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Adult Education Centers in Georgia

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Abstract

First Adult Education Centers (AECs) in Georgia were founded by DVV International Georgia Country Office in 2006. As of now, thirteen AECs are operating in eight 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 of establishment and practices of AECs are different, a necessity of their step-by-step analysis and assessment emerged.

The aim of the publication is to reveal the models of the center establishment. Besides, the strengths and weaknesses of each model are analysed. The recommendations for center establishment elaborated under the publication will serve as supplementary materials in the process of founding similar AECs 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 (AE). The main goal of the organisation is the popularisation, promotion, and facilitation of the concept of Adult Education and Lifelong Learning (LLL). AE “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 competencies within a personal, civic, social and/or employment-related perspective.”¹ The development of the non-formal system of AE in the country is important for a 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, AE gives adults basic education along with an opportunity for professional retraining or mastering new professions. This becomes particularly important with rapid technological development and demographic aging.

While analysing the AE system in the South Caucasus countries, the article “Adult Education in South Caucasus – Armenia, Azerbaijan, Georgia,” underlines the priorities of AE in Georgia.² First of all, this is compliance with market requirements, which increases the employment opportunities. Secondly, the importance of AE in the process of civil society formation is emphasised. The 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, AE allows an employer to ensure upgrading competence of their staff in order to improve their qualification.

It must be noted that adult non-formal education is not regulated on the state level in Georgia. The involvement of the population in non-formal education is very low.³ Awareness of the population on the values and advantages of AE and LLL is also low. Research conducted by NDI in 2020 revealed that on the list of ‘the most important national issues’ education held fifth place⁴. It shows that people start to

¹ EAEA, 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>

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

³ Adult Education in Georgia and CONFINTEA VI, 2009, Tbilisi

⁴ NDI Georgia Public Attitudes Poll, August 2020

better understand linkages between education and employment lately compared to previous years which is obvious from the same research where employment held first place.

For the purpose of AE development, along with other projects, one of the priorities for DVV International is building a sustainable system of non-formal education by establishing of AECs in Georgia. The first ones were established in 2006 in Samtskhe-Javakheti. As of now, thirteen 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 publication is to analyse the models of the establishment of AECs, to distinguish specific stages of this process, and to define the strengths and weaknesses of each model. Based on the conclusions of the analysis, the basic manual for the center establishment was developed with relevant recommendations.

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

Face-to-face semi-structured interviews were conducted with the representatives of DVV International, AECs, and the Department of Vocational Education of the Ministry of Education, Science, Culture and Sport of Georgia. Under the publication, a general semi-structured questionnaire was developed, which was adapted to different types of respondents.

Besides, several field visits to the AECs were conducted. Worth noting are the first and second meetings with Georgian Adult Education Network (GAEN), as well as, visit to Adult Education Festival and the opening of the Chokhatauri AEC.

Three models of the establishment of the centers were revealed:

1. Establishment of a center -> passing it over to the Adult Education Association of Georgia (AEAG);
2. Establishment of a center -> founding of an NGO;
3. Local 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 separate projects. Both terms are used with identical meanings within the publication.

Below, stages of AEC establishment are discussed, together with their strengths and weaknesses. Further, the functions of the centers in the settlements, the creation of the GAEN, and the basic manual for center establishment are described.

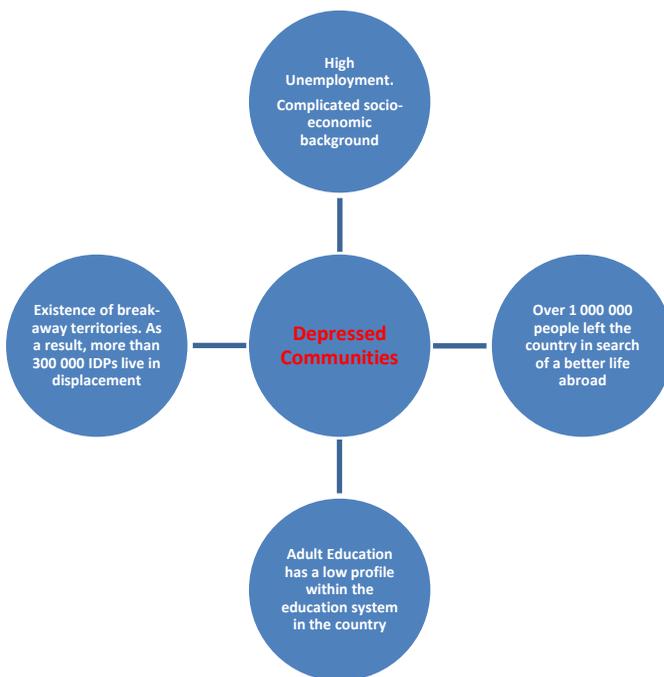
2. History of AEC Establishment

DVV International Georgia Country Office has been engaged in the establishment of adult/community education centers in the country since 2005. From 2006 to 2020 almost 200.000 people were served by Adult Education/Community Education Centers. At the moment, thirteen AECs representing the European model of AE adapted to the country needs are successfully functioning and providing learning opportunities, vocational, civic, and cultural education, social and community activities on average to 20 000 beneficiaries annually, including socially disadvantaged individuals, unemployed, national minorities and internally displaced persons (IDPs) in eight regions of the country, namely: Samegrelo – Upper Svaneti (Tsalenjikha and Senaki municipalities); Guria (Chokhatauri Municipality), Adjara (Keda Municipality); Racha – Lechkhumi – Lower Svaneti (Ambrolauri Municipality), Imereti (Kharagauli Municipality); Samtskhe – Javakheti (Akhalkalaki and Akhaltsikhe Municipalities); Lower Kartli (Tetritskaro, Marneuli and Bolnisi Municipalities); Kakheti (Lagodekhi Municipality). By the establishment of AECs throughout the years, DVV International has built a system of non-formal AE in Georgia. The aim for the nearest future is to establish at least two AECs in two regions (Mtskheta - Mtianeti and Inner Kartli) of Georgia – up to fifteen centers in total by 2023⁵.

The model of AECs in Georgia is based on the experience and expertise of German VHS adapted to the Georgian context and local needs. The AE 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 the local government. Others operate privately. Almost all AE schools are united under umbrella organisations existing on the level of 16 federal states of Germany. These associations in their turn are members of the state umbrella organisation The German 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 Volkschhochschulen 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. In Georgia, AECs are used as an instrument in tackling a series of challenges, such as mass unemployment, poverty, inequality, instability and conflicts, and social exclusion. Community-based AECs are flexible and respond quickly to changing needs and new demands of individuals and society in the era of globalisation, digitalisation, demographic changes, and ongoing technological development. During the first wave of Coronavirus, unlike state vocational colleges, the centers adapted their programmes to online mode and continued provision of courses in spite of the changed reality. They provide education and LLL opportunities for all regardless of class, gender, education, age, religion, ideology, or nationality; they also reflect the diversity and strengthen inclusion.

Akhalsikhe and Akhalkalaki AECs

The first two AECs in Akhalsikhe and Akhalkalaki located in the Samtskhe-Javakheti region 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 34% of the Armenian population in Akhalsikhe and 93% - in Akhalkalaki, thus, the project aimed at the integration of ethnic and religious minorities via educational activities. The duration of the project was 3 years.

The local population was provided with the opportunity to obtain education and to get involved in various civic activities. Integrated, interethnic 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: the local organisation – 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 organisations 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 AE.

Throughout the project, the beneficiaries got involved in a 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 the sustainability of the AECs, both centers were transferred to AEAG after the project completion. 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 it limited their work to a minimum. However, in 2016, when Akhalsikhe and Akhalkalaki AECs were registered as independent organisations, DVV International renewed their funding.

⁷ You can find information about the organisation 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 organisation on the following website: <http://www.aeag.org.ge/>

Koda, Shaumiani, Senaki and Jvari CECs

In 2009 four more Community Education Centers (CECs) 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 other measures, it became necessary to implement a project directed towards the integration of IDPs with the 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 Lower Kartli Region” and “Supporting Socio-economic Integration of IDPs in Samegrelo-Upper Svaneti Region.” The projects were implemented in collaboration with the organisation “Action Contre la Faim” (ACF). Beneficiaries of the project were not only those who became IDPs after the 2008 war but also the ones from the 1991-1993 war in Abkhazia. Four settlements were selected for the project: in Samegrelo-Upper Svaneti Region – Senaki and Jvari where IDPs from Abkhazia lived and in Lower 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 the local population, and increasing their employment opportunities through providing educational programs.

The EU-funded project was over at the beginning of 2011. The success of the project – high indicators of the beneficiaries, satisfaction of the beneficiaries, and demand for the continuation of the courses¹¹ served as a guarantee that after completion of EU projects the centers would be able to keep on successful functioning independently. Therefore, after the 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 the center performance field and their functions).

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

¹⁰ <http://mra.gov.ge/eng/static/55>

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

Leliani, Keda, Chokhatauri and Ambrolauri AECs

The following four AECs were established by DVV International in the 2012-2016 years with the funding of the Federal Ministry for Economic Cooperation and Development of Germany (BMZ). Unlike the previous centers, new AECs were established on the basis of already existing non-governmental organisations. The competition was announced in the regions, where no DVV International centers existed so far: Kakheti, Racha, Imereti, Guria, and Adjara. Non-governmental organisations, 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 organisations were shortlisted. Secondly, the selected organisations were visited and the leaders of the organisations were interviewed. At the same time, a number of meetings with the local municipalities were conducted. At the final stage, the selected organisations were requested to submit a budget for the 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 Adjara (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 Adjara, “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 the 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 components to the beneficiaries the organisations attracted much more beneficiaries, who willingly got involved in the educational courses, as well as, other activities organised by the administration of the AEC. These factors made the organisation stable and fundraising – easier.

