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| **Course title** | **Civic Education and democracy in Georgia - the challenges and ways of development** |
| **Authors/ Instructors** | **Shorena Maglakelidze, Sopho Lobzhanidze, Davit Malazonia, Tamar Taliashvili, Ketevan Chkuaseli, Tina Gelashvili, Tinatin Mepharishvili, Madona Mikeladze, Tamar Mosiashvili, Giorgi Chumburidez, Gia Tsutskvashvili** |
| **Course status/ level** | Bachelor, MA |
| **Course code** |  |
| **Teaching Semester** | Spring Semester |
| **ECTS** | 6 |
| **Course Rationale** | The course envisages improvement of the principles of civil education and democracy in the higher education institutions of Georgia. |
| **Course Objectives** | Formal civic education in the auditorium is the primary means by which young people acquire the knowledge and skills necessary to participate in their democracies in an informed and engaged fashion. The principle objective of civic education is to teach civic literacy, which can be defined as a knowledge and understanding of the basic principles of government. It also aims to impart a basic familiarity with prevailing social values and norms as well as an understanding of fundamental rights and responsibilities. |
| **Pre-Requisites** | Course access Pre-Requisites not asssist |
| **Learning Outcomes** | * Make the acquaintance of global challenges of Civic Education and Democracy, and the measures taken to resolve them and to recognize the goals of sustainable development in the context of Georgia. * To analyze of activities which were conducted for the goals of Civic Education and Democracy development and to evaluate effectiveness of the best practices compared in other countries. * Make the acquaintance of global challenges of Civic Education and Democracy, and the measures taken to resolve them and to recognize the goals of sustainable development in the context of Georgia. * To recognize their professional and personal role in public awareness of the civic education and formation of democratic values. * Within the scope of the civic education and the problems of democracy to be able to conduct planning of research, implementation, and evaluation of the results. * Within the frame of their competence and action plan be able to raise public awareness in the civic education and enhancement of the democratic values. * Students will be able to identify the problem of specific research area. * Students will be able to identify relevant research methods, to collect data, to make analyses and to develop of recommendations. |
| **Teaching Methods** | **The lectures and seminars** will be built on the principles of interactive teaching.  The main methodological approach of the course is problem-oriented learning. The following basic methods will be used:   1. Class discussion conducted by Lecture 2. Debate on current issues by students 3. Group Presentations by students 4. Student reports by individuals 5. Group works 6. Role play 7. Case study 8. Feedback methods |
| **Assessment and**  **Course Requirements** | On the seminar student's groups will present the interim report, as well as will make and receive feedback from peers and from the lecture on a base of which will correct corrections in research and will make adjustment of amendments of the final report.  **Activity – 30**  **First Midterm assessment – 20**  **Second Midterm assessment – 20**  **Presentation - 30**   GRADING SCALE  The scores will be calculated according to the following:  (A) 91-100 Superior  (B) 81-90 Good  (C) 71-80 Above Average  (D) 61-70 Average  (E) 51-60  Below Average  (FX) 41-50 Failing  (F) 0-40 Withdrawal from course |

**Course Sequence - Topics by Units**

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| **Week № and Lesson Activity** | **You should write 6 Units at the most**  **Each Unit has to include at least two topics**  **Each Unit should include the following: Topic of Lesson**  **Topic Rationale and Objectives**  **Learning Outcomes** | **Compulsory Literature**  **Supporting Literature** |
