneficiaries can attend class simultaneously. Offering short term flexible educational courses is quite effective to respond to the

²¹For full list of the courses see Attachment 7.

needs of the population timely taking in consideration frequently changing demands of local job market.

Beyond the professional benefit the major impact the entire Vocational education/Personal Development programme has on beneficiaries is the unique possibility to realize themselves, regain self-esteem and confidence, overcome stress and depression. Feedback of the participants expressed by daily presence at the AECs as well as by numerous letters of gratitude and life stories, telling their achievements and success after the longtime passiveness and frustration, serves as a vivid demonstration of their attitude towards the progress of the programme.

- ❖ Youth and children development programme is the next major direction at AECs. For pre-school and school children there are painting classes, theatrical performance, English story-reading club, outdoor and sport activities and excursions organized at AECs. Many beneficiaries (women in first turn) come to center with their children as they cannot leave them home alone. While mothers and grandmothers attend educational courses their children also benefit by participation in activities designed especially for them.

For the 17-25 year-old young adults Youth Clubs are created at each AEC. The club members meet regularly and together with the youth programme coordinators organize various youth activities. These activities include:

- Trainings on topics such as: leadership, communication, conflict management, tolerance, teambuilding, healthy lifestyle, etc.;
- Sports activities;
- Film screenings and discussions;
- Performance art/theatre;
- Eco-actions;
- Excursions, etc.

Youth programmes are crucial at the locations where the AECs are established. At most of the places youth does not have any possibilities for further development. A lot of young people leave their home places and search for studying and working opportunities in larger cities. Therefore, it is necessary to provide them with the activities that draw their interest. By involving them in youth activities AECs ensure that young people become more responsible for their own behavior, actions and participation in community development.

- ❖ Civic Education for increasing civic activism of local population is also one of the priorities of the AECs. For this purpose the centers provide a wide range of sessions to complement the educational component and promote awareness of the targeted population on general issues of their concern. The initiatives aim to meet the need among communities to improve their knowledge, to have free access to information and get better understanding

on specific issues through public lectures, talks and discussions. Regular discussions and public meetings are held with public and local authorities, celebrities and experts two-three times per month. The topics for public meetings are quite diverse and include politics, art, economics, ecology, science, etc. Selection of specific themes and presenters depend on the interests of the beneficiaries and on the relevance of the topic itself.

Besides the public discussions, Active Citizens' Clubs are created at AECs. Representatives of the local population are trained on Advocacy and Lobbying issues, community mobilization, problem solving, etc. They gather regularly and work on the problems of the community. Initially the club members needed support from AECs, but nowadays they work independently, identify problems, write projects and address local municipalities and/or other authorities, cooperate with them and find ways to overcome problems.

- ❖ Financial literacy component by the AECs gives beneficiaries basic knowledge on the Georgian economic, fiscal and financial system, prospective areas for business, development of business plans, access to finance, more specifically to credit funds. Overview of the most important cornerstones, guidance to own budget planning in the context of different income situation, information about bank and micro-credit organisations, main challenges and threats of these spheres are provided.
- ❖ Some of the AECs provide medical, legal and psycho-social consultations. Quite often the beneficiaries do not possess adequate information on different diseases. Accordingly, medical advice is provided for them on the issues, which are interesting and important. The consultations include information on ways of prevention and treatment of certain diseases, healthy life style, reproductive health and others. At legal meetings the beneficiaries get acquainted with their rights and benefits that they entitle to have. Psychologist's consultations are particularly important for IDPs who have to cope with trauma and negative experience. That is why, apart from individual consultations for adults, some of the AECs provide psychological rehabilitation programmes for different age groups of children and adolescents. It must be noted, that the above social services are free of charge for the beneficiaries, which makes these services available for the disadvantaged groups.
- ❖ In the framework of EU funded project, at Koda, Shaumiani, Senaki and Jvari AECs trainings were held for municipality representatives and local leaders. The aim of the trainings was to raise level of awareness of the personnel of local municipalities and local leaders on IDP issues and included such topics as: local government in Georgia, local budgeting, advocacy and effective participation, legislation on IDPs, etc. The above trainings played an important role for timely and successful solution of IDP problems. Currently all the centers organize regular meetings of community members with local

government representatives. Centers facilitate discussions between them, establish constant dialogue and interaction.

- ❖ Cultural Education represents another important direction of AEC's activities. Photo exhibitions and exhibitions of local painters, book fairs and film demonstrations are regular events at each center. Art workshops, excursions to other regions of Georgia to see cultural heritage of their country, visits to theatres in the capital, literature contests and other creative activities help local dwellers to upgrade their cultural awareness, develop a taste for arts and obtain positive emotions and energy which definitely contributes to bettering quality of their lives.
- ❖ In addition to all above mentioned, AECs offer an adequate and safe, free and open space to other NGOs, initiative groups for all community based initiatives, meetings, information sharing, various educational activities and training programmes, youth initiatives and consultations.

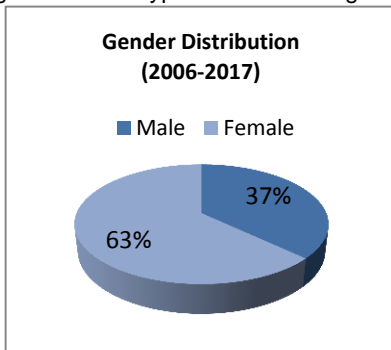
With DVV International's support AECs organize an Adult Education Festival which is an annual event. The festival usually is at the end of October and in most cases all AECs are involved. Some of the activities take place in Tbilisi, for example a conference on Adult Education. However most of the activities are held at the AECs in the regions. The activities include: cultural events (dancing and singing concerts), sport competitions, exhibition of the handicrafts of the beneficiaries, master-classes of various vocational courses, movie screenings. Besides at every AEC they have awards for the beneficiaries. The nominations are as follows: the most active beneficiary, the eldest beneficiary, the youngest beneficiary, the most active family, the best trainer, etc.

4. Challenges and Lessons Learned

Beneficiaries

The variety of the activities provided by the centers attracts beneficiaries of different age, gender and social status. Educational courses and civic activities are available for any person of any age. This increases learning opportunities for middle age (40+) and elderly groups (60+) who usually are considered to be “too old” for studying. The annual reports of the centers illustrate that the age range of the beneficiaries varies from 4 to 87 years.

Gender balance is also kept at AECs. The centers maintain gender statistics and try to balance the number of courses that are more attractive for male and for female. Crosscutting gender issues with educational activities is crucial in a culture where gender stereotypes are still strong and have impact on the everyday lives of people. In



Akhalkalaki and Shaumiani for example, initially women needed consent of their husbands to participate in different activities by the centers. However, as the level of trust of the AECs became high, women could participate in educational or other public activities of the centers with no limitations. The centers facilitated the activation of girls and women and their involvement in the social and cultural life of the community²². Nowadays, the majority of the beneficiaries is female and creates 63% of the total number of beneficiaries.

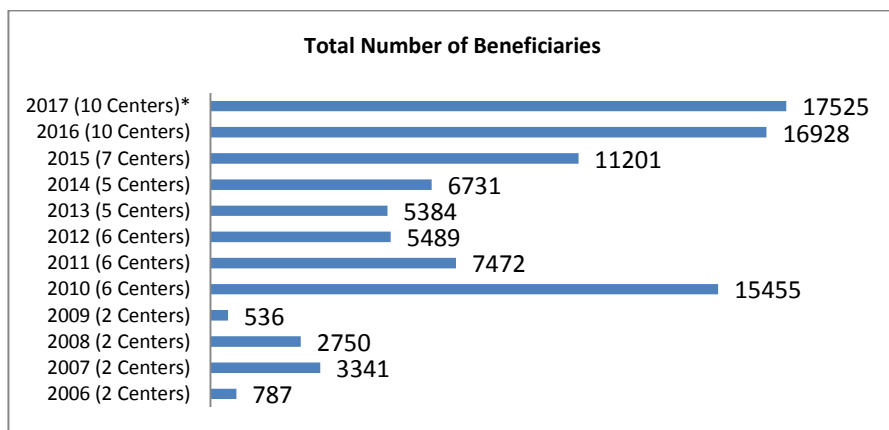
Socially disadvantaged people are another significant group for AECs. The centers worked specifically with ethnic and religious minorities and internally displaced persons (IDPs). As it was mentioned previously the EU-funded project in Akhaltsikhe and Akhalkalaki aimed at integration of ethnic minorities. The number of minorities at the AECs reached 55% with 33% in Akhaltsikhe and 85% in Akhalkalaki. The second EU-funded project in Koda, Shaumiani, Senaki and Jvari focused on integration of IDPs and local people. At these centers the percentage of IDPs is 56%. Nowadays the AECs have broadened their approach and do not focus on particular social groups, however special attention is paid to the involvement of the disadvantaged population into the activities. For example at Leliani AEC they have ethnic Azeri participants who constitute 20% of the total number of the beneficiaries.

