EDUCATION, AUDIOVISUAL & CULTURE EXECUTIVE AGENCY

ANNEX IV

<u>Intermediate Report on implementation of the project (IR), Statement of the costs incurred and Request for Payment</u>

T E M P U S   IV
(Fifth Call for proposals EACEA No. 25/2011)
Joint Project / Structural Measure

530360-TEMPUS-1-2012-1-GE-TEMPUS-JPCR

(Agreement N. 2012 – 3652 / 001 - 001)

<u>INTERMEDIATE REPORT</u>	<u>DEADLINE</u>
• Report on implementation of the project • Statement of the costs incurred and Request for Payment	When 70% of the 1st pre-financing has been disbursed but <u>not later than:</u> - **15 October 2013** for 2 year projects - **15 April 2014** for 3 year projects

Structure of the Report

Annex IV/2	Declaration
Annex IV/3-5	Report on implementation of the project
Annex IV/6-8	Statistics and Indicators
Annex IV/9	Example showing how to fill in the tables of achieved/planned outcomes
Annex IV/10	Table of achieved/planned results
Annex IV/11	Summary Report for publication
Annex IV/12	Statement of the costs incurred and Request for Payment
Annex IV/13	Acknowledgement of receipt
Annex IV/14	Check-list

One original (with original signatures) and one copy are to be sent by the deadline by registered mail (date as per postmark) to:

Klaus Haupt
Head of Unit
Education, Audiovisual & Culture Executive Agency
EACEA P10 / Tempus
BOUR 02/17
Avenue du Bourget, 1
B-1140 Brussels - Belgium

Please also send the electronic version to eacea-tempus-project-management@ec.europa.eu when submitting the paper version of the report.

DECLARATION

This declaration should be completed and signed by the following people:

1. the <u>contact person</u> at the co-ordinator (<u>institution</u>);

2. the person who is <u>legally authorised</u> to represent the <u>co-ordinator (institution)</u>.

We, the undersigned, certify that we have submitted all the required documentation, including the documents mentioned in the checklist.

Furthermore, we certify that the information given in this <u>Intermediate report</u> is correct to the best of our knowledge and complies with the requirements of the provisions of Articles I.5 and II.15 of the Grant Agreement.

We are aware that amendments to these documents will not be accepted after the date of submission.

Name of the <u>co-ordinator (institution)</u>: IVANE JAVAKHISHVILI TBILSI STATE UNIVERSITY

Name of the <u>contact person</u> : DAREJAN TVALTVADZE

Name of the <u>legal representative</u>: MARINE CHITASHVILI

Position: DEAN OF THE FACULTY OF HUMANITIES

Position: ACTING RECTOR

Place: TBILISI, GEORGIA

Place: TBILISI, GEORGIA

Date: 30.05.2014

Date: 30.05.2014

Signature: ....

Signature: ....

Stamp of the co-ordinator (<u>institution</u>):

REPORT ON IMPLEMENTATION OF THE PROJECT

Please provide an overview on **implementation of the project**, by following the instructions below.

<u>**Overall achievements**</u>
Please provide a description of the <u>activities carried out</u> since the start of the project and describe to what extent, the <u>results</u> achieved since the beginning of the project, are contributing to the project objectives.

The overall goal of DIMTEGU (Development and Introduction of Multilingual Teacher Education programs at Universities of Georgia and Ukraine) project is to support the multilingual education reform in Georgia and Ukraine. Specific Project Objectives are:

- To prepare the University faculty members of Georgia and Ukraine to apply modern pedagogical methods in MA programs in multilingual education
- To prepare HEIs of Georgia and Ukraine to deliver modern MA and in-service teacher's certificate study programs in multilingual education
- To prepare the Bologna Process compatible up to date frame-curriculum as well as syllabuses for MA and in-service teacher's certificate programs in multilingual education in Georgia and Ukraine.
- To provide public schools of Georgia and Ukraine with qualified teachers and teaching materials to enable them to meet the demand of globalization and local community
- To equip the universities of Georgia and Ukraine with sufficient, up to dated teaching materials and equipment

To achieve the main goals of the Project partner organisations in DIMTEGU consortium led by Ivane Javakhishvili Tbilisi State University (TSU) – the Grant holder together with the European Partners have carried out the following activities:

WP 12.2 – Tempus Project Representatives Meeting in Brussels (Belgium)

Before the formal start of the project implementation, two representatives from DIMTEGU Consortium - one representative from TSU, Georgia (Assistant of the Coordinator) and one representative from University of Education Freiburg (PH-FR), Germany attended the TEMPUS Project Representatives Meeting in Brussels (Belgium) on 26-27 November, 2012. This two-day meeting was very interesting and useful for DIMTEGU Representatives as they obtained detailed information on general rules and policies of Tempus IV programme regulations, also the grant agreement management (rules and reporting requirements) and the life cycle of the project.

Participants from TSU and PH-FR took opportunity to request individual appointment (helpdesk) with the staff from the EACEA. During this meeting several issues were discussed, particularly: 1. Changes of the Coordinator and the Key Contact person of DIMTEGU Project; 2. Changes in the list of participants of DIMTEGU Project based on the Decree of the Government of Georgia #416 on reorganization of a Non-profit (Non-commercial) Legal Entity – Akhaltsikhe State Educational University and a Non-profit (Non-commercial) Legal Entity – Akhalkalaki Higher Educational Institution College (In accordance with this resolution a Non-commercial Non-profit Legal Entity "Akhalkalaki Higher Educational Institution College" and a Non-commercial Non-profit Legal Entity"Akhaltsikhe State Educational University" are compound and became into the Non-commercial Non-profit Legal Entity "Samtskhe-Javakheti State Teaching University").

WP 12.1 Preparatory workshop (Kick off meeting) in Tbilisi, Georgia

The Implementation of DIMTEGU Joint Project began formally with the Kick Off meeting held at TSU in Tbilisi, Georgia on 18-10 December, 2012. Members of Consortium attended preparatory workshop. During the meeting general aims of the project, guidelines for its administration and specific role and expected contribution of each partner institution were discussed. The TSU team presented to Partners the project feedback and all recommendations from TEMPUS office; The modified project plan and budget has been approved. The updated project schedule and the work packages were introduced, reviewed and discussed together with the draft of the Partnership Agreement and inner reporting procedures.   All GE and UA partners introduced their view and position on the project's impact on the participating HEIs. Main priorities of each member were underlined. EU partners introduced a detailed presentation of the planned training modules and study tours, in particular:

- The I Module (Teaching methods - Modern teaching methods and strategies; Student-centered teaching methods; Problem based teaching methods; Using technologies in teaching process, design the course in the moodle; Learning and development theories and practice)
- The II Module (Development of syllabuses - The overall structures of effective syllabuses; Course objectives and learning outcomes; Selection of topics; Selection of reading materials; Assessment system and ECTS; Teaching methods and strategies; Incorporation of international and intercultural aspects in syllabus)
- The III Module (Multilingual/Multicultural Education-Multilingual models; Multilingual teacher education and in-service teacher trainings programs; Second language teaching methods and strategies; Content and Language integrated learning in primary, basic and secondary schools; Multicultural education approaches, methods and strategies; Administration of diversity and multiculturalism in education).

The Consortium members discussed all forthcoming urgent activities according to the WP-es. The special attention was paid on the distribution of DIMTEGU joint project activities after the reorganization of Akhaltsikhe and Akhalkalaki HEIs and also to the activities to be implemented by NGO Center of Civil Integration and Inter-Cultural Relations (CCIIR) in terms of publishing of e-Journal "Multilingual Education".

After the Preparatory workshop each partner of DIMTEGU Consortium organized in his own Institution informative seminar summarizing the results of the Kick Off meeting. The next step was Project team formation and appointment - in order to ensure successful implementation of planned project activities there was formed a project administration and content development team consisting of experienced and qualified administrative and academic staff members (teachers, linguists, specialists of informational technologies and etc.)

WP 1 - To prepare the university faculty of Georgia and Ukraine to apply modern pedagogical methods
Within the WP 1 three training modules were conducted, namely:

The I module – Teaching Methods
The training was held on 18-20 February, 2013 at Oles Honchar Dnipropetrovsk National University (DNU), Dnipropertovsk, Ukraine. EU partners, particularly academic staff of Vilnius University (VU) and University of Latvia (UL) delivered a three-day training on modern teaching methods. At least three representatives from each partner HEI undertook the training. The following themes and issues were introduced, overviewed and discussed: modern teaching methods and strategies, approaches to classification of tools for teaching, facilitating acquisition of subject terminology, student-centred and problem based teaching methods, structuring interviews and discussion. The special attention was given to the topics connected with the usage of technologies in teaching process, design the course in Moodle, learning and development theories and practice, experimental learning, overview of Models of learning.

The results achieved after this training contributed the following:
- Members of Faculty Staff of partner HEI has been trained and prepared for implementing modern teaching methods and strategies into their teaching activity;
- Delivered materials and particular teaching techniques were reflected on the developed MA programs.
- Presentations by the trainers and materials developed by trainees during the training sessions are translated into Georgian/Russian/ Ukrainian for their further use during dissemination activities for the faculty staff.

The II module – Development of the syllabi
The training was held on 19-23 February, 2013 at TSU (Tbilisi, Georgia). Representatives of all partner HEIs from GE and UA attended the meeting. As an introduction to the training TSU Team members presented the following topics: Multilingual Education – Main features and specifics, Psychological aspects of Multilingual Education; Multilingual Education in Georgia; Overview of Multilingual Education BA Program at TSU;
EU partners, namely academic staff of University of Latvia (UL) and Johan Wolfgang Goethe University of Frankfurt am Main (JWGU) shared their experience and knowledge to GE and UA academic staff.
The first half of the training was mainly focused on Multilingual Teacher Education: The raising of language awareness by intellection of sounds, Words, Images and Teaching; The intellection of basic vocabulary, Pragmatic Know-how; Indirect speech act. The workshop contained different group works, such as: *"Cork speech","Balancing act", „Paint a Flower!", „Paper Airplane"; „Idioms & Metaphors", „Group Puzzle", "Triangle of the Rating"*.
The second part of the trainings was dedicated to presentations, which covered following topics: Teacher Education in Latvia in the European Higher Education Area, The overall structure of effective syllabi: a case of Professional Master's Program „Teacher". Presentation and conceptualization of participants' experience, Forum discussions on overall structure of multilingual teacher education program and feedback: Target audience of the program;

Multilingual teacher competences; Selection of content (topics), The layout of the course description, Course objectives, learning outcomes and assessment/requirements for awarding credit points, the practice of developing course description on the learning platform skolas.lu.lv (aims, objectives), Designing course descriptions – learning outcomes.

The training was useful and effective for GE and UA partners as the teams of TSU, ISU, SJSTU, DNU, IFNUL and CUH
- were given the basis of how to deliver modern MA and in-service teacher's certificate programs in multilingual education at their universities and how to develop modern syllabi and programs in multilingual education;
- analyzed the models of syllabi, programs and courses used in European Higher Educational Establishments;
- started to define the concept of the new Multilingual Teacher Education Masters Programs
- faculty staff upgraded knowledge in empirical linguistics' principles and strategies applicable in the multilingual educational environment.

The III module – Multilingual/Multicultural Education
The training was held on 3-5 June, 2013 at Samtskhe-Javakheti State Teaching University (SJSTU), Akhlatsikhe, Georgia. Academic staff of University of Education Freiburg (PH-FR) introduced to GE and UA partners following themes and issues: Freiburg and its University of Education, Understanding education in Germany, Teacher Education in Baden-Wurttemberg and at the University of Education Freiburg, Bilingualism, multiculturalism and multilingual education – a general review of theoretical approaches and implications for Teacher Education Programs – *main challenges and problems*, implications for Teacher Education Programs, In-Service-Programs – Organizational Aspects, Perspectives (planning of the work on syllabi, planning of in-service aspects)
The results achieved have contributed the following:
- Detailed information on German educational system and the model of multilingual education applied in Germany was obtained.
- Consultations with the EU, GE and UA partners on the ways of implementation of multilingual educational programs.
- Analyzed and systematized knowledge in the field of international curriculum development and its structure.
- Compared the Georgian, Ukrainian and German systems of teacher training education.

WP 2 - Development of the frame curriculum for MA program in multilingual education

Within WP 2 each faculty staff of GE and UA Partner HEIs developed the draft version of the Frame curriculum for MA programs in multilingual education based on National Qualification Framework requirements approved by the Ministry of Education and Science of their Country. The frame curriculum of the new MA programs was introduced by GE and UA partners in the workshop which was conducted at SJSTU on 6-7 June, 2013 (Akhaltsikhe, Georgia).
During the workshop consortium members discussed on developed frame curriculum taking into account the rules and regulations of their educational system. The pilot programs developed by the consortium faculty staff members got cross-revision and cross-evaluation from GE and UA partners. The programs were also reviewed and commented a) from the side of EU partner, namely from the faculty staff of PH-FR (German), b) also TSU, ISU and SJSTU project team organized several consultation meetings with representatives of their HEIs' Quality Assurance Department and National Educational Quality Assurance Centre Program development department. Based on the meetings several challenging issues regarding the program accreditation and gaps in National Qualification Framework document were identified and reviewed.
During the lifecycle of the WP 2 GE partners organized several consultation meetings with the representatives of Ministry of Education and Science of Georgia for the review of the first draft of program curricula and issues related to the program accreditation. Project teams from ISU and TSU organized the meetings in the Education Quality Enhancement Centre (Tbilisi, Georgia) in order to review the normative documents and national qualification framework with the representatives from National Teacher Education centre as well as specialists in Teacher and Multilingual Teacher education. Based on the discussions project team from ISU, TSU and SJSTU prepared the recommendations for future changes in the NQF for the improvement of regulation on Multilingual Teacher Education.
As for the UA partners, frame curriculum for Master studies programs developed by DNU, IFNUL and CUH completely compiled to the requirements of the Ministry of Education and Science of Ukraine as well as meets the requirements of ECTS system.
Based on the suggestions and comments of EU partner, also GE and UA faculty staff members, all partners updated and modified their frame curriculum in MA Program on Multilingual Teacher Education.

The results achieved have contributed the following:
- The new up to date frame curriculum was created in all partner HEIs (Three in GE and three in UA)
- Close collaboration with EU partner Institutions in the field of education.