|  | **Unit 1. The main trends of democracy and civil society development**  **TOPIC 1 : State and society: Origin and Development Forms**  **Rationale**  **and Objectives:**  The issue is considering that students should be getting acquainted with the principles of state origin, society and state interaction modeling and principles of organizing government.  Students will conscious how have been changed the essence of the state and the forms of its organization.  **Learning Outcomes**  - Aware about the characteristics of the various formats of the state and can describe the social and political functions of the human.  - Aware of international and national documents in the field of Principles of separation of powers.  -Aware of the rights, obligations and responsibilities of People's sovereignty. | **Compulsory Literature**  1. Borus, c. Rukhadze, Z. Kvachadze, m. Gaprindashvili, L. Izoria, l. 2011. Red. Miminoshvili, Z. Democracy and citizenship. Tbilisi: The Foundation for Electoral Systems in Georgia  2. Development of civil society in Georgia Achievements and Challenges. Gia Nodia. Tb. 2007.  **Supporting Literature**  1. Begiashvili m. Bostoghanashvili d. Lezhava D. Losaberidze d. Mklavishvili m. Nozadze G. 2007. Democracy upper transitional period and Active Citizenship (Training Materials) Tbilisi.  2. „ Civil society: Comparative Analyze“. Course of Lectures. Marina Muskhelishvili. Tbilisi 2006.  3. Gogodze. Shatberashvili. 2010. Multilevel Innovation Policy and European Integration, Tbilisi: Association "European Studies for Innovative Development of Georgia". |
|  | **Unit 1. TOPIC 2: Political regimes and citizenship.**  **Rationale**  **and Objectives:**  The issue is considering that students should be getting acquainted to study the characteristics of different political regimes (democratic, authoritarian and totalitarian) and the human civil action in terms of characteristics and their functioning (Governance, economy, litigation, culture) and acquaint the power (The Scope and Limits of the Freedom).  Students will consider perspectives of realization of human rights and engagement in connection with political regimes.  **Learning Outcomes**  - Students will be able to explain the basic characteristics of political regimes and describe the scope of the civil capacity of the human / community (assumptions and restrictions)  - Aware of the rights, obligations and responsibilities of citizen. | **Compulsory Literature**  1. A hybrid political regime between democracy and authoritarianism. Conceptual problems. Tb .2015  2. Types of political systems. <http://www.socium.ge/downloads/politikurisociologia/politikur-sistemata-tipebi.pdf>  **Supporting Literature**  1. Begiashvili m. Bostoghanashvili d. Lezhava D. Losaberidze d. Mklavishvili m. Nozadze G. 2007. Democracy upper transitional period and Active Citizenship (Training Materials) Tbilisi.  2. „Civil society: Comparative Analyze“. Course of Lectures. Marina Muskhelishvili. Tbilisi 2006. |
|  | **Unit 2. Human rights, their protection mechanism and the establishment of civil society**  **TOPIC 1 :** [**The Genesis of Human Rights**](http://www1.ombudsman.gov.ua/en/index.php?option=com_content&view=article&id=1113&Itemid=17)  **Rationale**  **and Objectives:**  The issue is considering that students should be getting acquainted to study human rights, their social roots and their destination*.*  Students should realize that human rights are part of humanitarian and socio-cultural development, which passed through the millennia and remains as a center of political, legal, ethical, religious and philosophical thinking*.*  **Learning Outcomes**  - Students will be able to analyze the human rights issues in different epochs and characteristic of the modern period features.  - Aware about establishment of civil society | **Compulsory Literature**  1. Human Rights, Liberty Institute, Tbilisi, 2007  2. Education for Democratic Citizenship and Human Rights (EDC / HRE) http://www.coe.int/t/dgap/tbilisi/index0ae0\_ge.asp (28.11.2012)  **Supporting Literature**  1. Universal Declaration of Human Rights; Konstantin Korkelia, Irine Kurdadze - International Human Rights Law according to the European Convention on Human Rights.  2. Convention on the Protection of Human Rights and Fundamental Freedoms, https://matsne.gov.ge/ka/document/view/1208370 |