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://srgc.ge/?lang=en>

Kharagauli, Bolnisi AECs and Khoni CEC

Two more centers were established and activities were started in the Imereti region in the municipalities of Kharagauli (in 2019) and Khoni (in 2020). Bolnisi AEC was established in Bolnisi Municipality, Lower Kartli region in 2020.

The process of establishment of Kharagauli and Bolnisi AECs were the same - the property owned by the municipality was rehabilitated.

In the case of Khoni CEC, with the financial support of the German Government through KfW - German Bank of Reconstruction and Development under the Georgian-German Financial Cooperation, the Danish Refugee Council (DRC) in the South Caucasus is implementing the project “Economic Participation, Housing and Social Infrastructure for IDPs and Host Communities” over the years 2019-2021. In the framework of this project, DVV International is offering adult and non-formal education services to the local population. DRC built a building that, according to the contract, to be given to the local municipality, under the condition that this center has to be handed over to DVV International.

Introduction of Three Models

Based on DVV International’s experience of establishing AECs, three models can be identified.

Akhaltshikhe 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 its completion in order to sustain the activities, the centralised management is used. In this particular case, the centers were handed over to the AEAG and managed by this organisation. The experience showed that this approach of center establishment implied certain problems. First of all, this was a management problem – the 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 Akhaltshikhe and Akhalkalaki AECs. The centers were not involved in the budgeting process. They did not have the motivation to seek 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



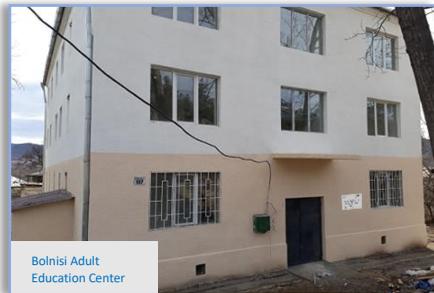
Akhalkalaki Adult Education Center



Akhaltsikhe Adult Education Center



Ambrolauri Adult Education Center



Bolnisi Adult Education Center



Chokhatauri Adult Education Center



Jvari Community Education Center



Keda Adult Education Center



Kharagauli Adult Education Center



Khoni Community Education Center



Koda Community Education Center



Leliani Adult Education Center



Senaki Community Education Center



Shaumiani Community Education Center

experience in fundraising, so the centers were not able to keep on working. The practice 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 Akhaltsikhe and Akhalkalaki centers new independent NGO “Samskhe-Javakheti Adult Education Centers” was registered in 2014 and since 2015 DVV International supports their activities.

In the 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 organisation based in Tbilisi and are not managed from the capital, but are registered as independent non-governmental organisations in the places where they act (particular region, community, etc.). The board of such NGOs consists of staff members of the centers and a representative of DVV International. Bolnisi, Kharagauli AECs, and Khoni, Koda, Shaumiani, Senaki, and Jvari CECs are examples of this model. Unlike the first model, members of these NGOs are involved in the decision-making process, financial management processes from the very beginning and gain certain experience throughout the project period (2-3 years). However, the 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 an everyday basis, they have to hold negotiations, determine priorities, obtain funds and make other important decisions independently. The painful process of “cutting umbilical cord” between DVV International and centers has to be done to enable newly born NGOs to develop further and to become stronger.

The third model involves the opening of a center on the basis of an already existing strong experienced non-governmental organisation. This model was used in the case of Leliani, Keda, Chokhatauri, and Ambrolauri AECs. NGOs were chosen according to several criteria: they had to be based in poor, disadvantaged communities/regions not covered by DVV International yet; to demonstrate multi-year experience in implementing educational programmes; to have good fundraising history; to have a pool of volunteers who could be involved in the establishment of the center from the very first stage. The establishment of an AEC on the basis of already existing organisation 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-efficient. In the first and second models the AECs need at least 2-3 years to gain experience, afterward, a minimum of 2 years - to become fully independent, while in the third model, the AECs have around 6 months - one-year trial period and after that, the centers are transmitted to the local organisations. Thirdly, a local organisation already has human resources necessary for the functioning of the center. The staff has experience in organisational development, leadership, and management. Besides, in general, such organisations have already

attracted beneficiaries and gained trust from the local population. And finally, local organisations have established contacts with local municipalities, various non-governmental and donor organisations.

The advantages and the limits of each model are analysed in the following chapters of the publication, where each stage of the AEC establishment is discussed in detail.

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.

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 basis 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	AEC manages its own activities and finances

3. Stages of AEC Establishment

Location and Premises of AECs

Selection of the location and a proper building for an AEC plays a crucial role in the process of establishing a center. The site of the settlement, the center's location in it, and the building condition are the factors that have to be taken into consideration.

First of all, it is important to select a settlement (a city or a village) where non-governmental organisations are not present or are not active, especially in the field of education. Therefore, the local population has limited opportunities for LLL and for further development. The idea behind this is to activate the “forgotten” community and to create opportunities for development, especially for the disadvantaged individuals by offering them various educational and social activities. Secondly, the settlement should not be far away from the municipal center and other villages. This issue is important because activities of the AECs usually go beyond the borders of the target settlement and might attract beneficiaries from the neighboring places as well. For example, the IDP settlement where the Shaumiani CEC 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. 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 criterion is the population. DVV International practice shows that in regions AECs can work with residents ranging from 4 000 to 25 000. In the 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, the 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 the local municipality building which to a certain extent facilitates the participation of the municipality in the activities of the center. As for Keda AEC, it is located on 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 the case of Akhaltsikhe and Akhalkalaki, the buildings of the centers were purchased in the framework of the EU-funded project. Purchasing a building for AECs significantly increases the stability and sustainability of the project. It also gives a 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 (Senaki and Shaumiani CECs).

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 building (including design, purchase of construction materials, etc.) is coordinated by DVV International. In order to make the procedure 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 to correspond to the educational needs of the population in middle-size settlements (15 000 residents approx.), the AEC should have a total area of 200 m² to receive 100 beneficiaries simultaneously. As a minimum, the following number of rooms is needed: ✓ room for administration, ✓ conference room, ✓ computer class, ✓ three rooms for vocational courses, ✓ storage room. (For rooms and capacity of AECs, see Attachment 3).

In the majority of the cases, the centers were established in the buildings belonging to the local municipalities or were constructed on the land belonging to the municipality. The buildings/lands in question were handed over to DVVI using different legal frameworks:

1. The free-of-charge usufruct of the building is renewed every two years according to the Organic Law of Georgia Local Self-Government Code Art 122.
2. In the case of other centers, the transfer of property is not free of charge and is handed over as “tenancy” according to the Organic Law of Georgia Local Self-Government Code Art 122. The amount of the Annual Tenancy fee is included and therefore, subtracted from the renovation works conducted to the building.

Essentially, if we consider, that the amount spent on the renovation is subtracted from the total amount of tenancy, the centers are using the premises free of charge. Using the space for “free” significantly decreases the costs on the one hand and the other, it is the 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.

Dissemination of Information about the AECs

Dissemination of information about the AECs is done with two main purposes: raising awareness and advancing consciousness. Raising awareness helps to build an identity and profile of the AECs within targeted communities. Advancing consciousness is important because targeted groups (adults in this case) should have a deeper understanding of the benefits of educational programmes provided by the centers.

For the purpose of providing information to local authorities and the population, DVV International conducts information campaigns before and after the opening of 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 in the process of attracting beneficiaries because normally the local population is skeptical about the project in the beginning and some time is needed to build confidence. In order to raise awareness on activities held by the centers, AECs also use 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 various 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 organised 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 and their parents, grandparents, etc. Having this in mind special information sessions might be organised for teachers. They play a crucial role in advancing consciousness by explaining to the 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 a significant role in spreading information about the activities of the AECs not only prior to the project but also, during its implementation process. For example, Akhaltsikhe and Akhalkalaki AECs initiated close cooperation with the media. Activities carried out in the centers were covered by local TV channels TV9 (Akhaltsikhe) and ATV12 (Akhalkalaki). Besides, the local newspaper "Samkhretis Karibche" published a monthly loose leaf on Akhaltsikhe AEC. The ethnic diversity of the local population was taken into consideration, that is why the information was disseminated through local media in both Georgian and Russian languages. AECs cooperate with central media as well. For example, information about Koda, Shaumiani, Senaki, and Jvari CECs was printed for two years in a newspaper "24 Saati," which was distributed all over Georgia.

At later stages of their performance, more experienced centers use their websites

and social media for the dissemination of information. Facebook is the most common social media platform for AECs to use. 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

From 2006 to the present, more than 200.000 beneficiaries including internally displaced persons, ethnic or religious minorities, socially disadvantaged individuals, etc. profited from the educational services the AECs provided.