²²Matthias Valentin. August, 2008. External Evaluation of the project “The Adult Education Centers in Samtskhe-Javakheti – a Chance of Integration of Minorities.”

To keep a substantial number of beneficiaries the centers adjust all their programmes, activities, schedules and agendas taking in consideration the socio-economic situation in the regions, the poor infrastructure and the not stable market requirements which are changing too fast. For problem solution the AECs diversify educational courses as much as possible and offer beneficiaries new programs every year. In addition AECs try to reach people beyond their settlements and attract beneficiaries from neighboring villages and/or municipalities. (The importance of carefully choosing a location for an Adult Education Center was discussed in the previous chapter). For example at Leliani and Shaumiani AEC beneficiaries come from the neighboring municipality, at Jvari AEC beneficiaries come even from the occupied Abkhazia.

Poor infrastructure creates limitation to beneficiaries' attendance. The fact that transport service between villages and municipalities is not adequately developed is one of the most significant impeding factors for the centers in terms of the attraction of beneficiaries and the broadening of the operating area. In such cases the administration of the AECs organizes classes at the places that are convenient for the beneficiaries. For example, trainings for teachers in Senaki and Shaumiani were held at Senaki and Shaumiani public school instead of AEC. As a recommendation it could be suggested that the centers have a minibus to drive beneficiaries from rather remote places to the AECs.

The number of beneficiaries of the centers is quite high. The total number of beneficiaries at all ten centers throughout the years of 2006-2017 reached almost 93 000. The chart below demonstrates the number of beneficiaries according to years. Besides, next to each year it is indicated how many AECs were operating at that time.



* As of August 31, 2017

Some explanations are needed to understand the dynamic of number of beneficiaries.

- The EU-funded project launched in 2006 in Akhaltsikhe and Akhalkalaki. Adult Education concept was quite new for the population and thus the number of beneficiaries during the first year of the project was not high, but increased significantly during the second and third year of project implementation when all the programmes were completely free of charge for all beneficiaries. In 2009 when the EU funding was over the number of beneficiaries declined rapidly as a result of insufficient fundraising policy and poor management (already discussed under the chapter 2).
- In 2010 four more centers were opened in the framework of another EU funded project, this explains the significant boost of number of beneficiaries in 2010 (again all the courses were free of charge!) and the decline of number in 2011 when the project was over. DVV strategy regarding the centers' future was based on previous successes and failures. This was the combination of regular capacity building programmes for the centers (management, fundraising, PR, etc.) and supporting them in obtaining independency. Left without "guaranteed" financial support the centers had to make lots of fundraising themselves and attract beneficiaries for paid courses. The chart illustrates that in spite of these challenges the AECs manage to maintain a stable number of beneficiaries.
- From 2013 to 2015 two centers (in Akhalkalaki and Akhaltsikhe) were not operating. In 2013 new a center in Leliani was opened. Thus, the total number of centers was five.
- In 2015 two more centers were opened in Keda and Chokhatauri. Activities of these centers started in 2015.
- In 2016 the tenth center was established in Ambrolauri. Besides, Akhaltsikhe and Akhalkalaki AECs registered as independent NGOs and DVV International continued their financial support.

Cooperation with the Local Municipalities

Cooperation with the local self-government (municipalities) is an issue of great importance for AECs. For the sustainability and the stability of the centers it is crucial to cooperate with the municipalities, implement joint projects and have financial support from them.

As it was noted in the previous chapter, cooperation with the municipalities usually starts with concluding an agreement according to which, the municipality gives the centers permission to use the buildings which belong to the municipalities for free. This is crucial to involve the municipalities in the process from the very beginning and make them feel their responsibility for what is happening in the Adult Education centers.

Furthermore, study trips for the representatives of the municipalities to Germany are organized by DVV International. The aim of the study trip is to give more information to the local government authorities. In the framework of the trips the study group members visit German Folk High Schools (FHS), meet representatives of local government and get acquainted with the ways of collaboration between the two.

Finally, the AECs implement joint projects in close cooperation with the municipalities. After the AECs gain some experience of working independently and implementing projects successfully, they address the municipalities for financial support. For instance, Koda AEC implemented two big projects in collaboration with the Tetrtskaro municipality. The first project implied training cycles for public school teachers. Under this project, 284 teachers of 28 schools in Tetrtskaro were retrained. The courses lasted for three months and were held in village Koda, Tetrtskaro administrative center and Manglisi. In the framework of the second project five kindergartens of Tetrtskaro municipality were provided with the furniture produced at Koda AEC.

Shaumiani AEC administration managed to implement joint projects with Marneuli municipality as well. Since Shaumiani is settled by the representatives of ethnic minorities, there is a demand for Georgian language courses from the community. This course is financed every year by the Marneuli municipality since 2012. In addition to that, Georgian folk and dancing courses are held with the municipality's support. Senaki AEC is currently establishing a social enterprise (producing berries) with financial support of local municipality. Jvari AEC is implementing a training programme for the staff of the local government funded by the municipality. Several projects of Leliani AEC are also funded by the local government.

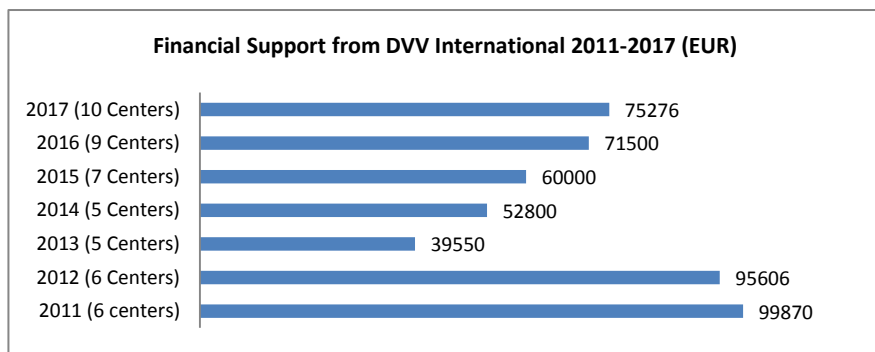
Building strong collaborative ties with the local municipalities is a complicated and time-consuming process. Usually it takes time to convince the municipalities that by supporting AECs they are supporting the employment of local dwellers, and thus – local development. Together with DVV project managers, directors of the

centers frequently meet with representatives of self-government structures, invite them to activities of the centers, discussions with beneficiaries, presenting success stories. All these are done to prove that cooperation is beneficial not only for AECs, but also for the local municipalities as well. Nowadays it is prestigious for the municipalities to have an educational center operating on their territory. As a rule, the centers are part of PR for local governments.

Fundraising

In order to successfully continue their activities the AECs constantly search for additional funding opportunities. Financial support from DVV International, local municipalities, other donor organizations and the system of paid courses are the main funding sources of the AECs which will be discussed below.

DVV International continues to finance the AECs. Its financial support covers mainly institutional and administrative costs and few programme costs. It is worth mentioning that funding AECs is very cost effective. For example, the total amount that DVV International allocated for ten AECs in 2017 is 75 000 EUR only.



The chart illustrates the amount of funding that DVV International has granted to the centers from 2011 till 2017. Though total funding from DVV International is more or less unchanged through years, the number of AECs increases and thus the funding per each center is less every year. The funding is done based on “rotation” system. New, “younger” centers are funded at the expense of reducing funds to centers established earlier. The AECs have guaranteed funding for institutional costs from DVV International. This gives them an opportunity to continue working and search for additional funds for educational and other

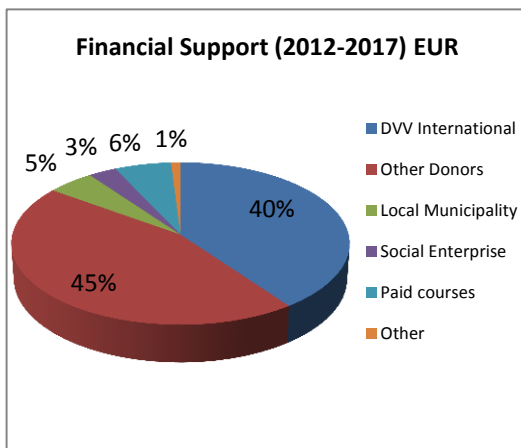
activities. The majority of donors more readily fund programme costs when salaries and infrastructure cost are already covered.



*As of August 31, 2017

Another source for funding is a local municipality. As discussed in the previous chapter some of the centers already have received financial support from the municipalities.

