

CURE



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CURE

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Engaging Students to be active citizens in their community: CURE's Centers for Social and Civic Involvement

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Table of contents

Acknowledgements	3
<i>Introduction</i> By Rhonda Sofer	5
Chapter 1: An Overview of the Impact of the Centers of Social and Civic Involvement and its student activities By Alan Bainbridge	8
<i>Chapter 2: Community Placemaking</i> By Tomer Ben Hamou	14
<i>Chapter 3: World Cafe</i> By Tomer Ben Hamou	22
Chapter 4: Dialogue through Discussions, Debates, the Media and Field Trips By Evanne Ratner	25
Chapter 5: CURE's Student Activities in Georgia: School-based Community Action By Tamar Moshiaashvili	27
Conclusion: Some Reflections on CURE's Centers of Social and Civic Involvements and Student Activities in Israel and in Georgia By Dr. Rhonda Sofer, Coordinator of CURE	43
Recommended Literature	46
<i>Appendix 1: About the CURE project</i>	50

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Introduction

By Rhonda Sofer, Coordinator of CURE

The ERASMUS+ program *Curriculum Reform for Promoting Democracy and Civic Education in Israel and Georgia* -acronym CURE was one of the selected projects of the European Commission's ERASMUS+ capacity building programs for higher education that was accepted in July 2016 and began on October 15, 2016. Although originally a three-year program, it was extended until March 31, 2020. CURE is a program that is aimed at bringing about curriculum reform related to civic education, social and civic issues as well as at reinforcing or changing attitudes connected to promoting these issues. These program objectives at promoting active civic education and Democratic principles were developed primarily for students of education but also are relevant for students in other disciplines of higher education.

CURE's partnership includes fifteen higher education institutions, two non-government organizations (NGO) and students. CURE's consortium represents institutions located in six countries: Israel, Georgia, United Kingdom, Austria, Estonia and Poland. The academic institutions are diverse and include academic teaching colleges and a public regional college in Israel and universities in different regions of Georgia and in the EU that have Faculties or departments of Education. One Israeli academic college in the consortium provided specialized skills and was responsible for the design, development and maintenance of the CURE website (<https://CURE.erasmus-plus.org.il/>). CURE's NGO from Georgia is involved in promoting active citizenship and Democratic principles in Georgia and worked closely with the students in developing student activities. The EU NGO from Estonia has extensive experience in promoting civic education for teachers. All of the students participating in the program belong to CURE's universities and colleges in Israel and in Georgia. The two NGOs were also involved in course development.

The purpose of this handbook is to describe CURE's student activities which were implemented through *Centers of Social and Civic Involvement* that were established as one of the aims of the CURE project. The establishment of *Centers for Social and Civic Involvement* became the focal point of all student activities that have linked CURE's Israeli and Georgian colleges and universities with their communities. The activities of CURE's centers have become an important and innovative part of CURE's overall program that is aimed to promote active citizenship and Democratic principles through curriculum reform. Thus, the aim of these centers has been to develop student activities that reinforce the knowledge, values and behaviors relating to civic behavior, active citizenship and Democracy that are being promoted in the courses that were developed through CURE's progra

Changing attitudes is not an easy task. Research has shown that changing attitudes cannot be done solely through academic courses. Almost seventy years ago, Allport (1954) published his pioneer work on *The Nature of Prejudice* in which he explained the importance of social dynamics, activities and approaches in changing attitudes of prejudice and stereotypes (in addition to knowledge that can come from academic courses). Since Allport (1954), there have been numerous other studies that have been aimed at understanding the processes that promote social values and changing attitudes. These studies that were done over 20 years ago have shown that academic classroom courses are not sufficient to effect long-term change for the participants. This research has shown that while courses and workshops aimed at providing pedagogical training may provide the participants with more knowledge, that these courses have little or no influence on changing existing attitudes and behaviors (e.g. Sleeter 1990, Nelson 2015). Freeman, G., Izzard, M., Faulkner, R., & Charles, J. (2012) and Quigley-McBride, A., More, K. R., & More, C. (2019) have all shown that having integrated classrooms and learning topics that aim to promote diversity in and of itself is not enough to change attitudes and prejudices. When however, activities and the structuring of relationships that promote cooperation and collaboration towards a common goal (project and problem-based learning) complement the values being presented in the academic courses, there is a greater impact on long-term changes of attitudes and behaviors (Grottkau and Nickolai-Mays 1989; Quigley-McBride, A., More, K. R., & More, C. (2019); Shulman, J. H., & Mesa-Bains, A. (Eds.). (2018).

Thus, in designing CURE's programs, it was decided to complement the development of academic courses with the establishment of Centers for Social and Civic Involvement which would act as sustainable units for the activities that engage the students in the community on campus and beyond. Moreover, the aim of establishing these centers was that they should become the focal point for promoting civic awareness and involvement of our institutions. Four academic colleges of education in Israel and five universities in Georgian created Centers for Social and Civic Involvement from which over 100 different social and civic activities were implemented. These centers are now established and sustainable units within each of these nine institutions.

This handbook is divided into several chapters. The first chapter includes a general overview of the impact of the program of student activities with the Centers of Social and Civic Involvement. This chapter is written by Prof. Alan Bainbridge from Canterbury Christ Church University who was a member of our consortium and a member of the European team that was involved in assessing the impact of CURE's programs on our Israeli and Georgian institutions. The following chapters present different approaches used to design and implement the student activities in Israel and in Georgia. Mr. Tomer Ben Hamou, Dr. Tamar Moshishvili and Dr. Evanne

Ratner wrote these chapters on student activities in Israel and in Georgia respectively. While Mr. Ben Hamou was responsible for the student activities and training in Israel with Dr. Ratner leading some of the activities at Gordon Academic College of Education, Dr. Moshiasvili together with her colleague from CDI Dr. George Gakheladze were responsible for the student activities and training in Georgia. Ben Hamou and CDI team of Moshiasvili and Gakheladze led CURE's international joint leadership training workshops for students from Israel and from Georgia that occurred in 3 consortium meetings (one in Tbilisi and two in Israel). The approaches that guided our students in designing and implementing their activities through the Centers of Social and Civic Involvement included the following:

- Community Placemaking
- World Cafe
- Dialogue through discussions, debate, and the media
- Educational Field Trips
- School-based community action.

Each approach will be summarized and then examples of activities that were implemented through the different methods are described. The final chapter is written by Dr. Rhonda Sofer, the coordinator of CURE summarizing the importance of including students in academic curriculum development programs. The appendices provide information specifically about CURE's curriculum development program and the consortium.

Chapter 1: An Overview of the Impact of the Centers of Social and Civic Involvement and its Student Activities

By Alan Bainbridge

The Centers of Social and Civic Involvement (CSCI) provided the focus for encouraging and developing students to become thoughtful and active citizens. This aspect of the CURE project complemented curricula content of CURE's curriculum reform program and was placed firmly in the control of the students. One of the most enjoyable and insightful aspects of the CURE project was the presence of students at several consortium meetings and then during the EU Field Monitoring visits at our partner institutions in Georgia and in Israel. Providing students with this central role has enabled the CURE project to have an impact not only academically within their institutions, but also, beyond their institutions and into the wider community. Equally, by involving students of education – our future teachers and perhaps community leaders, -- the project is gifted with a route towards long term sustainability, life-long-learning and legacies that will last longer than the project itself.