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

A survey of the needs of the local population is one of the first stages prior to the opening of the 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 organisation or by the AEC itself. For example, in Samegrelo and Lower Kartli, prior to opening Koda, Shaumiani, Senaki, and Jvari CECs, the ACT Research conducted surveys: “Survey of Educational and Other Needs of IDPs” and “Assessment of Response of Municipalities to the IDP needs.”¹⁶ The surveys showed that both the education level of the members of the target groups and the opportunities for education and employment in the region is quite low. At the same time, the research revealed that the municipality had scarce resources to successfully cope with difficulties, connected to IDPs¹⁷. Also, at Khoni Municipality prior to opening Khoni CEC, the Center for Social Studies (CSS) conducted research on: “Educational Needs Assessment of Khoni Municipality Labor Market” and “Educational Needs Assessment of Khoni Municipality Population.” Overall, the surveys showed that there was a severe shortage of qualified labor force. There was a significant demand on high, as well as, low skilled labor force. Due to the lack of educational centers in the municipality and limited financial resources, the majority of the local population did not have access to post-secondary formal or informal education. If an official large-scale survey cannot be conducted, the center’s administration may organise research themselves. For example, in the case of Leliani, the administration

¹⁶ ACT 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 Lower Kartli ACT Research, 2009. Assessment of Response of Municipalities to the IDP needs in Lower Kartli

¹⁷ Final Report to EU, DVV International Georgia, 2011

developed a “Village Profile Questionnaire” and based on its results revealed the main needs of the community and studied the village resources. As using the services of research centers are quite costly, the centers mostly organise research themselves. Thus, it is beneficial for them to train their staff members in research methods. Investment in the training of staff members allows AECs to conduct surveys professionally with a relatively small budget.

Apart from studying the general needs, it is important to reveal the 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 CEC conducts a survey every year in January and June. Besides, prior to launching a new project, centers conduct additional surveys to ensure beneficiaries’ involvement in the planned project. In Attachment 5 you will find a sample of a questionnaire for educational needs assessment developed by Senaki CEC.

At the end of the project, it is needed to conduct a beneficiary satisfaction survey, to which AECs apply to. In this survey, AECs are interested in the feedbacks of the beneficiaries, if they liked or disliked the courses, what did they want to change, or what needs to be added. This survey has a lot of benefits because it gives AECs information and determines the priorities of their projects. In this survey, AECs develop semi-structured questionnaires in which they conduct face-to-face interviews and focus groups. They also develop structured questionnaires and beneficiaries fill in the answers which give statistical results. For example, Jvari and Koda CECs and Chokhatauri and Leliani AECs after the end of the migration project conducted the Beneficiary Satisfaction Survey to gain valuable feedback on the project.

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 market research as well. To identify the demands on the job market, the AECs use information from web portals (Jobs.ge, HR.ge).¹⁸ 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 shows that it is more effective and beneficial to observe the local environment and cooperate with municipalities

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

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/organisations 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 an official market survey which takes more time and is associated with additional costs.

Selection of Staff Members and Trainers

The selection of staff members is a crucial stage during the AEC establishment. Firstly, the announcement about vacancies has to be published. The AECs use special web pages for job postings 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.

In order to avoid further misunderstanding and ensure fair selection, the process has to be as transparent as possible. The selection of employees involves several stages. Firstly, the applicants send their CVs and motivation letters. Shortlisted candidates are invited for interviews that are held twice: initial interviews are followed by a second more detailed session. Language teachers 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 time, the center's administration and trainers need to be constantly re-trained in order to increase their qualifications. In order to make it easier for the administration of the newly established centers to launch their 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 the programme 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 and study trips to German Folk High Schools (FHS; Volkshochschule) are organised to 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 organised at the very beginning of the project. The goal of the visit was to allow the center's administration to get acquainted with the concept and functioning of AEC. Moreover, German experts are invited to





Georgia to share their experience with the administration of the AEC and trainers.

As mentioned above, AEC staff members and teachers/trainers are provided with a capacity-building training programme on a regular basis for their further development. The topics 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 CEC cooperates with the Center for Strategic Research and Development of Georgia (CSR DG), which in the framework of the community development program, is holding training and re-training courses.¹⁹ The beneficiaries of Koda CEC are attending those courses and are using the obtained experience in practice at AEC. It is also effective to use foreign volunteers as trainers to increase the capacity of staff. For example, the Peace Corps Georgia volunteers help English language teachers to improve their knowledge and skills.

To summarise, 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 the 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.

Trust Building with the Beneficiaries

Building confidence among the population after the opening of an AEC takes a certain time and effort and has to be stressed here. In the beginning, the population is often skeptical about the centers as 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 idea behind the AE. The concepts of LLL and AE are still not much familiar for 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 persons). People in such settlements have lost everything and have no opportunities for further development and their main concern is to feed their family members. In Jvari, Senaki, Koda, and Shaumiani where IDP settlements are located,

¹⁹ http://www.csr dg.ge/index.php?module=text&link_id=14

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, the friendly and truthful atmosphere created against the previous prejudice, reluctance, and mistrust of the population. Each AEC/CEC, 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/CECs in the process of trust-building. The contentment of young people with the offered activities normally results in obtaining the 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, organise 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 faster with the third model of AEC establishment, where the center is based on an already existing local NGO. In the case of the first two models, at least six months are needed for the trust-building process, while in the 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

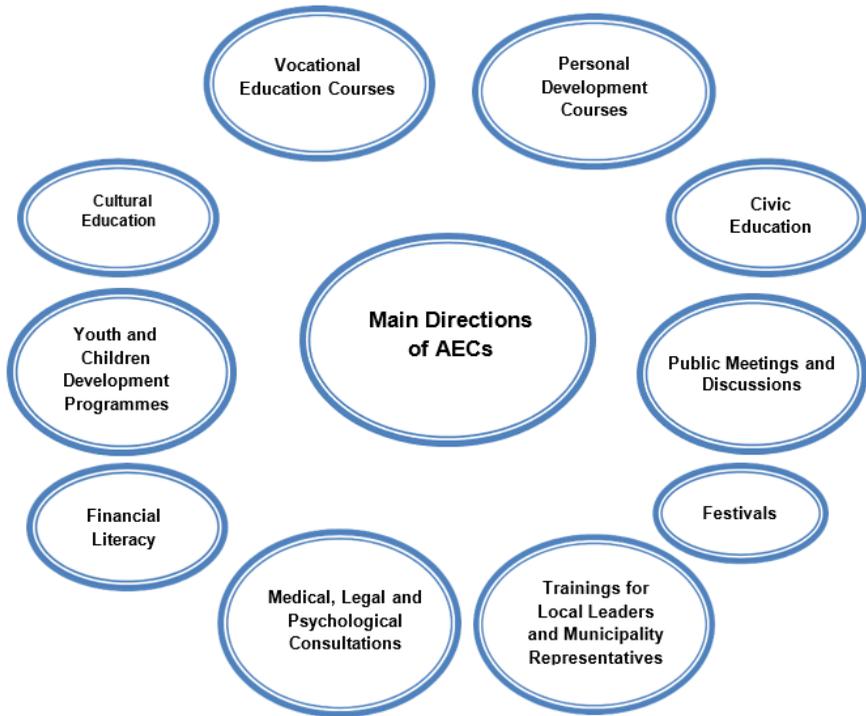
AECs contribute to developing the potential of local residents in the regions of Georgia by addressing their educational and personality development needs and linking them to the job market on the one hand. On the other hand, the centers contribute to social and human development by providing local residents with new opportunities. Strengthened civic skills and an 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 programmes for acquiring/upgrading professional, personal, and social skills and provide beneficiaries with opportunities to be competitive and successful.

The unified educational programme Adult Learning Pack (ALP) “ties up” the adult

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 a better future. ALP consists of the following components:

1. Personal development programme (skills and competencies which can be used in different life settings or fields of activity: languages, IT courses, entrepreneurship, accountancy, job search skills, successful communication and presentation, cooperation and conflict management skills, etc.);
2. Vocational education (short-term vocational courses);
3. Cultural education (exhibitions, art workshops, lectures in the history of arts, cinematography, film demonstrations with follow-up discussions, visits to theatres, meetings with actors, writers, film and theatre directors, excursions, visits to historical and cultural heritage sites, etc.);
4. Civic education (public lectures, discussions and debates, training sessions in advocacy and lobbying, Active Citizens' Clubs, training sessions in ecological awareness, gender, and civic activism, developing a culture of volunteering, etc.);
5. Financial literacy (training sessions for families using games and popular education methodology and regular counseling services for community members on relations with banks, loans, and credits, family savings, etc.);
6. Sport and health education;
7. Kids/Youth programme;
8. Legal literacy;
9. Psycho-social programmes for children and adults (both personal and group counseling).



- ❖ Personal development courses help beneficiaries to develop additional skills necessary at various jobs. These 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, training courses in job searching, successful communication, and presentation, cooperation, and conflict management skills, etc. English language and computer are among the most demanded courses. People currently employed at public institutions must have basic knowledge of the 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 CEC they developed a combined course of the English language and computer which 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 Shumiani where the number of ethnic minorities is high. Beneficiaries of Senaki CEC and Leliani AEC 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 the complexity of the programme, qualification of beneficiaries, goals of the training course. All the trainers are requested to provide programmes with detailed descriptions 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 needs of the population timely taking into consideration frequently changing demands of the local job market.

Besides the professional development and progress, personal development and vocational education courses create the possibility of self-realization, help to raise self-esteem and confidence, overcome stress and depression. Feedback of the participants expressed by the 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.

- ❖ The vocational education programme consists of more than thirty short-term vocational courses based on learning by doing methodology. Vocational education is focused on training/retraining of beneficiaries in professions that 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. A 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.²⁰ The 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.

²⁰ For full list of the courses see Attachment 6.