|  | **Unit 2. TOPIC 2 : International Standards of Human Rights Protection**  The issue will be intended for students to get familiar with the functioning of human rights institutions and instruments within the UN and Council of Europe.  Students will realize the role and importance of international institutions in terms of human rights protection.  **Learning Outcomes**  - Students are able to discuss about the rights and responsibilities of institutions such as the UN and Council of Europe in the process of human rights protection. | **Compulsory Literature**   1. International Standards of Human Rights Protection, 2014 Georgian Reforms Association - GRASS. 2. Konstantin Korkelia (Red)International Standards of Human Rights Protection and Georgia,Tbilissi, 2011,- 3. Lashkhia, m. - Human Rights: Genesis, Value and Present, 2011   **Supporting Literature**  1. Convention on the Protection of Human Rights and Fundamental Freedoms, https://matsne.gov.ge/ka/document/view/1208370 |
|  | **Unit 2. TOPIC 3 : National Strategy of Human Rights**  **Rationale**  **and Objectives:**  The issue is considering introduction of The National Strategy of Human Rights and relevant priorities of governments to students.  Students will realize that human rights protection in Georgia is based on constitutional and international standards, principles and norms. Its amendment will be developed on the basis of international standards.  **Learning Outcomes**  - Students can discuss about human rights protection mechanisms and assess their effectiveness. | **Compulsory Literature**   * 1. National Strategy of Human Rights of Georgia, for 2014 -2020 years, Decision of the Parliament of Georgia   **Supporting Literature**  1. The Government of Georgia Action Plan (2016-2017), Georgian government; Resolution No. 338, 21 July 2016  2. Report of the Government of Georgia in 2014-2020 By 2017, with the introduction of the National human defense Program, the following is prepared by Magi Nicholson. |
|  | **Unit 2. TOPIC 4 : Civil society formation in Georgia - trends and concepts**  **Rationale**  **and Objectives:**  The issue is considering that students will get familiar with the process of formation of civil society in Georgia and its factors.  Students will realize the characteristics of civil society, its political, socio-economic and cultural bases and development trends.  **Learning Outcomes**  - Students are discussing about the factors, challenges and development trends that constitute civil society formation in Georgia; Describing the mechanisms of the functioning of civil society and characterizing its features. | **Compulsory Literature**  1. Gia Nodia, Civil Society Development in Georgia: Achievements and Challenges  2.EU Strategy for Cooperation with Civil Society, Date of Approval: 21 July 2014  **Supporting Literature**  1. EU Strategy for Cooperation with Georgian Civil Society 2014 - 2017 Approved by the Embassies of the EU Delegation and EU Member States Date of Approval: 21 July 2014 |

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|  | **Unit 3. Democracy and active citizenship**  **TOPIC 1 : The essence of democracy, principles and development trends**  **Rationale**  **and Objectives:**  Students should get acquainted with the essence, principles, and norms of democracy; Prospects for development of democratic society in Georgia.  Students should know the basic principles of democracy and realized that democracy is a developing process.  **Learning Outcomes**  - Students are discussing about the advantages of the democratic system, problems of establishing democracy and their prospects in Georgia; describing the political, social, economic and cultural environment for the development of democracy*.* | **Compulsory Literature**   1. Constitution and Democracy, Tbilisi 2014. 2. Golbio R, Hudleston T, Krapper P, Rowe D, Taalman W. 2009. Life in a democratic society. Ed. Natsvlishvili, N. Tbilisi: Teacher Professional Development Center.   **Supporting Literature**  1. Malkhaz Begiashvili, David Bostoghanashvili, Diana Lezhava and others. Transitional period and active citizenship on Democracy, - Tb., 2007  2. "Democracy and Citizenship" Assessment Report Grier Borous 2013 . |