WP 3 - Development of the syllabi of courses for MA multilingual education program

The faculty of GE and UA HEIs worked on syllabi and teaching materials, which were developed based on the modified frame curriculum of the programs. EU partners consulted GE and UA colleagues in the process of development through online communications.
By the end of WP 3 Faculty staff of GE and UA HEIs presented their syllabi to colleagues at the workshop which was conducted at Ivan Franko National University of Lviv (IFNUL) Lviv, Ukraine on 10-12 December, 2013. Partners interchanged their experience in overcoming the challenges they faced during this activity. Coordinator of DIMTEGU presented to the consortium members overview of the project progress in general. EU partner, namely faculty staff member of University of Latvia (UL) discussed with GE and UA colleagues such issues as: Curriculum Topicalities and Implementation Steppingstones within Master Study Program for Teachers (The Case of Latvia) and Teacher training programs in Multilingual Education.
The results achieved have contributed the following:
- Faculty staff is trained to develop successful up-to-date syllabi for the MA in MLE using modern methods such as, for example, Content and Language Integrated Learning (CLIL)
- The new up to date syllabi were developed in all partner HEIs
- Analyzed and systematized knowledge in the field of teacher training programs in Multilingual Education

WP4 - Organization of study tour in Lithuania, Latvia and Germany

Academic and non-academic staff of GE and UA HEIs participated in study tours to EU partner universities.
Within the first part of the WP consortium members visited partner HEIs in Baltic Countries, namely
- Vilnius University – VU (Vilnius, Lithuania) 6-9.04.2013
- University of Latvia - UL (Riga, Latvia) 10-12.04.2014

In Vilnius University the participants were exposed to the experience of Lithuanian Universities in development study courses with the help of Moodle platform in various environments. During the study tour a visit to the Parliament of the Lithuanian Republic was organized. GE and UA participants attended a meeting with Deputy Minister of Education of Lithuania. On the meeting the questions of EU language policy and modern challenges were raised.
In University of Latvia participants also were introduced to the practical state of affairs in Moodle usage for the everyday teaching purposes, including multilingual education (Designing Interactive Presentations for the learning process in Moodle, Moodle resources to facilitate in-service teachers'participation and accountability and etc.).
During a meeting with Minister of Education of Latvia issues of multilingual education and linguistic policy in Latvia were raised.
The host University organized also study tours to several multilingual schools for different groups, particularly:
Group 1: visit to Riga Secondary School No. 96.
Group 2: visit to Riga State German Grammar School.
Group 3: visit to The Latvian Language Agency .
Group 4: visit to Anniņmuižas Secondary School.
Trainers of UL paid special attention to the topics related to Teachers Mentors Professional Development Course; Collaboration with Pre-service Student Teachers in the Framework of the Course Language Lesson Modelling: CLIL; Professional Master study programme „Teacher", Joint degree master study programme "Educational Treatment of Diversity".
Within the second part of the WP consortium members visited partner HEIs in Germany, namely
- Freiburg University of Education – PH-FR (Freiburg, Germany) 13-14.05.2014
- Frankfurt Goethe University - JWGU (Frankfurt-on-Main, Germany) 15-17.05.2014

In Freiburg and Frankfurt GE and UA faculty staff members were introduced to current state of things in the field of multilingual education in Germany, its aims, successes and challenges; typical curricula used in teacher training for multilingual education and specific methods and ways of multilingual education in German schools. Presentations covered following topics: Multilingualizm as learning process in language teaching Education – students' perceptions, German as a foreign and Second language: Introduction into a BA/MA program with multilingual and multicultural issues.
In Frankfurt host university organized a visit to multilingual school (Europa school Frankfurt) where GE and UA participants attended a special lecture delivered by the director of Europa school on the main features and specifics of Europe Schools in general.

As a result of WP 4:
- participants could see the mechanism of introduction of multilingual education into practice and its results
- participants could see the ways of effective implementation of MA and in-service teacher's training programs
- participants have got an opportunity to compare the teaching product developed for their home university in multilingual education with that of EU partners to see weak and strong points regarding socio-cultural situation in each country.
- strong basis of Moodle platform implementation is introduced

WP 5 - Development of Moodle platform for programs and courses

According to the Project activities, all participant HEIs will develop course management system (Moodle) and web-site for the developed program in Multilingual education. At TSU, ISU and SJSTU as well as in DNU, CUH and IFNUL Moodle platform is widely used by professors and students in order to improve teaching process. MA programs (frame curricula, syllabi of optional and mandatory courses, readers, handouts, other teaching materials), which are already developed by Project member HEIs will be uploaded on the Moodle platform. The active phase of Moodle platform development for these particular MA programs started shortly after the study tour in EU countries (April-May, 2014). Department of information Technology and Operations Planning of partner HEIs is also involved in this process in close cooperation with the faculty staff.
TSU as a Coordinating Institution is actively working on development of the special web-site of DIMTEGU project. Initial work and content are being prepared by TSU to be uploaded on the web-site.The web-site is trilingual (Georgian, Russian, English) and contains information on GE, UA and EU partners, also all important documents related to Project implementation only for Consortium members (Grant Agreement, Partnership Agreement, Guideline, Progress Reports, Financial Reports, workshop materials). The website should be live at the end of the second year of project implementation.

The results achieved have contributed the following:
- Moodle Platform of partner HEIs will be modified and updated with new MA programs
- Establishment of new contacts and sharing of experience between IT specialists of EU, GE and UA partner HEIs during the implementation process.
- Moodle platform and the web-site will serve as one of the options to disseminate project results on local, regional and international levels.

WP 6 - Piloting and implementation of the BA program

In the second year of the Project implementation TSU and SJSTU started piloting of BA program in Multilingual Education (primary education). Development of the BA Program was funded by OSCE High Commissioner on National Minorities (HCNM) within the framework of TSU, ASEU and CCIIR joint project. The students will be enrolled based on legislative regulations of HEIS of Georgia. According to the regulations of TSU, all educational programs (BA, MA and PhD levels) have to passed through and to approved by relevant Departments and Counsels. BA program in Multilingual Education has already passed through the technical expertise of Quality Assurance Department of the Faculty of Humanities where this program is planned to be implemented. Head of the program and the authors of the syllabi took into account all remarks and comments of QA Department. Modified program was approved by the Counsel of the Faculty of Humanities. For the moment BA program is reviewed by the members of Academic Counsel of TSU. Before the Program is submitted to the National Center for Educational Quality Enhancement of Georgia for obtaining accreditation, it should be evaluated and approved by the Central Quality Assurance Department of TSU.
It should be mentioned that EU partners will be actively involved in the implementation and piloting process of the BA program. Their evaluations and experience will be useful for Georgian colleagues.
The results achieved have contributed the following:
- BA program in Multilingual education is mainly focused on the ethnic minorities (Armenians and Azerbaijanis), which are compactly settled in the South part of Georgia where the lack of subject teachers and the teachers of Georgian language is considered as one of the biggest challenges. Implementation of this BA program in Multilingual education is one of the effective ways to solve this problem as it aims to prepare Multilingual teachers for the primary schools especially for these regions of the Country.

WP 8 - To provide public schools of Georgia and Ukraine with qualified teachers

Within the framework of the project it is planned to prepare in-service teachers professional development program taking into account the national context of the countries.

From the very beginning of the project implementation teachers' target groups are informed on project aims and outcomes. They were invited to attend kick off meeting and also all workshops related to DIMTEGU project. Their comments, remarks, observations and evaluation are taken into account by the faculty staff in in-service teacher's professional development program's writing process. The developed program have the following training courses: (a) content and language integrated teaching (b) intercultural educational strategies; (c) curriculum and instruction, professional skills of teachers; (d) language courses; (e) subject teaching training courses. Teachers will have an option to take one training program (5 credits) or to take the whole program consisting of 30 credits. Totally 200 teachers from GE and UA will participate in the trainings during the project implementation. The time frame and the methodology of development of in-service teacher's professional development programs are identical to MA program Development. Some UA partners (IFNUL, DNU) already started cycle of trainings. The presentation on Multilingual Education in general and on Modern Information Technologies in Multilingual Education was conducted.

The results achieved have contributed the following:

- Meeting with the in-service teachers with the aim to get them acquainted with teacher's professional development program and its training courses is organized.
- Topics of course papers on Multilingual Education are distributed among the in-service teachers enrolled

WP10.1 - To equip the universities of Georgia and Ukraine with sufficient, up to dated teaching materials and equipment

All partner GE and UA HEIs will be equipped with computers, printers and boards for classes, also with internet and online recourses. Each HEI will have one modern and equipped computer lab for 20 students.

Local coordinators held several meetings with their administration, IT and budgeting department in order to define the specifications of the equipment. For the moment the list of equipment to be purchased has been agreed with all partners and with the EACEA. ISU Administration purchased techniques defined in the project and equipped the Computer Lab with necessary instruments. TSU and SJSTU are preparing for the tendering procedures to purchase computers and other equipments for the computer lab. Personal computers for the staff members are already bought. As for the UA partners, for the reasons indicated in the division "Obstacles and shortcomings" the equipment purchasing procedures are currently delayed.

The results achieved have contributed the following:

- Equipment of Computer lab and instatement of computer programs needed for teaching/learning will serve for teaching process improvement

WP10.2 – Translation of textbooks for targeted universities

The most important textbooks in the field of education, multilingual education, intercultural education, linguistics and psychology are already selected for translation. The textbooks will be translated and published in Georgian and Ukrainian languages. It is planned to translate approximately 20 textbooks (4000 pages) and print 200 copies in each language. Responsible partner for this activity is NGO – CCIIR and DNU. The Negotiation with the publishing houses are in progress already to obtain copy right and permission for the translation. The group of translators is also defined.

WP 11 –publishing e-journal "Multilingual Education"

International e-journal "Multilingual Education" (IJME) is dedicated to advancing knowledge of theory, research and practice in the field of multilingual and multicultural education as well as in language acquisition. The topics of the journal are the following: (a) Multilingual Education Theory and Practice; (b) Content and language integrated learning research, theory and practice; (c) Multilingual educational policy research, policy and practice; (d) Administration of multilingualism and multilingual educational programs; (e) Multicultural Education Theory, research and practice; (f) Intercultural training; and cultural diversity in education; (g) Mother tongue, second and foreign language acquisition theory, research and practice and etc. The journal publishes reviews and empirical research (both full length papers and brief reports) with high priority given to manuscripts that join theory and research with applications. IJME provides an interdisciplinary forum for scholars in fields of education, linguistics, political science, psychology, communication, education, management, sociology and related disciplines.

Six volumes of trilingual scientific journal "Multilingual Education" will be issued in the framework of the project. The journal is peer reviewed and is published by CCIIR. By the time of reporting the following activities has been carried out: The hosting for the E-platform of the journal "Multilingual Education" has been identified and purchased; The domain for the journal www.multilingualeducation.org has been purchased and pilot interface of the web-site developed; The guideline for the authors of the articles developed and sent to all partner universities; The editorial board of the journal selected through intensive communication with the partner universities; The information about the journal, its purpose and concentration disseminated among the partner universities.

The first volume of the Journal is uploaded and disseminated. Partners prepared and submitted articles regarding theory and practice of multilingual education, physiology and pedagogical aspects of multilingual education and language competences in multilingual education. The second volume of the Journal will be published by the end of June.
The results achieved have contributed the following:
- Opportunity for faculty staff of HEIs to publish scientific articles in the international journal on Multilingual education issues for free
- CCIIR as a partner of Consortium will continue administration of publishing of the journal and will provide universities of Georgia and Ukraine with journal free of charge even after the completion of the project
- Journal will serve as one of the options to disseminate project results on local, regional and international levels.

WP 13 – Quality Assurance
During the Project implementation process following Quality Assurance mechanisms are introduced:
- Programs are evaluated and adopted by QA department of target HEIs;
- BA, MA, as well as In-service teachers programs will be accredited by National Centre for Educational Quality Enhancement of the Ministry of Education of Georgia and Ukraine;
- The assessment survey will be conducted for evaluation of each program after each semester;
- Students evaluation forms will be developed and students will evaluate the effectiveness of each course
- E-Journal "Multilingual Education "is peer reviewed
- The Consortium collects progress reports twice in a year and QA reports from the field observations by the EU colleagues that document   the activities in detail, plans and project implementation progress in general
- The surveys on the management and administrative meetings highlight many positive aspects of the project implementation process, and academic output

To summarise, the results achieved through successfully carried out activities since the beginning of the project are contributed well to the project objectives. The results achieved at this point of the project implementation lay foundation for achieving more outputs and maximum dissemination till the end of the project lifetime.

Coherence with the workplan and comments on deviations and modifications
Please write in this section the main changes which have occurred compared with the original project proposal. (More detailed information is requested in the relevant sections below).

There have been no significant or unwelcome deviations and modifications in the work-plan of DIMTEGU management side. The project doesn't face main changes and modification. Some changes that occurred in the workplan are the following:

1.   Changes of the Coordinator and Contact person of DIMTEGU Joint Project – according to the staff decision Prof. Darejan Tvaltvadze, Dean of the faculty of Humanities (TSU) was appointed as a Coordinator of DIMTEGU as she has an extensive and huge experience of international project management.

2.   Changes in the list of participants of DIMTEGU Project based on the Decree of the Government of Georgia #416 on reorganization of a Non-profit (Non-commercial) Legal Entity – Akhaltsikhe State Educational University and a Non-profit (Non-commercial) Legal Entity – Akhalkalaki Higher Educational Institution College (In accordance with this resolution a Non-commercial Non-profit Legal Entity "Akhalkalaki Higher Educational Institution College" and a Non-commercial Non-profit Legal Entity"Akhaltsikhe State Educational University" are compound and became into the Non-commercial Non-profit Legal Entity "Samtskhe-Javakheti State Teaching University").

3.   Assigning a local coordinator in Ukraine: One of the staff members from DNU was appointed as a local coordinator for UA partners; this has helped to established a better communication system locally

4.   Changes in the payment model for UA partners, namely all UA partners involved in the project kindly asked the grantholder with the official letters signed by their legal representatives to consider the following financial transaction scheme, which are currently the most effective according to the relevant Ukrainian legislation: 1. To transfer funds for purchasing equipment, printing and publishing materials, indirect costs and other costs for fulfilling the tasks of the project directly on transactional currency account of DNU; 2. to pay staff costs and travel costs & costs of stay to the personal accounts of rstaff members who are involved in performing the tasks of the

Project or go on business trips, by transferring finances directly on their individual bank accounts and not to the University account in order to avoid high taxation and any delays in reimbursement procedures which can occur if the payment is made through the University account. We, as a Coordinating Institution discussed this option with Dr. Lika Glonti (GE NTO) and Svetlana Shitikova (UA NTO) and after that with the EACEA. The suggestions of our UA partners were accepted.

5. relocation of the   workshops and meetings

 WP 1/WP 2 According to the workplan originally it was planned to conduct **paired workshops** for the second and the third modules (WP 1) (5+5 days) at TSU in order to economize travel costs of the participants. the responsible EU partners for the second module were JWGU (Johan Wolfgang Goethe University of Frankfurt) and UL (University of Latvia). As for the third module, responsible EU partner was PH-FR (University of Education Freiburg). Unfortunately representatives of PH-FR were not able to come in March due to certain circumstances. The only suitable time for them was **June 2013.** According to our Joint Project in June 2013 there was planned to conduct a workshop at SJSTU in Akhlaltsikhe (Georgia**)** to summarize the second WP – Development of the frame curriculum for MA program in multilingual education. Based on the common decision of all GE and UA partners, we decided to combine the training of the third module and above mentioned workshop. This decision was approved by the EACEA.

WP 3. The final training for the development of the courses and their presentations was planned to take place in Crimean University for the Humanities (CUH) in Yalta, in December 2013. Still as according to the plan of events during the project two events were to be organized in Yalta (WP 3 training in December 2013 and final conference in October 2015) in the light of equal participation of all Eastern Partnership universities it was mutually agreed and consented by the grantholder and the UA that WP 3 training will take place in Lviv Ivan Franko National University as Lviv wasn't supposed to host any events by the project plan. New dates for the workshop were also mutually agreed.

It was planned that all GE and UA partners would attend the meeting. Our partners from ISU (Ilia State University) were also ready to participate in the above mentioned workshop and all travel related administrative issues were properly done (purchasing of the air tickets for four participants, hotel reservation and etc.). But in the last minute ISU team decided not to travel to Ukraine due to **the danger and non-stabilized political situation in the country,** especially taking into account that their flight from Tbilisi to Lviv was via **Kiev**, while the flights of other Georgian participants were via Istanbul (Turkey).

Also our partner from PH-FR cancelled his flight to Lviv due to certain personal circumstances.

It was planned to conduct a **filed monitoring visit** for UA partners at CUH, Yalta. But taking into account the present situation in the Crimea Peninsula it was decided to remove the meeting. It will be conducted at IFNUL at Lviv.

6. According to the TSU Budget under the heading of Staff Costs there were 30 days for the third category to prepare workshop in Tbilisi (TSU). As the duration of the workshop in Tbilisi lasted only 5 days (and not 10 as it was originally planned) 10 days for the third category (the organization part) was quite enough and we relocated the left financial recourses to the second category of Staff Costs for the WP 2 – Development of the syllabi of courses for MA multilingual education program.

7. According to WP10 equipment for a laboratory in multilingual education was to be bought and installed by the mid. period of the project implementation. Still it wasn't done by UA partners because of the changes in Ukrainian legislation and political situation in the country. The project by the time of submitting the present report is in the process of official registration in Ukraine.