Digital education is one of the most important components of AEC's. Developing IT skills for older people gives them new chances for social inclusion and combat problems of unequal access to information sources, isolation, and loneliness. They received opportunities to get updated on diverse information on the ongoing events all over the world, to communicate with their relatives and children leaving abroad for many years. MS Office Word and Excel video courses for beginners were first time developed in the Georgian language by DVV International and several AECs. Besides, IOS, Windows, and Android operating systems and applications for computers, tablets, and phones for blind and visually impaired people were created. The AECs have different teaching levels (first and second levels) for computer courses. Therefore, the beneficiaries can choose the class based on their computer skills. At some centers, they have vocational courses, which include: network administration, computer design, Intel project, and photo editing programs: Camtasia, Pizap, Photoshop. DVV International Georgia Country Office implemented an EU-Funded project "Active for Life: Promoting Rights and Enhancing Capacities of Elderly People in Georgia." The project aimed at contributing to enhancing the quality of life of elderly people by promoting their rights, social interaction, and connectivity in their home environments. The project was implemented at four locations (four AECs) and among other education courses, computer literacy and IT courses were offered to the elderly (60+) people who were the direct target of the project. The project had an intergenerational approach which means that the youth and elderly people shared their knowledge and experience. For example, the youth assisted elders to develop and/or improve their computer skills.

- ❖ Cultural education represents another important direction of AECs' activities. Photo exhibitions and displays of local painters, book fairs, and film presentations with follow-up discussions are regularly organised in each center. Art workshops, lectures in the history of arts, cinematography, excursions to other regions of Georgia to see the cultural and historical heritage of their country, visits to theatres in the capital, literature contests, meetings with actors, writers, film and theatre directors, and other creative activities help locals to upgrade their cultural awareness, develop a taste for arts and obtain positive emotions and energy which definitely contributes to improving quality of their lives. Hiking in the surroundings of Senaki, organising cultural and historical activities at Nokalakevi Fortress, and in Senaki when adults were telling history to young representatives of the center are some of the examples of cultural activities.
- ❖ 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 lifestyle, reproductive

health and etc. The beneficiaries get acquainted with their rights and benefits that they are entitled to have at legal meetings. Psychologist 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 youths. All the above-mentioned social services are free of charge for the beneficiaries and they are exceptionally available for disadvantaged groups.

- ❖ The financial literacy component of the AECs provides beneficiaries with 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. Training sessions for families using games and popular education methodology and regular counseling services for community members on relations with bank loans and credits, family savings, etc. are conducted. Overview of the most important cornerstones, guidance to own budget planning in the context of different income situations, information about bank and microcredit organisations, main challenges and threats of these spheres are provided.
- ❖ Civic education for increasing civic activism of the 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 raise 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 a better understanding of 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. The selection of specific themes and presenters depends 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 mobilisation, 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, writing projects, and addressing local municipalities and/or other authorities, cooperating with them and finding ways to overcome problems. Public lectures, discussions, debates, and training sessions in ecological awareness, gender, and civic activism, developing a culture of volunteering are conducted.

- ❖ Kids/Youth programme consists of painting classes, theatrical performance,

English story-reading club, outdoor and sports activities, and excursions. Many beneficiaries (women in the first turn) come to the center with their children as they cannot leave them home alone. While mothers and grandmothers are attending educational courses, their children also benefit from participation in activities designed specifically for them.

Youth clubs for the 17-25-year-old youngsters are created in each AEC. The club members meet regularly and together with the youth programme coordinators organise various youth activities. These activities include:

- Training sessions on topics such as leadership, communication, conflict management, tolerance, team building, 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. Youth does not have any possibility for further development in most of the areas. A lot of young people leave their places and search for studying and working opportunities in larger cities. Therefore, it is necessary to provide them with 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.

AE/CE centers play an important role in bridging local authorities and the local population. For example, in the framework of the EU-funded project, training sessions were held for municipality representatives and local leaders at Koda, Shaumiani, Senaki, and Jvari CECs aiming to raise the level of awareness of the personnel of local municipalities and local leaders on IDP issues including such topics as local government in Georgia, local budgeting, advocacy, and effective participation, legislation on IDPs, etc. Those training sessions played an important role in a timely and successful solution to IDP problems. Currently, all the centers organise regular meetings of community members with local government representatives. Centers facilitate discussions between them, establish constant dialogue and interaction.

In addition to all the above mentioned, AECs offer an adequate and safe, free, and open space to other NGOs, initiative groups for all community-based projects, meetings, information sharing, various educational activities and training programmes, youth initiatives, and consultations.

With DVV International's support, AECs organise an Adult Education Festival which is an annual event. The festival usually is at the end of October and in most cases,

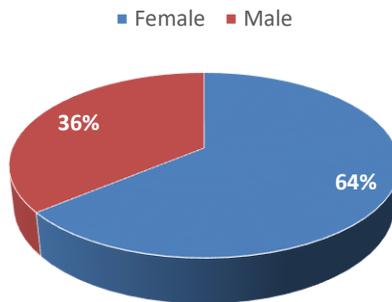
all AECs are involved. Some of the activities take place in Tbilisi, for example, a Conference on Adult Education. However, most of the activities are held at the AECs in the regions. The activities include cultural events (dancing and singing concerts), sports competitions, exhibitions of the handicrafts of the beneficiaries, master classes in various vocational courses, movie screenings. Besides, they have awards for the beneficiaries in each AEC. 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 attract beneficiaries of different ages, 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 males and females. Crosscutting gender issues with educational activities is crucial in a culture where gender stereotypes are still strong and have an impact on the everyday lives of people. For example, in Akhalkalaki and Shaumiani, initially, women needed the 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

GENDER DISTRIBUTION



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 community.²¹ Nowadays, the majority of the beneficiaries are female and creates 64% of the total number of beneficiaries.

Socially disadvantaged people are a significant group for AECs. The centers worked specifically with ethnic and religious minorities and IDPs. As it was mentioned previously, the EU-funded project in Akhaltsikhe and Akhalkalaki aimed at the 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 the integration of IDPs and local people. At these centers, the percentage of IDPs was 56%. Every year, the involvement of the ethnic and religious minorities and IDPs in centers' activities is rising. By 2020, their involvement in centers reached 27%. 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 individuals in the activities. For example, at Leliani AEC they have ethnic Azeri participants who constitute 20% of the total number of the beneficiaries.

To keep a substantial number of beneficiaries, the centers adjust all their programmes, activities, schedules, and agendas taking into consideration the socio-economic situation in the regions, the poor infrastructure, and the not stable market requirements which are changing too fast. For problem solutions, 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 AEC was discussed in the previous chapter). For example, at Leliani AEC and Shaumiani CEC beneficiaries come from the neighboring municipalities, at Jvari CEC beneficiaries come even from occupied Abkhazia.

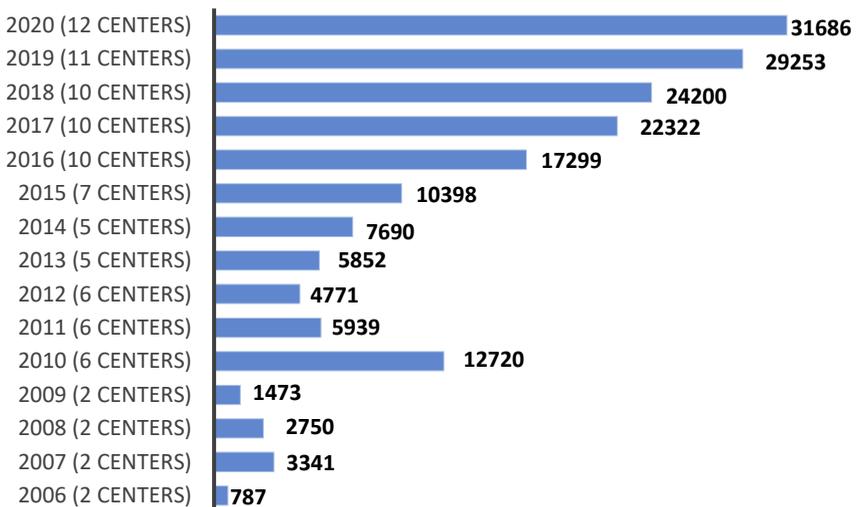
Poor infrastructure creates limitations to the attendance of the beneficiaries. The fact that transport service between villages and municipalities is not adequately developed is one of the most significant impeding factors for the centers in terms of the attraction of beneficiaries and the broadening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

²¹ Matthias Valentin. August 2008. External Evaluation of the project "The Adult Education Centers in Samtskhe-Javakheti – a Chance of Integration of Minorities."

The number of beneficiaries of the centers is quite high. The total number of beneficiaries at all centers throughout the years of 2006-2020 reached almost 200 000. 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 certain times.

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

Total Number of Beneficiaries



- The EU-funded project launched in 2006 in Akhaltsikhe and Akhalkalaki. The AE 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 chapter 2).
- In 2010 four more centers were opened in the framework of another EU-funded project. This explains the significant boost in the number of beneficiaries in 2010 (again, all the courses were free of charge!) and the

decline in number in 2011 when the project was over. DVV's 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 independence. 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 a new 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.
- Two more centers were opened and activities were started in Kharagauli in 2019 and in Khoni in 2020.
- In 2020 Bolnisi AEC was opened and will start operations in 2021.

Cooperation with the Local Municipalities

Cooperation with the local self-government (municipalities) is an issue of great importance for AECs. For the sustainability and 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 AECs.

Furthermore, study trips for the representatives of the municipalities to Germany are organised 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 CEC 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 CEC.

Shaumiani CEC 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 CEC established a social enterprise (producing berries) with financial support from the local municipality. Jvari CEC 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.