|  | **Unit 3. TOPIC 2: Civil society and democratic citizenship**  Introducing the concepts of civil society and democratic citizenship for students; Discussion of issues about civil society and democratic citizenship in Georgia in the context of international practice*.*  Students will realize the importance of civil society for democratic development of Georgia; They will get knowledge about factors and tools for promoting democratic citizenship.  **Learning Outcomes**  - Students are discussing about the factors and peculiarities of the development of civil society and democratic citizenship in Georgia; Georgia's relevant practice will be discussed in the international context. | **Compulsory Literature**  1. Constitution and democracy, Tbilisi 2014.  2.Golbio R, Hudleston T, Krapper P, Rowe D, Taalman W. 2009. Life in a democratic society. Ed. Natsvlishvili, N. Tbilisi: Teacher Professional Development Center.  **Supporting Literature**  1.Malkhaz Begiashvili, David Bostoghanashvili, Diana Lezhava and others. Transitional period and active citizenship on Democracy, - Tb., 2007  2. G. Borous, G. Rukhadze, Z. Kvachadze, m. Gaprindashvili, L. Izoria, l. 2011. Red. Miminoshvili, Z. Democracy and citizenship. Tbilisi: Electoral Systems Foundation Representation in Georgia  3. Beselia N. Bokeria N. Kordzadze str. 2011. How to become an Active Citizen (Teacher's Book) Tbilisi: Publishing House of Bakur Sulakauri. |
|  | **Unit 4. Education and democratic citizenship**  **TOPIC 1: Education and democratic citizenship**  **Rationale**  **and Objectives:**  The issue considers that students will get acquainted with the document adopted by the Council of Europe - "New Model of Competences for Democratic Culture"  Students will understand the essence (structure, content, purpose) of civil competence and realize the role of the school (in general, educational institutions) in the formation / development of civil competences among students.  **Learning Outcomes**  - Students will be able to discuss the main focus of the "New Model of Competence of Democratic Culture" and the Prospects of Realization of it in Georgian Education Area. | **Compulsory Literature**  1. "New Model of Competences for Democratic Culture". The Council of Europe. 2017  2. Education for Democratic Citizenship and Human Rights (EDC/HRE) http://www.coe.int/t/dgap/tbilisi/index0ae0\_ge.asp (28.11.2012)  **Supporting Literature**  **1** . Natsvlishvili. Ed. 2009. What should each teacher do to facilitate the teaching of civil education and human rights: the framework of teachers' competences; Tbilisi: Teacher Professional Development Center.  2. Vinnyderen, p. Yong, ch. Pot, b. Kupatadze, h. Civil education (Methodical guide for teachers) .2010.  3. Golbauer, Hudstenit, Kripp, Rowe, Tselmanuu. 2009. Life in a democratic society. Ed. Natsvlishvili, N. Tbilisi: Teacher Professional Development Center.  4. Gakheladze, George. Civic upbringing - the main purpose of general education http://mastsavlebeli.ge/index.php?action=page&p\_id=7&npid=14&id=93  5. Beselia N. Bokeria N. Kordzadze str. 2011. How to become an Active Citizen (Teacher's Book) Tbilisi: Publishing House of Bakur Sulakauri. |
|  | **Unit 4. TOPIC 2 : International and national policy documents for democratic citizenship.**  **Rationale**  **and Objectives:**  The issue will be intended for students to get acquainted with the international and national policy documents ("Council of Europe Charter on Democratic Citizenship Education and Human Rights", "National Education for General Education", "National Curriculum", "Law of Georgia on General Education" etc.) which are creating a theoretical and practical normative bases of democratic citizenship.  Students should develop their competence of democratic citizenship for the purpose of prospects for the development of international and national policy documents and scale of their realization.  **Learning Outcomes**  - Students will develop their visions and evaluate how well is formulated “the democratic citizenship competences” in international and national educational policy documents. | **Compulsory Literature**  1. The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education  2. National Curriculum of Georgia  (2011-2016), http://mes.gov.ge/~mesgov/content.php?id=3923&lang=geo  3. National Goals of General Education of Georgia  (2004), http://www.mes.gov.ge/old/index.php?module=text&link\_id=196  4. Law of Georgia on General Education (2005). www.parliament.ge  **Supporting Literature**  1. Vinnyderen, p. Yong, ch. Pot, b. Kupatadze, h. Civic education (Methodological guide for teachers).2010.  2. Goglichidze a. 2011. Participation in the school self-government (Stident's book) Tbilisi: Publishing House Bakur Sulakauri.  3. Golbauer, Hudstenit, Kripp, Rowe, Tselmanuu. 2009. Life in a democratic society. Ed. Natsvlishvili, N. Tbilisi: Teacher Professional Development Center.  4. Education for Democratic Citizenship and Human Rights (EDC/HRE) http://www.coe.int/t/dgap/tbilisi/index0ae0\_ge.asp (28.11.2012) |