8. In some cases partners decided to increase the number of participants at the workshops and trainings as these activities are very useful for GE and UA colleagues. Involvement of additional staff members at the workshop was acceptable as the budgetary ceilings (travel costs and costs of stay for these particular trips) were completely respected.

9. WP 11. The number of Multlingual Education journal issues was changed from 12 to 6.
 According to our Project NGO Centre for Civil Integration and Inter-Ethnic Relations (CCIIR) as partner of the consortium is coordinating development of volumes trilingual scientific e-journal "Multilingual Education". Due

to certain circumstances the preparation work took too much time. The contact person of CCIIR Ms. Natia Gorgadze asked Grantholder to amend the initial schedule and to decrees the number of volumes. CCIIR run the series of consultations with the consortium member universities of the project, we discussed this issue with our GE, UA and EU partners during our workshop in Lviv, also we organized extra meeting with the Georgian members of the editorial board of the Journal. In fact we decided rethink dissemination strategy, namely to reduce number of online magazine volumes in order to reflect real quality.

According to the new timeline, the journal "multilingual education" will be issued three times a year. It means that we will have 6 volumes altogether by the end of the project. The first volume was already prepared (http://www.multilingualeducation.org/en/article/13); The content of the journal is extended and as the significant and interrelated aspect for multilingualism the concept of multilingualism is considered as a thematic of the articles. The information campaign on the journal was extended beyond the partner universities and covered universities of other countries. The most convenient and relevant targets seem to be the partner universities of the other projects within the Tempus where the TSU is a consortium member and has a good access to academic staff and scholars of those universities. The volume of each journal (number of pages) will be increased. The last amendment was accepted by EACEA.

10. It was planned to organise a monitoring visit at CUH in January-February 2014 to evaluate MA program implementation process. The responsible EU partner of this monitoring was PH-FR. Taking into account the present situation in the Crimea Peninsula we decided to postpone this visit.

Obstacles and shortcomings

Please describe any obstacles and/or shortcomings experienced during the period covered by the report and the measures taken by the project team to address them.

Taking into account the present political and economical situation in Ukraine our UA partners are facing following difficulties:

1. Registration of the Project at the Ministry of Economic Development in Ukraine:
According to Ukrainian legislation, each Tempus project is to pass the procedure of official registration in the Ministry of Economy of Ukraine to purchase the equipment tax-free. Ukrainian National Tempus Office acts as an intermediary between Tempus project participants and the Ministry of Economy of Ukraine. By June 2013 (first 6 months of the project duration) all the necessary documents were gathered and the registration package was ready for submitting. On a sudden, in July 2013 the Ministry changed the list of the documents and the requirements to them. It led to the necessity of re-preparation of the package (signing and verifying the Grant Agreement copy in the grantholder University; re-designing and re-verifying the plan of procurement) which hindered the registration till nowadays. For the moment all necessary documents are ready to be submitted.

2. Problem with withdrawing money from the bank accounts of the UA universities:
Shortly after the signing of the Partnership Agreements the grantholder transferred to partner UA HEIs bank accounts the first tranche. Since June 2013 National Treasury of Ukraine (the official body controlling finance of state universities in Ukraine) blocks all money transactions which impends any expenses covered by project money already kept on UA universities bank accounts. This situation hasn't been released till nowadays. NTO in Ukraine and The EACEA are already informed about this situation. WE do believe that in the nearest future we'll find the best possible solution in this situation.

3. New regulations in UA on purchasing computer equipment:
 According to **Point 11 of the Resolution of the Cabinet of Ministers of Ukraine№ 65 as of March 1, 2014 "About economizing state funds and preventing budget waste"**:
With the aim of stabilization of the economic situation in the country and rational use of state budget the Cabinet of Ministers decrees:
11. the Treasury:
*   1) to make payments:*
 as a matter of priority to the full extent – according to the expenditures of the general fund of the state budget for paying salaries to the public state workers; charges on salaries; purchasing medicines and bandaging materials; providing with products; paying for utility services and energy producing materials; state debt servicing; current transfers to the population; current transfers to the local budgets; payment of services and compensation payments to the lawyers who give free secondary legal assistance; research and development, certain activities aimed at implementing state (regional) programs, subsidies and transfers to the enterprises, institutions and organizations in paying for labor with extra charges, scholarships, payments for utility services and energy producing materials; outgoings using means of payment from the budget surplus fund; expenditures of the special fund of the state budget for paying salaries to the public state workers and extra charges on salaries;

according to some other expenditures, except for the expenditures mentioned in the first paragraph of this subparagraph, and granting loans from the state budget, inclusive of resourcing of the state budget general fund, current and expected balance of the single treasury account, registered budget liabilities and priority of making outgoings and granting of a loan.

Point 1 of the Appendix of the Resolution sounds as follows: *"Suspension of purchasing vehicles (except for special ambulance automobiles, fire-fighting vehicles and special search-and-rescue vehicles), furniture, mobile telephones, computers, technical appliances and carrying out repairs (except for those that are in emergency condition)".*

Based on this decree purchasing of equipments in the framework of international projects is still forbidden.

We have discussed above mentioned issues with NTO Georgia and also with the EACEA and took decision to address an official letter to State Treasury of Ukraine explaining the situation and requesting to return the funds not spent. In this sense we already asked our UA partners to provide details of the exact sum remaining at the State Treasury account. For the future, we'll carefully reconsider the payment alternatives, and eventually put payments to UA partners on hold until the situation in Ukraine will be clarified.

4. Situation in Crimea

One of our consortium members, particularly **Crimean University for Humanities (CUH)** is located in **the Crimean Peninsula.** We all know that the political situation in Ukraine in general and particularly in the Crimea is dramatic and non-stabilized**.** As the representatives from CUH informed us in the private conversations many students and professors have already leaved the territory of the Crimean Peninsula and there is a big chance that the government will close the University. Thus given the current situation cooperation is difficult and many external obstacles come in the way of the implementation of project activities.

We already informed the EACEA about the present situation and the challenges we are facing now. According to the answer received from the Agency Crimean University is still considered as valid partner and it remains as part of the consortium. In terms of this partner's contribution to the project, the cooperation could be done remotely, such as development of teaching and learning materials, the development of the BA and MA programs, peer-review, etc. For other type of activities for which remote participation is not adequate, then perhaps it can be envisaged to postpone the activities involving this partner, in full transparency with all members of the consortium.

Development of programmes and courses

Please provide a description of the teaching/training programme(s) (undergraduate/postgraduate programmes, intensive courses, training modules to academic or non-academic staff, etc.) that the beneficiaries are developing or of the introduction of the new programme(s) and the state-of-play of these developments at the time of submitting the report. If unforeseen changes in the original plans occurred, please describe the type of changes and the measures taken to address them. Please also indicate the activities you plan to carry out before the end of the project. If this section is not relevant for your project, please write 'Not Applicable'.

The main aim of the project is to develop MA programs in Multilingual Education.
As the result of trainings, workshops, analysis of existing programs and curricula, and self-training of the partner Faculty staff have the following situation:
TSU – The working team created absolutely new MA program in Multilingual education.

In order to obtain the degree of the Master of Teacher Education it is necessary to have 120 ECTS which are distributed in the following way: Programmes core courses: - 40 ECTS;Specialisation Elective courses: 10 ECTS; Core courses of the Specialisation module: 40 ECTS; Pedagogical Practice - 10 ECTS ; Master's Diploma - 20 ECTS; Language of Instruction: Georgian . The aim of the programme for Multilingual Teacher Education is to prepare adequate specialists for the Educational system of Georgia, specifically, for basic and secondary stages at schools. The graduates will be able to select various programmes to meet the demands of the Professional Standards of the teacher. They will have a knowledge of fundamental theories of teaching and learning, assessment systems, methods and strategies employed in the process of learning or creating the professional environment. They will also reach a high competence in their specialisations as well as in at least two languages which will be used to conduct a teaching and learning process. In addition, the graduates will have a knowledge of methods and strategies employed in the process of integrated teaching and learning of a subject and a foreign language as well as the strategies employed in the process of teaching a second language.

The programmes and competencies to be acquired are based on the following documents and demands:

- the Georgian Law on "General Education" which is currently in force;
- Professional standards for a teacher of the basic and secondary stages of schools;
- Professional Standards for a teacher of the Georgian language and literature
- Professional Standards for a teacher of a foreign language;

- Professional Standards for a teacher of the Georgian language and literature at basic and secondary stages of schools;
- Professional Standards for a teacher of Mathematics at basic and secondary stages of schools;
- Professional Standards for a teacher of Chemistry at basic and secondary stages of schools;
- Professional Standards for a teacher of Physics at basic and secondary stages of schools;
- Professional Standards for a teacher of Biology at basic and secondary stages of schools;
- Professional Standards for a teacher of History at basic and secondary stages of schools;
- Professional Standards for a teacher of Georgraphy at basic and secondary stages of schools;
- Professional Standards for a teacher of Civic Education at basic and secondary stages of schools;
- Professional Standards for a teacher of Georgian as a second language at basic and secondary stages of schools;
- Professional Standanrds for a teacher of Multilingual Education.

- Competencies defined in the EU standards for integrated teaching of a language and a subject

- Recommendations for the programmes of Teacher Education and Educational Sciences by Tuning 2

The above mentioned will enable the graduate to take teacher certification exams and work as a teacher at educational institutions, public and private bilingual and international schools, where they will teach not only a subject, but a group of subjects in two languages, which is in accordance with the Georgian Law of General Education and Georgian National Plan. In addition to this, the graduate will be able to work in the sphere of Public Relations.   Methods ensuring the achievement of Learning Outcomes:

Contemporary methods will be used in learning and teaching, based on the experience of higher educational institutions in Georgia. In addition, the latest methodology and teaching strategies employed in multilingual education as well as methodologies and strategies indicated in DIMTEGU recommended for sharing by the partner Universities of the project.

Employment: Graduates of the Maters Programme will be able to work at: Public and Private Schools:

Teacher of the Armenian Language and teacher of Georgian as a second language;

Teacher of the Armenian Language and literature and teacher of Georgian as a second language;

Teacher of the Azerbeijanian Language and literature and teacher of Georgian as a second language;

Teacher of History;

Teacher of Chemistry;

Teacher of Physics;

Teacher of Mathematics;

Teacher of Social subjects;

Teacher of History;

Teacher of Geography;

2. Educational resource centre;
3. Non-Governmental Organisations dealing with educational matters.

4. Various private sectors working on educational issues

Additional information: The graduates will have highly developed general transferrable as well as special, practical, subject-related skills and general competencies which will provide the opportunity for them to work not only according to their selected speciality, but in various research-oriented or practical state and private structures, in mass media and PR

Available Material and Technical base: The MA program will be based in the TSU Avlabari Building, at the Faculty of Humanities, TSU. The following resources will be available: The Library containing Georgian and Foreign literature (in English, German, Russian languages), the rooms for lectures, a Computer class created within the frames of joint TEMPUS project (20 computers), as well as the literature translated for this project and indicated in the syllabi.

The program contains following core courses: The program contains following core courses: Contemporary methods and strategies in the programmes of multilingual education; Design / assessment of a teaching plan in a bilingual school; Psychology of education (methods of teaching and learning; learning and professional environment); Variety and its management in a bilingual/multitlingual classroom; Culture and education, languages,

ethnic groups and religions in Georgia; Methods of research and statistics in education; Introduction to language and subject integrated teaching. New elective courses were also developed: Issues of Educational policy; Comparative and international education; Diagnostic assessment and differential teaching; Psychological motifs of problematic behaviour of pupils and their prevention.
MA program offers students several modules:
Teacher of Georgian as a second language and of Armenian language and literature
Teacher of Georgian as a second language and of Azerbaijanian language and literature
Bilingual teacher of History/ Biology /Chemistry/Geography/Mathematics/Physics

SJSTU developed almost the same MA program as TSU. Taking into account the present situation in Akhaltsikhe region where this HEIs is located and mostly Armenian speaking population,, the program doesn't contain Azerbaijanian module.

ISU - *Short description of the program curricula:*

Name of the program: Master Program in Multilingual Education
Language of Instruction: Georgian
Academic qualification: Master of Education in Teacher Education (0302)
Program Duration: 2 Academic years (120 ECTS)
Accreditation of the Program: Expected in Spring semester, 2014
First enrollment: Fall semester, 2014
 Aims of the Program are to prepare multilingual teachers and intercultural education specialists who:
are equipped with theoretical knowledge and practical experience in multilingual and multicultural education and research; are able to use modern technology in multilingual education; have the capacity to supervise multilingual teaching processes at non-Georgian schools; provide consultation on designing classroom environment; instruct multilingual and subject teachers with regard to the syllabus design and teaching methodology of Content and Language Integrated Learning (CLIL); have managerial and leadership skills to coordinate a team of teachers for multilingual classes; know at least two languages (obligatory - Georgian, Armenian and/or Azerbaijani languages); support development of intercultural environment at educational institutions.

Learning Outcomes and Competences provided by the program are:

Knowledge in theories and main principles of multilingual and multicultural education, pedagogy and psychological aspects of multilingual and multicultural education; Understanding of modern leadership and management practices in intercultural education; Using modern action based technology for teaching;
Proficiency in at least two languages. Knowledge of Georgian and an additional language as a medium of instruction; Ability to integrate language skills;
Integration of socio-cultural aspects in subject and language teaching; Ability to plan and conduct CLIL-lessons; Ability to solve pedagogical problems based on analyses and action research; Ability to communicate effectively despite ethnic and language differences; Use of modern multilingual educational methods in subject area; Experience in pedagogical and education research practices.
Structure of the program :
48 ECTS mandatory courses + 30 ECTS research/research based practice +12 ECTS Mandatory/Elective Second Language (Elective subjects contain three areas and accordingly contain three modules: Module of Second Language Education, Module of Psychology and Module of Management and Leadership. Either Student elects one particular module or elects different subjects from all modules. Through elective blocks students accumulate 30 ECTS in total. In Georgian Language courses are mandatory for non-native speakers and in Azeri and Armenian Language courses are mandatory for non-native speakers based on the working area demands and professional goals) + 30 ECTS Electives;
Development of Syllabi: Professionals form most courses in the program are identified based on the Area of research, teaching and working experience. Working on the syllabi development will began from November, after all program curricula and program accreditation issues will be finalized with internal and external quality control departments.

 CUH – The working team decided to launch a programme in training of a Multilingual Primary School Teaching Master. Correspondent curriculum has been developed according to the standards of Ministry of Education and Science of Ukraine. The curriculum follows the basic trajectory of Masters of Primary School Education training (obligatory subjects) while Multilingual Education issues are mostly presented in optional subjects. Still, the contents of the obligatory subjects were reviewed to include matters concerning Multilingual Education.

CUH team developed 9 completely new courses on Multilingual Education in the framework of the curriculum.