Apart from DVV International and municipalities, AECs are trying to obtain financial support from donor organizations and other governmental institutions. Establishing contacts with local and international organizations is a very important step for AECs. Most of the AECs are already successful in receiving grants and implementing various projects. For example at Koda AEC in 2017 40% of total income was from donor organizations. The following were the main donors of the centers during this period: ACF, UNDP, UNICEF, UNHCR, German Embassy, USA Embassy, OSGF, Save the Children, Colors of Culture (Poland), Westminster Dem. Fund, Peace Corp, Ministry of Justice, Ministry of Sport and Youth Affairs, Young Economists Association, South Ossetia Administration, Georgian Foundation for Strategic and International Studies (GFSIS), Center for Strategic Research and Development of Georgia (CSRDG).



In order to create additional financial sources, the centers launched paid courses and introduced a “co-financing system”. The administrations of AECs offered several courses that the beneficiaries had to pay for. The average costs for courses is 20 GEL (9 €) with a minimum price of 10 GEL (4 €) and a maximum price - 200 GEL (85 €). Co-financing principle ensures that the course beneficiaries take responsibility for their own learning process. The income from the paid courses is used for purchases of course materials. Even though the prices of the courses are quite low, co-financing system encountered obstacles in all centers because of the high level of unemployment and the difficult economic situation of beneficiaries.

Furthermore, some of the AECs rent meeting rooms and technical equipment. As there are no similar services in the settlements, the resources of the centers are frequently used by representatives of local and/or international organizations for holding meetings and other events in these towns/settlements. In addition to space and equipment, these organizations often need supplementary staff for their events and they employ the personnel of the centers. Daily rental fee for the meeting room varies from 50 GEL to 100 GEL (21-50 €), equipment - 50 GEL (21 €) and service provided by the staff - 50 GEL (21 €).

The share of income from social enterprises is low (3%). But it is worth to consider that the social enterprises were opened in July, 2017. Thus, the data covers only 3 months period and could be an illustration of growing income.

It has to be stated that fundraising is still one of the main challenges for the centers. It is especially difficult on the initial stage of AEC operating when the AECs lack experience. Besides the experience, networking plays a significant role in the process of fundraising.

Opening a center on the basis of an already existing local NGO (III model) significantly reduces the time for overcoming the above problem. In case of the third model, the existing organization has established contacts with municipalities, other local organizations and donor organizations. Furthermore, having experience of writing grant applications and raising funds is of vital importance for the existence of the centers. This increases their stability. The AECs established under the first and the second models, gradually also become proficient in networking as well as in fundraising. However, they need more time for that.

Social Enterprise

To support financial independency and sustainability of AECs established by DVV International in Georgia, the new initiative was designed and implemented in 2017. Both with BMZ and EU funds 5 social enterprises were created in five AECs in Akhaltsikhe, Koda, Jvari, Chokhatauri and Leliani.

Social enterprise Universal Master in Koda produces metal and plastic doors and windows. This service is not available in the Tetriskaro municipality and people have to make orders and bring the items from Tbilisi.

Social enterprise Coffee Time in Jvari represents a small café which offers its customers coffee, European style cookies and Georgian traditional pastry. Coffee Time is established on the main tourist route to Svaneti which is visited by tourists from all over the world during the whole year.

Social enterprise Handicraft Studio in Chokhatauri provides population of the whole Chokhatauri municipality with sewing, fashion design and modeling service, including production of uniforms, everyday clothes and wedding and festival costumes. So far this service was also not available in Chokhatauri.

Social enterprise in Akhaltsikhe works on recycling of plastic and production of different household items. Programme on ecological awareness rising for youth and adult population complements the business.

Finally, social enterprise Lelis Tapli in Leliani is involved in honey production and packaging. This is one of the fast growing agricultural productions with stable income and good perspectives for further development. Annually Lelis Tapli will produce around 500 kg of honey and sell it on the local market and in Tbilisi. Honey is sold also by Coffee Time – social enterprise in Jvari.

The above mentioned initiative have several important outcomes:

- Social enterprises create more job places for socially disadvantaged population. Around 40 persons are employed in 5 locations
- Part of the income by social enterprises is invested back to educational activities provided by the centers which gives them opportunity to offer free of charge educational courses to IDPs, single mothers, families with many children, etc
- Social enterprises boost economic activities in the targeted regions and facilitate start of new (supportive) businesses by other community

- members. E.g. there is proposal from group of people to establish transport service in Koda and deliver doors and windows produced by Universal Master to customers
- Establishment of social enterprises contributes to development of the concept of social enterprise itself which is still not well developed and not fully understood in Georgia

In the following years DVV plans to establish one social enterprise in each of 10 AECs in Georgia.

Cooperation with German Folk High Schools

As it was mentioned previously, the foundation of the AECs in Georgia is based on the experience of German VHS. Therefore the establishment of cooperation between German VHS and Georgian AECs always was of high importance and priority for DVV International.

The cooperation started in 2006 when the staff of the first two Georgian Adult Education Centers was sent to Regen Volkshochschule to acquire knowledge on the management of VHS and get to know more about the German experience in Adult Education. Since that time other directions of cooperation were developed:

Study trips

Study trips to German VHS are regularly organized for staff of newly established AE centers and representatives of local self-government. Study trips help to develop capacity of adult educators and take them closer to the European experience and values of Adult Education. At the same time representatives of Georgian local self-government structures have the possibility to meet their German colleagues and receive information on importance and advantages of VHS for local population and communities, on financial support provided to VHS in Germany, etc. So far such study trips were organized to: Regen Volkshochschule; Kreisvolkshochschule Mansfeld-Südharz; Kreisvolkshochschule Harz; Kreisvolkshochschule Saalekreis, VHS Eisleben, VHS Hettstedt and VHS Siersleben.

Sharing of experience and expertise

To constantly increase professionalism of adult educators DVV International Georgia Country office is implementing yearly Summer Academies for AE practitioners. By inviting European experts to this events adult educators receive the opportunity to become familiar with modern trends in AE, innovative methodology of teaching and learning, new materials which are used by VHS in Germany. Ms Olga Vitzthum, Director of District Folk High School Weimarer Land

conducted training programmes in Marketing and Management of VHS to participants of the Summer Academy for Adult Education Centers which was held in Georgia. Adult Educators from Armenia, Azerbaijan, Georgia, Ukraine, Moldova, Tajikistan and Turkey participated in the event. Director and Education Programme Manager of District Folk High School Mansfeld-Südharz conducted trainings for representatives of Georgian and Armenian AE Centers on Fundraising, Marketing and PR strategy.

Exhibitions and presentations

To increase the awareness of German VHS on the situation in Georgia DVV International facilitates the conduction of exhibitions and presentations in different regions of Germany. In the framework of EU and BMZ funded projects exhibitions of handicrafts and photos by Georgian AECs' beneficiaries were organized in VHS. At the same time lectures on Georgian history and culture were conducted by famous Georgian writers and culture experts and DVV International staff members. VHS of Giessen, Wolfsburg, Naumburg-Weissenfels, Apolda, Braunschweig and the Nürnberg Bildungszentrum were involved in the programme.

To increase the cooperation between Georgian AECs and German VHS DVV International supports the implementation of joint initiatives and projects. In 2013 managers of 4 AECs participated in the programme organized by District Folk High School Mansfeld-Südharz²³. The same year staff of District Folk High School Mansfeld-Südharz paid their visit to Georgia and participated in the Workshop for Adult Educators from Georgia and Armenia. During this workshop the first joint German-Georgian project was planned. In 2014 the first joint project of District Folk High School Mansfeld-Südharz and Koda Adult Education Center was implemented. The touristic project "Discover Georgia" was jointly planned by German VHS and Georgian AEC. Koda AEC designed a programme for former teachers from Germany which included trips to several regions of the country. The programme included visits to Adult Education Centers, meetings with beneficiaries along with meetings with German school teachers in Tbilisi and excursions in the regions of Georgia to get acquainted with local history and traditions. Implementation of this programme not only facilitated the cooperation between Georgian and German educational institutions but also contributed to the organizational development of Koda AEC which developed new capacities and new direction of work.

DVV International Georgia Country office is planning to support the cooperation between AECs and VHS further. The aim is to find at least one partner VHS for each of the Georgian AECs. This aim is to be achieved in cooperation with the Georgian Adult Education Network (GAEN) which was founded in 2014 and currently units all the Adult Education Centers in the country.

²³ <http://www.vhs-sqh.de>

Volunteer Programme Development

AECs develop volunteer programs and implement various activities in this direction. The AECs have international as well as local volunteers. By developing this direction Adult Education centers introduce the culture of volunteering, present the staff a diversity policy which enriches the experience of the local employees and makes people more civic-minded and involved in the life of the community.