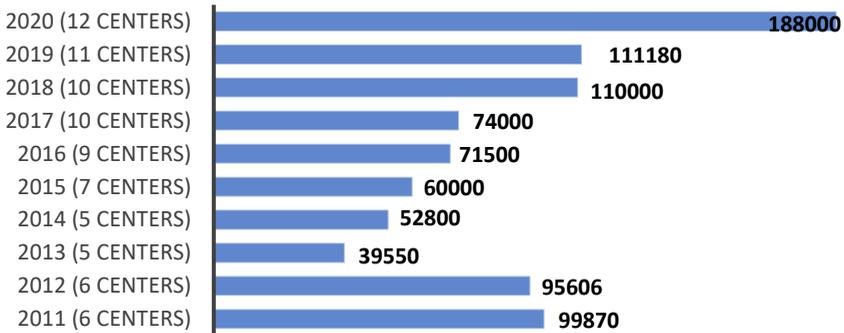
Building strong collaborative ties with the local municipalities is a complicated and time-consuming process. Usually, it takes time to convince the municipalities that by supporting AECs, they are encouraging the employment of local dwellers, and thus – local development. Together with DVV project managers, directors of the centers are frequently meeting with representatives of self-government structures, inviting them to activities of the centers, to 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. 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 organisations, 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 twelve AECs in 2020 was 194 000 EUR (on average 16.000 EUR per center).

Financial Support from DVV International 2011-2020 (EUR)

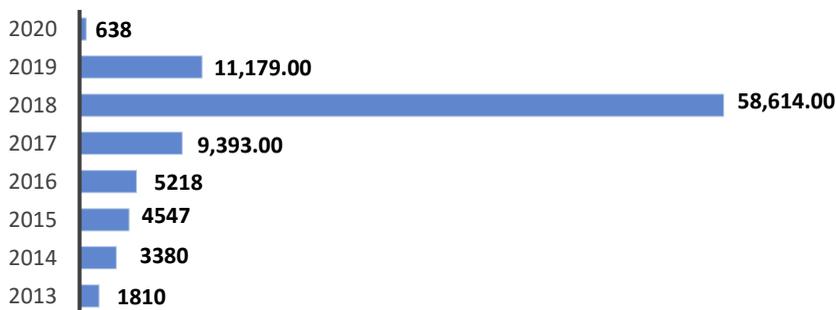


The chart illustrates the amount of funding that DVV International has granted to the centers from 2011 till 2020. Though total funding from DVV International is more or less unchanged through the years, the number of AECs increases, and thus the funding per center is less every year. The funding is done based on a "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 costs

are already covered.

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

Financial Support from the Local Municipality 2013-2020 (EUR)

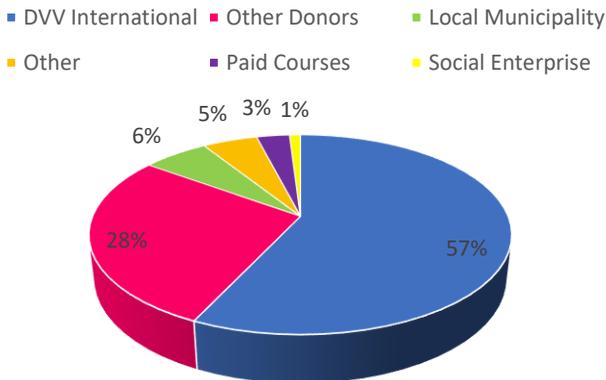


Apart from DVV International and municipalities, AECs are trying to obtain financial support from donor organisations and other governmental institutions. Establishing contacts with local and international organisations is a very important step for AECs. Most of the AECs are already successful in receiving grants and implementing various projects. The main donors of the centers are Action Against Hunger (ACF), UNDP, UNICEF, UNHCR, Embassy of Germany in Tbilisi, U.S. Embassy Tbilisi, Open Society Georgia Foundation (OSGF), Save the Children, Colors of Culture (Poland), Westminster Dem. Fund, Peace Corps Georgia, Ministry of Justice of Georgia, Ministry of Education, Science, Culture and Sport of Georgia, Association Of Young Economists Georgia, Provisional Administration of South Ossetia, Georgian Foundation for Strategic and International Studies (GFSIS), Center for Strategic Research and Development of Georgia (CSR DG).

In order to create additional financial sources, the centers launched paid courses and introduced a “co-financing system.” The AECs offered several courses that the beneficiaries had to pay for. The cost for the majority of courses is 20 GEL (5 €). The 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, the co-financing system encountered obstacles in all centers because of the high level of unemployment and the difficult economic situation of beneficiaries.

Financial Support 2012-2020 (EUR)



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 organisations for holding meetings and other events in these towns/settlements. In addition to space and equipment, these organisations often need supplementary staff for their events and they employ the personnel of the centers.

It has to be stated that fundraising is still one of the main challenges for the centers. This problem is especially critical in the initial stage of centers operating independently when they lack experience in obtaining funds. 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 the case of the third model, the existing organisation has already established contacts with municipalities, other local organisations, and donors. Furthermore, having experience in 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, also become proficient in networking, as well as, in fundraising. However, they need more time for that.

Social Enterprises

To support the financial independence and sustainability of AECs established by DVV International in Georgia, the new initiative was designed and implemented in 2017- 2020. Both with BMZ and EU funds 12 social enterprises were created in Akhalkalaki, Akhaltsikhe, Ambrolauri, Chokhatauri, Jvari, Senaki, Keda, Koda, Leliani, Kharagauli, Bolnisi, Khoni.

Social enterprise Universal Master in Koda produces metal and plastic doors and windows. Before the establishment, this service was not available in Tetrtskaro Municipality and people had to take orders and bring the items from the capital. Another direction is the production of Georgian traditional souvenirs.

Social enterprise Coffee Time in Jvari represents a small café that offers its customers coffee, European-style cookies, and Georgian traditional pastry. Coffee Time was 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 the population of the whole Chokhatauri Municipality with sewing, fashion design, and modeling service, including production of uniforms, everyday clothes, wedding, and festival costumes. So far, this service was also not available in Chokhatauri.

Social enterprise in Akhaltsikhe is @65 – a social café and exhibition space that was opened in 2020. The cafe is providing traditional food to tourists and exhibition space for local painters, photographers, poets, etc.

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 produces around 500 kg of honey and sells it on the local market and in Tbilisi. Honey is sold also by Coffee Time – a social enterprise in Jvari.

Social enterprise Tailor Made in Keda is a sewing workshop that serves the population of mountainous Adjara.

Social enterprise Chukurtma in Ambrolauri is focused on the production of wooden souvenirs and furniture using traditional Rachvelian ornaments.

Social enterprise Martivi in Akhalkalaki is producing carpets with unique techniques

and coloring methods.

Social enterprise Print Your Style in Senaki provides the local population with polygraph service

Social enterprise in Kharagauli is focused on car repair including computer diagnosis

Social enterprise Urban Art in Khoni has three directions: sewing workshop; furniture production and welding workshop.

Social enterprise Experience the Taste in Bolnisi will provide the population with cooking and pastry products.

Several important outcomes of the above-mentioned initiative have to be underlined:

- Social enterprises created more job places for socially disadvantaged individuals. For the moment, 30 persons (IDPs, single mothers, women – victims of gender-based violence, long-time unemployed) are working in social enterprises;
- Part of the income by social enterprises is invested back into educational activities provided by the AE centers which give them the opportunity to offer free of charge educational courses to vulnerable populations who cannot afford the payment;
- There are signs indicating that social enterprises can boost economic activities in the targeted regions and facilitate the start of new (supportive) businesses by other community members. E.g. there is a proposal from a group of people to establish a transport service in Koda and to deliver doors and windows produced by Universal Master to customers;
- The establishment of social enterprises contributes to the development of the concept of the social enterprise itself which is still not well developed and not fully understood 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 was always of high importance and priority for DVV International.

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

Study trips

Study trips to German VHS were regularly organised for staff of newly established AECs and representatives of local self-government. Study trips helped to develop the capacity of adult educators and to take them closer to the European experience and values of AE. At the same time, representatives of Georgian local self-government structures had the possibility to meet their German colleagues to receive information on the importance and advantages of VHS for the 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 the professionalism of adult educators, DVV International Georgia Country Office is implementing annual Summer Academies for AE practitioners. By inviting European experts to these 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. Olga Vitzthum, former Head of the District Folk High School Weimarer Land, conducted training programmes in Marketing and Management of VHS to participants of the Summer Academy 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 training courses 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 facilitated the conduction of exhibitions and presentations in different regions of Germany. In the framework of the EU and BMZ funded projects, exhibitions of handicrafts and photos by Georgian AEC beneficiaries were organised in VHS. At the same time, lectures on Georgian history and culture were conducted

by famous Georgian writers, culture experts, and DVV International staff members. VHS of Giessen, Wolfsburg, Naumburg-Weissenfels, Apolda, Braunschweig and the Nürnberg Bildungszentrum were involved in the project.

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 organised by District Folk High School Mansfeld-Südharz.²² The staff of District Folk High School Mansfield-Südharz paid their visit to Georgia and participated in the Workshop for Adult Educators from Georgia and Armenia in the same year. During this workshop, the first joint German-Georgian project was planned. In 2014 the first joint project of District Folk High School Mansfield-Südharz and Koda CEC was implemented. The tourism project “Discover Georgia” was cooperatively planned by German VHS and Georgian AEC. Koda CEC designed a programme for former teachers from Germany which included trips to several regions of the country. The programme included visits to AECs, meetings with beneficiaries along with the 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 organisational development of Koda CEC and to the improvement of the new direction of its work.