1.   Modern strategies and methods of teaching in multilingual environment.
The course deals with different interpretations and techniques of teacher training in multilingual environment regarding experience of EU countries (Germany, France, Great Britain, Latvia).
2.   Ethnopsychology and Ethnopedagogics.
The course is dedicated to studies the psychology and behavior of the people of a particular ethnic community which can effect process of learning and acquiring knowledge. Ethnopsychology is closely related to ethnopedagogics as a discipline studying traditional forms of teaching and upbringing peculiar to certain nations. Both disciplines are important to understand the interaction of members of a polycultural / multi-cultural society.
3.   Essentials of multilingual education.
The course deals with theory and practice of multilingual education, such as the notions of multilingual education, of polycultural society, multilingual education etc. and modern techniques and approaches of multilingual education.
4.   Preparation of primary school teachers for the work in multilingual environment.
The course reveals psychological, pedagogical and methodical peculiarities of multilingual education on the level of primary schools.
5.   Intercultural communication in polycultural region.
The course is dedicated to the theory and practice of communication form the point of view of multilingual education. It concentrates on types of cultures, verbal and non-verbal ways of intercultural communication, possible challenges in intercultural communication and ways to overcome them.
6.   Language policy of European Union.
The aim of the course is to introduce students to the basics of language policy of the EU as on the state level, as in specific cultural and linguistic areas, measures taken to protect languages of minorities and to ensure the knowledge of the official language of the state, existing challenges in everyday multilingual education and the ways to overcome them.
7.   Peculiarities of a foreign language acquisition at an early age.
The course is dedicated to psychological, pedagogical and methodical peculiarities of a foreign language learning at an early age. It is dedicated to methods of teaching a foreign language to small children regarding the differences of such teaching from that of adults. The aim is to prepare teachers to effectively teach a foreign language in multilingual environment to children.
8.   Modern IT in multilingual environment.
The course concentrates on primary teachers preparation to use IT for multilingual education (e.g. developing courses on the Moodle platform).
9.   Sociology of childhood in multilingual educational environment.
The course is dedicated to psychological and cultural aspects of upbringing children, development process and socializing children in the multicultural and multilingual environment regarding linguistic and cultural peculiarities of interaction between various ethnic groups. All the above-mentioned courses have passed necessary expertise and have been officially approved by the University Council, which is an obligatory condition for introducing them into the teaching process. Starting on September, the 1st, 2014, the programme will be launched and first graduates are expected to finish studies as far as June, 2015. IFNUL working group created new specialisation on the International Multilingual Education for students of Master Program on Regional Studies at the Faculty of International Relations . Duration of this Program - 1,5 year. We prepared new special courses on the Multilingual and International Education and modernized existing courses (pedagogical and linguistic blocks), which are obligatory for such kind of Master Programs in Ukraine. Students of new|modernized Master Program have the possibility to study additionally at the Teacher training program (in foreign language) and get additional Qualification of Teacher of English Language at the Institute of Extended Education and Pre-University Training of IFNUL. All together it will help us to prepare qualified specialists in International MultilingualEducation. This Specialisation was approved by all members of the Department of Regional Studies and International Tourism, Faculty of International Relations (protocol of the meeting N 11, on the 7th of February, 2014). This specialisation was also approved by the Scientific Council of the Faculty of International Relations and by the Scientific Council of IFNUL (at the end of February 2014). The implementation of MA programs planned in 2014/15 academic year.
The Working Group of IFNUL developed and modernized the following courses: Unit of specialized subjects:

1. Econometric methods of HEE monitoring
2. Higher Education and the Bologna Process
3. International educational systems
4. Ukraine's integration into the European Multilingual Education Area
5. Project Management in Multilingual Society
6. Modern information technology in multilingual environment
7. Methods and organization of research activities

Unit of linguistic subjects:

1. Practice of translation
2. Business English in Multilingual Society
3. Multicultural communication
4. Multilingual education
5. Rhetoric of business communication: multilingual approach
6. Methods of teaching foreign languages

Unit of pedagogical subjects:

1. Teaching methods in higher education
2. Educational management
3. Pedagogics: multilingual context
4. Basics of educational skills in Multilingual Environment
5. Modern educational technology in Multilingual Society
6. Social pedagogics
7. Communication and Conflictology in Multilingual Society

The list of teaching materials for these courses were developed and approved.

The project team of DNU has developed a frame curriculum for MA program in multilingual education and syllabi of the following disciplines for MA multilingual education program:
- "Contemporary trends of contrastive linguistics of native, major and second foreign languages"
- "Scientific-research project in multilingual training of students"
- "Sociolinguistics"
- "Methodology of teaching majors at higher school"
- "Theory of intercultural communication and topical problems of linguistics of the native, major and second foreign languages"
- "Pedagogics and psychology of higher school"
- "Methodology and structure of scientific research"
- "Major foreign language (English)"
- "Second foreign language"
- "Multilingual education in contemporary European Cultural Space"
- Diploma Paper
- "Varieties of the major foreign language (English)"
- "History of major language country (Great Britain)"
- "Teaching practice"
- "Theory of Literature"
- "General Linguistics"
- "Literary Studies"
- "Civil defence"
- "Professional safety"

1) "Contemporary trends of contrastive linguistics of native, major and second foreign languages"
The course contains 1,5 ECTS credit points and 54 total contact hours. It is aimed at developing students' communicative language competences and plurilingual competences. The course contains five major theoretical topics. To obtain the credit points, it is necessary to complete all practical works, submit practical work protocols, and actively participate in workshops. The course grade includes the results of the practical works completed during the semester (30%), grades for the participation in workshops (10%), portfolio of assignments (20%), and test results (40%).

2) "Scientific-research project in multilingual training of students"
The course is aimed at developing students' communicative language competences, plurilingual and pluricultural competences.
The students are supposed to conduct a research with the aim to practice the scientific skills acquired in a course of studying multilingual disciplines namely Contrastive Linguistics (grammatical aspects, lexical aspects, phonetic

peculiarities) as well as issues related to cross-cultural interaction between Ukrainian, Russian, English, German / French.

3) Sociolinguistics
The course contains 1 ECTS credit point and 36 total contact hours. It is aimed at developing students' communicative language competences, plurilingual and pluricultural competences. The course contains six major theoretical topics. The attendance of lectures, workshops and practical works is obligatory. A semester includes workshops and   practical works.
To obtain the credit points, it is necessary to complete all practical works, submit practical work protocols, and actively participate in workshops. The course grade includes the results of the practical works completed during the semester (30%), grades for the participation in workshops (10%), portfolio of assignments (20%), and test results (40%).

4) "Methodology of teaching majors at higher school"
The course contains 1,5 ECTS credit points and 54 total contact hours. The course contains seven major theoretical topics. The attendance of lectures, workshops and practical works is obligatory. A semester includes 9 lectures and 9 seminars and 4 practical works. To obtain the credit points, it is necessary to complete all practical works, submit practical work protocols, and actively participate in workshops. The course grade includes the results of the practical works completed during the semester (30%), grades for the participation in workshops (10%), portfolio of assignments (20%), and examination results (40%).

5) "Theory of intercultural communication and topical problems of linguistics of the native, major and second foreign languages"
The course contains 3 ECTS credit points. The course contains eight major theoretical topics. The attendance of lectures, workshops and practical works is obligatory. A semester includes 10 workshops and 4 practical works. To obtain the credit points, it is necessary to complete all practical works, submit practical work protocols, and actively participate in workshops. The course grade includes the results of the practical works completed during the semester (30%), grades for the participation in workshops (10%), portfolio of assignments (20%), and examination (spoken) results (40%).

6) "Pedagogics and psychology of higher school"
The course contains 1,5 ECTS credit points and 54 total contact hours. The course contains two major theoretical topics.The attendance of lectures, workshops and practical works is obligatory. A semester includes 5 workshops and 6 practical works. To obtain the credit points, it is necessary to complete all practical works, submit practical work protocols, and actively participate in workshops. The course grade includes the results of the practical works completed during the semester (30%), grades for the participation in workshops (10%), project assignments (20%), and test results (40%).

7) "Methodology and structure of scientific research"
The course contains 1,5 ECTS credit points and 54 total contact hours. The course contains two major theoretical topics.The attendance of lectures and seminars is obligatory. A semester includes 9 seminars (workshops) and 3 practical works. To obtain the credit points, it is necessary to complete all practical works, submit practical work protocols, and actively participate in workshops. The course grade includes the results of the practical works completed during the semester (60%), grades for the participation in workshops (40%).

8) "Major foreign language (English)"
The course contains 10 ECTS credit points and 360 total contact hours.**The goal** of the course is to form communicative competence of students within the limits of the English program for the 5th-year of study (master's degree); to develop students' comprehension of the English speech that is typical of native speakers; further development and improvement of speaking, reading, listening and writing skills and habits of translation.The attendance of practical classes (seminars) is obligatory. First semester includes 2 tests seconds semester includes 3 tests.To obtain the credit points, it is necessary to complete all tests and actively participate in practical classes. The course grade includes the results of the tests completed during the semester (30%), grades for the participation in workshops (10%), portfolio of assignments (20%), and examination (spoken) results (40%).

9) "Second foreign language (German or French)"
The course contains 9,5 ECTS credit points and 342 total contact hours.The goal of the course is to form communicative competence of students within the limits of the French or German program for the 5th-year of study (master's degree); to develop students' comprehension of the French/German speech that is typical of native speakers; further development and improvement of speaking, reading, listening and writing skills and habits of translation.The attendance of practical classes (seminars) is obligatory. First semester includes 2 tests, the second semester includes 3 tests.To obtain the credit points, it is necessary to complete all tests and actively participate in practical classes. The course grade includes the results of the tests completed during the semester (30%), grades for the participation in workshops (10%), portfolio of assignments (20%), and examination (spoken) results (40%).

10) "Multilingual education in contemporary European Cultural Space"
The course contains 1 ECTS credit point and 36 total contact hours. The course contains nine major theoretical topics. The attendance of lectures, workshops and practical works is obligatory. A semester includes 8 workshops and 2 practical works. To obtain the credit points, it is necessary to complete all practical works, submit practical

work protocols, and actively participate in workshops. The course grade includes the results of the practical works completed during the semester (50%), grades for the participation in workshops (50%).

11) Diploma Paper

The course contains 18 ECTS credit points. The students are supposed to conduct a research with the aim to practice the scientific skills acquired in a course of studying philological disciplines within the framework of multilingual curriculum (branches – linguistics, stylistics, linguo-stylistics) applying comparative and contrastive approaches with special emphasis on multilingualism as well as to issues related to cross-cultural interaction between Ukrainian, Russian, English, German / French. The objectives of the diploma are as follows: (1) to master terminology, theories on related disciplines; (2) to develop critical thinking in scientific sphere; (3) to develop skills in translating professional and scientific discourse. To obtain the diploma student is to get a satisfactory evaluation of the scientific supervisor (60 points max), to get the evaluation of the opponent (20 points max) and to give the oral presentation (20 points max).

12) "Varieties of the major foreign language (English)"

The course contains 3 ECTS credit points. The course contains seven major theoretical topics. The goal of the course is to provide knowledge about varieties of the English language and the skills for application of the acquired knowledge in a particular target audience. The attendance of lectures, workshops and practical works is obligatory. A semester includes 10 workshops and 4 practical works. To obtain the credit points, it is necessary to complete all practical works, submit practical work protocols, and actively participate in workshops. The course grade includes the results of the practical works completed during the semester (30%), grades for the participation in workshops (10%), portfolio of assignments (20%), and examination (spoken) results (40%).

13) "History of major language country (Great Britain)"

The course contains 3 ECTS credit point and 108 total contact hours. The course contains ten major theoretical topics. The attendance of lectures, workshops and practical works is obligatory. A semester includes 6 workshops and 5 practical works.

To obtain the credit points, it is necessary to complete all practical works, submit practical work protocols, and actively participate in workshops. The course grade includes the results of the practical works completed during the semester (30%), grades for the participation in workshops (10%), project assignments (20%), and test results (40%).

14) "Teaching practice"

The course contains 9 ECTS credit points. The course is aimed at acquiring pedagogical and teaching skills as a result of theoretical knowledge gained in the educational process and its practical value in the classroom, deepening knowledge of the language, its social functions, its role in the multilingual social continuum, impact of social factors on different elements of the language system. The discipline reflects connection between variation of social situations and the language component in the multilingual social context. The objectives of the course are: (1) to get acquainted with psychological age differences of the pupils/students; (2) to get acquainted with the contemporary tendencies in the sphere of multilingual education; (3) to acquire pedagogical skills in classroom and extracurricular activities, management and communication skills; (4) mastery in selecting and working over the material; reading lectures and giving practical classes; (5) to get acquainted with differentiation of linguistic peculiarities of definite social strata and groups of contemporary European multilingual space.

To obtain the credit points, it is necessary to give demonstration lessons (lectures and practical classes), to complete a set of documents (characteristic for a student/pupil, daily work protocols, protocols of the demonstration lessons and self characteristics of their development, self characteristics of lessons of the tutors' lessons visited, notes on extra curricular activity meeting organization and its development, notes on methodical literature worked with). The course grade includes the results of the practical work achievements (90%), set of the documents passed in time (10%).

15) "Theory of Literature"

The course contains 3 ECTS credit points and 108 total contact hours. The course is aimed at acquiring knowledge of the theory of literature: its main notions, aspects, national peculiarities, and how all these elements of them are connected and work together as a system. The discipline reflects direct and indirect connection of the literature components in the multilingual social context. The objectives of the course are: (1) to get acquainted with the terminology used in the theory of literature; (2) to get acquainted with the contemporary tendencies in the sphere of the theory of literature and the methods of the literary analysis that exist in contemporary studies; (3) to scrutinize different tendencies and directions in literature; (4) to study social and national peculiarities that influence the literature of the given region.

The attendance of lectures and practical works is obligatory. A semester includes lectures and seminars. To obtain the credit points, it is necessary to complete all practical and individual works, and actively participate in seminars. The course grade includes the results of the practical works completed during the semester (30%), grades for the participation in seminars (10%), individual task fulfillment (20%), and examination work results (40%).

16) "General Linguistics"

The course contains 2 ECTS credit points. The course is aimed at acquiring knowledge of general linguistics as a connection of all the components within the language system, deepening awareness of the social nature of the language, its functions and role in the multilingual social community. The discipline reflects connection of all the language aspects and notions, their peculiarities in the multilingual social context. The objectives of the course are:

(1) to get acquainted with the terminology used in general linguistics; (2) to get acquainted with the contemporary tendencies in the sphere of general linguistics research and the methods of analysis used in order to gain evident results; (3) to acquire mastery in differentiation of general linguistics peculiarities, especial those concerning contemporary European multilingual space.

The attendance of lectures, seminars is obligatory. A semester includes lectures and seminars. To obtain the credit points, it is necessary to complete all practical works, fulfill individual tasks actively participate in workshops. The course grade includes the results of the practical works completed during the semester (10%), grades for the individual work (10%), active participation in workshops (10%), module test results (30%) and exam results (40%).

17) "Literary Studies"

The course contains 3 ECTS credit points and 108 total contact hours. The course is aimed at acquiring knowledge of literary studies with concentrations in Literature and Writing, the written word and other textual modes are considered from both critical and creative perspectives. The course, focusing on texts from the classic to the contemporary, enables students to build a solid foundation in literary studies and provide them with a common language and literary experience as they proceed to more advanced study. All students are also required to explore ways and methods of reading, and explore the nuances of the critics and practitioners of writing. Students study the craft and technique of writing fiction, poetry, nonfiction, and journalism.The attendance of lectures, workshops and practical works is obligatory. A semester includes workshops and   practical works.

To obtain the credit points, it is necessary to complete all practical works, submit practical work protocols, and actively participate in workshops. The course grade includes the results of the practical works completed during the semester (30%), grades for the participation in workshops (10%), portfolio of assignments (20%), and test results (40%).

18) "Civil defense"

The course contains 1,5 ECTS credit points and 54 total contact hours. The course contains seven major theoretical topics.The attendance of lectures, workshops and practical works is obligatory. A semester includes 5 workshops and 4 practical works. To obtain the credit points, it is necessary to complete all practical works, submit practical work protocols, and actively participate in workshops. The course grade includes the results of the practical works completed during the semester (30%), grades for the participation in workshops (10%), portfolio of assignments (20%), and test results (40%).

19) "Professional safety"

The course contains 1,5 ECTS credit points and 54 total contact hours. The course is aimed at acquiring knowledge of professional safety as occupational safety and health training which is a fundamental element in workplace hazard control programs. As training objectives, recognition of job hazards, learning safe work practices and appreciating other preventive measures are expected to contribute to the goal of reducing occupational risk of injuryand disease.

The objectives of the course are: (1) identification of hazards and their affected areas; (2) selection and development of protection from hazards in the technosphere areas; (3) participation in design, development and operation of the protection technologies and systems; (4) hazards control.