It is an impossible task to evaluate each of the 104 activities within the CSCI aspect of the CURE project and the impact on around 4000 people who either took part or experienced these activities. These numbers are large but also no doubt a considerable underestimate – certainly, there have been many activities that time simply did not allow to be recorded and the estimation of those impacted can only ever be an under-representation of the many individuals who may not have been counted, signed an attendance list, or completed an evaluation form. It must be made clear at the outset that the CURE CSCI activities have been an enormous success and look set to continue engaging of the institutions' students, faculty and staff in activities that connect them to teachers, schools, pupils, the local and wider community. What I offer here can only be a 'taster menu' of the smorgasbord of activities initiated and supported within the CURE project. More details can be found in the chapters that follow below and also within the Field Monitoring reports which can be accessed from the following link: <https://CURE.erasmus-plus.org.il/mod/folder/view.php?id=2645> .

It is not my intention to identify and separate out individual nations or institutions, particular activities but rather my approach will be to be guided by describing how individuals and groups have benefited from CSCI activities, this is after all the

rationale behind engaging in civic activism. The report shall focus on the types of activities within the following groups: early year settings (pupils and staff); elementary and middle-high school pupils; students and teaching faculty of CURE's colleges and universities; local religious and cultural communities as well as those who are often less well represented (i.e. homeless and poor). The report will then consider the nature of the impact on individuals, groups and institutions, and then the possibility for long-term sustainability. All the activities have been student initiated and led and occurred with the established Centers for Social and Civic Involvement.

Early Educational Settings

Examples of civic activism in educational early year settings (e.g. kindergartens), range from very broad support projects, such as setting up kindergartens to providing input on accessibility issues and public health campaigns. University and college students engaged with their local community by campaigning for kindergartens to be set up, including lobbying for buildings to be made available and books and toys to be provided. In some cases, members of the civic community, 'encouraged' by students became involved in these activities. On a broader scale, there were examples of higher educational institutional settings offering opportunities to help young children appreciate the experiences of living with particular accessibility needs. For example, young children from a range of settings were invited onto the college campuses to interact with 'dark rooms' to experience living with reduced vision. Students also visited kindergartens, and in one particular example led a workshop of the importance of effective hand washing, the potential life-saving impact, especially during the Covid-19 pandemic.

School pupils (elementary schools)

Children in local schools were often the focus of CSCI activity, the result of which meant many schools also set up their own groups to encourage active citizenship, these were often led by CURE's students and in some cases covered very similar ground to that of the groups in CURE's institutions. Pupils in schools set up groups to discuss issues such as religious and cultural differences, in one case holding a 'summer camp' to take time to share cultural and religious stories with each other. In one example the school pupils were supported to set up a 'radio station' to facilitate discussions on a wider and more global scale. The mechanics of local and national democracy was also discussed and often role play exercises were used to frame thinking about the various purposes of positions within local and national government – including inviting public officials and holding mock elections.

The school-based groups also led school assemblies to share their ideas for community action and improvements and to encourage others into active citizenship.

University and College Settings

It will be of no surprise that a very large number and variety of civic activism projects were focused on university and college students. As mentioned previously, CURE's program required each Israeli and Georgian institution of higher education to establish Centers of Social and Civic Involvement (CSCI). It is within these centers that a variety of lectures and workshops were provided to highlight why civic activism can be a significant driving force for positive change. Lectures by internal faculty members or visiting staff discussed Human Rights, Workers Rights various social and civic issues including the role of an active citizen in a community. Many of these activities led to specific outcomes such as, the production of video clips and video blogs and wider debates on the role of civic education, including how HEI's might respond to this. Aligned with this, students were also provided with leadership training to facilitate designing and implement activities and working with their peers and others outside of the wider institutional community.

Georgia and Israel both represent very diverse social, cultural and religious groups and the possibility of tensions between these groups became an important focus for several of the CSCI activities. Opportunities were provided to hear about contrasting religious and cultural world views and practices through specialist lectures and brief programs of study. In addition, religious leaders from the neighboring communities shared their important and foundational stories. One group even made a short film to encourage wider discussion beyond those in their institution. The Arts also provided many opportunities to share experiences and to encourage mutual understanding of the foundation of each other's faith. Visual art was used to communicate religious and cultural stories, as were dance and songs. I was made very aware of the powerful potential of this type of activity during one of the consortium meetings when the students, who represented very diverse cultural and religious groups, exchanged songs and dances encouraging others to join in. This represented a powerful moment that is very hard to quantify or put into words, but to be part of, and observe young people take time to share stories and teach to others songs and dances that meant so much to them is just the sort of careful and joyful activity that the CURE project wishes to promote. Indeed, song and dance features highly in many of the examples of active citizenship.

Another very prominent feature in the CSCI groups was the desire to set up numerous types of groups where young people from diverse backgrounds could come together and to share their world views. Noticeably 'world-cafes' became a central feature in many CSCIs with these open spaces being used, for example, to discuss and move towards understanding difference and what might have to be done to live peace-ably with one another. Another example was how local lives can have a global influence and vice-versa, with particular emphasis being placed on the disadvantaged and those whose experience is to feel like an outsider in a community. These are not simple 'cause and effect' problems to solve – indeed they have challenged most civic leaders for many centuries – but what is hopeful to witness is the CURE project facilitating this kind of thoughtful spaces where very difficult questions can be asked of each other. The need to understand your own identity and the potential of your role in the place you live, and therefore to be engaged in 'place-making' has become a vital and central tenet in many of the CSCI groups.

Another regular outcome of the CSCI groups to encourage more students to become active citizens has been the focus on community projects and the opportunities these provide for volunteering. The details of these examples shall be provided in the section on local communities.

University and College Faculty Members

Many members of faculty have been either directly or indirectly influenced by the CURE CSCI groups. Staff were involved in many of the activities mentioned above, for example, the world-cafes would have engaged with and had a similar impact of staff and students. There were examples when students organized events in their institute that also had faculty members as their 'target'. For, example the experience of differing levels of accessibility and the hosting of (sometimes leading) debates would also have had an impact on the thoughts and practices of faculty members. The impact of the activities of the CSCIs that have promoted civic awareness and activism cascaded through CURE's institutions.

Local Community

Central to be an active citizen is the focus on considering your role in the community you live and work in. Many of the activities mentioned in the college and university students' section, involved action in and with the community and as such will be further explored. Student volunteering was not an isolated action but often involved members of the local community alongside the students. Activities such as, setting up a toy-bank and food-bank were shared with the local community, as was the need to care for the immediate local environment. were

There also many examples of members of the local community being involved in world-café style discussions on religious and cultural world views and practices. Although not widespread, the CSCI activities that were linked to existing settings (i.e. Kindergartens and schools), also involved members of the wider community. Many of the arts-based projects also engaged with the local community and in some cases led to community wide sharing of songs and dances – even so far as to set up local festivals of culture.

Impact and Sustainability

Just as this evaluation concluded early on that the setting up of CSCI to be a significant success within the CURE project, so to at this early stage I wish to confirm my confidence in the long-term viability of many of these groups. To offer a wide-sweeping judgement would be difficult as projects such as this involve very many diverse individuals and groups in often very different and ever-changing contexts. As an extreme example, the current pandemic will have caused many if not most civic activism projects to be cancelled and there are unanswerable questions to be asked about whether or not these can be revived in the future. Yet there is evidence that they will survive as several institutions have set up online community support during the pandemic to offer psychological counselling or provide a link to information and government institutions that people may not have been aware of. Moreover, these CSCI are now viable units of the universities and colleges being officially established with the commitment of support of various administrative bodies ranging from Board of Governments, Administrative Communities or declarations from the President. I do wish to reiterate that the CSCI groups have been an enormous success and in usual times would be looking at long-term healthy futures. The impact and sustainability will be considered at an individual, group and institutional level. All evidence has been taken from the EU partner Field monitoring reports and individual Israeli and Georgian HEI evaluations and reports.