DVV International Georgia Country Office continues to support the cooperation between AECs and VHS further together with the Georgian Adult Education Network (GAEN) which was founded in 2014 and currently uniting all AECs in the country.

Volunteer Programme Development

AECs develop volunteer programmes and implement various activities in this direction. By strengthening them, AECs introduced the culture of volunteering, enriched the experience of the employees, and civic self-awareness of the locals involving them in the life of the community.

Volunteer programs implemented at the AECs:

- Peace Corps Georgia²³
- Glen Program²⁴
- EVS Program²⁵
- ASA²⁶

²² <http://www.vhs-sgh.de>

²³ <http://www.peacecorps.gov/>

²⁴ <http://glen-europe.org/>

²⁵ <http://europeanvoluntaryservice.org/>

²⁶ <http://www.swimming.org/asa/volunteering>

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

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

There are also Georgian volunteers in the centers, who assist the staff members of the AECs. In Koda CEC, more than 100 volunteers were retrained. The training courses were held on the following topics: civil involvement, active citizenship, project writing, etc. Within the same project, a volunteer electronic database was created. Leliani AEC has a network of local volunteers who work very successfully on more than 10 different projects including community mobilisation and advocacy initiatives, infrastructure development, cultural activities, etc. With the involvement of international and local volunteers, Senaki CEC 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 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 vocational courses is particularly beneficial for employment. Certain professions are highly demanded in the settlements. Short-term vocational 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 hope and confidence to people who had lost faith in the future. 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's mood to a more active, lively, and energetic one.

The centers have become a linkage between other governmental and non-governmental organisations and the local population. Representatives of the municipalities and various national or international organisations, implementing projects and activities in these settlements, often address the centers for information about the population and/or for mobilisation of the local people. For other structures, AECs represent a stable body that 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, the distance was reduced and ties were strengthened between age groups, individuals with different social statuses, and religious minorities. Centers are also empowering women and involving socially vulnerable persons with special needs in the activities. Educational courses are jointly attended by representatives of various villages and municipalities. Centers are often one of the best places and ways for integration between different social groups. Joint and interactive activities of the centers build bridges among them and make their ties stronger. Accordingly, education programmes of the centers become a tool for the interaction of numerous social group members.

Educational activities have recreational functions for IDPs. In the framework of the project, working with beneficiaries traumatised 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 success stories of Koda, Shaumiani, Senaki, and Jvari CECs illustrate that offering educational activities to traumatised 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 epicenters of the social and cultural activities in the settlements. In the locations where the centers are represented, social life is not active in general, that is why the centers become the venue for the people to gather, 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 livelier, more joyful and one can see more

smiling faces in the surrounding.²⁷

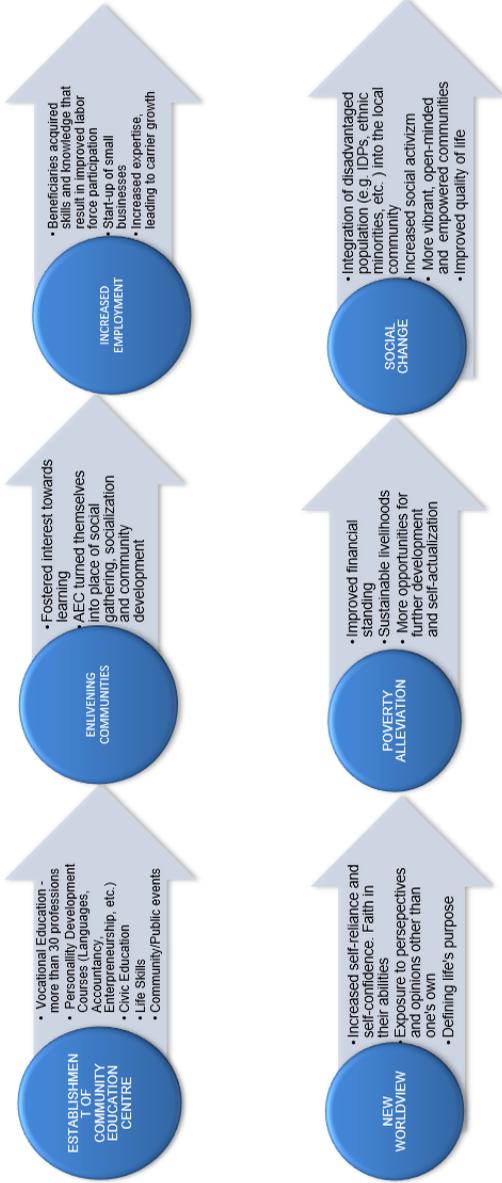
And finally, the centers have turned into bodies, which have a big influence on the development of civic activism in society. Quite often, civic activism in the settlements is associated with the name of the AECs. Members of Active Citizens' Club, the youth, and generally the beneficiaries become more self-confident, take more responsibilities over their actions and learn how to fight for and protect their rights in 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 LLL 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 organisations work in the direction of adult non-formal education, the place of AE in the educational system is vague and has no systematic nature. DVV International's holistic approach to educational measures creates a learning environment on the locations of the AECs and their establishment by DVV International has introduced a systematisation in the field of non-formal education.

²⁷ Santeladze, 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 Centres in Georgia - Impact Chain

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



5. Distance Learning During Covid-19

In 2020 the spread of Coronavirus (Covid-19) affected societies around the globe. The dissemination of the virus made people concerned for their health and well-being. The total lockdown was announced. In spite of these challenges, Georgian AECs continued their operations. As a result of the provision of IT programmes by the AECs to beneficiaries, they easily coped with technical difficulties and were able to join online meetings with the Zoom software.²⁸

Koda CEC started the distance training in law “Know Your Rights,” on March 19, 2020. 25 participants, youngsters from the Shaumiani CEC among them, were involved in the training using the Zoom software. Currently, the training course “Procurement and New Regulations,” the youth programme, theoretical enamel course, two English learning groups, training-counseling in psychology for Koda-Shaumiani audience, small business course (2 Groups), and homecare course (consultation with a doctor) are actively in progress, conducted via Messenger for 20 participants. Elderly beneficiaries are consulted on cell phones, so no one is left unregarded.

The distance learning was actively conducted in other centers as well. It became possible in Akhaltsikhe to implement cosmetology consultation and Turkish language courses that they were not able to afford before. In Keda, theoretical driving course, English and computer office software course, psychology course were launched; handicraft and souvenir making and knitting courses have also moved to the online mode from mid-march. There are online meetings on financial education, public meetings with cultural and informational characteristics too. Overall, at this point, 85 persons were involved in distance learning. Internet accessibility is the only issue for beneficiaries. In Leliani AEC beneficiaries were studying online following courses: graphic design, English language for adults (grades I and II), photography, accounting. Online meetings within the youth program and meetings with a psychologist were held via Messenger in the beginning. Beneficiaries were trained in using Zoom software later and they switched to it since then. Rural development program meetings that used to be conducted in the fields and consultations and practical studies took place on spot, have been replaced by live meetings once a week discussing fruit cultivation topics.

Zoom and Messenger are the most used platforms for distance learning at Jvari CEC. Training sessions on the following topics were conducted: financial education, office management, computer skills, English language course, youth programs, public meetings and discussions, psychologist consultation which was held four times a month for 42 beneficiaries. Internet connection causes problems but still, subtle locals

²⁸ DVV International article: [Crisis Response – The Role of ALE in Coping with the Corona Pandemic](#)

are trying to cope with it to attend courses.

Two English language courses occasionally, with more than 15 participants were running via Zoom at Ambrolauri AEC. In other courses, local adults were gaining plumbing skills, learning about old Rachvelian cuisine and folklore music, artistic woodworking, cutting and sewing, rug weaving. In order to make them able to work from home and attend online training sessions, machine tools and materials were distributed at their places. So, in that way, all the centers were involved in distance learning and there was approximately the same picture everywhere. The important thing was that the providers of AE, organised by the GAEN, properly met the challenges of time - even in this difficult reality they did not betray the idea of AE and their beneficiaries and continued doing this job with the usual joy even remotely.²⁹

Seven AECs with the financial support of DVV International have spearheaded a very important project. Beneficiaries of sewing courses run by the Akhaltsikhe, Akhalkalaki, Koda, Leliani, Chokhatauri, Kharagauli, and Ambrolauri centers became involved in the production of medical masks, which were in high demand in Georgia. Unfortunately, the shortage of masks and other protective gear became more pressing by the day. At the same time, many people simply could not afford to buy masks. Taking all this into consideration, the seven AECs produced 14.000 medical masks with the financial support of DVV International and handed them over to local municipalities for free. The local municipalities, in their turn, took the lead in distributing the masks to the socially disadvantaged individuals in their respective regions.³⁰

6. Georgian Adult Education Network (GAEN)

As the majority of the Adult Education Centers reached a certain level of progress and independence and obtained experience in their field, they felt the necessity to create a common structure that would address and help to overcome the challenges they face on an 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 unifies all thirteen AECs of Georgia.