There are several ongoing volunteer programs at the AECs:

- Peace Corps²⁴
- Glen Program²⁵
- EVS Program²⁶
- ASA²⁷

In the framework of the above listed programmes volunteers from New Zealand to Ireland, from Germany to USA, participate in events and organize various activities at the AECs. Foreign volunteers are mainly involved in language courses and youth programs. For instance, within the limits of a youth program, in 2011, in Jvari AEC international volunteers retrained 10 leaders, who then continued working with the youth.

Involvement of foreign volunteers into the life of the AECs brings in a different perspective and international atmosphere. Apart from that, they serve as an example for young beneficiaries of the centers, who can see, how important it is to participate in volunteer programs and how useful their contribution can be for the development of the society. The above fact is important also from the point of view that in Georgia voluntary practice is not well developed and mainly foreigners are expected to volunteer.

There are also Georgian volunteers in the centers, who assist the staff members of the AECs. In Koda AEC, 92 volunteers were retrained. The trainings were held on the following topics: civil involvement, active citizenship, project writing, etc. Within the same project, volunteer electronic database was created. Leliani Adult Education Center has a network of local volunteers who work very successfully on more than 10 different projects including community mobilization and advocacy initiatives, infrastructure development, cultural activities, etc.

²⁴<http://www.peacecorps.gov/>

²⁵<http://glen-europe.org/>

²⁶<http://europeanvoluntaryservice.org/>

²⁷<http://www.swimming.org/asa/volunteering>

With the involvement of international and local volunteers Senaki Adult Education center is implementing a multi-year Healthy Life project for youth and youth leaders.

Around 40 volunteers from AECs were involved in the EU funded project implemented by DVV International in support of elderly people in 2015-2016.

Achievements and Best Practices

One of the main achievements of the AECs is the high number of the beneficiaries who got employed, self-employed, promoted or managed to keep a job with the support of AECs vocational and personal development courses. The practice of the centers shows that offering professional courses is particularly beneficial for employment. Certain professions are highly demanded in the settlements. Short-term professional and personal development courses offered by the centers give a chance of employment to those who have specific goals and little time, to master new skills.

The analysis of statistical data of the centers illustrates that on average 8% of the beneficiaries find a working place after attending the courses at AECs. Taking into consideration the high unemployment rate in the country, even 8% of employment can be considered as a great achievement of AECs.

AECs helped many persons and families in their search for a better life and livelihood, but probably the most important outcome is that it brought around hope and confidence to communities that had previously lost all hope and trust. The work done by the centers helped to improve the well-being of the citizens and increase the quality of their life by changing a depressed community mood to a more active, lively and energetic one.

The centers have become a linkage between other governmental and non-governmental organizations and the local population. Representatives of the municipalities and various national or international organizations, implementing projects and activities in these settlements, often address the centers for information about the population and/or for mobilization of the local people. For other structures, AECs represent a stable body, which can consult them on the situation in the settlements and provide contacts with the local population.

The centers played an important role in facilitating the integration of different social groups. Apart from ethnic minorities and IDPs, who were the main targets of EU projects, distance is reduced between other social groups as well. These are, on one hand, age groups, religious minorities and individuals with different social statuses. On the other hand, in the centers, the capacities of women are strengthened, socially unprotected people and people with special needs are involved in the activities. Educational courses are jointly attended by representatives of different villages and municipalities. For the above listed groups

the AECs sometimes are the only spaces where they intersect. Joint and interactive activities of the centers build bridges among them and make the ties stronger. Accordingly, education programmes of the centers become a tool for the interaction of different social group members.

Educational activities have recreational functions for IDPs. To work with beneficiaries traumatized as a result of a conflict was a challenge for DVV International. In a society, where people have experienced war, were forced to leave their homes and change their life plans, had no income and had to fight daily to satisfy their basic needs, it was risky to offer an educational program. However the examples of Koda, Shaumiani, Senaki and Jvari AECs illustrate that offering educational activities to traumatized people is not only possible but highly recommended. Involvement in educational programs creates a certain structure for the daily life of the beneficiaries and gives them a feeling of returning to normal life.

Furthermore, the AECs have turned into resource centers of social and cultural life of locals. Since in the locations, where the centers are represented, social life is not active and diverse, the centers become the venue for the people to come together, exchange information and get involved in various public activities. The AECs turn into a resource of positive energy, around which the attitudes of the people change, communities become much livelier, more joyful and one can see more smiling faces in the surrounding.²⁸

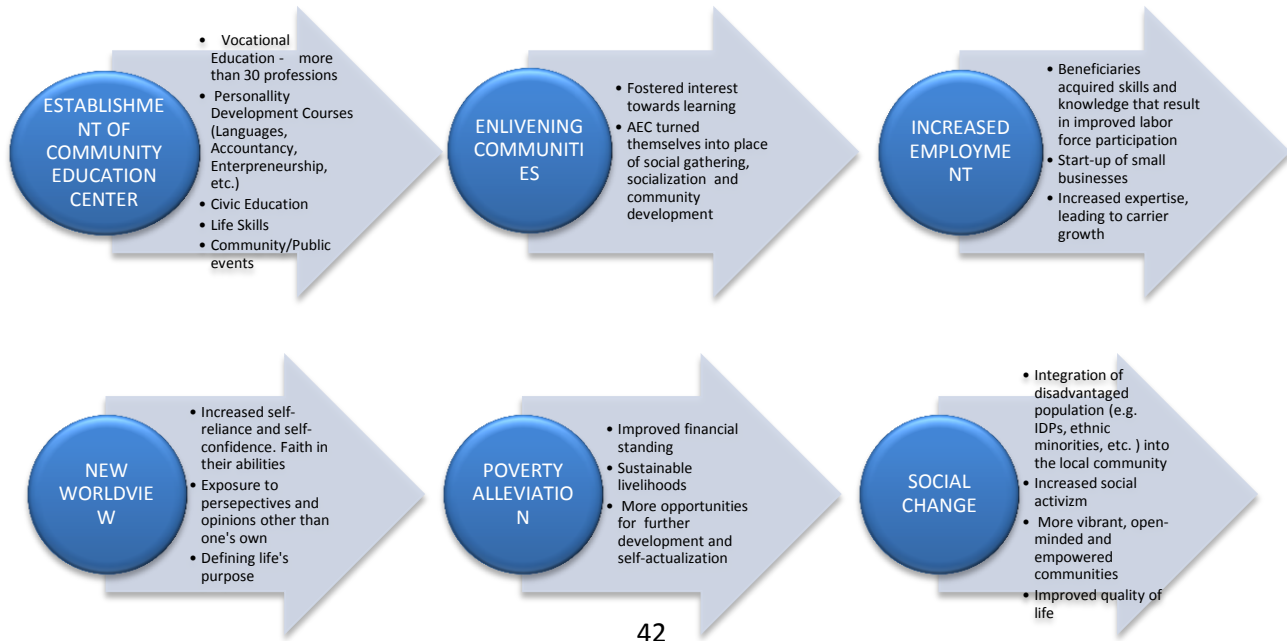
And finally, the centers have turned into bodies, which have a big influence on the development of civic activism in the society. Quite often, civic activism in the settlements is associated with the name of the Adult Education Centers. Members of Active citizens' clubs, the youth, and generally the beneficiaries, become more self-confident, take more responsibilities over their actions and learn how to fight for and protect their rights in the society.

It is worth mentioning that the establishment of the AECs by DVV International brought a certain system in the field of non-formal education in Georgia. The analysis of the educational policy documents of the country revealed that the concept of Lifelong Learning and the non-formal education system are still underdeveloped. Non-formal education is not well defined and is not regulated by policy documents. Accordingly, although many different organizations work in the direction of adult non-formal education, the place of Adult Education in the educational system is vague and has no systematic nature. DVV International's holistic approach to educational measures creates a learning environment in the locations of the AECs and gives non-formal Adult Education a systematized character.

²⁸Santeladze, I. (2014). Community Learning in Georgia. In *Communities*. (Ed. Larjanko J.). DVV International. Available at: http://www.dvv-international.de/index.php?article_id=1084&clang=1

Adult Education Centers in Georgia – Impact Chain

The impact chain below illustrates the change that the AECs bring to the local community:



5. Georgian Adult Education Network (GAEN)

As the majority of the Adult Education Centers reached a certain level of progress and independency and obtained experience in their field, they felt necessity to create a common structure which would address and help to overcome the challenges they face on everyday basis and support their development further. To strengthen the AECs, to simplify the process of obtaining grants and to open up more opportunities, the centers with their joint efforts created the Georgian Adult Education Network (GAEN), which unified all nine AECs of Georgia.