The attendance of lectures, workshops and practical works is obligatory. A semester includes workshops and practical works. To obtain the credit points, it is necessary to complete all practical works, submit practical work protocols, and actively participate in workshops. The course grade includes the results of the practical works completed during the semester (30%), grades for the participation in workshops (10%), portfolio of assignments (20%), and test results (40%).

Restructuring: university management and governance

Please provide information on the institutional changes that the project is introducing in the Partner Country beneficiaries (institutions), the state-of-play of project activities and any changes which occurred compared with the original plans. Please also indicate the activities you plan to carry out before the end of the project. Examples: establishment of new units/faculties, establishment/upgrading of libraries, establishment/restructuring of international relation offices, introduction of reforms to university governance (i.e. decision process, autonomy, accountability). If this section is not relevant for your project, please write 'Not Applicable'.

- By the end of the Project all GE and UA HEI will have one modern and equipped computer lab for 20 students.
- The libraries will be upgraded with the modern handbooks and manuals on multilingual education which will be translated within the Project

Staff (re-)training

Please provide a description of the activities carried out in order to train the staff of the partner country participating institutions. Please also provide an outline of the selection criteria for the different groups of people who have

participated in the implementation of these activities. Please describe any change in comparison with the original proposal and indicate the activities that you plan to carry out before the end of the project.

Staff trainings took place during 3 nobilities in the framework of WP 1.
During the workshop at DNU representatives of all GE and UA partner HEIs were introduced by the lecturers from Vilnius University and University of Latvia to the following topics: students-centered teaching methods, problem-based teaching methods, using modern IT in education, essentials of Moodle platform, theory and practice of education and development.

After that partners working group were oriented to gather information and prepare to the next workshop in Tbilisi which took place at Tbilisi State University. The participants guided by lecturers from University of Latvia and Frankfurt University were introduced to general principles of efficiency in study programs, the principles of topics selection, selection of study literature. Lecturers form Frankfurt University introduced the participants to general principles of creating study programs with special attention towards inter- and multi-cultural issues.

The thired training took place in Akhaltsikhe (Georgia) at SJSU. Professors from PH-FR introduced to GE and UA partners following themes and issues: Freiburg and its University of Education, Understanding education in Germany, Teacher Education in Baden-Wurttemberg and at the University of Education Freiburg, Bilingualism, multiculturalism and multilingual education – a general review of theoretical approaches and implications for Teacher Education Programs – *main challenges and problems*, implications for Teacher Education Programs, In-Service-Programs – Organizational Aspects, Perspectives (planning of the work on syllabi, planning of in-service aspects)

Criteria used to select the different groups of people who have participated in trainings is professional characteristic of the participant also taking into account the topic of the workshop. In every mobility (workshop) at least one representative of management team from each University was presented. The reason for it is necessity to discuss practical issues of Project management with the Coordinator and partner University representatives.

Staff mobility
Please provide an outline of the staff mobility scheme and the selection criteria used for the different groups of people that participate in mobility. Please describe the activities carried out so far, how mobility activities have been organised by home institutions and how mobility helped and/or will help achieve the project's objectives. Information about how the home institutions recognise the mobility should also be provided. If unforeseen changes in your original plan occurred, indicate the type of changes and the measures taken to address them. Please also indicate the activities that you plan to carry out before the end of the project.

Tempus Project Representatives Meeting (Brussels, Belgium 26-27.11.2012)
Criteria for selection: one representative from TSU, Georgia (Assistant of the Coordinator) and one representative from University of Education Freiburg (PH-FR), Germany - to have at least two staff trained in Tempus program regulations (Staff mobility: PC to EU 1 person, EU to EU 1 person)

Kick -off meeting at TSU (Tbilisi, GE 15-18.12.2012)
Criteria used were to select 1 person from the academic content management and 1person from the management competent of the project. The staff selected was expected to be permanent project staff during all lifecycle of the project. (Staff mobility PC to PC 8 people, EU to PC 6 people)

Training at DNU (Dnipropetrovsk, UA 18.02-20.02.2013)
Criteria used were to select faculty staff of HEIs with the strong background in the field of education and specifically multilingual education - 1 general scientific management of the project and representatives of the working group selected for the whole duration of the project; Also one person responsible for the management component of the project (Staff mobility PC to PC 34 people, EU to PC 4 people)

Training at TSU (Tbilisi, GE 19.03-23.03.2013)
Criteria used were to select faculty staff of HEIs with the strong background in the field of education and specifically multilingual education - 1 general scientific management of the project and representatives of the working group selected for the whole duration of the project; Also one person responsible for the management component of the project (Staff mobility PC to PC 17 people, EU to PC 6 people)
Training at SJSTU (Akhaltsikhe, GE 03.06-05.06.2013) – 3 representatives: 1 non-academic staff (International Relations Office coordinator) and 2 academic staff (representatives of the working group selected for the whole duration of the project). (Staff mobility PC to PC 21 people, EU to PC 2 people)
Workshop at SJSTU (Akhaltsikhe, GE 07.06-08.06.2013)

Criteria used were to select faculty staff members who have worked on the development of the MA program's frame curricula and syllabi. Also one person responsible for the management component of the project (Staff mobility PC to PC 21 people, EU to PC 2 people)

Workshop at IFNUL (Lviv UA 10.-12.12.2013) Criteria used were to select faculty staff members who have worked on the development of the MA program's frame curricula and syllabi. Also one person responsible for the management component of the project (Staff mobility PC to PC 16 people, EU to PC 1 people)

Vilnius-Riga study tour (EU 7-12.04.2014) – Criteria used were to select faculty staff members who are involved in the teaching process at HEIs and are supposed to deliver newly developed courses for MA program. Also one person responsible for the management component of the project (Staff mobility PC to EU 26 people)

Freiburg-Frankfurt study tour (EU 12-17.05.2014) – Criteria used were to select faculty staff members who are involved in the teaching process at HEIs and are supposed to deliver newly developed courses for MA program. Also one person responsible for the management component of the project (Staff mobility PC to EU 27 people)

Each mobility ended with issuing participation and training certificates to the participants
The principle of rotation was used to its maximum when possible to ensure wider dissemination of the project results and communication with partners within the project.
According to the project schedule till the end of the project only one mobility is left that is the final conference where representatives of all partners will participate.

Student mobility
Please provide an outline of the student mobility scheme and the selection criteria for the different groups of students that participate in mobility. Please describe the activities carried out so far, how mobility activities have been organised by home institutions and how mobility helped and/or will help achieve the project's objectives. Information about how the home institutions recognise the mobility (credit transfer, double diploma, diploma supplement, etc.) should also be provided. If unforeseen changes in your original plan occurred, indicate the type of changes and the measures taken to address them. Please also indicate the activities that you plan to carry out before the end of the project. If this section is not relevant for your project, please write 'Not Applicable'.

'Not Applicable'

Academic co-ordination and administrative management
Please describe how the division of labour is managed between the various beneficiaries, for both academic co-ordination and administrative management. Particular attention should be paid to the description of how this division of labour is managed in areas such as communication and the decision-making process used. Please also describe how day-to-day project activities are managed, indicating what kind of administrative support or other support you have received from the beneficiaries (institutions). If you encountered difficulties related to the management of the project, please indicate the type of problems and the solutions found to address them.

This project has a clear and effective management structure which was put in place at the Kick off Meeting at TSU in December 2012, and the division of labour has been managed among the various co-beneficiaries.

The Coordinator institution – TSU has a project Manager who is responsible for the project management and coordination with the partners and Project Officer in Brussels, also assistant of the manager who is responsible for dealing the administrative issues, also financial manager who ensure that there is daily project management and the deliverables are highlighted and met. TSU team has also academic content team which consists of professors and doctors of the Faculty of Humanities (TSU) where the developed MA program is planned to be implemented and also from the Faculty of Social Sciences (TSU). Well established team organises meetings twice in a month to discuss and evaluate project implementation process.

Almost all members of consortium have a similar structure to ensure effective participation in DIMTEGU project.
At least two members from each GE and UA partner staff, except NGO participate in all meetings in order to communicate project progress issues with the partners.

TSU appointed a local coordinator for partner UA HEIs – one of the staff member of DNU. So the management in Ukraine is smoothly done from distance. From each partner institution one member as a contact person is assigned.

TSU as a coordinator Institution organizes Skype conferences with EU and UA partners three or four times during the month. The most challenging tasks are generally overviewed and discussed during the Skype conference. The partners suggest best possible solutions to each other.

The decision making process is governed by the Coordinator and contact persons from each member of Consortium. For the moment there are no significant difficulties with the management of the project.

Equipment

Please outline the equipment purchased, explain where the equipment has been installed, who will benefit from it and have access to it and plans for future maintenance. Please also describe the activities that you plan to carry out before the end of the project, in relation to the equipment purchased/installed. If unforeseen changes in your original plan occurred, indicate the type of changes and the measures taken to address them. If this entry is not relevant for your project, please write 'Not Applicable'.

During the kickoff meeting GE and UA partners discussed on equipment purchasing procedures and also on the specifications of the equipment. It was agreed that each partner may make changes in the specification according to the needs of its HEI.

For the moment following kind of equipment has been purchased and installed:

computer lab and other techniques defined in the project were purchased and delivered at the ISU.

ISU Administration renovated the LAB space in the Administrative Building E also purchased furniture and equipped the Lab with necessary instruments. Opening of the Lab was at the end of October 2013 during the Seminar for Multilingual Education which was organized additionally from the side of the Project Team and DAAD foundation in Georgia.

TSU and SJSTU are preparing for the tendering procedures to purchase computers and other equipments for the computer lab. Personal computers for the staff members are already bought.

As for the UA partners, for the reasons indicated in the division "Obstacles and shortcomings" the equipment purchasing procedures are currently delayed.

Dissemination

Please describe what has been done to disseminate the results of the activities carried out to date, both within the framework of the project and outside the project. In particular, you should refer to the definition of tasks and the dissemination channels used to make the project results available to larger beneficiary groups. If a web site for the project has been created, please provide the address. If there have been any unexpected positive secondary effects from project activities, please describe them in this section. Please indicate any change which occurred in comparison with the original plans for dissemination and the activities you plan to carry out before the end of the project, to disseminate the project results.

The project is disseminated on local, regional and international level. The following approaches are used for dissemination of project activities and results in general:
Moodle platform and web-site;
International e-Journal "Multilingual Education";
Workshops and Seminars;
Presentations of project activities and project results;
Networking between consortium members;

For the moment the following dissemination activities have been completed:

The Ministry of Education and Science, Education resource centres (Multilingual regions), National Teacher Education Centre and the National Quality Enhancement Centre, as well as TSU, ISU and SJSTU Bachelor students and Master program students were informed about expected new masters program and its content. Enouncements about piloting multilingual teacher training program were published on HEIs official web site and project staff facebook and other networks.

Internal meetings with the university administration and top management have been organized to disseminate information about the project objectives and outputs and several meetings have been organized with selected other Tempus project staff to exchange information on the projects and start planning joint-activities that are mutually relevant.

CUH - regular meetings of the work group members with the University teaching staff to discuss the progress of the project and general questions of multilingual education;

including problems of multilngual education as a special section on the annual International conference "Tendencies of Higher Education Development in Ukraine";

regular publishing of reports about trainings and workshops of the staff on the University web-site and in local mass media (for example, http://www.kgu.edu.ua/index.php/ru/universitet/novosti/novosti-2013/954-kommunikatsiya-i-obrazovanie-v-multikulturnoj-i-multiyazykovoj-srede-rol-universitetov)

a special section dedicated to the project is planned in the anniversary issue of a CUH scientific journal "Humanities".

Organizing a roundtable with local teaching community on multilingual education in the Ctimea, its perspectives and challenges.

IFNUL

Informative and instructive seminars, coordination meetings, workshops for IFNUL faculty members: **a)** Presentation of DIMTEGU project, its aims, goals, tasks and work plan as well as IFNUL's role and obligations, attended by IFNUL academic and administrative staff; **b)** Coordination meeting – sharing and distributing tasks among the IFNUL team, attended by academic and administrative staff; **c)** Info seminar for IFNUL faculty to present and summarize two training modules providing trainings' materials and exercises, explaining the IFNUL's tasks regarding further activities; **d)** Review of IFNUL project work plan and schedule of future activities.

PR activity: articles about DIMTEGU - IFNUL activities posted at IFNUL website: www.franko.lviv.ua

Coordination meeting of IFNUL project team to analyze the outcomes the 3rd training module and the workshop in Akhaltsikhe, Georgia.

Dissemination of information about the first issue of „Bilingual Education" journal and opportunities for IFNUL academic and scientific staff to publish their works/ articles.

Submission of the article to the first issue of the journal „Multilingualism as a Way to Mutual Understanding. Case of Ukraine".

Report „Multilingual Approach Towards Language Teaching" – scientific seminar „Language. Culture. Society" – Faculty of Foreign Languages – I.Losyeva.

Textbook. Management of European economic integration. - Y.S. Zanko –   K.: Knowledge, 2012.

Textbook. Management of corporate business. – Y.S. Zanko – K., Center of educational literature, 2013.

Theses. Status and prospects of cooperation between Ukraine and the EU in the field of education. – O. Krayevska, 2013.

Article. Current reforms in higher education: the European experience / / Comparative educational studies. – Y. Zayachuk, 2013.

Presentation of TEMPUS Program and projects, and IFNUL's participation and activities at the round table meeting dedicated to the presentation of International Educational, Scientific and Cultural Centers of IFNUL for regional mass media in the framework of celebration of University Day – 10th October 2013 – http://lnu.edu.ua/index.php?q=information&new=734; https://www.youtube.com/watch?v=MS9kGISz1i8

Coordination meeting of IFNUL project team to get ready for the workshop "Development of the syllabi of courses for MA multilingual education program" and to analyze the development of syllabuses and teaching materials which are to be presented and discussed during the workshop at IFNUL, Lviv, Ukaraine.

Dissemination of information about the second issue of „Bilingual Education" journal and opportunities for IFNUL academic and scientific staff to publish their works / articles.

Dissemination of information about the workshop, its participants and univarsities involved – 10-12 December 2013 IFNUL, Lviv, Ukraine - http://lnu.edu.ua - http://lnu.edu.ua/index.php?q=information&new=905

Meeting with the in-service teachers with the aim to get them acquainted with teacher's professional development program and its training courses – March, 15, 2014.

Submission of the article to the second issue of the journal „Bilingual Education": "COMMUNICATIVE LANGUAGE TEACHING: MANAGING THE LEARNING PROCESS".

Distribution of course paper topics on Multilingual Education among the in-service teachers enrolled at the training course at the Institute of Advanced Studies and Retraining.

Submission of the course paper "Interactive methods of teaching communication in multilingual environment".

DNU

1) On the local TV:

        - interview with the Head of the English Philology Department, DIMTEGU Local CoordinatorProf.Alla Anisimova and Prof.KakhaGabunia (TSU) on the 9 Channel (Dnipropetrovsk);

        - news reports on the local channels of Dnipropetrovsk.

2) On the internet:

        - the articles about the project and its results have been published on the official web-site of DNU, local web-

         sites of Dnipropetrovsk and on the official web-site of the Ministry of Education and Science of Ukraine:

http://www.dnu.dp.ua/view/projects

http://www.dnu.dp.ua/news/1193
http://www.dnu.dp.ua/news/1136
http://gorod.dp.ua/news/79473
http://abiturientam.com/dnu/4804-news.html
http://molodcentr.org/news?news_ms_id=136
http://www.056.ua/news/274045
http://univernews.com/dnu/2013/04/21/278.html
http://dz.ua/news/79473

Sustainability

A project is 'sustainable' when it continues to deliver benefits to the project beneficiaries and/or other target groups for an extended period after the EU's financial assistance has ended. Sustainability may not be relevant for all aspects of a project; in each project some activities or results may be continued, while it may not be necessary to continue others. Sustainability is relevant for issues such as: academic/socio-economic/institutional support (describe the measures undertaken to formalise or institutionalise any links with local non-university partners, to obtain official accreditation of new curricula, etc.), involvement of members from the beneficiaries (institutions)(ownership/motivation), effective management and leadership, active participation of the target group, forecast of needs, availability of resources to continue, making the most of results achieved and a measurable medium/long term impact (long-lasting effects of project cooperation, as well as impact on the beneficiaries (institutions) and target groups). Please explain which of your planned activities and results must be maintained to make your project sustainable. Describe which measures have been taken so far to realistically ensure the continuity of those activities and results beyond the original life- cycle of the project (even when the project is no longer financed by Tempus). Please indicate any changes which occurred in comparison with the original plans and the activities you plan to carry out before the end of the project in order to ensure sustainability.