Individual

There is considerable evidence that at an individual level, being part of a CSCI has improved individual's sense of place in the environment and context in which they find themselves. Better understanding of the 'other' and their particular worldview and the need to build supportive relationships with those who share our lives supports this. It was not uncommon to encounter sentiments that confirmed a desire to identify with 'my people' and to be able to 'give something back'. The result has been that individuals are more likely to self-initiate active citizen activities and to be part of or lead these. Interestingly, it is also noticeable that many express an increased knowledge of civic principles and are therefore now in a position to use this knowledge to their advantage, while not being afraid to approach 'power'

and ask difficult questions. These are life-long-learning processes that will remain with most students. The conclusion must be that many of those students who have engaged with the CURE CSCI program have developed into committed active citizens.

Group

The importance of group/community responses and action has been highlighted on a large number of occasions, in one institution the importance of community involvement has become a major concern. The increased individual awareness of the importance of understanding one's own role in relationship with others has also been recognized, particularly when dealing with issues of religious, cultural and political difference. There is an awareness that individuals are part of a group and all have a particular role in caring for their physical and relational world.

Institution

It might be argued that the sustainability of projects such as the CSCI groups will be grounded in institutional support. The impact of the CSCI groups on institutions has been significant and widespread – again, this suggests a hopeful outcome for the long-term project goals. The activity of the students has had an impact on the groups they are part of and in turn this has also had an impact on their institutions. Many members of faculty took part in CSCI activities, both as participants and leaders and have supported the students requests for activism to be a greater part of their institutional experience. In some cases, there is evidence of volunteering being a worthwhile activity, whereas in the past it was perceived of as a secondary importance. Indeed, there were examples of civic activism being negatively perceived until the CURE project. Examples of this important shift can be evidenced in the provision of spaces, funds and sometimes staff to support the CSCI activities. One institution completed an almost 70-page research project on the CSCI activities, while another has now

committed to all Teaching Diploma students being required to undertake 60 hours of civic engagement.

It is acknowledged that the impact of the CSCI groups will be varied but at this early stage it must be recognized that the impressive change in individual, group and institutional thinking and behavior has been such that it will continue long after the project comes to an end.

Chapter 2: Community Placemaking

By Tomer Ben Hamou

Community Placemaking is a worldwide movement putting the public space as a mirror to the social life of the people who inhabit or use it.

“As both an overarching idea and a hands-on approach for improving a neighborhood, city, or region, placemaking inspires people to collectively reimagine and reinvent public spaces as the heart of every community. Strengthening the connection between people and the places they share, placemaking refers to a collaborative process by which we can shape our public realm in order to maximize shared value. More than just promoting better urban design, placemaking facilitates creative patterns of use, paying attention to the physical, cultural, and social identities that define a place and support its ongoing evolution. With community-based participation at its centre, an effective placemaking process capitalizes on a local community's assets, inspiration, and potential, and it results in the creation of quality public spaces that contribute to people's health, happiness, and wellbeing.”

(<https://www.pps.org/article/what-is-placemaking>).

Nowadays, another niche of the placemaking sphere connects to the topic of social engagement and community building. This community-making approach to placemaking allows students to take part and lead a process that affects the whole campus or the community around it. This approach stood at the base of the social involvement strategy on CURE's four colleges in Israel. The approach focused on the human content of the physical community with the purpose of preserving the uniqueness of each place and giving the stage to the people who live and use it.



Pedagogically this approach is based on the tools of participatory leadership such as world café that will be presented in this handbook. Below is a chart that outlines the stages in which the social involvement workshops, events and courses implemented by students in the CURE project, moved from individual narratives into different practices of participatory leadership and then into local social

change initiatives in the communal and public local spaces.

(More of Participatory Leadership at : <https://www.artofhosting.org/>)

The following are some examples of how the process was implemented at several colleges in Israel and the impact it has had in these colleges.

Givat Washington Academic College of Education (GWACE) is one of the leading teacher-training institutions for the religious educational trend in Israel. Led GWAC faculty member Dr. Hanna Nitzan, students in a special “excellent student program” were selected to be the student leaders of CURE’s CSCI activity program. They participated in the program throughout the years of the project. The program was so successful that in 2020, an academic course for social involvement was developed in which the methodology of community placemaking combined with activity design, development and implementation was created.

At GWACE, the CURE community activity began in the first year (2017-2018) with collecting the local story of the institute and creating a space to present this story on campus. The space consisted of the geographic and social map of GWACE celebrating its local heroes. The illustration below is the result of this activity.



In the second and third years of the program (2018-2019 and 2019-2020) the CURE student group moved on to spread its influence on public space outside and near the campus. The students used placemaking methods to make the campus colorful and inviting to all, as seen at the images below.



This year (2020) the CURE student leaders decided through the community placemaking methodology to enlarge their scope of social involvement and create their own initiatives for small and meaningful changes that would create a more caring and empathic communal environment on campus and next to it. Some of these activities included visiting elderly homes and running music activities there or working with children with special needs. Tens of students have become involved in the process which has benefitted hundreds in the community.

Community Placemaking at Sakhnin Academic College

Sakhnin Academic College, the largest Israeli-Arab teacher-training college located in northern Israel, also decided to use their students who were in their excellent student Regev program to participate in CURE's Center for Social and Civic Involvement and design and implement activities for the community. The CURE program was led by Dr Lina Boulus (Head of Program for Excellent Students) and Dr. Yaser Awad (vice-president and Head of the International relationship Unit). Like Givat Washington's development, the program was considered so



The students hosted a world cafe dealing with ways to get better communication between students to the staff as illustrated below



The Center of Social and Civic Involvement recruited other students to become involved especially the students from the pre-academic preparatory track, most of whom come from low socio-economic backgrounds. Their integration into this program provides them opportunity and challenges to integrate and contribute from a source of distress to a source of empowerment in the community action. These action programs and activities range from raising awareness of Children at Risk, Violence in the Family, the importance of preventing cruelty towards animals, awareness of people with special needs and the blind, participating in the Journey of Hope and having joint activities with Gordon Colleges students and more. The Center for Social and Civic Involvement has become an important center which has linked Sakhnin Academic College of Education with the community at large.

The Community Placemaking at Gordon Academic College of Education

Gordon Academic College of Education is one of the largest teaching colleges in northern Israel and the coordinating institution for the CURE project. Gordon College involved students from the student union and those who answered an “open call” to participate in the CURE project. Several different groups of students participated in Gordon College’s Center for Social and Civic Involvement activities and several different members of the faculty became involved in the process, including Dr. Neta Bransky who is now the Head of the center for Social and Civic Involvement, Dr. Mirit Sharon, who is responsible for a special “Academic Peer” program (called in Hebrew Amit Academy), Dr. Evanne Ratner who is an active CURE member and also involved in community action programs and Mr. Tomer Ben Hamou who led many of the activities at GACE. One of the first outcomes of the activities was the placemaking within the college. The students felt that they needed to create a place where students could feel at home and also understand important values that need to guide them as teachers—to make their own pupils feel “at home” in the schools. They created a “living room” which is a small open space where students could sit, work together or just relax. It was decided that awareness to those in need should be an important value to promote and in this area, as well as other public spaces in the college. “Charity boxes” were added so that anyone passing by could donate money which would be given to a needy cause.