GAEN was registered in 2014 as a non-commercial, non-profit legal entity. It unifies and consolidates organizations with common values and similar experience, which are actively involved in the field of Adult Education and recognize the importance of Lifelong Learning in the process of combating poverty, civil involvement and community development in Georgia. The aim of the network is to raise the awareness of the society on the Lifelong Learning concept and Adult Education as an integral part of it and to achieve its recognition by the educational system of Georgia. The tasks of GAEN are as follows:

- Support of the development of the member organizations;
- Intense advocacy for Lifelong Learning and Adult Education as an important part of LLL;
- Raising public awareness on non-formal Adult Education;
- Fundraising

The idea of creating a Network was a common initiative of AECs. They took the decision to grant the membership only to AECs which share common goals, interests and concepts. The founders of GAEN suppose that success of the network will depend on the following facts: all the centers are equipped similarly and have similar experience, their joint turnover is high, they cover ten municipalities in seven regions of Georgia which allows the implementation of wider-scale projects. Furthermore, various problems of AECs might be solved more successfully under GAEN than separately. The AECs are able to share their experience with other centers and support each other with new initiatives. Finally, joint activities of the AECs will increase the visibility of the centers and make their advocacy efforts stronger. All the above listed will increase fundraising opportunities for them.

Already during the first stage GAEN has organized several trainings and workshops for its members (agenda of these was developed based on real needs of the members) as well as study trips of newly established centers to more experienced ones. Apart from this, GAEN developed two training packages for the municipalities and shared with them. This common programme will be implemented by all the centers in their respective locations.

AEC Establishment and Functioning Checklist

1. Choosing AEC Establishment Model		
Model #1	Model #2	Model #3
<p>This is a vertical model where ready-made decisions are offered to the AECs. In our practice it involved following stages:</p> <ul style="list-style-type: none"> a. Establishment of AEC; b. Transferring AEC to AEAG; c. AEC is managed from AEAG; <p>The main disadvantage of this model is that the AECs do not have enough freedom for making independent decisions</p>	<p>This model represents an affiliated entity It involves following stages:</p> <ul style="list-style-type: none"> a. Establishment of AEC; b. Registration of AEC as NGO; c. AEC independently manages activities and finances. <p>Starting working independently is the main challenge in this case. Usually it takes time until AECs get used to working as a separate NGO.</p>	<p>This model is a partnership-based model. It involves following stages:</p> <ul style="list-style-type: none"> a. AEC is established on the base of local NGO b. AEC independently manages activities and finances. <p>The main advantage of this model is that it is cost-effective, besides NGO already has an experience of independent work: has experience in project management, fundraising, networking and has connections with local municipalities and other NGOs</p>

2. Selection of Location

Activate "Forgotten" Communities	Place, close to other settlements
Choose a place where not many organizations are presented, to create more opportunities for disadvantaged population	Choose a settlement (village or city) which is not too distanced from other villages, so that people from neighboring places have possibility to participate in educational activities as well

3. Selection of Building

Cost-estimation	Lively District
Costs of the building renovation have to be estimated carefully. Using a building which belongs to the local municipality is highly recommended	Choose a building which is located in the lively part of the settlement. Preferably in the center, close to the main road, and/or close to the municipality building.

4. Dissemination of Information

Dissemination for Awareness	Dissemination for Understanding
<p>Start organizing information meetings before launching educational activities.</p> <p>Arrange meetings with local municipality representatives, local authorities and local population, community leaders.</p>	<p style="text-align: center;">Use:</p> <p style="text-align: center;">word-of-mouth-marketing;</p> <p style="text-align: center;">printing materials, such as brochures, booklets, banners;</p> <p style="text-align: center;">internet sources;</p> <p style="text-align: center;">media sources, especially local ones;</p> <p>Estimate who can play the role of "agents" and use them to spread the information further (e.g. school teachers).</p>

5. Survey of Needs and Educational Priorities

Survey of Local Population Needs	Survey of Educational Needs	Market Research
<p>In all three cases:</p> <p>Conduct the Surveys permanently, especially the Educational Needs' Estimation;</p> <p>Conduct Market Research at least twice a year;</p> <p>Train staff members in the basics of research methods;</p> <p>Use volunteers as interviewers to reduce research costs</p>		

6. Selection of Staff Members and Trainers

Availability of Announcement	Transparent Selection	Re-training of staff members
<p>Make sure that announcement is available for the local population.</p> <p>Choose the source of information dissemination that is mostly common for the locals. E.g. spreading information via web-page might not be efficient in a disadvantaged community where access to internet is limited.</p> <p>Consider the diversity of the population. If there are ethnic minorities, do not forget to make the announcement bilingual.</p>	<p>Make the process of selection as transparent as possible.</p> <p>The selection criteria as well as assessment of submitted documents and interviewing process should be clear for the candidates.</p> <p>Besides CVs and Cover Letters, trainers have to submit course programs.</p> <p>In case course involves handicraft-making, the trainers have to submit handmade samples as well.</p>	<p>Once selected, the staff members need to be re-trained frequently. Use:</p> <p>The trainings offered by the professionals;</p> <p>Experience of similar local and/or international organizations;</p> <p>International Volunteers' Experience.</p>

7.Trust Building

Make the purpose of the project clear to beneficiaries. E.g. Show the benefits of Adult Education (AE) - What is AE? Why is it important? How can they be involved? What benefits will they have? Use children and youth as the "agents" of trust building. The information spread by them will make their parents' generation also get involved in the activities

Involve community leaders who already have certain level of trust in society.

8. Educational and Other Activities

Personal Development and Vocational Education Courses	Youth and Children development Program	Public meetings, Trainings and Civic Activity program
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In all cases:

Make the activities "Beneficiary-Oriented":

a. Make the schedule convenient for them;

b. Implement activities that they are interested in;

c. Listen to their needs, interests and problems.

9. Diversity of Beneficiaries

Age	Gender	Various Social Groups
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<p>People of any age must have an opportunity to attend activities at AECs.</p> <p>Organize activities for various age groups;</p> <p>Make intergenerational activities to support rapprochement of different age groups.</p>	<p>It is crucial to keep gender balance at the AECs.</p> <p>In order to keep it:</p> <p>a. have gender-based statistical data;</p> <p>b. organize activities (e.g. special courses) to attract representatives of gender which is underrepresented in AEC;</p> <p>c. Keep in mind gender issues when planning, implementing and evaluating a project.</p>	<p>Organize activities in a way to support integration of various social groups:</p> <p>Ethnic and religious minorities, IDPs, Disabled people, etc.</p>
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Involve effective Beneficiary - attraction Strategy methods

Choose which way of attracting the beneficiaries works best at particular settlement: word-of mouth marketing? SMS-s? e-mails? outdoor banners?

10.Sustainability

The following activities significantly increase the sustainability of the AECs:

- a. Close cooperation with local municipalities; Implementing joint projects;
- b. Effective and regular Fundraising;
- c. Effective PR –Strategy;
- d. Development of Networking system;
- e. Establishment of Social Enterprise;
- f. Learning from international experience. Find partner Adult Education Institutions in Europe;
- g. Development of Volunteer program. Involve international and local volunteers

Attachments:

Attachment 1: *List of documents analyzed within the framework of the research:*

1. Final Report of DVV International in the framework of the EIDHR project: “Adult Education Centers in Samtskhe-Javakheti – Chance for Integration of the Minorities”, 2008.
2. External evaluation of the project “Adult Education Centers in Samtskhe-Javakheti – Chance for Integration of the Minorities”, 2008.
3. Final Report of UDM in the framework of the EIDHR project: “Adult Education Centers in Samtskhe-Javakheti – Chance for Integration of the Minorities”, 2009.
4. Final narrative reports of 2010 and 2011 of the Adult Education Association.
5. Final Report of ACF in the framework of the project: “Social and Economic Support of IDPs in Kvemo Kartli Region”, 2011.
6. Final narrative report of DVV International in the framework of the project: “Social and Economic Support of IDPs in Kvemo Kartli Region”, 2011.
7. Final narrative report of DVV International in the framework of the project: “Social and Economic Support of IDPs in Samegrelo-Zemo Svaneti Region”, 2011.
8. External evaluation of the project “Social and Economic Support of IDPs in Samegrelo-Zemo Svaneti Region”.
9. Final narrative report of DVV International in the framework of the project: “Active for Life: Promoting Rights and Enhancing Capacities of Elderly People in Georgia” 2016.
10. Final narrative report of DVV International in the framework of the project: “People on the move: Addressing challenges of migration and providing alternative opportunities to potential and returned migrants in remote communities of Georgia”, 2017.
11. Narrative reports of 2011-2016 of Koda Community Education Center.
12. Narrative reports of 2011-2016 of Shaumiani Community Education Center.
13. Narrative reports of 2011-2016 of Senaki Community Education Center.
14. Narrative reports of 2011-2016 of Jvari Community Education Center.
15. Narrative reports of 2013-2016 of Leliani Adult Education Center.

