



Curriculum Reform for Promoting Democratic Principles and Civic Education in Israel and In Georgia

SELECTED ERASMUS+ Program: OCT 15, 2016-AUG. 15, 2019

Gordon Academic College: Coordinating Institution
Dr. Rhonda Sofer: Coordinator

Director of The Center for International Relations and Program at GACE





CURE'S OBJECTIVES



Main Objective:

Construct and Develop a Multi-Dimensional Program that promotes curricular reform for Democratic principles and civic education in Higher Educational Teacher-Training Institutions or Faculties/Departments in Israel and in Georgia





LEARNING FROM DOIT'S GOOD DESIGN:

MULTIDIMENSIONAL PROGRAM based on INTERNATIONAL COLLABORATION!

Involvement of key administrative stakeholders:

- ❖ Part of the process from application onward—aiming at curriculum reform—must have them onboard.

Involvement of faculty

- ❖ Development
- ❖ Training workshops
- ❖ Enrichment workshops

Involvement of students and NGOs:

- ❖ Leadership workshops
- ❖ Developing Projects and Activities that Promote Civic Involvement.

Involvement of Continuing Education Departments at our HEIs

- ❖ In-service teacher-training





PROGRAM: WP 1,2,4



- **Develop innovative courses through international teams, pilot these course and integrate them into our curriculum of our HEIs.**
- **“TRAIN THE TRAINERS” Workshops in EU institutions**
- **Run faculty workshops**
- **Establishing Centers for Civic Action on our Campuses**
 - **Student Leadership Workshops and workshops aimed to provide them with tools to design and implement civic oriented projects.**
 - **Student Activities that reflect civic involvement**
 - **Course Promoting Active Citizenship**
- **In-service teacher training workshops on civic education and guidance to set up civic clubs in the schools where the teacher’s teach.**
- **Publish new learning materials and provide “kits” for our courses and student activities.**

OUTCOMES



- Professional Educators of Teachers will have strategic models for promoting Democratic Principles and civic involvement through their teaching.
- Students of education will receive leadership training that provides them with the skills to implement civic programs in their schools.
- Professional Educators of Teachers gain life-long skills which they pass on to their students and teachers (domino effect).
- Centers of Civic Action on HEI campuses
- CURRICULUM REFORM and Promoting Democratic Principles in our Teacher-Training HEIs.

The International CURE Team



Our Consortium

- Academic Colleges of Education,
- Departments/Faculty of Education in Universities,
- Major Universities
- Student Unions
- NGO which are involved in civic action and leadership development.

Working with 27 Groups: 17 Official Members of CURE with 9 student groups/unions

15 Academic Institutions:

5 in Israel—4 teaching colleges, 1 regional college.

5 HEI Georgia including major cities and outlying areas.

5 HEIs in the EU countries.

2 NGOs: (Georgia and Estonia)

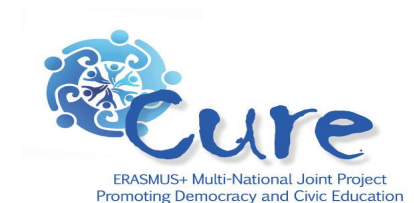
9 Student Unions: 4 in Israel and 5 in Georgia



Israeli CURE Team:



- **Gordon Academic College of Education (Coordinating Institution)**
- **Sakhnin Academic College**
- **David Yellin Academic College**
- **Academic College of Education Givat Washington**
- **Sapir Academic College**

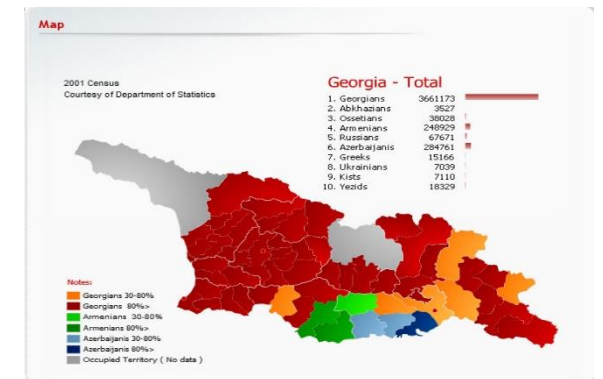




GEORGIAN CURE TEAM:



- **Ilia State University (Tbilisi)**
- **Ivane Javakhishvili Tbilisi State University**
- **Samtskhe-Javakheti State University (Alhaltzeche).**
- **Shota Rustaveli State University (Batumi)**
- **Kutaisi University**
- **Civic Development Institute (NGO, Tbilisi)**





EUROPEAN UNION CURE TEAM

- **University of Education Upper Austria**
- **Paris-Lodron-University of Salzburg, Austria**
- **Canterbury Christ Church University, United Kingdom**
- **Tallin University, Estonia**
- **Jagiellonian University, Poland**
- **Jaan Tõnissoni Instituut, Estonia**



What are the Objectives of the CURE project ?