Below is the picture of the “Living room” the students created for their community on campus and the charity box.



Gordon College's placemaking activities moved beyond the campus and into the community in several neighborhoods in Haifa. Using the World Cafe Method the community was invited to a local community center to discuss their neighborhood and how they wish to tell their story. This whole process was led by the students and required that they create partnerships or cooperation with different local partners; the municipality of Haifa, the management of the local community centers, and different representatives of local NGOs. All of these groups united around the common interest of promoting social improvement at the neighborhood level.

As the picture below illustrates the students hosted the community at a world cafe meeting, aiming and collecting local narratives and invited members of the community to engage in the process.



Below is the example of Gordon College's student placemaking activity in the Neve David neighborhood of Haifa. The students brainstormed and shared experiences and ideas. Through the community placemaking method they began to put things together and make a "place" in their community for their story. After months of qualitative collection of stories and developed partnerships with local community the students planned and performed a local communal celebration, in which they promoted some of the social topics addressed by the residents, to make a better neighborhood, such as the state of public housing, local infrastructure, connection with the municipality and more. The picture below illustrates the local storyboard which was created through this activity and placed near the neighborhood centers.



Other activities that GACE's students through their Center for Social and Civic Involvement included bringing awareness on campus to people with special needs. Through the Amit Academy program the students brought this issue to several kindergartens in Haifa and the surrounding areas.

Several other activities took place in which these students promoted inter-cultural and religious understanding through the planning and implementation of cultural events in the schools and in local communities. GACE students participated in a special program which was named "Journey of Hope" which brought together students and faculty from different religious and ethnic groups. Through intensive workshops and exchanges these students have become leaders and can now run their own workshops on these topics. GACE's Center for Social and Civic Involvement will continue to be engaged in the community—both within the college aiming to promote civic and social activities and awareness and beyond.

Chapter 3: The World Café

By Tomer Ben Hamou

The World Café method is a structured conversational process for knowledge sharing in which groups of people discuss a topic at several tables, with individuals switching tables periodically and getting introduced to the previous discussion at their new table by a "table host".

As well as speaking and listening, individuals may be encouraged to write down some of their ideas so that others can be informed when they switch tables. In this way the ideas can be developed with different people contributing to the development of the topic. Although predefined questions may have been agreed upon at the beginning, outcomes or solutions are not decided in advance. An underlying assumption of world café events is that collective discussion can shift people's conceptions and encourage collective action.

Method

World café events tend to have at least twelve participants, but there is theoretically no upper limit. Groups of about four to six participants sit around tables, together with a "table host", and discuss topics that have been agreed upon at the beginning of the event or defined by the organizers in advance. Each table has a different set of questions belonging to a comprehensive theme. After approximately 20 minutes participants move to a next table where another topic—which ideally is built upon the previous one—is discussed. Discussion results are directly noted down on a makeshift paper or a nearby flip chart. The "table host" welcomes new participants and informs them about the results of the previous discussion at the table. Finally, the results of all groups are reflected on in a common plenum session. Strategies for further actions and opportunities for further cooperation of participants are identified.

The following websites provides more information on this method:

<http://www.theworldcafe.com/> ; (<http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/>)

Below we provide several examples of how the Israeli colleges used this method to further community activities.

The World Café at Givat Washington Academic College

As part of the courses and leadership training workshops for social involvement held by CURE project, students who are involved in CURE and have been trained in the method, organized and hosted a world café . They decided to use this method as an opportunity to engage other students and faculty and create an involved community on campus. This world cafe provided an opportunity to discuss how to

improve their community and create an action plan to do so and decide on the community placemaking activities described above.



The World Cafe at Gordon College:

Gordon's Center for Social and Civic Involvement ran several world cafes to promote community activities. One activity called "the college for the third generation" invited retired members of Gordon College's staff and faculty to come to Gordon and begin developing a



program that would be meaningful for them to be involved in the college and community. Students and staff from the Center "coached" the activity in which 35 retirees attended.

Another event organized by the CSCI and GACE's students was an activity with Parents of elementary school-aged children "Hearing the Voice of Parents" in Education. 50 parents, 15 GACE academic staff and 15 students led roundtable discussions on the importance of including parents in schools and education. Through this activity the students, future teachers gained an understanding of the parents of children and parents received important tools to understand how they can make their voices heard in the schools.



The World Cafe at David Yellin College:

David Yellin College is one of the oldest teaching colleges that is located in the city of Jerusalem and serves the diverse multicultural population of Israel's capital city. David Yellin College's Center for Social and Civic Involvement ran many CURE activities over the period of the project. Prof. Doron Niederland, CURE leader at David Yellin College involved Mrs. Mira Shweky, a faculty member who is involved in programs related to social involvement and



diversity on and off campus. David Yellin's College includes Jews (religious, secular, new immigrants) and Arabs (Israeli Arabs and Palestinians from the Eastern part of the city and region). Similar to Sakhnin College and Givat Washington College, an academic course was also created at David Yellin that promoted intercultural relations and social involvement. This course offered future teachers an opportunity to apply the tools of world cafe and community placemaking to create social programs that contribute to the betterment of the community and social change. Some of the other programs included multicultural day, Holocaust Memorial Day, Women's Day, Ramadan cultural activities and explanation, political awareness before election survey in which 100 students participated and more. The students who were trained through CURE's programs are now planning to implement more programs through the Center for Social and Civic Involvement.



Chapter 4: Dialogue through Discussions, Debates, the Media and Field Trips

By Evanne Ratner

Another approach taken to designing and implementing student activity in CURE's student activities in Israel was based on Dialogue through discussions, debates and media. This approach was complemented by educational field trips that enabled students to meet different religious and ethnic groups in their own communities.

Ratner (2015) explains that this approach is based on the belief that a group's narratives, with all their historic elements, as well as the concept of identity and the attitudes and beliefs they create, may hinder mutual understanding, peace and coexistence education (Bar-Tal & Bennink 2004). However, research has suggested that mutual acknowledgment of narratives, mutual sensitivity and granting legitimacy to different narratives – can reduce stereotypes, create empathy and mark the way to overcome the conflict (Bar-On & Adwan, 2006). The contact theory discussed in the introduction of this handbook provides a venue and way to share narratives (Allport, 1954; Freeman, G., Izzard, M., Faulkner, R., & Charles, J., 2012).

In CURE's student activities this "contact" approach was combined with the narrative approach (Bar-On, 2006). The activities aimed for the students to become acquainted with personal life-stories of other people which, under the coaching of trained facilitators, would evoke empathy. The student activities, that were designed and implemented in some of the Israeli CURE institutions, added an additional element based on "Dialogue through Media" relating to the concept of anthropology and visual literacy (Catalan, 2006; Har-Taen, Friedman & Shalita, 2010). The approach focuses on the analysis of dialogues and visual analysis by categorizing the films and other media representations, assuming that cinema is a means to construct a personal, social and cultural statement (Elephant-Lefler, Laor, & Inbar-Lankri, 2006). It also assumes that this creation allows a dialogue and relation of both the photographer and the photographed person to the inner- and outside group and blurring of the borders, as subjects and objects learn about the other by producing joint films (Ratner 2014).