Attachment 2: *List of interviews carried out within the framework of the survey:*

DVV International representatives

No	Name	Organization/Position	Contact Info.
1.	Matthias Klingenberg	DVV International Regional Director for Caucasus and Turkey	klingenberg@dvv-international.ge
2.	Levan Kvatchadze	DVV International Regional Director for Central Asia (Georgia Country Director in 2005-2010)	kvatchadze@dvv-international.uz
3.	Lali Santeladze	DVV International Georgia Country Director	santeladze@dvv-international.ge
4.	Liana Katsitadze	DVV International Georgia Deputy Country Director	katsitadze@dvv-international.ge
5.	Dato Jikia	DVV International Georgia Project Coordinator	jikia@dvv-international.ge

Adult Education Center representatives

No	Name	Organization/Position	Contact Info.
6.	Galina Okropiridze	Koda Community Education Center, Director	koda.cec@gmail.com
7.	Mikheil Kharazishvili	Shaumiani Community Education Center, Director	shaumiani.cec@gmail.com
8.	Nona Kadaria	Senaki Community Education Center, Director	senaki.cec@gmail.com
9.	Maia Chanturia	Jvari Community Education center, Director	jvari.cec@gmail.com
10.	Nana Nersezashvili	Leliani Adult Education Center, Director	nana.nerse@gmail.com

Representatives of the Ministry of Education and Science of Georgia

No	Name	Organization/Position	Contact Info.
11.	Tamar Kitiashvili	Head of the Department for Vocational Education Development of the Ministry of Education and Science of Georgia (in 2013)	tkitiashvili@mes.gov.ge
12.	Nani Dalakishvili	Specialist/Expert of Educational Programs and Education Recognition Service of the Education Quality Development National Center of the Ministry of Education and Science of Georgia (in 2013)	n.dalakishvili@eqe.ge

Attachment 3: Sample of statutes of registration of a Community Education Centers as a non-commercial, non-profit legal entity:

Statutes of the Non-commercial, non-profit Legal Entity

1. General Provisions

- a. Non-commercial, non-profit legal entity “Adult Education Center” (hereinafter Center) represents a Private Law Body of non-commercial, non-profit legal nature. The Center is performing its activities in compliance with the Constitution of Georgia, current Legislation, International Law and the following Statutes.
- b. The name is: Non-commercial, non- profit Legal Entity “Adult Education Center”.
- c. As from the moment of its establishment the Center represents a legal entity, which is entitled to have independent balance, seal with the name, stamp, letterhead paper, bank account (including foreign currency accounts) and other attributes necessary to operate as a Legal Entity.
- d. The Center is entitled to procure rights and take over obligations, conclude agreements, act as a plaintiff or defendant in the court.
- e. The location of the Center is: (Address)
_____.
- f. The Center is established for an indefinite period of time.

2. The Goals of the Center

- a. The goals of the Center are:
 - a. To provide educational services;
 - b. To facilitate the process of development of civil society;
 - c. To advocate the needs of the community.
- b. In order to achieve the set goals and fulfil the tasks, the Center conducts the following activities:
 - a. To facilitate the process of development of the civil society in Georgia;
 - b. To facilitate the consolidation of social structure and State Institutions;
 - c. To hold conferences and seminars related to the Center activities;
 - d. To attract international partners and donors; actively cooperation with them;
 - e. To perform any other activity, which does not contradict the legislation of Georgia.
- c. To achieve the above goals the center is entitled:
 - a. To possess or use Real Estate (land, buildings), transportation means,

money, stock, securities, bonds and other property, which is necessary to ensure proper performance;

- b. To found its branches in Georgia, as well as abroad;
- c. To conclude agreements with organizations, other Legal Entities and Natural Persons in Georgia, as well as abroad;
- d. To participate in joint projects, programs and events;
- e. To perform publishing activities in compliance with the rules set forth by the law;
- f. To found educational institutions, centers, studios, etc., in Georgia as well as abroad;
- g. To purchase or lease property from private or state institution, a citizen, lease or rent out, sell or otherwise alienate its own property;
- h. To establish contacts with foreign or international organizations for cooperation purposes;
- i. To implement informational, cultural and educational, supplementary economic, publishing and other activities, which do not contradict to the current legislation of Georgia;
- j. To implement any activities permitted by the legislation of Georgia, if the income generated from these activities is directed for the statutory purposes of the center.

3. Founders of the center and their competencies

a. Founders of the center are:

- 1. First name, last name, address ____ DoB ____ ID No _____
Issued on: _____ by _____.
- 2. First name, last name, address ____ DoB ____ ID No _____
Issued on: _____ by _____.
- 3. First name, last name, address ____ DoB ____ ID No _____
Issued on: _____ by _____.
- 4. First name, last name, address ____ DoB ____ ID No _____
Issued on: _____ by _____.
- 5. First name, last name, address ____ DoB ____ ID No _____
Issued on: _____ by _____.

b. Special competencies of the center founders are:

- a. To approve the Statutes and its amendments;
- b. To elect Members of Administration – the managing body of the center;
- c. To make decision on liquidation or reorganization of the center;
- d. To make decision on changing of the goals of the Center;

- e. To elect the Director of the Center.
 - c. Decisions are valid if the meeting is attended by more than a half of the founding members and if it is approved by two thirds of the attendees.
4. The Administration of the Center
- a. The management of the Center is carried out by the Administration composed of four persons, elected by the founding members;
 - b. The Administration is elected for one year;
 - c. The work of the Administration is based upon its own decisions;
 - d. Planned meetings of the Administration are summoned as necessary but at least once every 3 (three) months. Annual meetings of the Administration are carried out to approve the report and balance of the previous year, cost estimation of the following year and action plan not later than 1 (one) month after the end of the fiscal year;
 - e. Planned meetings of the Administration are summoned by means of notifications, sent to the members at least 3 (three) days prior to the meeting. Meetings are held on the time and venue, indicated in the notifications sent to the members;
 - f. Exact date of opening of the meeting and issues to be discussed is provided in the Agenda;
 - g. Necessary quorum to take a decision at the meeting of the Members of Administration is more than a half of the number of Members of the Administration, and for decision of procedural nature – one third;
 - h. Decisions to be made within the competency of the Administration are made by two thirds of attending members;
 - i. Following issues fall under the competence of the Administration:
 - To determine main directions of the activities of the center;
 - To determine remuneration/salary for the members of the administration;
 - To approve the Annual Plan, Budget and Accounts of the Center;
 - To make a decision on establishment of a legal entity, branch and/or representation, reorganization, liquidation or the Organization and approval of their statutes;
 - To manage the property of the center.
5. Members of the Administration
- a. Members of the administration are:
 1. First name, last name, address ____ DoB ____ ID No ____
 Issued on: _____ by _____ .

2. First name, last name, address ____ DoB ____ ID No ____
 Issued on: _____ by _____ .
3. First name, last name, address ____ DoB ____ ID No ____
 Issued on: _____ by _____ .
4. First name, last name, address ____ DoB ____ ID No ____
 Issued on: _____ by _____ .

6. Director of the Center

- a. The Director of the Center is a leader of the Center and a person authorized to represent the Center with the third parties;
- b. The Director of the Center is elected by the Founding Members for 1 (one) year;
- c. The Director of the Center develops main documents determining the strategy of the center and submits them to the supervisory body of the Center for farther approval;
- d. The Director of the Center evaluates various project proposals provided for financing and submits them to the Administration with due argumentation.
- e. Competencies of the Director of the Center include:
- To carry out general administrative and technical management of the Center in accordance with the budget approved by the Administration;
 - To represent the Center with third persons (State Institutions, banks and other organizations);
 - To ensure preparation and fulfillment of the decisions of the Administration and supervisory body;
 - To ensure fulfillment of current and prospective plans of the Center;
 - To manage the property of the Center in agreement with the Administration;
 - To provide control over accounting and financial reports of the Center;
 - To fulfill other functions entrusted by the Administration or supervisory body.
- f. The Director of the Center is accountable to Administration and supervisory body and is responsible for implementation of the activities of the Center;
- g. Only the Founding Members, if the Director fails to fulfill his/her obligations are entitled to prematurely terminate the contract with the Director. In such case the Founding Members elect a new Director within one month time frame.
- h. The Director of the center is:
First name, last name, address: ____ DoB: ____ ID No: _____ Issued on: _____ by _____ .