ESTABLISH INTERNATIONAL TEAMS to create 5 courses that will be piloted in IL and GE HEIs



WP2.1 Development: Leader ISU: assisted by DYC + PLUS

- **Global Challenges in the 21st Century in Promoting Active Citizenship** an Civic Education Online course that includes theoretical principles of CE.
- ***Civic Education for Sustainability*** provides students with knowledge relating to issues of environmental sustainability globally and locally
- ***Promoting Active Citizenship***: Following notions of “civic education as lived practice” (Leighton, Peterson and West), students will practice civic obligations towards the common good, deliberative competencies, including the capacity to listen to the other and self when in active dialogue plan, assess its impact and share their experiences with others in the class (Problem and Project Based-Learning; Service Learning) and thereby gain LLL (Life learning) for civic action in their societies.
- ***Civic Education and Democracy in Israel*** challenges and pathways.
- ***Civic Education and Democracy in Georgia***: challenges and pathways:

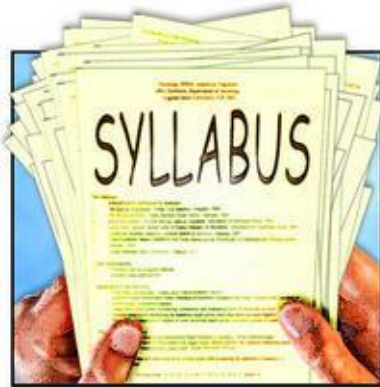


Importance of “Tangible Outcomes” to show for our development of the courses

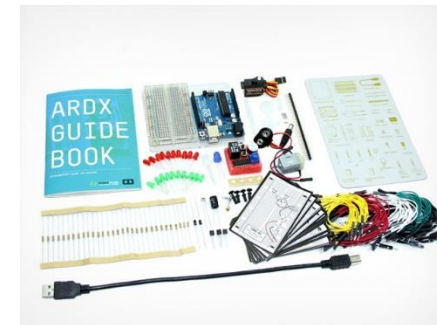
- Work plan: topics of courses, delegation of tasks, time-line, etc.



- Syllabi



- COURSE KITS (need to discuss what will “go into” the kits).



Several levels of QUALITY CONTROL AND
ASSURANCE: **WP 3: QUALITY PLAN: Leader CCCU**
assisted by GACE + TSU



CURE WILL ESTABLISH



- **One team for academic quality control: developing template to use for syllabi and for evaluating the academic quality of the work being developed.**
- **Another team for developing tools for the Assessment and Evaluation of the Courses**
- **Monitor structure of our working as a consortium.**

Following DOIT's model for designing Courses (so that they can be integrated into HEI's curriculum)



- Create full semester/year long courses in a modular structure.
- Template based on Bologna (Learning Outcomes).
- Different modules or units could be integrated into existing courses that are already part of the curriculum.
- Interactive and experiential pedagogical approaches.
- Online course to outreach to more students.



Obligation to pilot CURE's courses or CURE's course modules within existing courses.

WP 2.2 Pilots: Leader TSU assisted by ACEGW + JU

- Minimum of 4 pilot programs in each IL/GE partner that specializes in education
- 4 EU programme partners will implement 1- 2 pilots each
- EU FIELD MONITORING OF OUR COURSES AND ACTIVITIES (based on matching of Georgian and Israeli Institutions with EU Cure partners).



EU field monitoring:

EU CURE partners will visit Israeli and Georgian HEIs once in year 2 and once in year 3 for field monitoring of curriculum programs and student activities.

Name of EU CURE partner	Field Monitoring HEI	Field Monitoring
PHOO (Austria)	GACE	SAK
University Salzburg (Austria)	DYAC	GW
CCCU (United Kingdom)	TSU	ISU
JU (Poland)	SJSU	BAT
Tallin U (Estonia)	KU	KU students events
JTI (Estonia)	Student events	Student events



Special Mobility Strand: TRAINING THE TRAINERS for faculty training workshops

Leaders: Prof. Izabella Petriashvili and Dr. Roxana Reichman

Cure was one of the 5 ERASMUS+ relected projects that was awarded the special mobility strand out of the 147 selected projects.