Using these combined approaches, student activities included dialogue with other groups through contact and film-making that presented personal life-stories and narratives. This process promoted understanding between the students and awareness of civic equality (or discrimination), equal rights (or unequal rights) and justice (or lack of). Field trips to visit different communities were integrated into the activities. The students gained a better understanding of the challenges of disadvantaged groups in living as equal citizens in Israel. A whole field trip educational series complemented this approach and linked up with the “Journey of Hope in Israel” program. Below are several pictures that reflect the community narrative being told and the student’s field trip to an ethnic village.



Chapter 5: CURE Students Activities in Georgia

By Tamar Moshiaishvili

In Georgia, the students' activities were implemented through the Centers for Social and Civic Involvement by the five Georgian universities of CURE: Ilia State University (ISU), Tbilisi State University (TSU), Samtske-Javakheti State University (SJSU), Kutaisi University (KU) Akhaltsikhe University and Batumi Shota Rustaveli State University (BSU). The Civic Development Institute (CDI) was responsible for the development of most of these activities.

The aim of the activities for the Georgian students was to strengthen civic and social activism on university campuses and in their surrounding communities. Since the Georgian CURE universities are located in different regions of Georgia, the social and civic needs of these areas tend to differ and the student activities needed to relate to the specific needs of their area.

The student's activities were therefore implemented into three phases:

Phase 1: Needs assessment of student's civic activism in Georgia and in the region of the universities participating in CURE;

Phase II: Establishment of Centers for Social and Civic Involvement in CURE's Georgian Universities which would be the epicenter for all student activities ;

Phase III: Designing and Implementing Student activities on campuses and in the communities.

Phase I:

In order to develop and implement student activities, CDI CURE members organized a team of Georgian CURE students for the purpose of conducting "needs assessment" . This assessment study was done between the months of January -March, 2017. The aim of the needs assessment was:

- to identify students' knowledge and perceptions on civic activism,
- to review civic activism experience of EU, USA and Caucasus countries Universities,
- to analyze University regulation on civic activism;
- to find ways of implementing civic activism action in University campuses and communities.

The result was published in the following report:



The needs analysis showed that civic activism in general is important for Georgian students. They mentioned that student's motivation plays an important role in civic activism, also university administration and students' self-government organizations have the leverage to support civic activism.

After the completion of the needs analyses report students developed recommendations and presented them at a CURE meeting in Ilia State University and Tbilisi State University. The discussions were held at CURE's NGO office of the Civic Development Institute (CDI) and students and key CURE members from Ilia State University and Tbilisi State University participated in this meeting.



Reviewing the findings, the students made recommendations focused on the types of activities they thought they should implement and in general discussed the civic and social functions and responsibilities that universities need to have.



The following recommendations were agreed upon and then presented to the different university teams of CURE:

- In order to relate to the findings that students do not have “free time” outside of their academic studies to be socially or civically involved—even though they feel that this is important, the students recommended that the community actions service learning should be the part of academic courses;
- In order to relate to the perception of the students that they have little autonomy within the universities for action empowerment, the students recommended that there should be an increase the role of student’s self-government;
- The students felt that CURE’s Centers for Civic and Social Involvement that needed to be established at their universities needed to be the center of their activities and civic and social activism.

The summary of the needs analysis and the Georgian student plans can be accessed through this link: https://cure.erasmus-plus.org.il/pluginfile.php/3297/mod_resource/content/3/Students%20Activism%20in%20Georgia%20Research%20report%20GEO.pdf

CURE Vlogs

In the framework of the CURE project, Vlogs were produced. Youth is often perceived as passive and disengaged from civic life. We show the steps of advocacy and role of youth in social change. The vlogs were shared on social networks and reached about 480 users. During the vlogs development students decided to try out the digital advocacy approach. We figured out our target audience, chose social channels (youtube and facebook), created content, recorded and shared.

More civic engagement examples of community involvement are described in vlogs, the examples act as ways to protect and educate the public, make a change or promote tolerance, multicultural values, and political rights in local areas.

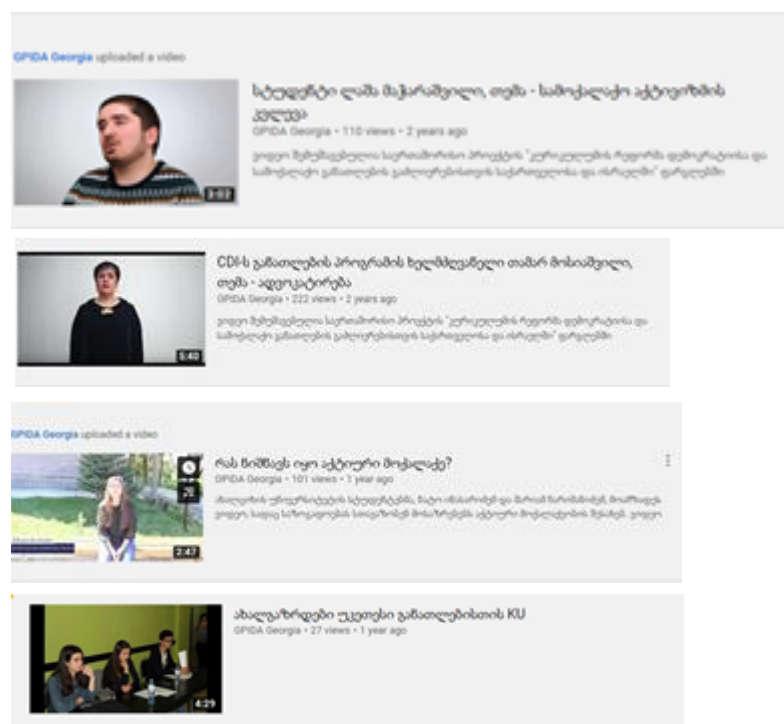
An example of one VLOG discussing what is advocacy can be viewed at the following link: https://cure.erasmus-plus.org.il/pluginfile.php/3856/mod_resource/content/1/Georgian%20Student%20VLOG%201.mp4

The other Vlogs that were recorded are:

Civic Activism by Lasha Matcharashvili Student;

What it means to be an active citizen, by Nato Inasaridze and Mariam Narimanidze;

Advocacy of Political rights by Kutaisi University students



Round table discussions

Three round table discussions were conducted in CDIs office. The students selected the topics of the discussion (2018). The students, professors, experts, teachers and civic activists participated in discussion.

The following round table discussions were conducted:

Centers of Social and Civic Involvement in Universities, facilitated by George Gakheladze (February, 2018)

Students discussed the conditions of increasing civic engagement in University life, the recommendations were edited, and a brief information card was sent to all CURE partner Universities.

2. Value education in schools – how to integrate value education in non-formal activities of public school pupils, discussion was facilitated by Tamar Mosiashvili (March 22, 2018);

The VaKE (Value and Knowledge Education) approach which was adapted by the CURE project for both teaching as well as for activity development was presented. The students brainstormed different ideas of what kind of activities they could implement in schools. Different ideas of non-formal meetings in public schools were discussed and a work plan for implementing the program developed. Included in the discussion were the types of issues and dilemmas that would work well for implementing VaKE in these school activities. The students of Tbilisi State University conducted the dilemma discussion in public schools



3. How to improve school safety, facilitated by Tamar Mosiashvili (April 26, 2018)

The Safe School models were reviewed and discussed. In December 2017 a series of bullying situations of public school pupils broke out into a street brawl. 11-graders were against 9 graders and all groups enlisted older friends and relatives to help them. Two boys were murdered. The citizens demanded from the Government justice and strict regulations for public schools. This incident brought thousands of people out in the street. The CURE team used this real situation in order to discuss the SAFE school policy in public schools and how to implement this better. Their recommendations were written up and shared with school principles.