|  | **Unit 4. TOPIC 3 : Global challenges of democratic citizenship and sustainable development goals in the educational sphere of Georgia.**  **Rationale**  **and Objectives:**  The issue is considering the determination of democratic citizenship and the pedagogical practice (classroom, school or non-formal) by the students in connections (matches and mismatches) of developing pedagogical strategy.  Main aim is creation of modeling of pedagogical practice based on the competencies of democratic citizenship.  **Learning Outcomes**  - Students will be able to evaluate the standards of pedagogical practices (classroom, school, informal education) on the basis of competencies of democratic citizenship and will settle its improvement strategies. | **Compulsory Literature**  1. "New Model of Competences for Democratic Culture". The Council of Europe. 2017  2. Education for Democratic Citizenship and Human Rights Education (EDC/HRE) http://www.coe.int/t/dgap/tbilisi/index0ae0\_ge.asp (28.11.2012)  **Supporting Literature**  1. Natsvlishvili N. Ed. 2009. What should each teacher do to facilitate the teaching of civil education and human rights: the framework of teachers' competences; Tbilisi: Teacher Professional Development Center.  2. Goglichidze. 2011. Participation in the school self-government (pupil's book) Tbilisi: Publishing House Bakur Sulakauri.  3. Golby, Hudstenit, Kripp, Rove, Tale Manu. 2009. Life in a democratic society. Ed. Natsvlishvili, N. Tbilisi: Teacher Professional Development Center.  4. Beselia N. Bokeria N. Kordzadze str. 2011. How to become an Active Citizen (Teacher's Book) Tbilisi: Publishing House of Bakur Sulakauri.  5. Angest, D. Pharar, M. Muna, a. Rothmund, A. Ed. A. Rothmund, A. 2004. Domino (a publication how to use peer education in combating racism, xenophobia, anti-Semitism and intolerance). The Council of Europe. |
|  | **Unit 5. The role of civil organizations in raising civic awareness in Georgia**  **TOPIC 1 : Structure, goals and activities of public organizations**  **Rationale**  **and Objectives:**  The issue envisages acquaintance with the status of organizations and activities (research centers, service oriented organizations, advocacy, youth organizations, volunteering, etc.).  Establishing Capacity to Cooperate with CSOs.  **Learning Outcomes**  - Students will be able to determine the interaction between CSO activities and organization's mission, evaluate of the accountability and transparency tools used by the organization. | **Compulsory Literature**  1. EU Road Maps for Collaboration with Civil Society 2014 - 2017 Manual, Retrieved from http://eeas.europa.eu/delegations/georgia/documents/civil\_society\_library/eu\_roadmap\_georgia.pdf  2. Tamar Mosiashvili, (2016) School and EU Road Map, Journal "Teacher" Retrieved from http://mastsavlebeli.ge/?p=10298.  3. AUGUR (2012) Challenges for Europe in the world in 2030, Retrieved from http://www.augurproject.eu/IMG/pdf/cso\_note\_provisional\_draft5\_june\_2012.pdf |
|  | **Unit 5. TOPIC 2 : Role Strengthening Instrument for Social Organizations: Teaching Through Public Activities**  **Rationale**  **and Objectives:**  The issue is to get acquainted with the four-step model of teaching for students by civic activities.  Students will plan their activities in the educational institutions, and will consider the scale and significance of the alleged social change.  **Learning Outcomes**  - Students will be able to plan youth groups activities which will be organized by them or by educational institutions. | **Compulsory Literature**  1. Tamar Mosiashvili, (2016) teaching public work. Retrieved from http://mastsavlebeli.ge/?p=12113 |