The sustainability strategy will be included in the final report to ensure that the developed master program and in-service teacher training courses are ultimately integrated in the university curricula and the accreditation process takes place. A strategy will be worked out in the second half of the project in close cooperation with the project coordinator and consortium members so the mutual interests and goals are met and we successfully implement the project and ensure exploibility and sustainability of the project outputs. A multilingual center along with multicultural and student integration center is discussed with ISU administration which will be a key sustainability strategy.

It is planned that the specialization that is being developed within the framework of the project (MA multilingual education program) will be approved by all relevant departments and students will be enrolled based on legislative regulations of HEIS of Georgia and Ukraine.

Quality control and monitoring

Please describe what monitoring activities the beneficiaries carry out, in order to assess whether the project proceeds according to the workplan. Please describe the strategy for internal and external evaluation of project results and include measurable quality indicators for progress. In addition to the project results (courses, publications, new institutional structures, etc), you should also pay attention to the project management strategy. In particular, explain what instruments you use to ensure effective quality control (i.e. the Logframe approach, feedback questionnaires for evaluations or surveys, swot analysis, etc.) and who is involved in evaluation (i.e. committee(s), validation commission(s), accreditation board(s), etc.). For external evaluation, please mention the role of independent experts or peer reviewers providing a summary of their evaluation plan and report(s). Please indicate the activities carried out to date, any change which occurred in comparison with the original plans and the activities you plan to carry out before the end of the project.

The following project monitoring activities are carried out in the project:

1) Quality Assurance (cross project activity)
        All the activities carried out by the project teams are carefully noted and can be described to the Coordinator at any time. Besides, the Local Project Coordinator from DNU keeps constantly in touch with other partner-universities from Ukraine, and experience exchange is in constant progress.

2) Project Management meetings

The managerial staff of partners holds regular meetings where all the issues connected with the project are discussed. All the achievements are being reported to the managerial staff.

3) Semi-annual reports to the Coordinator
        Semi-annual reports are compiled and sent to the Coordinator. In the reports all the activities performed by the project teams, achievements and results of each workpackage are thoroughly described.

4) Semi-annual reports to the National Tempus Office of Ukraine
        Semi-annual reports are compiles and sent to the National Tempus Office of Ukraine.

5) Field monitoring visits of the project were carried out in Georgia:

- on 17/09/2013 in Samatskhe-Javakheti State University, Akhaltsikhe;

- on 7/10/2013 in Tbilisi State University, Tbilisi.

Dr. Lika Glonti, Coordinator of the National Tempus Office in Georgia and her colleague Ms Nino Urushadze met and discussed the progress of activities with Consortium members and local representatives of the project.

According to the monitoring report the project is progressing well and all planed outcomes have been achieved. Furthermore, it is mentioned that all activities are implemented with strong motivation of the project team, supported by its competence and effective collaboration between project partners and Tbilisi State University as project coordinator is handling all managerial issues with a high degree of efficiency.

The recommendations of NTO were the following:

It is recommended to speed up equipment purchase in order to ensure smooth project implementation.

It is recommended to rethink dissemination strategy, namely to reduce number of online magazine volumes in order to reflect real quality.

It is recommended to intensify discussions and consultation with the national Center for Education Quality Enhancement in Georgia (accreditation agency) in order to ensure program approval.

It is recommended to develop horizontal links with another Tempus project - 530175-TEMPUS-1-2012-1-IL-TEMPUS-JPCR "Development of an International Model for Curricular Reform in Multicultural Education and Cultural Diversity Training", dealing with a similar topic of multicultural education and involving same HEIs from Georgia (TSU, ISU and SJSTU).

It should be underlined that shortly after the field monitoring TSU follows NTO's recommendations in all fields mentioned above .

Gender balance
Please explain to what extent the principle of equal opportunities has been taken into account in the project implementation (i.e. gender analysis carried out, presence of women in decision-making bodies, balanced percentage share of women among the teachers or the enrolled students, etc.). Describe how the project helped to promote gender balance and to identify and address factors influencing gender discrimination.

In this project implementation all project participants are treated equally. There are no cases of gender discrimination WE strongly follows the principle of gender balance.
The project team of partners consists of mainly women (66%). The general management of the project is executed by women, while general scientific management - mainly by men.
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Any other comment

Please provide in this entry, any relevant information you think might be useful for the assessment of your project's implementation (i.e. synergies with other projects, any support from external environment, networking with professional bodies, etc.).

Statistics and Indicators

This section aims to gather statistical data and indicators of performance <u>for the period covered by this Intermediate Report</u>

Main targets

	YES	NO	N/A

Teacher training
Please indicate whether your project has links, targets or objectives related to teacher training

X		

VET
Please indicate whether your project has links, targets or objectives related to Vocational Education and Training

		X

Qualification levels addressed by the project
Please indicate whether your project has links, targets or objectives related to programmes at :
- Bachelor level
- Master level
- Doctorate level

X		

Training and mobilities

Enter the <u>code of the partner country concerned</u> in the first lines and figures in the second and third:

Training of partner country staff and students

(Country of origin)

Number of academic staff from the partner country's Higher Education Institutions trained/retrained
Please indicate the number of teaching staff (professors, assistants with teaching tasks, etc.) trained and/or retrained <u>to the date of the report submission</u>:

	Country Code: GE	Country Code: UA	Country Code:	Country Code:	Country Code:
Number Male	**<u>12</u>**	**<u>10</u>**			
Number Female	**<u>25</u>**	**<u>25</u>**			

Number of non-academic staff from the partner country's Higher Education Institutions trained/retrained
Please indicate the number University administrative staff (librarians, staff from the International Office, IT specialists, etc.) trained <u>to the date of report submission</u>:

	Country Code GE:	Country Code: UA	Country Code:	Country Code:	Country Code:
Number Male	**<u>2</u>**	**<u>1</u>**			
Number Female	**<u>2</u>**	**<u>1</u>**			

Number of staff from the partner country's non Higher Education Institutions trained/retrained
Please indicate the number of staff of non HEI (enterprises, NGOs, Chambers of Commerce, Government, local administration, etc.) trained <u>to the date of report submission</u>:

	Country Code: GE	Country Code:	Country Code:	Country Code:	Country Code:
Number Male	**<u>0</u>**				
Number Female	**<u>0</u>**				

Number of students from the partner countries who have attended programmes/courses developed in the framework of the project
Please indicate the number of students from the partner countries that have been trained and/or retrained in the programmes/courses developed by the project <u>to the date of report submission</u>:

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male					
Number Female					

Academic/administrative Staff mobility

(Country of origin)

Number of partner country - EU mobility flows of more than 2 weeks

Please indicate the number of partner country <u>staff</u> mobility flows from the partner country to the European Union <u>to the date of report submission</u>:

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male					
Number Female					

Number of EU - partner country mobility flows of more than 2 weeks

Please indicate the number of European <u>staff</u> mobility flows from the European Union to the partner country <u>to the date of report submission:</u>

(Host country)

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male					
Number Female					

Number of partner country – partner country mobility flows of more than 2 weeks
Please indicate the number of <u>staff</u> mobility flows <u>within the</u> <u>same partner country</u> to the date of report submission:

(Country of origin)

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male					
Number Female					

And between <u>two different partner countries</u>:

Number Male					
Number Female					

<u>Student mobility</u>

Number of partner country - EU mobility flows of more than 2 weeks

Please indicate the number of partner country <u>student</u> mobility flows from the partner country to the European Union <u>to the date of report submission:</u>

(Country of origin)

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male					
Number Female					

Number of EU - partner country mobility flows of more than 2 weeks

Please indicate the number of European <u>student</u> mobility flows from the European Union to the partner country <u>to the date of report submission:</u>

(Host country)

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male					
Number Female					

Number of partner country – partner country mobility flows of more than two weeks
Please indicate the number of <u>student</u> mobility flows <u>within the same partner country</u> to the date of report submission:

(Country of origin)

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male					
Number Female					

And between <u>two different partner countries</u>:

Number Male					
Number Female					

<u>Links to European Higher Education policies</u>

	YES	NO	N/A
Diploma supplement	X		

Diploma supplement
Please indicate whether the project contributes to the introduction of diploma supplements in the Partner Country university/ies. For information on the diploma supplement please see:
http://europa.eu./comm/education/policies/rec_qual/recognition/diploma_en.html

Adoption of a system based on three main cycles, undergraduate (Bachelor), postgraduate (Master) and Doctorate	X		

Please indicate whether your project contributes to the achievement of the adoption of a system based on three main cycles.

Introduction of double/multiple or joint degrees

	X	

Please indicate whether in the framework of your project the institutions involved plan to develop/issue double/multiple or joint degrees.

Establishment of an ECTS system

X		

Please indicate whether your project contributes to the introduction and/or development of the European Credit Transfer System at the co-beneficiary partner university(ies). For information on ECTS:
http://europa.eu/comm/education/programmes/socrates/ects/index_en.html

Promotion of quality assurance procedures at institutional or national level

X		

Please indicate whether the project contributes to the enhancement of the Partner Country university/ies' quality assurance strategies. For information on the 'Standards and guidelines for quality assurance in the European higher education area' : http://www.bologna-bergen2005.no/Docs/00-Main_doc/050221_ENQA_report.pdf

Qualification frameworks

X		

Please indicate whether the project contributes to developing of national qualifications frameworks and implementation at university level. For information on the European Qualification Framework, please see:
http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm

Lifelong learning policies and approaches

X		

Please indicate whether your project contributes to developing lifelong learning approaches
For information on Life Long Learning European policy: http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm

Modular curriculum structure

X		

Please indicate whether your project contributes to the promotion of modular curriculum structure.

New teaching and learning methods

X		

Please indicate whether the project contributes to the development of new teaching/learning methods at the Partner Country university/ies.

E-Learning

X		

Please indicate whether the project contributes to the development of an e-learning strategy at the Partner Country university/ies.

University/Enterprise cooperation

		X

Please indicate whether the project plans to encourage co-operation between the Partner Country university/ies and the private sector.

Links between the labour market and degree programmes

X		

Please indicate whether the new/restructured curriculum/curricula responds directly to the needs of the local and national labour market through internships, intensive training in the field, etc.

Links with other EU education programmes

X		

Please indicate whether your project is directly linked to other EU education Programmes (other than Tempus) such as Erasmus Mundus or the Life Long Learning Programme. For information on the EU educational programmes, please see: http://ec.europa.eu/education/index_en.htm
If yes, please indicate with which EU educational programme your project is linked:

EXAMPLE
USE ONE TABLE PER WORK PACKAGE: ADD AS MANY TABLES AS NECESSARY

360

Table of achieved / planned results

Insert the title and reference number as indicated in the project proposal

Title and reference number of the work package (WP)	
Indicators of achievement and or/performance as indicated in the project proposal	

Insert the indicators of achievement and/or performance as indicated in the project proposal

Activities carried out to date for the achievement of this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement

Activity number as indicated in the project proposal

Insert the activity title as indicated in the project proposal

State where and when the activity has taken/will take place

Provide a brief description of the activity

Insert specific indicators (qualitative and quantitative) which can help to measure the achievement of the activity result

Activities to be carried out for the achievement of this outcome (entire project period: 2 or 3 years)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress

Insert specific indicators (qualitative and quantitative) which help measure progresses towards achieving the required result

Changes that have occurred in this result since the original proposal:

Describe any change to the original activity plan described in the project proposal

Table of achieved / planned results

Title and reference number of the work package (WP)	WP I To prepare the university faculty of Georgia and Ukraine to apply modern pedagogical methods

Indicators of achievement and or/performance as indicated in the project proposal	*Organization of trainings for faculty/academic staff Content/pedagogical approach .* • The faculty of partner HEIs participated in the trainings, which consist of three modules.

Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
1	I Module - (Teaching methods - Modern teaching methods and strategies; Student-centered teaching methods; Problem based teaching methods; Using technologies in teaching process, design the course in the moodle; Learning and development theories and practice)	18 February, 2013	20 February, 2013	Dnipropetrovsk, Ukraine	The first module training implemented covers following topics: modern teaching methods and strategies, approaches to classification of tools for teaching, facilitating acquisition of subject terminology, student-centred and problem based teaching methods, structuring interviews and discussion. The special attention was given to the topics connected with the usage of technologies in teaching process, design the course in Moodle, learning and development theories and practice, experimental learning, overview of Models of learning. EU partnors from UL and VU shared their experience to GE and UA colleagues.	• Members of Faculty Staff of partner HEI has been trained and prepared for implementing modern teaching methods and strategies into their teaching activity; • Delivered materials and particular teaching techniques were reflected on the developed MA programs. • Presentations by the trainers and materials developed by trainees during the training sessions are translated into

						Georgian/Russian/ Ukrainian for their further use during dissemination activities for the faculty staff. • Other interested stakeholders have been invited to the training

Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress
Deliverable no. 1	I Module - (Teaching methods - Modern teaching methods and strategies; Student-centered teaching methods; Problem based teaching methods; Using technologies in teaching process, design the course in the Moodle; Learning and development theories and practice)	18 February, 2013	20 February, 2013	Dnipropetrovsk, Ukraine	All activities related to this deliverable have been carried out.	Trilingual translation of the training materials and handouts.

Changes that have occurred in this result since the original proposal:

TSU increased the number of participants; The training was open for the students and other stakeholders also.

Please add as many tables as necessary.

Table of achieved / planned results

Title and reference number of the work package (WP)	WP I To prepare the university faculty of Georgia and Ukraine to apply modern pedagogical methods

Indicators of achievement and or/performance as indicated in the project proposal	*Organization of trainings for faculty/academic staff Content/pedagogical approach* . • The faculty of partner HEIs participated in the trainings, which consist of three modules.

Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
2	The II Module- **Development of the syllabi**	19 March, 2013	24 March, 2013	Tbilisi, Georgia	Representatives of all partner HEIs from GE and UA attended the meeting. As an introduction to the training TSU Team members presented the following topics: Multilingual Education – Main features and specifics, Psychological aspects of Multilingual Education; Multilingual Education in Georgia; Overview of Multilingual Education BA Program at TSU; EU partners, namely academic staff of University of Latvia (UL) and Johan Wolfgang Goethe University of Frankfurt am Main (JWGU) shared their experience and knowledge to GE and UA academic staff. The first half of the training was mainly focused on Multilingual Teacher Education issues, as for the second half of the trainings	The training was useful and effective for GE and UA partners as they were given the basis of how to deliver modern MA and in-service teacher's certificate programs in multilingual education at their universities and how to develop modern syllabi and programs in multilingual education; analyzed the models of syllabi,

					it was dedicated to presentations, which covered following topics: Teacher Education in Latvia in the European Higher Education Area, The overall structure of effective syllabi: a case of Professional Master's Program „Teacher". Presentation and conceptualization of participants' experience, Forum discussions on overall structure of multilingual teacher education program and feedback: Target audience of the program;	programs and courses used in European Higher Educational Establishments; started to define the concept of the new Multilingual Teacher Education Masters Programs faculty staff upgraded knowledge in empirical linguistics' principles and strategies applicable in the multilingual educational environment.

Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress
Deliverable No 2	The II Module **Development of the syllabi**	19 March, 2013	24 March, 2013	Tbilisi, Georgia	All activities related to this deliverable have been carried out.	Updating of knowledge in empirical linguistic principles Defining the concept of MA program in Multilingual education

Changes that have occurred in this result since the original proposal:

None

Please add as many tables as necessary.