4. International Assessments and student's achievements, facilitated by Tamar Mosiashvili (May 17, 2018)

The Georgian education system is oriented towards making sure that all children have access to education and that schools get the funding they need to accommodate all the students. But the quality of education is low for children living in rural, high mountainous and minority populated regions. In the round table participants discussed the opportunity of access to the high quality of education of Georgian pupils. The students developed action plans to help improve the quality of education in these areas. These activities are represented below.



Phase II: Establishing Centers for Social and Civic Involvement:

The establishment of Centers for Social and Civic Involvement (CSCI) which would act as an epicenter for each of CURE university's student activities were established in all CURE's Israeli and Georgian Institutions. The following link provides details of the CSCIs that were established and the different kinds of activities that these centers implemented: <https://cure.erasmus-plus.org.il/course/view.php?id=67#section-7>

Phase III: Plans and Activities

In this phase we will describe the different student activities from the various institutions.

Ilia State University CURE's Student Activities:

Ilia State University students were actively involved in the Social and Civic Engagement Center's activities. Through their Center and CDI's guidance, the students have designed and implemented their different programs in civic activism,

support of ethnic minorities, leadership training, workshops and seminars, and cooperative programs with public school teachers in outlying rural areas in civic education, develops projects. The university provided a space for the Center and for the CURE students to develop their activity plans



The center's team developed a plan for 2019-2020. The aim of the center was to strengthen the collaboration with education and the society outside of the University and implement various activities in campus.

Students also developed activity plans:

- *Raising awareness of the students about civic education;*
- *Supporting students' engagement;*
- *Organizing non-formal educational activities;*
- *Supporting schools in rural areas;*
- *Providing assistance for the students;*
- *supporting civic educational values in everyday life;*
- *Becoming better citizens;*
- *Making positive impact to the society and environment;*

In 2019 students' implemented projects in 2 rural schools, conducted training workshops and discussions with primary and secondary school students and teachers, ethnic minorities and distributed CURE publications in partner public schools.

Through participation of the students and teachers in the CURE workshops the civic involvement clubs were established in Bukistsike and laneuli (Chokhatauri municipality) Public schools. Our students worked with the public school teachers to help them organize and implement non-formal education workshops for public schools' pupils in schools.

Community Projects at the Bukistsikhe public school:

CURE university students ran several community projects at the Bukistsikhe public school. One project related to the management of waste and garbage. There were two stages of this activity. First the university students conducted a workshop on waste management for the teachers and pupils. In the workshop students discussed why waste management is an environmental hazard and the importance of natural resources and their sustainable use. Then together, the university students with the pupils from the schools chose an area near the school that needed to be cleaned up and together they worked on this and cleaned up the neighborhood.

The implementation of this project has helped students develop critical thinking, information processing, and argumentation and discussion skills. In addition, the students received new and important information about waste management. Most importantly, the students shared their new knowledge and skills to implement programs with the schools, teachers and pupils, thus creating a domino effect of impact.

To summarize the program the students organized a presentation and discussion on the plan and action. This program summary demonstrated the CURE students' knowledge, awareness of the importance of community programs and motivation to act.

Project: Global Handwashing Day, Bukistsikhe Public Schools

The world has been celebrating the Global Handwashing Day on October 15 since 2008. Currently, Handwashing Day is celebrated in over 100 countries and is supported by governments, international organizations, commercial and non-governmental organizations. The motto of 2019 Hand Washing Day: "Clean Hands for All". In most countries, hand washing is an affordable and effective method of protecting the health of ourselves and our surroundings.

The ISU students decided to implement this project in the Bukistsikhe public schools. The project aim was to raise pupils' awareness of the importance of hand washing and its benefits. The goal of the project was for students to join an international campaign to realize that hand washing with soap can effectively prevent two of the most common clinical syndromes (diarrhea and respiratory infections) in the world. This activity has become especially meaningful given the recent Covid-19 Pandemic situation.

The project was most successful at the final stage when students joined hands on the International Day of Handwashing, symbolizing the right handwashing. A short power-point presentation of this activity is available through this link:

https://cure.erasmus-plus.org.il/pluginfile.php/3854/mod_resource/content/1/Washing%20hands%20ISU.mp4

Project: Planting

Greening the environment is one of the important issues in the world today. This is why the CURE students decided to become involved in these activities as a way for expressing and enhancing their civic responsibility and involvement. The CURE students developed an awareness-raising campaign for the greening of the environment which they felt would increase civic responsibility in student-youth culture and the society at large.

One of these projects that CURE's students implemented was the planting of trees. First, CURE's students had a lecture and discussion with the pupils on planting, care and importance of seedlings. After the discussion, the CURE students led the pupils and their teachers into the school yard. The stakeholders of the school were supporting this activity and provided the trees to be planted. Fun was had by all in changing the environment of the school yard by planting the trees. The following link shows the short video clip of this activity: https://cure.erasmus-plus.org.il/pluginfile.php/3858/mod_resource/content/2/Green%20Action%20by%20ISU%20students.mp4

Workshop on Volunteering

CURE Students worked with school teachers aimed at promoting the importance of volunteering. The CURE students and teachers they were collaborating with, introduced the pupils to the concept of culture of volunteering in different countries around the world, its positive impacts, importance and opportunities for civic responsibility by engaging in different volunteer campaigns.

During the workshop students discussed the benefits of volunteering in terms of social, economic and career advancement. The students developed and presented their ideas and possible projects that they could do in order to develop a culture, which promotes giving to the community and volunteering.

Establishing a Civic Mind club in the Bukistsikhe public school

Project International Day of Rural Women

Since October 15, 2008, every year, on that date, in different countries around the world, the International Day of Rural Women has been celebrated. The United Nations supports the initiative and various organizations around the world are planning a number of activities such as cultural exchange programs, international summits, conferences, research projects and more. The purpose of this day is to highlight and understand the role of rural women in the development of the local community, country and world and share their accomplished work in economics and sustainable development.

The work of women and homemakers is unpaid in many countries, especially developing countries. Within the framework of this community project, CURE's students:

- discussed the role and price of work performed by rural women in social and economic terms;
- learned about the importance of International Day, the scope of activities performed by women;
- investigated the opportunities of funding the rural women business ideas.

The educational aims of this project was to develop critical thinking, information processing, argumentation and discussion skills, appreciating the work done by others and understanding the importance of engaging in international campaigns.

The project was the most successful in the final phase when students, after receiving theoretical knowledge and discussion, prepared greeting cards and congratulated rural women on International Day of Rural Women.

Students activities at SJSU

Within the framework of the CURE project students of Samtskhe-Javakheti State University Nato Inasaridze and Mariam Narimanidze prepared the video blog (vlog) on „What does being an active citizen mean for me?“. Students and lecturers of Samtskhe-Javakheti State University participated in this vlog. Participants of the vlog talked about their attitudes toward active citizenship. The goal of the making the video blog is raising young people's awareness on civic activism and its importance.