GAEN was registered in 2014 as a non-commercial, non-profit legal entity. It unifies and consolidates organisations with common values and similar experience which are actively involved in the field of adult education and recognises the importance of LLL in the process of combating poverty, civic involvement, and community development in Georgia. The aim of the network is to raise awareness of the society on the LLL concept and AE as an integral part of it and to achieve its recognition by

²⁹ DVV International article: [Distance Learning in Adult Education ... with the Usual Joy](#)

³⁰ DVV International article: [AE Centers in Georgia: Confronting Crisis, Supporting People](#)

the educational system of Georgia. The tasks of GAEN are as follows:

- Support of the development of the member organisations;
- Intense advocacy for lifelong learning and adult education as an important part of LLL;
- Raising public awareness on non-formal AE;
- Fundraising;
- Lobbying of principles of LLL and its internal part AE and promoting the establishment of a relevant system for LLL and particularly, AE in Georgia;
- Advocating on the behalf of its members to be heard by the local and central government;
- Providing targeted professional development for member organisations through a structured programme of training sessions and workshops;
- Developing training materials and publications for AE providers and adult educators;
- Facilitating international cooperation in the field of AE.



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 supposed that the success of the network would depend on the following facts: all the centers to be equipped equally and to have a similar experience, their joint turnover to be high. As of today, they

cover thirteen municipalities in eight regions of Georgia allowing the implementation of wider-scale projects. Furthermore, various problems of AECs might be solved more successfully under GAEN than separately. The AECs would be able to share their experience with other centers and to support each other with new initiatives. Finally, joint activities of the AECs would increase the visibility of the centers and would make their advocacy efforts stronger. All the above listed would strengthen fundraising opportunities for them.

Already during the first stage, GAEN has organised several training sessions and workshops for its members (agenda of these was developed based on real needs of them), as well as, study trips were conducted and newly established center representatives visited the old ones and shared their experience. Apart from this, GAEN developed two training packages for the municipalities and shared them with centers. This common programme was implemented by the centers in their respective locations.

In the last month of the year, GAEN traditionally organises an annual summary event, where the best AEC is being revealed. On this occasion, the director of GAEN rewards the best AEC; the trainer of the year; the best learner, and the best municipality which supported AE activities.





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 the following stages:</p> <ol style="list-style-type: none"> Establishment of AEC; Transferring AEC to AEAG; 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 the following stages:</p> <ol style="list-style-type: none"> Establishment of AEC; Registration of AEC as NGO; 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 separate NGOs.</p>	<p>This model is a partnership-based model. It involves the following stages:</p> <ol style="list-style-type: none"> AEC is established on the basis of local NGO; AEC independently manages activities and finances. <p>The main advantage of this model is that it is cost-effective, besides, NGO already has experience in working independently: it 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 organisations are presented in order to create more opportunities for disadvantaged individuals.	Choose a settlement (village or city) that is not too distanced from other villages, so that people from neighboring places have the 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 that belongs to the local municipality is highly recommended.	Choose a building that 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	
Raising Awareness	Advancing Consciousness
<p>Start organising information meetings before launching educational activities.</p> <p>Arrange meetings with local municipality representatives, local authorities and the local population, community leaders.</p>	<p style="text-align: center;">Use:</p> <p style="text-align: center;">Word-of-mouth marketing; printing materials, such as brochures, booklets, banners; internet and 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: conduct the surveys permanently, especially, the estimation of the educational needs; conduct market research at least twice a year; train staff members in the basics of research methods; use volunteers as interviewers to reduce research costs.</p>		

6. Selection of Staff Members and Trainers

Availability of Announcement	Transparent Selection	Retraining of staff members
<p>Make sure that announcement is available for the local population.</p> <p>Choose the source of information dissemination that is most common for the locals, e.g. spreading information via a webpage might not be efficient in a disadvantaged community where access to the internet is limited.</p> <p>Consider the diversity of the population. If there are ethnic minorities, do not forget to make a bilingual announcement.</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 the 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.</p> <p>Use: The training sessions offered by the professionals; experience of similar local and/or international organisations; international volunteers' experience.</p>

7. Trust Building

Make the purpose of the project clear to beneficiaries, e.g. show the benefits of 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, and it will engage community leaders who already have a certain level of trust in society.

8. Educational and Other Activities

Personal Development
and Vocational Education
Courses

Youth and Children
Development
Programme

Public meetings,
Training sessions and
Civic Activity
Programme

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
<p>People of any age must have an opportunity to attend activities at AECs.</p> <p>Organise activities for various age groups;</p> <p>Make intergenerational activities to support the rapprochement of different age groups.</p>	<p>It is crucial to keep gender balance at the AECs. In order to keep it:</p> <p>a. Have gender-based statistical data;</p> <p>b. Organise 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>Organise activities in a way to support the integration of various social groups: ethnic and religious minorities, IDPs, disabled people, etc.</p>
<p>Involve effective beneficiary-attraction strategy methods</p> <p>Choose which way of attracting the beneficiaries works best at a particular settlement: word-of-mouth marketing? SMS-s? E-mails? Outdoor banners?</p>		

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 AE institutions in Europe;
- g. Development of the volunteer program. Involve international and local volunteers.

Attachments

Attachment 1: List of documents analysed within the framework of the publication:

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 Lower Kartli Region”, 2011.
6. Final narrative report of DVV International in the framework of the project: “Social and Economic Support of IDPs in Lower Kartli Region,” 2011.
7. Final narrative report of DVV International in the framework of the project: “Social and Economic Support of IDPs in Samegrelo-Upper Svaneti Region,” 2011.
8. External evaluation of the project “Social and Economic Support of IDPs in Samegrelo-Upper 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: *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

- 1.1 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.
- 1.2 The name is: Non-commercial, Non-profit Legal Entity "Adult Education Center."
- 1.3 As from the moment of its establishment the Center represents a legal entity, which is entitled to have independent balance, seal with its name, stamp, letterhead paper, bank account (including foreign currency accounts), and other attributes necessary to operate as a Legal Entity.
- 1.4 The Center is entitled to procure rights and take over obligations, conclude agreements, act as a plaintiff or defendant in the court.
- 1.5 The location of the Center is: (Address)

- 1.6 The Center is established for an indefinite period of time.

2. The Goals of the Center

- 2.1 The goals of the Center are:
 - a. To provide educational services;
 - b. To facilitate the process of development of civil society;
 - c. To advocate for the needs of the community.
- 2.2 In order to achieve the set goals and fulfill 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 cooperate with them;
 - e. To perform any other activity, which does not contradict the legislation of Georgia.
- 2.3 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 establish its branches in Georgia, as well as, abroad;
- c. To conclude agreements with organisations, 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 establish 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 organisations for cooperation purposes;
- i. To implement informational, cultural and educational, supplementary entrepreneurial (economic), publishing, and other activities, which do not contradict the current legislation of Georgia;
- j. To implement any activities permitted by the legislation of Georgia if the income generated from them is directed for the statutory purposes of the center.

3. Founders of the Center and their Competencies

3.1 Founders of the center are:

- a. First name, last name, address _____ DoB _____ ID No _____
Issued on: _____ by _____.
- b. First name, last name, address _____ DoB _____ ID No _____
Issued on: _____ by _____.
- c. First name, last name, address _____ DoB _____ ID No _____
Issued on: _____ by _____.
- d. First name, last name, address _____ DoB _____ ID No _____
Issued on: _____ by _____.
- e. First name, last name, address _____ DoB _____ ID No _____
Issued on: _____ by _____.

3.2 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 a decision on liquidation or reorganisation of the Center;
- d. To make a decision on changing the goals of the Center;
- e. To elect the Director of the Center.

3.3 Decisions are valid if the meeting is attended by more than half of the founding members and if it is approved by two-thirds of the attendees.

4. The Administration of the Center

4.1 The management of the Center is carried out by the Administration composed of four persons, elected by the founding members;

4.2 The Administration is elected for one year;

4.3 Daily activities of the administration is based on the decisions made at its meetings;

4.4 Scheduled sessions of the administration are summoned as necessary, but at least once every 3 (three) months. The annual meetings of the Administration are carried out to approve the previous year's report and balance, the next year's report and balance, cost estimation of the following year, and action plan no later than 1 (one) month after the end of the fiscal year;

4.5 Planned meetings of the Administration are summoned by means of notifications, sent to the members at least 3 (three) days prior to the meeting. Meeting time and venue is in compliance with the notifications sent to the members;

4.6 Exact date of the opening of the meeting and issues to be discussed are provided in the Agenda;

4.7 The necessary quorum required for the decision-making capacity of the Meeting of Administration is more than half of its members, and for resolving a procedural issue - one-third;

4.8 Decisions to be made within the competency of the Administration by two-thirds of attending members;

4.9 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 the establishment of a legal entity, branch and/or representation, reorganisation, liquidation, or the Organisation and approval of their statutes;
- To manage the property of the center.

5. Members of the Administration

5.1 Members of the administration are:

First name, last name, address _____ DoB _____ ID No _____

Issued on: by _____.

First name, last name, address _____ DoB _____ ID No _____

Issued on: by _____.

First name, last name, address _____ DoB _____ ID No _____

Issued on: by _____.

First name, last name, address _____ DoB _____ ID No _____
Issued on: _____ by _____.

6. Director of the Center

6.1 The Director of the Center is its leader and a person authorized to represent the Center with the third parties;

6.2 The Director of the Center is elected by the Founding Members for 1 (one) year;

6.3 The Director of the Center develops main documents determining the strategy of the Center and submits them to its supervisory body for further approval;

6.4 The Director of the Center evaluates various project proposals provided for financing and submits them to the Administration with due argumentation.

6.5 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 parties (State Institutions, banks, and other organisations);
- To ensure the 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 assigned by the Administration or supervisory body.

6.6 The Director of the Center is accountable to Administration and supervisory body and is responsible for the implementation of the activities of the Center;

6.7 Only the Founders can terminate the contract with the Director for non-fulfillment of the duties. In this case, the Founders Members elect a new Director within the one-month time frame.