Cure’s “train the trainers” mobility program will send 4 faculty members of each of our 10 partner (Israeli and Georgian) HEIs to a EU partner HEI each year to be trained in their specific expertise.

Thus up to 12 members of each of our Israeli and Georgian Colleges will be trained in 3 different methods that can contribute to the pedagogical teaching of our courses.



Special Mobility Strand (train the trainers)

- GACE-----CCCU; PHOO; TLU
- SAK-----CCCU; PLUS; JU
- GWACE-----PLUS; TLU; CCCU
- DYC-----—PLUS; TLU; CCCU
- SAP-----TLU; PLUS; JU
- CCCU- Civic Education is learned through doing
- PLUS—Value and Knowledge Education
- TLU---Center for Educational Technology
- JU--- Civic Education in new Democracies and Technology and Education.
- PHOO- Service-Based Learning



Faculty-Training Workshops (WP 4: Leader SJSU assisted by GACE + JTI)

- Content of CURE's courses.
- Innovative Pedagogical Methods to teach the courses.
- First aimed within each Israeli and Georgian HEI
- Workshops can be opened up nationally to offer training to other Israeli and Georgian institutions (dissemination process)



Student Leadership training to lead civic involvement projects: Integrated into Centers of Civic Activities

Student Leaders will be guided by experts from NGOs and their faculty to lead other students in designing projects that reflect civic involvement (on campus and beyond).



Beginning in the second year of the program, a total of 6 campus activities will be held on each campus (3 in year 2 and 3 in year 3). In addition, they will establish centers or clubs that promote civic activities on campus.

Students will hold national meetings in year 2 and 3 to discuss events (NGO organized).



In-service Teacher-training workshops

(WP 2.2 pilots)

- Our continuing education departments will offer workshops/courses to in-service teachers that will provide them with knowledge of civic education and the practical tools to design “community” involvement projects in the schools where they teach (establish civic clubs).



CURE's PORTAL (**WP2.3**) will be designed by Sapir tech team (who will be assisted by UTL and KU) and will facilitate CURE's Collaboration, Communication, and Dissemination

CURE's Portal Home Page

- Working areas
- Financial Management area
- Consortium news

www.tempus-DOIT.sapir.ac.il

www.tempus-llaf.sapir.ac.il

<http://dare.erasmus-plus.org.il/>





Dissemination and Sustainability: Also tangible outcomes

WP4: SJSU assisted by GACE + JTI

- 1. Within each institution-**
- 2. Outreaching to other institutions**
- 3. Civic Clubs in elementary schools**
- 4. Participating in Conferences—National and International**
- 5. Information Handbooks, Banners, newspaper coverage, etc.**
- 6. Sustainability of courses/modules within our curriculum.**
- 7. Sustainability of student activities.**
- 8. New Projects that evolved from CURE**



Documented by video clips and handbooks of activities.

Management and Financial Management

- DOIT's project successfully managed its 900,000+ EURO budget without having ANY costs defined as illegible.
- We will continue these “good practices” AND put into place new ones that will ease the final auditing and financial check by Brussels processes for the whole consortium.
- Gordon's financial department, headed by Mr. Igal Sheinis who is assisted by GACE's ERASMUS financial consultant Dr. Stan Sofer, will be responsible for financial management.



In CONCLUSION:

Good Practices that Contributed to DOIT's success are being modelled for CURE: (list based on research that described good and bad practices.)

- 1. Moral Purpose**
- 2. Good leadership: : Model of work, organized, Committed to concept, good communicator.**
- 3. Clearly defined tasks and work plan—
conceptualization---planning---implementation---
closure---impact -sustainability**
- 4. Good communication**
- 5. Involvement of Key Stakeholders**
- 6. Collaborative Approach**



Good Practices

Diversity management:

- **Communication**
- **Inclusion**
- **Sharing of tasks**
- **Flexibility**
- **Transparency**
- **Shared Responsibility**
- **Internal capacity**
- **Adequate analysis of risk factors**
- **Understanding cultural/social/political/economic contexts of implementation**



Good Practice

Importance of Leadership within each of CURE's Partner institutions

- Leaders who are committed to the concept note and promoting civic education.
- Leaders who Empower Others to Lead
- Leaders who make decisions on the basis of what is best for the project as a whole;
- Understand specific political dynamics in partner countries and participating institutions
- Leaders who provide models for the work that needs to be completed;
- Communication Skills



Let's *DOIT* with *CURE*!!