Table of achieved / planned results

Title and reference number of the work package (WP)	WP I To prepare the university faculty of Georgia and Ukraine to apply modern pedagogical methods

Indicators of achievement and or/performance as indicated in the project proposal	*Organization of trainings for faculty/academic staff Content/pedagogical approach .* • The faculty of partner HEIs participated in the trainings, which consist of three modules.

Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
3	III module - **Multilingual/Multicultural Education**	3 June, 2013	5 June, 2013	Akhaltsikhe, Georgia	Academic staff of University of Education Freiburg (PH-FR) introduced to GE and UA partners following themes and issues: Freiburg and its University of Education, Understanding education in Germany, Teacher Education in Baden-Wurttemberg and at the University of Education Freiburg, Bilingualism, multiculturalism and multilingual education – a general review of theoretical approaches and implications for Teacher Education Programs – *main challenges and problems*, implications for Teacher Education Programs, In-Service-Programs – Organizational Aspects, Perspectives (planning of the work on syllabi, planning of in-service aspects) The results achieved have contributed the following:	Detailed information on German educational system and the model of multilingual education applied in Germany was obtained. Consultations with the EU, GE and UA partners on the ways of implementation of multilingual educational programs. Analyzed and systematized knowledge in the field of international curriculum development and its structure. Compared the Georgian, Ukrainian and German systems of teacher training education.

Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress
Deliverable no 3	III module - **Multilingual/Multicultural Education**	3 June, 2013	5 June, 2013	Akhaltsikhe, Georgia	All activities related to this deliverable have been carried out.	GE and UA colleagues have got detailed informed on international curriculum development issues

Changes that have occurred in this result since the original proposal:

None

Please add as many tables as necessary.

Table of achieved / planned results

| Title and reference number of the work package (WP) | WP2

Development of the frame curriculum for MA program in multilingual education |
|---|---|

| Indicators of achievement and or/performance as indicated in the project proposal | The interdisciplinary frame curriculum of MA (120 credit hours) will be developed. The frame curriculum will consist of: (a) The structure of program; (b) List of core course, core/electives and elective courses; (c) program modules; (d) Chart of program administration; (e) Quality assurance mechanisms.
The workshop (in Akhaltsikhe, Georgia) will be organized in the end of development of frame-curriculum. |
|---|---|

Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
4	Development of Frame Curriculum for MA programs	17 March, 2013	15 June, 2013	Developed in Ge and UA. Training was hosted by SJSTU	each faculty staff of GE and UA Partner HEIs developed the draft version of the Frame curriculum for MA programs in multilingual education based on National Qualification Framework requirements approved by the Ministry of Education and Science of their Country. The frame curriculum of the new MA programs was introduced by GE and UA partners in the workshop which was conducted at SJSTU on 6-7 June, 2013 (Akhaltsikhe, Georgia).
During the workshop consortium members discussed on developed frame curriculum taking into account the rules and regulations of their educational system. The pilot programs developed by the consortium faculty staff members got cross-revision and cross-evaluation from GE and UA partners. The programs were also reviewed and commented a) from the side of EU partner	The new up to date frame curriculum was created in all partner HEIs (Three in GE and three in UA)

Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress
Deliverable no. 4	Development of Frame Curriculum for MA programs	17 March, 2013	15 June, 2013	Developed in GE and UA. Training was hosted by SJSTU	All activities related to this deliverable have been carried out.	Up to date frame curriculum of six MA programs in Multilingual education are developed

Changes that have occurred in this result since the original proposal:

Please add as many tables as necessary.

Table of achieved / planned results

Title and reference number of the work package (WP)	WP3 Development of the syllabi of courses for MA multilingual education program

Indicators of achievement and or/performance as indicated in the project proposal	The faculty of Georgian and Ukrainian HEIs will work on syllabuses and teaching materials, which will be developed based on frame curriculum of the programs. The German, Latvian and Lithuanian universities will be actively involved in the process of development of syllabuses and teaching materials. The workshop (in Lviv) will be organized in the end of development of syllabuses and teaching materials.

Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
5	Development of the Syllabi for MA programs	19 June, 2013	15 January, 2014	Developed in GE and UA. Training was hosted by IFNUL	The faculty of GE and UA HEIs worked on syllabi and teaching materials, which were developed based on the modified frame curriculum of the programs. EU partners consulted GE and UA colleagues in the process of development through online communications. By the end of WP 3 Faculty staff of GE and UA HEIs presented their syllabi to colleagues at the workshop which was conducted at Ivan Franko National University of Lviv (IFNUL) Lviv, Ukraine on 10-12 December, 2013. Partners interchanged their experience in overcoming the challenges they faced during this activity.	Faculty staff is trained to develop successful up-to-date syllabi for the MA in MLE using modern methods such as, for example, Content and Language Integrated Learning (CLIL) The new up to date syllabi were developed in all partner HEIs Analyzed and systematized knowledge in the field of teacher training programs in Multilingual Education

Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress
Deliverable no. 5	Development of the Syllabi for MA programs	19 June, 2013	15 January, 2014	Developed in GE and UA. Training was hosted by IFNUL	All activities related to this deliverable have been carried out.	The new up to date syllabi were developed in all partner HEIs

Changes that have occurred in this result since the original proposal:

Originally it was planned to conduct this workshop at CUH but based on the decision of all partners, IFNUL hosted the workshop

Please add as many tables as necessary.

Table of achieved / planned results

Title and reference number of the work package (WP)	**WP4** **Organization of study tour in Germany, Latvia and Lithuania for the faculty of Georgian and Ukrainian Universities**

Indicators of achievement and or/performance as indicated in the project proposal	The faculty of Georgian and Ukrainian HEIs will visit Freiburg, Frankfurt, Riga and Vilnius. The participants will introduce frame curriculum of European universities, syllabuses, teaching and learning process, quality assurance mechanisms and infrastructure for implementing effective BA, MA and in-service teacher's training programs. The study tour will last for 3 days in each university.

Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
6	Study tour in Baltic Countries	2 March, 2014	5 March, 2014	Vilnius, Lithuania, Riga, Latvia	Within the first part of the WP consortium members visited partner HEIs in Baltic Countries, namely In Vilnius University the participants were exposed to the experience of Lithuanian Universities in development study courses with the help of Moodle platform in various environments. During the study tour a visit to the Parliament of the Lithuanian Republic was organized. GE and UA participants attended a meeting with Deputy Minister of Education of Lithuania. On the meeting the questions of EU language policy and modern challenges were raised. In University of Latvia participants also were introduced to the practical state of affairs in Moodle usage for the everyday teaching purposes, including multilingual education (Designing	Study tour completed handouts and other materials of the study tour were distributed among the faculty staff members of all partner HEIs

					Interactive Presentations for the learning process in Moodle, Moodle resources to facilitate in-service teachers'participation and accountability and etc.). During a meeting with Minister of Education of Latvia issues of multilingual education and linguistic policy in Latvia were raised. The host University organized also study tours to several multilingual schools	
7	Study tour in Germany	2 April, 2014	8 April, 2014	Freiburg, Germany, Frankfurt, Germany	In Freiburg and Frankfurt GE and UA faculty staff members were introduced to current state of things in the field of multilingual education in Germany, its aims, successes and challenges; typical curricula used in teacher training for multilingual education and specific methods and ways of multilingual education in German schools. Presentations covered following topics: Multilingualizm as learning process in language teaching Education – students' perceptions, German as a foreign and Second language: Introduction into a BA/MA program with multilingual and multicultural issues. In Frankfurt host university organized a visit to multilingual school (Europa school Frankfurt) where GE and UA participants attended a special lecture delivered by the director of Europa school on the main features and specifics of Europe Schools in general.	Study tour completed handouts and other materials of the study tour were distributed among the faculty staff members of all partner HEIs

Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress
Deliverable no. 6	Study tour in Baltic countries	6 April, 2014	13 April, 2014	Vilnius, Lithuania, Riga, Latvia	All activities related to this deliverable have been carried out.	handouts and other materials of the study tour were distributed among the faculty staff members of all partner HEIs
Deliverable no. 7	Study tour in Germany	13 May, 2014	18 May, 2014	Freiburg, Germany, Frankfurt,	All activities related to this deliverable have been carried out.	handouts and other materials of the study tour were distributed among the faculty staff members

				Germany		of all partner HEIs

Changes that have occurred in this result since the original proposal:

The dates of the Study tour were slightly changed

Please add as many tables as necessary.

Table of achieved / planned results

Title and reference number of the work package (WP)	**WP 5** **Development of Moodle platform for programs and courses**

Indicators of achievement and or/performance as indicated in the project proposal	The Moodle platform as well as web-sites for HEI of Georgia and Ukraine will be developed. The faculty and staff of HEI will be able to design their course based on developed platform.

Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
8	Development of Moodle platform	**15 April, 2014**	**15 October, 2015**	GE and UA	According to the Project activities, all participant HEIs will develop course management system (Moodle) and web-site for the developed program in Multilingual education. At TSU, ISU and SJSTU as well as in DNU, CUH and IFNUL Moodle platform is widely used by professors and students in order to improve teaching process. MA programs (frame curricula, syllabi of optional and mandatory courses, readers, handouts, other teaching materials), which are already developed by	Moodle Platform of partner HEIs will be modified and updated with new MA programs Establishment of new contacts Moodle platform and the web-site will serve as one of the options to disseminate project results on local, regional and

					Project member HEIs will be uploaded on the Moodle platform. The active phase of Moodle platform development for these particular MA programs started shortly after the study tour in EU countries (April-May, 2014). Department of information Technology and Operations Planning of partner HEIs is also involved in this process in close cooperation with the faculty staff.	international levels.

Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress
Deliverable no. 8	Development of Moodle platform	**15 April, 2014**	**15 October, 2015**	GE and UA	All activities related to this deliverable have been carried out.	Modified and updated Moodle platform

Changes that have occurred in this result since the original proposal:

None

Please add as many tables as necessary.

Table of achieved / planned results

Title and reference number of the work package (WP)	WP 6 Piloting and implementation of the BA programs

Indicators of achievement and or/performance as indicated in the project proposal	The BA program developed in the framework of TSU, ASEU and CCIIR project funded by OSCE HCNM will be piloted and implemented in the second year of the project in Tbilisi State University, Akhaltsikhe State Teaching University, Akhalkalaki College. The students will be enrolled based on legislative regulations of HEIs of Georgia. The process of the program piloting will be conducted in close collaboration of partners. Faculty members of Freiburg, Frankfurt, Vilnius and Riga universities will visit Georgia at the end of each semester for consultations and evaluation of the program effectiveness.

Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
9	Piloting and Implementation of BA program	01 September 2013	15 October, 2015	GE	BA program is passing through the relevant QA departments of HEI and MES of the Country	BA program in Multilingual education is mainly focused on the ethnic minorities (Armenians and Azerbaijanis), which are compactly settled in the South part of Georgia where the lack of subject teachers and the teachers of Georgian language is considered as one of the biggest challenges. Implementation of this BA program in Multilingual education is one of the effective ways to solve this problem as it aims to prepare Multilingual teachers for the primary schools especially for these regions of

						the Country.

Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress
Deliverable no. 9	Piloting and Implementation of BA program	01 September 2013	15 October, 2015	GE	All activities related to this deliverable are in progress	New BA program in Multilingual Education

Changes that have occurred in this result since the original proposal:

None

Please add as many tables as necessary.

Table of achieved / planned results

Title and reference number of the work package (WP)	**WP 7** **Piloting and implementation of the MA programs**

Indicators of achievement and or/performance as indicated in the project proposal	The MA program developed in the framework of will be piloted and implemented in the second year of the project in Ilia State University and in all HEIs of Ukraine. The students will be enrolled based on legislative regulations of HEIs of Georgia and Ukraine. The process of the program piloting will be conducted in close collaboration of partners. Faculty members of Freiburg, Frankfurt, Vilnius and Riga universities will visit Georgia and Ukraine at the end of each semester for consultations and evaluation of program effectiveness The MA program will be implemented in TSU and ASEU after the completion of the project.

Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
10	Piloting and implementation of MA program	**15 April, 2014**	**15 October, 2015**	GE and UA	The frame curriculum and all relevant syllabi are already developed by the faculty staff of partner HEIs with close collaboration of EU partners.	New MA programs in Multilingual Education

Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress
Deliverable no. 10	Piloting and implementation of MA program	**012014**	**15 October, 2015**	GE and UA	All activities related to this deliverable have been carried out.	Modified and updated Moodle platform

Changes that have occurred in this result since the original proposal:

None

Please add as many tables as necessary.

Table of achieved / planned results

Title and reference number of the work package (WP)	WP 8 To provide public schools of Georgia and Ukraine with qualified teachers

Indicators of achievement and or/performance as indicated in the project proposal	The time frame and methodology of development of in–service teacher's professional development programs will be identical to MA program development. The in-service teacher's professional development program will consist of 5 to 30 credit hours. The program will have the following training courses: (a) content and language integrated teaching; (b) intercultural education strategies; (c) curriculum and instruction, professional skills of teachers; (d) language courses ;(e) subject teaching training courses. Teachers will have an option to take one training program (5 credits) or take the whole program consisting of 30 credits.

Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
11	To provide public schools of Georgia and Ukraine with qualified teachers	15 June 2013	15 January 2014	GE and UA	The developed program have the following training courses: (a) content and language integrated teaching (b) intercultural educational strategies; (c) curriculum and instruction, professional skills of teachers; (d) language courses; (e) subject teaching training courses. Teachers will have an option to take one training program (5 credits) or to take the whole program consisting of 30 credits. Totally 200 teachers from GE and UA will participate in the trainings during the project implementation. The time frame and the methodology of development of in-service teacher's professional development programs are identical to MA program Development. Some UA partners (IFNUL, DNU) already started cycle of trainings. The presentation on Multilingual Education in general and on Modern Information Technologies in Multilingual Education	In–service teacher's professional development programs are developed

					was conducted.	

Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress
Deliverable no. 11	**To provide public schools of Georgia and Ukraine with qualified teachers**	**15 June 2014**	**15 October, 2015**	GE and UA	All activities related to this deliverable are in progress	In–service teacher's professional development programs are developed

Changes that have occurred in this result since the original proposal:

The GE partners will start conducting trainings from the second year of the project implementation.

Please add as many tables as necessary.

Table of achieved / planned results

Title and reference number of the work package (WP)	**WP 9** **Summative conference in Yalta**

Indicators of achievement and or/performance as indicated in the project proposal	The summative conference will be conducted in Yalta.

Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
12	Summative conference	**01 October, 2015**	**04 October, 2015**	UA	The project results will be presented at conference as well as specific research and teaching topics will be discussed by the faculties of partner universities as well as by researchers interested in international and multilingual education. The conference will last for 3 days.	Results achieved during the project implementation will be presented by all partner institutions

Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress
Deliverable no. 12	Summative conference	**01 October, 2015**	**04 October, 2015**	UA	All activities related to this deliverable will be carried out	The materials of the conference will be published and dissaminated

Changes that have occurred in this result since the original proposal:

None

Table of achieved / planned results

Title and reference number of the work package (WP)	WP 10.1 To equip the universities of Georgia and Ukraine with sufficient, up to dated teaching materials and equipment

Indicators of achievement and or/performance as indicated in the project proposal	All HEI will be equipped with computers, printers, projectors and boards for classes as well as with computers, internet and online resources for libraries. Each HEI in Georgia and Ukraine will have one modern and equipped computer lab for 20 students with all important programs for learning and research installed in them.

Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
13	To equip the universities with teaching materials and equipment	15 May, 2013	01 September, 2013	GE and UA	Local coordinators held several meetings with their administration, IT and budgeting department in order to define the specifications of the equipment. For the moment the list of equipment to be purchased has been agreed with all partners and with the EACEA. ISU Administration purchased techniques defined in the project and equipped the Computer Lab with necessary instruments. TSU and SJSTU are preparing for the tendering procedures to purchase computers and other equipments for the computer lab. Personal computers for the staff members are already bought. As for the UA partners, for the reasons indicated in the division "Obstacles and shortcomings" the equipment purchasing procedures are currently delayed.	Equipment of Computer lab and instatement of computer programs needed for teaching/learning will serve for teaching process improvement

Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress

Deliverable no. 13	**To equip the universities with teaching materials and equipment**	**15 May, 2013**	**15 October, 2015**	GE and UA	All activities related to this deliverable are in progress	By the end of the project 6 HEIs in GE and UA will have well equipped computer classes

Changes that have occurred in this result since the original proposal:

There are some delays in the purchasing process due to economical and political situation in UA

Table of achieved / planned results

Title and reference number of the work package (WP)	**WP 10.2** **Translation of textbooks for targeted universities**

Indicators of achievement and or/performance as indicated in the project proposal	The most important textbooks in the field of education, multilingual education, intercultural education, linguistics and psychology are already selected for translation..

Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
14	**Translation of textbooks for targeted universities**	**15 May, 2013**	**15 October, 2015**	GE and UA	The textbooks will be translated and published in Georgian and Ukrainian languages. It is planned to translate approximately 20 textbooks (4000 pages) and print 200 copies in each language. Responsible partner for this activity is NGO – CCIIR and DNU. The Negotiation with the publishing houses are in progress	20 textbooks will be translated into Georgian and Ukrainian

					already to obtain copy right and permission for the translation. The group of translators is also defined	

Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress
Deliverable no. 14	**Translation of textbooks for targeted universities**	**15 June 2014**	**15 October, 2015**	GE and UA	All activities related to this deliverable are in progress	In–service teacher's professional development programs are developed

<u>**Changes that have occurred in this result since the original proposal:**</u>

None

Table of achieved / planned results

<u>**Title and reference number of the work package (WP)**</u>	**WP 11** **Publishing Journal "Bilingual Education"**

<u>**Indicators of achievement and or/performance as indicated in the project proposal**</u>	International e-journal "Multilingual Education" (IJME) is dedicated to advancing knowledge of theory, research and practice in the field of multilingual and multicultural education as well as in language acquisition.

Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
15	**To provide public schools of Georgia and Ukraine with qualified teachers**	**15 November, 2012**	**15 October, 2015**	GE and UA	Six volumes of trilingual scientific journal "Multilingual Education" will be issued in the framework of the project. The journal is peer reviewed and is published by CCIIR. By the time of reporting the following activities has been carried out: The hosting for the E-platform of the journal "Multilingual Education" has been identified and purchased; The domain for the journal www.multilingualeducation.org has been purchased and pilot interface of the web-site developed; The guideline for the authors of the articles developed and sent to all partner universities; The editorial board of the journal selected through intensive communication with the partner universities; The information about the journal, its purpose and concentration disseminated among the partner universities. The first volume of the Journal is uploaded and disseminated. Partners prepared and submitted articles regarding theory and practice of multilingual education, physiology and pedagogical aspects of multilingual education and language competences in multilingual education. The second volume of the Journal will be published by the end of June.	Opportunity for faculty staff of HEIs to publish scientific articles in the international journal on Multilingual education issues for free CCIIR as a partner of Consortium will continue administration of publishing of the journal and will provide universities of Georgia and Ukraine with journal free of charge even after the completion of the project Journal will serve as one of the options to disseminate project results on local, regional and international levels.

Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress
Deliverable no. 15	**To provide public schools of Georgia and Ukraine with qualified teachers**	**15 June 2014**	**15 October, 2015**	GE and UA	All activities related to this deliverable are in progress	Trilingual e-Journal Multilingual Education will be published

Changes that have occurred in this result since the original proposal:

The number of volumes of Journal were decreased

Table of achieved / planned results

Title and reference number of the work package (WP)	WP 12.1 Preparatory workshop in Tbilisi (kick-of meeting)

Indicators of achievement and or/performance as indicated in the project proposal	Discussing budget issues Planning the future activities of the project

Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
16	Kick Off meeting	18 December, 2012	20 December, 2012	GE	The Implementation of DIMTEGU Joint Project began formally with the Kick Off meeting held at TSU in Tbilisi, Georgia on 18-10 December, 2012. Members of Consortium attended preparatory workshop. During the meeting general aims of the project, guidelines for its administration and specific role and expected contribution of each partner institution were discussed. The TSU team presented to Partners the project feedback and all recommendations from TEMPUS office; The modified project plan and budget has been approved. The updated project schedule and the work packages were introduced, reviewed and discussed together with the draft of the Partnership Agreement and inner reporting procedures. All GE and UA partners introduced their view and position on the project's impact on the participating HEIs. Main priorities of each member were underlined. EU partners introduced a detailed presentation	Establishment of the list of Contact persons from each partner institution Proper planning of forthcoming activities

					of the planned training modules and study tours	

Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress
Deliverable no. 16	Kick Off meeting	**15 October, 2012**	**15 October, 2015**	GE	All activities related to this deliverable are be carried out	Proper planning of forthcoming activities appointment of local coordinator in UA

Changes that have occurred in this result since the original proposal:

None

Table of achieved / planned results

Title and reference number of the work package (WP)	**WP 12.2** **Project Administration**

Indicators of achievement and or/performance as indicated in the project proposal	. The project administration is done on a daily basis and all partner universities participate in it.

Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
17	**Project management**	**15 October, 2012**	**15 October, 2015**	GE, UA, EU	The following activities will be undertaken for proper management of the project: (a) Organization of preparatory meeting in the beginning of the project and development action plan, strategy, define decision-making strategies and etc; (b) Organization online conferences once a month and all stakeholders will participate in conference to discuss ongoing activities of the project; (c) Conducting presentation of developed MA, PhD and in-service teachers' training programs, syllabi and teaching materials; (d) Conducting monitoring and consultation during piloting and introduction of the programs; (e) Organization public relations activities.	Well established project team Proper planning of forthcoming activities

Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress
Deliverable no. 17	**Project management**	**15 October, 2012**	**15 October, 2015**	GE, UA, EU	All activities related to this deliverable are in progress	Well established project team

Changes that have occurred in this result since the original proposal:

None

Table of achieved / planned results

Title and reference number of the work package (WP)	**WP 13** **Quality assurance**

Indicators of achievement and or/performance as indicated in the project proposal	During the Project implementation process following Quality Assurance mechanisms are introduced: - Programs are evaluated and adopted by QA department of target HEIs; - BA, MA, as well as In-service teachers programs will be accredited by National Centre for Educational Quality Enhancement of the Ministry of Education of Georgia and Ukraine; The assessment survey will be conducted for evaluation of each program after each semester

Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement

18	**Quality assurance**	**15 October, 2012**	**15 October, 2015**	GE, UA, EU	The following project monitoring activities are carried out in the project:
					
					1) Quality Assurance (cross project activity)
					    All the activities carried out by the project teams are carefully noted and can be described to the Coordinator at any time. Besides, the Local Project Coordinator from DNU keeps constantly in touch with other partner-universities from Ukraine, and experience exchange is in constant progress.
					
					2) Project Management meetings
					    The managerial staff of partners holds regular meetings where all the issues connected with the project are discussed. All the achievements are being reported to the managerial staff.
						Completion of inner report forms on each WP by the partners
						
						Presentation of the results during the meetings

					3) Semi-annual reports to the Coordinator
					      Semi-annual reports are compiled and sent to the Coordinator. In the reports all the activities performed by the project teams, achievements and results of each workpackage are thoroughly described.
					
					4) Semi-annual reports to the National Tempus Office of Ukraine
					      Semi-annual reports are compiles and sent to the National Tempus Office of Ukraine.	

					5) Field monitoring visits	

Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title	Start date	End date	Place	Description of the activity to be carried out	Specific and measurable indicators of progress
Deliverable no. 18	**Quality assurance**	**15 October, 2012**	**15 October, 2015**	GE, UA, EU	All activities related to this deliverable are in progress	Completion of inner report forms on each WP by the partners Presentation of the results during the meetings

<u>Changes that have occurred in this result since the original proposal:</u>

None

Summary Report for Publication

Project title

Development and Introduction of Multilingual Teacher Education programs at Universities of Georgia and Ukraine

Objectives

- To prepare HEIs of Georgia and Ukraine to deliver modern BA, MA and in-service teacher's certificate programs in multilingual education;
- To provide public schools of Georgia and Ukraine with qualified teachers and teaching materials;
- To prepare frame- curriculum as well as syllabi for MA and in-service teacher's certificate programs in multilingual education in Georgia and Ukraine;
- To prepare the university faculty members of Georgia and Ukraine to apply modern pedagogical methods in BA and MA programs of multilingual education;

To equip the universities of Georgia and Ukraine with sufficient, up to dated teaching materials and equip

Outcomes

- *Developed frame curriculum for BA and MA Teacher education programs in multilingual and international education;*
- *Developed syllabi and teaching materials for BA and MA Teacher education programs in multilingual and international education;*
- *60 faculty members trained and prepared to develop modern syllabiand apply modern teaching methods in classroom on BA and MA Teacher education programs in multilingual and international education in Georgia and Ukraine;*
- *Moodle platform for BA and MA Teacher education programs in multilingual and international education;*
- *Developed web-site for the project;*
- *Libraries equipped with computers and modern teaching materials in targeted universities to implement effectively BA and MA Teacher education programs in multilingual and international education;*
- *20 textbooks on multilingual education and international translated in Georgian and Ukrainian languages. 200 copies published in each language;*
- *12 volumes of 100 page e-journal "International Journal on Multilingual Education" developed and posted on the web-site in Georgian, Ukrainian and English languages*

Activities

Activity 1.1. Organization of trainings for faculty members of Georgian and Ukrainian higher educational institutions
  - Module I: Teaching methods;
  - Module II: Development of syllabus
  - Module III: Multilingual/Multicultural Education

Activity 2.1. Development of the frame curriculum for MA   multilingual education programs;
Activity 2.2. Development of the syllabi;
Activity 2.3. Organization of study tours in Germany, Latvia and Lithuania for the faculty of Georgian and Ukrainian universities;
Activity 2.4. Development of the moodle platform and web-sites for programs and courses;
Activity 2.5. Piloting and introduction of BA program;
Activity 2.6. Piloting and introduction of MA program
Activity 3.1. To prepare in-service teacher's professional development program;
Activity 3.2. To train 400 in service teachers from Georgia and Ukraine
Activity 4.1. Translation of textbooks for targeted universities into Georgian and Ukrainian languages
Activity 4.2. Publishing International E-journal "International Journal on Multilingual Education"
Activity 4.3. Technical equipment of HEIs

Progress to date

The following objectives have already been achieved in the framework of the project:
  - *Faculty members are trained and prepared to develop modern syllabi and apply modern teaching methods in classroom on BA and MA Teacher education programs in multilingual and international education in Georgia and Ukraine;*
  - *Study tour for faculty members of higher educational institutions of Georgia and Ukraine is conducted in Latvia, Lithuania and Germany*
  - *Frame curriculum for BA and MA Teacher education programs in multilingual education as well as syllabi for BA and MA Teacher education programs are developed;*
  - *In-service teacher professional development program is developed*
  - *Moodle platform for BA and MA Teacher education programs in multilingual and international education is developed;*
  - *The web-site for the project is developed;*
  - *Libraries of some partner universities are equipped with computers;*
  - *Textbooks on multilingual education and international are selected for translation and translation copyright in Georgian language is obtained.*
  - *The web-site for international online journal is developed: www.multilingualeducation.org . First volume of 100 page e-journal "International Journal on Multilingual Education" is developed and posted on the web-site www.multilingualeducation.org in Georgian, Ukrainian and English languages*

Future developments

The following activities will be implemented in the framework of the project:
- To accreditate and pilot BA and MA Teacher Education programs;
- To conduct in-service teacher training for 400 in-service teachers;
- To translate selected textbooks in Georgian and Ukrainian languages;
- To issues 2-6 volumes of the journal "International Journal on Multilingual Education";
- To equip libraries of all partner universities with computers;

Other remarks

STATEMENT OF THE COSTS INCURRED

Tempus project N°__530360_____

- Column "1. Project Costs" and Column "3. Project Finance": please input the estimated budget of the project as indicated in Annex II of your Grant Agreement or in subsequent amendments to Annex II.
- Columns under "2. Project Expenditure to date": please indicate the expenditure made <u>to date</u> (paid directly from the Tempus grant and/or co-financed). The declared amounts must represent <u>AMOUNTS ACTUALLY PAID</u> (meaning that a disbursement has been made) and NOT committed amounts.
- "Bank interest" is to be declared if it represents a significant amount, and must be included in the Final Report (see Article II.16.4 of the Grant Agreement).

		1. PROJECT COSTS € Estimated budget of the project (Annex II)	2. PROJECT EXPENDITURE TO DATE €		
			Declared Paid from Tempus	Declared Co-financed	TOTAL Declared
I	Staff costs	338 680, 00	213130.00	17 000	230 130.00
II	Travel costs and Costs of Stay	251 980, 00	149277.82	3200. 65	152 478. 47
III	Equipment	195 000, 00	29644.53	5000.22	34 644. 75
IV	Printing and publishing	54 000, 00	6902.99	3847.56	10 750. 55
V	Other costs	114 100, 00	2796.52	1003.80	3 800. 32
VI	Indirect costs[1]	66 763, 00	20 780.20		20 780.20
			Total	Total	TOTAL
TOTAL ELIGIBLE COSTS[2] (I.4.2)		1 020 523,20	422532.06	30052.23	452 584, 29

	3. PROJECT FINANCE €
Co-financing	102 149, 17
Total from the Tempus grant	918 374, 03
TOTAL PROJECT FINANCE (I.4.2)	**1020523,20**
Bank interests	

REQUEST FOR PAYMENT

In accordance with Articles I.5 and II.15 of the Grant Agreement of this project, I hereby confirm that (<u>please tick the appropriate box</u>):

X **I have already spent 70%** of the first installment of pre-financing, and thus **request** the second installment of pre-financing to the following bank account: *IBAN[3]*

IBAN: GE65NB0331100001150207

☐ **I have not yet spent 70%** of the first installment of pre-financing, and thus **do not** request the second installment of pre-financing.

Date and signature of the **legal representative** of the co-ordinator (institution):

Date:___30.05.2014   Signature:_____

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[1] Indirect costs may not be co-financed (section 8.4, Guidelines for the use of the grant).

[2] As indicated in art. I.4.2 of the Grant Agreement.

[3] BIC code for countries where the IBAN code does not apply.

ACKNOWLEDGEMENT OF RECEIPT

Your name: Darejan Tvaltvadze

Complete address: I. Tchavchavadze ave. 1

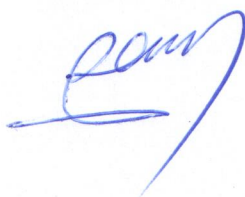| GE	0179	Tbilisi
Country code	Postal code	City

This page of the form will be returned to you on receipt of your Intermediate Report. Therefore please enter your name and address in the box above. Please remember to send in this page with each of your reports.

For internal use only

Tempus Project No.
530360-TEMPUS-1-2012-1-GE-TEMPUS-JPCR

under the Tempus programme.

Yours sincerely,

Done at Tbilisi, Georgia   Date 30.05. 2014

CHECK-LIST

WHAT INFORMATION NEEDS TO BE SENT?

☐   **Declaration, duly signed by the contact person and the legal representative of the co-ordinator (institution) –   Annex IV/2**

☐   **Report on implementation of the project – Annex IV/3-5**

☐   **Statistics and Indicators – Annex IV/6-8**

☐   **Table of achieved/planned results – Annex IV/9-10**

☐   **Summary Report for Publication – Annex IV/11**

☐   **Statement of the costs incurred and Request for Payment – Annex IV/12**

☐   **Acknowledgement of receipt – Annex IV/13**