6.8 The Director of the Center is:

First name, last name, address: _____ DoB: _____ ID No: _____ Issued on: _____ by _____.

7. Property of the Center

7.1 The property of the center consists of fixed and current assets and other valuable property, which are reflected in its independent balance and are necessary for the material provision of its activities set forth by the statutes;

7.2 According to the rules set forth by the legislation, the assets of the Center are:

- a. Fees paid by the Founders;
- b. Free and charitable contributions made by Georgian and foreign legal

entities and natural persons;

c. Income generated from own enterprises and organisations;

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 the Law.

7.2 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;

7.3 To achieve the above goals, the Center is entitled to implement supplementary entrepreneurial activities, found enterprises or organisations (private law entrepreneurial commercial legal entity), and use income generated from the performance of these entities only for statutory purposes. Distribution of such income among founders, contributors, and administration members is inadmissible;

7.4 The Center is entitled to carry out any activity permitted by the law, with no regard to whether this activity is envisaged in the statute or not.

8. The Staff of the Center

8.1 The Permanent Staff of the Center is mainly composed of the citizens of Georgia on the basis of a contract signed by the Administration,

8.2 The Administration is entitled to invite foreign nationals if it considers so.

8.3 The maximum amount of the salary of the Staff may be limited and is set by the Administration of the Center.

9. Reorganisation and Liquidation of the Center

9.1 Reorganisation and Liquidation of the Center shall be carried out in compliance with the rules set by the Law;

9.2 In the case of liquidation of the Center, all current activities to be completed, requirements to be determined, remaining property to be expressed in cash, creditors to be satisfied and remaining property to be distributed among authorised persons;

9.3 The decision of the Founders 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 to be considered as initiated upon its registration;

9.4 Liquidation of the center to be carried out by the Director of the Center or by the person set in accordance with the governing Law;

9.5 Liquidation of the Center to be carried out in compliance with the rules set forth by the Law;

9.6 The person authorised to receive the property remaining as a result of the liquidation to be determined and registered by the Founders.

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.

9.7 It is forbidden to distribute the property remaining as a result of the liquidation of the Center among Founders, Administration, and persons authorised to represent the Center.

10. Dispute Resolution

10.1 Any dispute that emerged between the Center and its Members to be resolved on the basis of mutual agreement. If agreement cannot be reached, dispute to be resolved by the court;

10.2 Any dispute that emerged between the Center and any third party, to be resolved in compliance with the respective Law.

Founders:

Name/Last name

....

Name/Last name

....

Attachment 3: Description of AECs:

Center	Capacity of AECs	Number of rooms (without kitchen and WC)	Total area
Akhalkalaki AEC	Up to 270 persons	6 rooms	336m ²
Akhalsikhe AEC	Up to 350 persons	12 rooms	435m ²
Ambrolauri AEC	Up to 320 persons	11 rooms	400m ²
Bohnisi AEC	Up to 200 persons	18 rooms	245m ²
Chokhatauri AEC	Up to 220 persons	7 rooms	272m ²
Jvari CEC	Up to 390 persons	9 rooms	480m ²
Keda AEC	Up to 120 persons	6 rooms	140m ² In addition: 50 m ² garden
Kharagauli AEC	Up to 190 persons	9 rooms	235m ²
Khoni CEC	Up to 310 persons	8 rooms	400m ²
Koda CEC	Up to 365 persons	9 rooms	454m ²
Leliani AEC	Up to 370 persons	12 rooms	459m ²
Senaki CEC	Up to 180 persons	5 rooms	221m ²
Shaumiani CEC	Up to 180 persons	5 rooms	221m ²

Attachment 4: A sample of memorandum concluded between DVV International, local AEC, 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 present Memorandum of Agreement (hereinafter, the Memorandum) acknowledging the importance of Education, express our desire 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 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 organisation and delivery 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.

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. For the effective functioning of the Center, DVV International retains the right to hand over the property, purchased with the financial support of the EU within the framework of the project “Support of Social and Economic Integration of IDPs in Samegrelo-Upper Svaneti/Lower Kartli Region” to Adult Education Center;

2. Coordinating training activities;
3. If necessary and to the extent possible, consulting the representatives of the Center on various issues;
4. Ensuring transparency of the information provided by the present 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 the Adult Education Center in the framework of the project "Support of Social and Economic Integration of IDPs in the Samegrelo-Upper Svaneti/Lower Kartli Region."

The Center is responsible for:

1. Organising 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 the 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 Organisations 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 the case of delivering joint activities, the parties agree on the distribution of organisational costs in advance.
3. Memorandum is valid for 5 years.
4. The amendments to the Memorandum are submitted as written agreements.
5. Amendments made to the present memorandum enter into force after they are signed by the parties.
6. 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

The second sample of memorandum concluded between DVV International, local AEC, and local municipality:

Memorandum of Agreement

Place

Date

Preamble

The 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 *Tbilisi Project Bureau* (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 Organisation) (ID Code), represented by (Name/Surname/ID Number), the director, hereby express the willingness to cooperate in the field of Adult Education.

The main goal of the present Memorandum is to provide educational service for the population of local Municipality and neighboring villages to develop stronger Civil Society Institutions and to facilitate consolidation of Social Structures and State Institutions.

To achieve this goal, the local Adult Education Center ensures organisation and delivery of a number of educational activities. Training courses to 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 Georgia takes over the obligation to:

1. Establish an Adult Education Center in local Municipality;
2. For the effective functioning of the Adult Education Center, to ensure the rehabilitation and improvement of the allocated space and to supply it with the necessary

equipment for the program;

3. Provide general coordination of the flow of training courses;
4. Provide consultations for representatives of the Center on various issues if necessary;
5. Recruit and retrain 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 a local non-governmental organisation, in case of successful fulfillment of the conditions stipulated in the memorandum by the latter.

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.

The local non-governmental organisation takes over the obligation to:

1. Organise training courses on the basis of an 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 a proper environment, also, make learning materials available for training participants;
6. Make statistical materials of conducted training sessions available for the municipality, DVV International Georgia, and other involved parties;
7. Share experience with centers with similar goals if necessary;
8. Cooperate with other centers and organisations 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 the case of holding joint activities, the parties agree on the distribution of organisational costs in advance.
3. Memorandum is valid for 5 years.
4. It is possible to amend the memorandum on the basis of a 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 organisation _____

Attachment 5: 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 training/study courses, or other events that are organised by the Adult Education Center? (Mark the appropriate box)

Yes

No

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

Yes

No

Difficult to answer

7. Which skills and knowledge does a person need for employment and self-realisation? (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 training courses 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			

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

1. -----

2. -----

3. -----

10. Which activities would you like to participate in at Adult Education

Sport events

Movie screenings

Ecological activities

Public discussions

Other

Other

Attachment 6: Full list of personal and professional development courses held in AECs*:

Personal development/training courses

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	Dressmaking	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 one or two.

Attachment 7: Contact information of the AECs

Akhalkalaki Adult Education Center

Address: #25 Teryani str., Akhalkalaki, Akhalkalaki Municipality

Tel.: 595 01 51 11

E-mail: akhalkalaki.aaec@gmail.com

Akhaltsikhe Adult Education Center

Address: #26 Rustaveli str., Akhaltsikhe, Akhaltsikhe Municipality

Tel.: 555 88 38 83

E-mail: aecakhaltsikhe@gmail.com

Ambrolauri Adult Education Center

Address: #37 Kostava str., Ambrolauri, Ambrolauri Municipality

Tel.: 551 58 62 07

E-mail: ambrolauri.aec@gmail.com

Bolnisi Adult Education Center

Address: #97 Sulkhan-Saba Orbeliani str., Bolnisi, Bolnisi Municipality

Tel.: 599 98 24 16

E-mail: bolnisiaec@gmail.com

Chokhatauri Adult Education Center

Address: #1Tsereteli str., Chokhatauri, Chokhatauri Municipality

Tel.: 595 51 41 41

E-mail: caec.chokhatauri@gmail.com

Jvari Community Education Center

Address: #5A Chichinadze str., Jvari, Tsalenjikha Municipality

Tel.: 592 50 14 90

E-mail: jvari.cec@gmail.com

Keda Adult Education Center

Address: #10 Tbel Abuseridze str., Keda, Keda Municipality

Tel.: 599 27 95 62;

E-mail: keda.aec@gmail.com

Kharagauli Adult Education Center

Address: Solomon Mepe str.19a, Kharagauli Municipality

Tel.: 577 101 894

E-mail: kharagauli.aec@gmail.com

Khoni Community Education Center**Address:** Davit Guramishvili str., Khoni, Khoni Municipality**Tel.:** 595 50 90 24**E-mail:** khonicec@gmail.com**Koda Community Education Center****Address:** Former military settlement, village Koda, Tetrtskaro Municipality**Tel.:** 591 41 02 74**E-mail:** cec.koda@gmail.com**Leliani Adult Education Center****Address:** Village Leliani, Lagodekhi Municipality**Tel.:** 551 42 45 26;**E-mail:** leliani.aec@gmail.com**Senaki Community Education Center****Address:** Former military settlement, Senaki, Senaki Municipality**Tel.:** 577 57 66 55**E-mail:** senaki.cec@gmail.com**Shaumiani Community Education Center****Address:** Former military settlement, village Shaumiani, Marneuli Municipality**Tel.:** 577 083 182**E-mail:** shaumiani.cec@gmail.com