The output of this activity: Informational vlog on civic activism has been created and has been uploaded to CURE's website page and located in the SJSU student activity unit. (<https://cure.erasmus-plus.org.il/course/view.php?id=67>)

On April 8, 2019 Students of Samtskhe-Javakheti State University together with Mariam Narimanidze and Nato Inasaridze held the workshop in Civic Education Involvement Center on the topic: Volunteerism and Active Citizenship. The workshop was attended by 16 students of Samtskhe-Javakheti State University. The goal of the workshop was raising students' awareness on voluntarism and Active Citizenship. Students were actively involved in the activities of the workshop and they said that the topic was very relevant and useful for them. As a result of this workshop students' knowledge on above mentioned topics have been raised and they expressed readiness that they will be actively involved in civic activism and will become initiators of holding different activities on relevant problematic issues. These students gained information and knowledge from other students as well.

On December, 24, 2018 Samtskhe-Javakheti State University students held a seminar on Civic Activism. The seminar was attended by 18 students. In the seminar the following topics were discussed: the importance of civic activism; the main forms of civic engagement: individual volunteerism; community engagement effort; organizational involvement; government work such as electoral participation and fields of Civic engagement.



Faculty members Tina Gelashvili - Institutional Manager of EU - ERASMUS+ Projects, Gulnara Janova – researcher teacher of CURE and Maka Murvanidze - the head of Civic Engagement Center attended the seminar and they talked to the students about the importance of their engagement and participation in civic activities. As a result of the activity students' awareness on civic education and civic activism were

On November, 3, 2018 Nato Inasaridze, a student from Samtskhe-Javakheti State University participated in Samtskhe-Javakheti English Teachers' 5th Conference - „New Strategies and Techniques of Teaching English and Raising Civic Conscious in a Multi Diverse Classroom”. She prepared and presented the work on Teaching and Learning approaches to Civic Education in a plenary session that was attended by the students of Samtskhe-Javakheti region and teachers from different schools.

At the conference Nato talked about the main purpose in learning Civic education and presented different ways of learning Civic education that provide a various approaches in encouraging young people to actively in meaningful civic and social activities. The most important forms of Civic education were discussed, such as active Civic education; education for citizenship; and, education through citizenship

The goal of participating in this conference was sharing new information to students and schoolteachers about teaching and learning approaches of civic education. The output of this activity included: the raising of students and teachers' knowledge about different learning and teaching approaches of civic education. The outcome of this activity was that students and schoolteachers will use these new learning and teaching approaches in practice.

Ivane Javakhishvili Tbilisi State University Student Activity (TSU)

Ivane Javakhishvili Tbilisi State University's student activities focused on volunteering, supporting children living in poverty, training and seminars.

Volunteering: In the framework of the course “Pedagogy 2” students volunteered to do some activities for children or adults with special needs at different day centers, where they spent 2 hours per week (6 weeks). They presented their experience at the end of the course to other students. Twenty-six students of teacher training program at TSU department of educational sciences, established contacts with different non-governmental organizations who worked with homeless children, disabled children and adults who need special care.

Students of the teacher training program at TSU organized an event "Gifts of Autumn" to collect gifts and sweets for homeless children. During two weeks, they collected gifts from students and different enterprises. On November 26 students went to Gldani homeless children's day center and conducted the event, including a lesson of funny mathematics, painting with hands etc. 20 students volunteered in different social centers. TSU students and homeless children are still in contact. Students help them in different subjects at school.

Students attended the 5th national conference of volunteers in Georgia which also included Caritas Georgia, the Center for the Development of Civil Society, the Ministry of Education, Science, Culture and Sport in Georgia, the House of Social Therapy, etc. CURE students presented their voluntary work in Georgia. They made contacts with governmental and nongovernmental organizations, and learned about the needs and benefits of voluntary work in Georgia.

Dr. Brian K. Lanahan Ed.D, Associate Professor of Citizenship Education at College of Charleston conducted a lecture series on Civic Memories and definition of civics.

CURE students attended the lectures on:

- Knowledge and skills necessary for citizenship in a democracy;
- Pedagogies for teaching the knowledge and skills necessary for citizenship in a democracy

Students developed civic education projects and were awarded certificates by Dr Lanahan. Below are some pictures of the award ceremony



Batumi Shota Rustaveli State University Student Activities

The main activities of the students were workshops, international action, debates and charity actions. For example the BSU students went into the public schools in their city to discuss the topic of migration. Batumi is located near the Turkish border and there is a high rate of seasonal migration in that area. Many times, the migrants are living in poverty and come with their families so also there is the problem of children living in poverty. The pupils gained a better understanding of the problem and discussed possible activities that could be done for the migrants. They ran a charity event by selling cookies at BSU and the money raised was donated to needy families.

Kutaisi University's Student Activities

Kutaisi University's CURE student activities used this opportunity to link up with



funding opportunities that could fund their ideas for activities. They successfully linked up with two organizations: the World Vision Georgia and Civic Development Institute (CDI) in a major project for getting youth involved in the environment. They applied for a grant through the "School Youth Networks of Collaboration for Sustainable Solutions (SYNCS)" and

successfully received funding for their CURE project. The objective of the project was to contribute to improve and sustain community-based solutions to targeted community needs through increased civic activism of public school students, universities, local governments and CSOs. The project was partially funded by the European Union.

The representatives of Georgian Universities, schools, NGOs and youth groups presented advocacy action plans (in the framework of the above-mentioned project) to the public. Twenty-five plans were selected in 6 regions of Georgia beginning from October, 2017. The aim of the actions named "Youth for Better Education" was to strengthen the youth participation in education. Kutaisi University's CURE student plan included advocacy campaigns for improving the environment and getting youth involved in the schools of Kutaisi and Tskaltubo. The KU students organized school pupils to better their environment. The following links present a short video clip that describes this and other CURE student activity programs:

https://cure.erasmus-plus.org.il/pluginfile.php/3672/mod_resource/content/1/Kutaisi%20Implemented%20Project%20Youth%20for%20Better%20Education%20%281%29.mp4

KU CURE students also organized debate clubs in three public schools.

The political ideologies were the main topic of the debates. Public school students debated on liberalism and conservatism according to the Karl Popper debate guidelines. The topic of debates were: a) "Labor /Human Rights" ; b)



"Local Self-Government "; and c) "The Role of Citizenship in Local Communities

Another civic activity involving KU CURE students was The “March for Climate” which had been organized by the scientific-intellectual club – “Generation Dialogue” (*RICDOG*) and *350.org* Georgia. The youth from different Municipalities of Imereti Region was involved in it. More than 1000 people were united to fight against climate change. The main idea of the peaceful marching was to appeal the world leaders for quick and effective actions to stop climate change. 31 students of the CSCI joined the peaceful march. Students of Kutaisi University joined the strike aiming at protesting climate change. At the end of the march, the participants made a symbolic *Sun* by surrounding the central Kolkheti Fountain in the central square. With this performance, Kutaisi joined the world campaign of “GLOBAL STRIKE” which had been held in 150 countries and more than 1 000 cities around the world.



Other Student Activities at KU:

Students of Kutaisi University actively participated in civic activism movements on Kutaisi. They joined:

- the advocacy action for mental health citizens' rights organized by the Psychological Service Center – “**Open House**”. The main message of the activity was the following: *Unite for Mental Health!*



In addition they were involved in the Movement: *“Greening and Cleaning”*, the main message of the action was: *Give back the 20% of Oxygen to the Earth*. The nearby territory of Kutaisi Sports Palace was chosen for the greening activity. The students planted 50 trees and cleaned the area.

This activity stressed the importance of the reduced amount of green areas, which cannot adequately absorb the excess carbon dioxide existing in the environment. By increasing the number of evergreen trees as the primary natural carbon consumers, the lost balance can be restored and this can assist in reducing the global warming process.