7. Property of the Center

- a. The property of the center consists of fixed and current assets and other valuable property, which are reflected in its independent balance and are needed for material provision of the activities set forth by the statutes;
- b. According to the rules set forth by the legislation, the assets of the Center are:
 - a. Fees paid by the Founding Members;
 - b. Free and charity contributions made by Georgian and foreign legal and natural persons;
 - c. Income generated from own enterprises and organizations;
 - d. Grants;
 - e. Income generated from various activities conducted in compliance with the rules set forth by the legislation;
 - f. Income received from other sources, which do not contradict to the Law.
- c. The Center may possess or use real estate, transport means, cash, bonds, stock, securities, housing stock, facilities, equipment and other property, which is not restricted by the Law;
- d. To achieve the above goals, the Center is entitled to implement supplementary entrepreneurial activities, found enterprises or organizations (private law entrepreneurial commercial legal entity), and use income generated from the performance of these entities only for the statutory purposes. Distribution of such income among founders, contributors and administration members is inadmissible;
- e. The Center is entitled to carry out any activity permitted by the law, with no regard whether this activity is envisaged in the statute or not.

8. The Staff of the Center

- a. The Permanent Staff of the Center is mainly composed of the citizens of Georgia on the basis of a contract signed by the Administration,
- b. The Administration is entitled to invite foreign nationals if it considers so.
- c. The maximum amount of the salary of the Staff may be limited and is set by the Administration of the Center.

9. Reorganization and Liquidation of the Center

- a. Reorganization and Liquidation of the Center shall be carried out in compliance with the rules set by the Law;
- b. In the case of liquidation of the Center, all current activities shall be

completed, requirements shall be determined, remaining property shall be expressed in cash, creditors shall be satisfied and remaining property shall be distributed among authorized persons;

- c. The decision of the Founding Members to initiate the process of liquidation of a non-commercial, non-profit legal entity must be registered in the relevant State Registration Entity. The liquidation process shall be considered as initiated upon its registration;
- d. Liquidation of the center shall be carried out by the Director of the Center or by the person set in accordance with the governing Law;
- e. Liquidation of the Center shall be carried out in compliance with the rules set forth by the Law;
- f. The person authorized to receive the property left over after the liquidation shall be determined and registered by the Founding Members.
In the process of liquidation, the property can be alienated if:
 - a. Alienation facilitates achievement of the goals set by the process;
 - b. Serves for charity;
 - c. Property is passed over to another non-commercial, non-profit legal entity.
- g. It is forbidden to distribute the property left over after the liquidation of the Center among Founding Members, Administration and persons authorized to represent the Center.

10. Dispute Resolution

- a. Any dispute emerged between the Center and its Members shall be resolved on the basis of mutual agreement. If agreement cannot be reached, dispute shall be resolved by the court;
- b. Any dispute emerged between the Center and any third party shall be resolved in compliance with the respective Law.

Founders:

Name/last name

....

Name/last name

....

Attachment 4: Description of AECs:

	Akhalsikhe AEC	Akhal- kalaki AEC	Koda CEC	Shaumiani CEC	Senaki CEC	Jvari CEC	Leliani AEC	Chokha tauri AEC	Keda AEC
Total area	270m²	250m²	<p>391m²</p> <p>In 2010-2012 total area of the center was 306 m²;</p> <p>In 2013 85 m² were added to arrange a furniture workshop. Local government allocated additional area on the basis of the request of the center administration.</p>	<p>In addition:</p> <p>20m² premises (separately), where iron and carpenter workshops are located;</p> <p>Also 25m² land plot with a greenhouse, for agricultural, electric welding and carpentry courses.</p>	196 m²	<p>480 m²</p> <p>In 2010-2011 total area of the center was 240 m²;</p> <p>In 2011, 240m² ground floor was fully renovated in the frame of construction course.</p>	<p>In addition:</p> <p>50 m² garden</p>	208m²	100m²

Number of rooms (without kitchen and toilets)	5 rooms: Administration office Meeting room Computer classroom Two training rooms	5 rooms: Computer class Four Class-rooms	8 rooms: Administration office Meeting room Computer classroom Volunteers' room Four Classrooms Children entertainment corner	6 rooms: Administration office Meeting room Computer classroom Needlework workshop English language classroom Library	5 rooms: Administration office Meeting room Computer classroom Two training rooms	9 rooms: Administration office Two Meeting rooms Computer classroom Five classrooms	5 rooms: Administration office Meeting room Library Computer class Volunteers' room	6rooms: Administration office Meeting room Computer classroom Three classrooms	5 rooms: Administration office Meeting room Computer classroom Two classrooms
Capacity of AECs	Up to 90 people	Up to 70 people	Up to 120-130 people	Up to 100 people	Up to 100 people	Up to 100-150 people	Up to 60 people	Up to 80 people	Up to 50 people

Equipment of AECs	7 Computers 5 Laptops Printer Copy Machine scanner	15 Computers 2 Laptops Printer Copy Machine scanner	15 Computers 3 Printers Scanner 4 Sewing Machines 1 Shoemaking Machine Enamel Stove	11 Computers Laptop Printer Copy Machine Scanner Projector	11 Computers Laptop Printer Copy Machine Scanner Projector	14 Computers 2 Laptops Printer Copy Machine Scanner Projector	17 Computers 3 Laptops 3 Printers 1 Projector 3 Photo Cameras DVD player	14 Computers Laptop Printer Projector	5 Computers Laptop Projector
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Attachment 5: *A sample of Memorandum concluded between DVV International, local Adult Education Center and local Municipality:*

Memorandum of Agreement

Place

Date

Preamble

We, Institute for International Cooperation of the German Adult Education Association, Tbilisi Project Bureau (hereinafter DVV International), Adult Education Center (hereinafter the Center) and Local Municipality (hereinafter the Municipality) with the following Memorandum of Agreement (hereinafter the Memorandum) in the spirit of Mutual Understanding, acknowledging the importance of Education, express our strong will to cooperate in order to provide and improve educational services to the Internally Displaced Persons (hereinafter IDPs) and members of the Host Communities (hereinafter the HC) in the IDP collective settlements.

The main goal of the present Memorandum is to support the process of providing the Educational (Adult and Lifelong Education) services for IDPs and members of the Host Communities to develop stronger Civil Society Institutions and to facilitate consolidation of Social Structures and State Institutions.

To achieve this goal, the Center shall ensure organization and delivering of number of educational activities. Training courses shall be designed and provided using up-to-date educational materials (textbooks, electronic video lessons, etc.) and methodology.

The Center is entitled to issue the Certificate of Completion to every successful beneficiary.

Based on the above we hereby agree on the following:

DVV International is responsible for:

1. Ensuring effective functioning of the Center; DVV International retains the right to hand over the property, purchased with financial support of EU within the framework of the project "Support of Social and Economic Integration of IDPs in Samegrelo-Zemo Svaneti/Kvemo Kartli Region" to Adult Education Center;

2. Coordinating training activities;
3. Consulting the representatives of the Center as necessary and if possible on various issues;
4. Ensuring transparency of the information set out in this Memorandum.

The Municipality is responsible for:

Handing over the Real Estate to the Community Education Center for the period of 5 years and in accordance with the governing Law. DVV International has the right to construct or renovate the building for Adult Education Center in the framework of the project “Support of Social and Economic Integration of IDPs in Samegrelo-Zemo Svaneti/Kvemo Kartli Region”.

The Center is responsible for:

1. Organizing training and educational activities;
2. Announcing the information about educational services publicly including media means;
3. Using modern educational materials (textbooks, electronic video lessons, etc.) and methodology;
4. Inviting qualified staff (experts and specialists with theoretical and practical knowledge and expertise) to lead the educational activities;
5. Ensuring delivering the educational activities in proper environment and make the teaching materials available for participants;
6. Providing data and reports to the Municipality, DVV International and other stakeholders;
7. Sharing experience with similar Centers;
8. Cooperating with other Centers and Organizations with comparable goals;
9. Using the provided property and equipment solely for Education purposes.

Conclusive Provisions:

1. The Memorandum does not restrain the types and limits of cooperation. The parties are entitled to cooperate on other issues in accordance with mutual interests.
2. In case of delivering joint activities, the parties agree on distribution of organizational costs in advance.
3. Memorandum shall be effective for 5 years.
4. The amendments to the Memorandum are submitted as written agreements.

5. Amendments made to the present memorandum become effective after they are signed by the parties.
6. The present memorandum is signed on (Date) _____, in three copies of equal legal force.