|  | **Unit 6. The role of civic education in the 21st century environmental sustainable development challenges**  **TOPIC 1 : The concept of environmental sustainable development**  The issue is to study students' concepts of environmental sustainable development, international and national environmental legislation and challenges facing Georgia in this regard.  Students should study: sustainable development of international and local programs; International and national policy of environmental protection;  **Learning Outcomes**  - Students will determine the importance of natural resources for human existence; They will discuss the tendencies of natural resources reduction and its causes; They will become familiar with issues of diversity of environmental degradation process and about global and national food safety thematic. | **Compulsory Literature**   1. New Sustainable Development Agenda, Leaving No One Behind; 2015 2. <http://www.ungeorgia.ge/eng/sutainable_development_goals#.WOqSbPkrLIU> 3. Sustainable agricultural development for food security. FAO REPORT) 2016; <http://www.fao.org/3/a-i5795e.pdf> 4. Food and Agriculture Organization, The State of Food Insecurity in the World, 2014. <http://www.fao.org/3/ai4030e.pdf> 5. International Food Policy Research Institute, Global Hunger Index, 2014. <http://www.ifpri.org/sites/default/files/publications/ghi14.pdf> 6. Law of Environmental protection. Georgia, 1996, N 519-Iს 7. [http://eiec.gov.ge/getfile/c60fcca1-d55c- 44e2-8324- 8da6479be7f8/.aspx](http://eiec.gov.ge/getfile/c60fcca1-d55c-%2044e2-8324-%208da6479be7f8/.aspx)   **Supporting Literature**   1. European Commission, Science for Environment Policy: Climate Change to Shift Global Spread & Quality of Agriculture Land, 2015. [http://ec.europa.eu/environment/integration/research/newsalert/pdf/climate\_change\_to\_shift\_global\_spread\_q uality\_agricultural\_land\_403na1\_en.pdf](http://ec.europa.eu/environment/integration/research/newsalert/pdf/climate_change_to_shift_global_spread_q%20uality_agricultural_land_403na1_en.pdf) 2. The Woodrow Wilson Center for International Scholars, Food Security & Sociopolitical Stability, 2013. <http://www.wilsoncenter.org/event/food-security-and-sociopolitical-stability> 3. Emmy Simmons, Harvesting Peace: Food Security, Conflict & Cooperation, 2013. <http://wilsoncenter.org/sites/default/files/HarvestingPeace.pdf> 4. The World Bank, World Development Report 2008, Agriculture for Development Policy Brief: Agriculture & Poverty Reduction. [http://siteresources.worldbank.org/SOUTHASIAEXT/Resources/223546- 1171488994713/3455847-1192738003272/Brief\_AgPovRedctn\_web.pdf](http://siteresources.worldbank.org/SOUTHASIAEXT/Resources/223546-%201171488994713/3455847-1192738003272/Brief_AgPovRedctn_web.pdf) |
|  | **Unit 6. TOPIC 2 : The role of civil education in maintaining sustainable environment**  **Rationale**  **and Objectives:**  The issue is that students will get acquainted with the importance of civic education on sustainable development of the environment (economic, social, ecological).  Challenges to get acquainted with the importance of civil activity in the role of civic activities in the sustainable development of the environment.  The main goal is that students can connect prospects of the development competencies on democratic citizenship to the objectives of the International Environmental and National Policy Documents for Sustainable Development and capacities of their realization.  **Learning Outcomes**  - Students are able to express their assumptions about the perspectives of sustainable development of the environment; Discussing the role of civil involvement in sustainable development of natural resources and poverty reduction. | **Compulsory Literature**   1. A New Rural Development Paradigm for the 21st Century; Development Centre Studies; A TOOLKIT FOR DEVELOPING COUNTRIES © OECD 2016 2. The Substantive Democracy: Role of Civil Society Karnataka1 Shareena Banu C, P. Research Scholar at the Centre for the Study of Social Systems, Jawaharlal Nehru University, New Delhi. 3. Administration Planning: An Exploration of Social Justice, Equity, and Citizen Inclusion; Administrative Theory & Praxis Vol. 29, No. 3, 2007:   **Supporting Literature**   1. <https://emergency.cdc.gov/training/> 2. <http://www-ns.iaea.org/downloads/iec/er-training-booklet.pdf> 3. http://www.unesco.org/education/tlsf/mods/theme\_a/popups/mod01t05s01.html 4. <http://www.esdtoolkit.org/discussion/default.htm> |

**Required and Recommended Readings**