Signatures of the parties:

Chairperson of local Municipality (Sakrebulo) _____

Director of DVV International _____

Director of Adult Education Center _____

A sample of the memorandum concluded between DVV International, local Municipality and local non-governmental organization

Memorandum of Agreement	
Place	Date
Preamble	
<p>Municipality, represented by (Name/Surname/ID Number), (hereinafter the Municipality) on one side and a foreign non-commercial, non-profit legal entity Institute for International Cooperation of the German Adult Education Association <i>Tbilisi Project Bureau</i> (ID Code), represented by (Name/Surname/ID Number/Warranty Number) the Project Coordinator on the other side (hereinafter DVV International Georgia) and non-commercial, non-profit legal entity (Name of Local Organization) (ID Code), represented by (Name/Surname/ID Number), the director, hereby express the willingness to cooperate in the field of Adult Education.</p>	
<p>The main goal of the present Memorandum is to provide educational service for the population of local Municipality and adjacent villages to develop stronger Civil Society Institutions and to facilitate consolidation of Social Structures and State Institutions.</p>	
<p>To achieve this goal, local Adult Education Center shall ensure organization and delivering of a number of educational activities. Training courses shall be designed and provided using up-to-date educational materials (textbooks, electronic video lessons, etc.) and methodology.</p>	
<p>The Center is entitled to issue the Certificate of Completion to every successful beneficiary.</p>	
<p>Based on the above we hereby agree on the following:</p>	
<p>DVV International Georgia takes over the obligation to:</p>	
<ol style="list-style-type: none">1. Establish an Adult Education Center in local Municipality;2. Ensure rehabilitation, development and equipment of the allocated area with	

the amenities necessary for the program and take all the measures for successful operation of local Adult Education Center;

3. Provide general coordination of the flow of training courses;
4. Provide consultations for representatives of the Center on various issues as necessary;
5. Recruit and re-train staff for the Center through open and transparent competition;
6. Ensure publicity of the activities given in the present Memorandum;
7. DVV International Georgia retains the right to hand over the local Adult Education Center to local non-governmental organization, if the latter fulfils the conditions envisaged by the present Memorandum successfully.

The Municipality takes over the obligation to:

In compliance with the rules set forth by the legislation of Georgia, allocate for DVV International Georgiam² of non-residential area, located at(address) owned by it, (Cadastre Code of the land plot (immovable property) – No) to arrange local Adult Education Center.

Local non-governmental organization takes over the obligation to:

1. Organize training courses on the basis of agreement with DVV International Georgia;
2. Place the information about the training courses in public places and/or informational and advertising media;
3. Use modern educational materials (textbooks, electronic video lessons, etc.) and methods for the training courses;
4. With the consent of DVV International-Georgia, invite qualified staff (experts and specialists with theoretical knowledge and practical expertise in relevant fields) to lead the training courses;
5. Ensure holding of training courses in proper environment, also make learning

materials available for training participants;

6. Make statistical materials of conducted trainings available for the municipality, DVV International Georgia and other involved parties;
7. Share experience with centers with similar goals as necessary;
8. Cooperate with other centers and organizations with similar goals;
9. Use the allocated area exclusively for educational purposes.

Conclusive Provisions

1. The memorandum does not restrain the types and limits of cooperation. The parties are entitled to cooperate on other issues in accordance with mutual interests.
2. In case of holding joint activities, the parties agree on distribution of organizational costs in advance.
3. Memorandum shall be effective for 5 years.
4. It is possible to amend the memorandum on the basis of written agreement of the parties.
5. Amendments made to the present memorandum become effective after they are signed by the parties.
6. The present memorandum is signed on (date) in three copies of equal legal force.

Signatures of the Parties

Chairperson of the local Municipality (Sakrebulo) _____

Project Coordinator of DVV International _____

Director of Local non-governmental organization _____

Attachment 6: Sample of Questionnaire for Educational Needs' Assessment

Questionnaire

1. Age (Please Indicate) -----

2. Gender: (Mark the appropriate box)

Male

Female

3. Education: (Mark the appropriate box)

Pupil

Incomplete Secondary Education

Secondary Education

Student

Vocational Education

Incomplete University Education

High Education

4. Are you currently employed? (Mark the appropriate box)

Yes No

5. Have you participated in trainings, study courses or in other events that are organized by the Adult Education Center? (Mark the appropriate box)

Yes No

6. Do you think that non-formal education (trainings, short-term professional training courses) help people develop personally, to find a job and be more self-realized? (Mark the appropriate box)

Yes No Difficult to answer

7. Which skills and knowledge does person need for employment and self-realization? (You may mark several boxes)

Computer skills	<input type="checkbox"/>	Foreign languages	<input type="checkbox"/>
Business training	<input type="checkbox"/>	Agriculture	<input type="checkbox"/>
Project writing	<input type="checkbox"/>	Vocational education	<input type="checkbox"/>

8. Which courses would you like to attend at Adult Education Center?
(Please mark the appropriate field, you can choose several options)

#	Course name	I would like to	I would like more or less	I would not like to
1	Computer course			
2	Office management course			
3	English language			
4	German language			
5	Small business training			
6	Driving and distribution course			
7	Car-repairing			
8	Accountancy			
9	Agricultural course			
10	Agronomy course			
11	Stylist course			
12	Cosmetology course			

13	Sewing course (design)			
14	Embroidery course			
15	Photo-Art course			
16	Cashier-operator course			
17	Civic Education course			
18	Other -----			

9. Which trainings would you like to attend at Adult Education Center?
(Please mark the appropriate field, you can choose several options)

#	Training Name	I wish	I wish more or less	I do not wish
1	Personal Skills development (Presentation, conflict management, effective communication)			
2	Business plan development			
3	Project writing and management			
4	Fundraising			
5	Active citizenship and civic engagement			
6	Social media			
7	Job searching skills			
8	Other -----			

10. Please name famous people, whom you would like to meet at Adult Education Center.

1. ----- **2.** ----- **3.** -----

11. Which activities would you like to participate in at Adult Education Center? (You may choose several options)

Sport events	<input type="checkbox"/>	Movie Screenings	<input type="checkbox"/>
Ecological activities	<input type="checkbox"/>	Public Discussions	<input type="checkbox"/>
Other -----	<input type="checkbox"/>	Other -----	<input type="checkbox"/>

Attachment 7: Full list of personal and professional development courses held in AECs*:

Personal development courses/trainings

Computer literacy	Georgian language	English language
German language	Small business training	Office management
Tourist guide	Accountancy	TV journalism
Project writing	Communication skills	Career planning and job seeking skills
Presentation	Project management	Conflict management

Professional / Vocational courses

Enamel	Goldsmith	Wood carving
Batik	Beekeeping	Bio-farming
Fish farming	Dress making	Puppet making
Sewing	Felt/Tapestry	Knitting
Cosmetology	Cell phone repair	Computer repair
Distribution	Hairdresser	Culinary
Needlework	Wide profile constructor	Car repair
Electrician	Plumber	Leather accessories
Furniture production	plastering	House painter
Shoemaker	Photography	Machine knitting
Macramé	Prosthetics	Shop assistant
Sewing with beads	Horn processing	Embroidery on canvas
Agrarian course	Georgian traditional dancing	

* Some of the courses listed above, were held at all AECs, however some of them in only one or two centers

Attachment 8: Contact information of the AECs

Samtskhe-Javakheti Adult Education Centers

Add.: #26 Rustaveli str., Akhaltsikhe **Tel.:** 555 88 38 83

Add.: #19 Spandariani str., Akhalkalaki **Tel:** 555 88 98 83

e-mail: SamtskheJavakheti.aec@gmail.com

Koda Community Education Center

Add.: Former military settlement, Village Koda, Tetrtskaro district

Tel.: 591 41 02 74

e-mail: cec.koda@gmail.com

Shaumiani Community Education Center

Add.: Village Shaumiani, Marneuli district

e-mail: shaumiani.cec@gmail.com

Senaki Community Education Center

Add.: Former military settlement, Senaki

Tel.: 577 57 66 55 **e-mail:** senaki.cec@gmail.com

Jvari Community Education Center

Add.: #5 A Chichinadze str., Jvari, Tsalenjikha district

Tel.: 592 50 14 90; **e-mail:** jvari.cec@gmail.com

Leliani Adult Education Center

Add.: village Leliani, Lagodekhi district

Tel.: 551 42 45 26; **e-mail:** leliani.aec@gmail.com

Chokhatauri Adult Education Center

Add.: #1 Tsereteli str., Chokhatauri, Chokhatauri district

Tel.: 595 51 41 41; **e-mail:** caec.chokhatauri@gmail.com

Keda Adult Education Center

Add.: #10 Tbel Abuseridze str., Keda, Keda district

Tel.: 599 27 95 62; **e-mail:** keda.aec@gmail.com

Ambrolauri Adult Education Center

Add.: #37 Kostava str., Ambrolauri, Ambrolauri district.

Tel: 551 58 62 07; **e-mail:** ambrolauri.aec@gmail.com