Although the CURE project has come to the end, Kutaisi University’s Center for Social and Civic Involvement students are already planning their next year of activities.

Conclusion Some Reflections on CURE's Centers of Social and Civic Involvements and Student Activities in Israel and in Georgia

By Dr. Rhonda Sofer, Coordinator of CURE

CURE was an academic curriculum reform program that aimed to promote important values connected to active civic education and Democratic Principles. The development of this program was based on my strong belief that these values and social change which further promote these values can be promoted through education. Members of CURE's consortium who represented different age groups, ethnic groups, religions and national citizenships shared this belief. But even more than sharing this belief, CURE's program acted on this belief and it was our students who led us in this process. CURE's academic program is not a program that is located in the "ivory tower" of academia, but rather CURE is a program that is integrally connected in an active way to our community and society. Our students led us in this process. CURE's academic program was integrally interwoven with an action plan of "doing", "practicing what we are preaching" or "walking the talk" as if often said.

The Centers of Social and Civic Involvement that were established at nine of CURE's Israeli and Georgian colleges and universities reflect that process—namely "walking the talk" and connecting our institutes of higher education to the "mission" of social and community involvement. To do this, our students were our leaders. They were empowered to lead through CURE's special international and national training workshops that were organized by socially-conscious and active professionals who are involved in trying to make our societies more equal and just in many ways such as through supporting people in disadvantaged situations. Through these leadership training workshops, our CURE student leaders gained values, principles, tools and skills that enabled them to design and implement programs in the community that aimed to make their society a better place as well as motivate others to be active citizens.

The activities described in this handbook reflect how one ERASMUS+ academic curriculum reform program went beyond the classroom and through student activities engaged the local communities modelling active involvement on many different levels. Whether the engagement was in pre-school aged children to elderly homes, our students and often academic faculty left the ivory tower of academia and promoted those values that CURE's academic curriculum program is advocating.

Through combining a curriculum reform program with a program of social and civic involvement, CURE's program went beyond the boundaries of the classroom. In a way, the program needed to do this as its goals and objectives were aimed to go beyond physical boundaries and the limits of the time of a three and a half year program. Promoting civic education and Democracy is not just something we learn and then add it to our pool of knowledge; rather, it is something that we need to internalize, identify with and also implement. It is a program that does not only "belong" to the courses which were developed through the project. It belongs to the whole institute and most importantly our students, most of whom are studying to be teachers—future educators of the next generation of citizens.

CURE's courses, which were developed by international or inter-institutional teams, were aimed to provide the students with knowledge and also to promote values and behaviors that we believe motivate us to be active citizens who are committed to promote social justice. Moreover through the Centers for Social and Civic Involvement, CURE's Israeli and Georgian colleges and universities have established sustainable structures that facilitate all of its members - students, faculty and staff- to be active citizens and key social players in contributing towards social and civic change.

CURE's program and the student activities within it empowers our students to be future leaders of our society. Elsewhere, I have discussed the importance of leadership, active citizenship and social responsibility of individuals (Sofer, 2015). I mentioned the fact that great leaders are not content with maintaining their position and the status quo. Great leaders have a vision of seeing how their society **should be** and moreover, they have the courage to act on this vision so how things "Should be" actually **BECOME** a reality (Sofer 2015:16) .

CURE's student activity program provided our students with the tools, opportunity and support to develop their vision of how they felt their community should be and then the tools to act on their vision. Over 100 activities were implemented and thousands of people of all ages benefitted from these activities. These activities reflect active citizenship. Active citizenship means that we all are accountable and responsible for our community and society. We see something that we believe is wrong, we do not only say, "this is wrong" , rather we can analyze the situation, develop action plans and implement these plans. It is important to realize that **each and every one of us**, needs to be responsible and accountable for the injustices that we see around us, EVEN if we are not the cause of the injustices. CURE's student activity program enacted these ideals and behaviors. Our students were empowered to become active citizens, people who are willing to get involved and not turn their head in the other direction when they see a situation that requires social attention and involvement. Most of CURE's students were students of education, studying to be teachers.

The activities that are students implemented reflected the fact that as future educators and teachers of children, that they need to be accountable and responsible for the children at risk in their classrooms and to the community in which their pupils live in. It is my hope that CURE's courses, Centers of Social and Civic Involvement that were established in our institutions and most important the student activities that were implemented in the community will provide our students, who are the future leaders of our society with the knowledge, values, tools and behaviors to continue to be active citizens and leaders in their society. In today's complex world, indeed we seem to be calling out for new leaders with visions and the ability to act on these visions through social programs that promote what is best for their society and our world.

Recommended Literature and Links

Recommended literature for Introduction and Conclusion

Allport, G. The nature of prejudice. Reading :Addison-Wesley, 1954.

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Freeman, G., Izzard, M., Faulkner, R., & Charles, J. (2012). University School of Education Promoting Diversity Awareness and Initiatives. *Professional Educator*, 36(1).

Grottkau, B. J., & Nickolai-Mays, S. (1989). An Empirical Analysis of a Multicultural Education Paradigm for Preservice Teachers. *Educational Research Quarterly*, 13(4), 27-33.

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Quigley-McBride, A., More, K. R., & More, C. (2019). Explicit Attitudes Towards Race: The Impact of Active Learning in Teaching Diversity.

Shulman, J. H., & Mesa-Bains, A. (Eds.). (2018). *Diversity in the classroom: A casebook for teachers and teacher educators*. Routledge.

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https://drive.google.com/file/d/1IkNrAZUIUTF4-xPCBOYexFBXjVqx_mea/view?usp=sharing

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Recommended Reading on Dialogue through Discussions, Debates, the Media and Field Trips:

Allport, G. The nature of prejudice. Reading :Addison-Wesley, 1954.

Bar-Tal, D., & Bennink, G. H. (2004). The nature of reconciliation as an outcome and as a process. *From conflict resolution to reconciliation*, 6. Bar-On, 2006

Bar-On, D., & Adwan, S. (2006). The psychology of better dialogue between two separate but interdependent narratives. *Israeli and Palestinian narratives of conflict: History's double helix*, 205-224.

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Catalan, E. L. (2006). Reflecting upon interculturality in ethnographic filmmaking. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research* [Online Journal], 7(3), Art. 6. Available at: <http://www.qualitative-research.net/fqs-texte/3-06/06-3-6-e.htm> [Date of Access: March 5, 2007].

Elephant-Lefler, Laor, & Inbar-Lankri, 2006 Laor, N., Elephant Lefler, N., and Inbar-Lankri, Ch. (2006) *The Present and the Absent in Prime Time: Cultural Diversity in the Broadcasting of Commercial Television Channels in Israel*, Follow-up Report, Second Authority for Television and Radio (in Hebrew).

Freeman, G., Izzard, M., Faulkner, R., & Charles, J. (2012). University School of Education Promoting Diversity Awareness and Initiatives. *Professional Educator*, 36(1).

Ratner, E. (2015). Dialogue Through Cinema: The contribution of Film-Production in a Bi-National Framework to Coexistence and Peace Education. (Unpublished doctoral dissertation). University of Haifa: Haifa, Israel.

Recommended literature on Community Placemaking and the World Cafe

Literature:

Agger-Gupta, N., & Harris, B. (forthcoming). [Dialogic change and the practice of inclusive leadership](#). In A. Boitano & H. E. Schockman (Eds.), *Breaking the zero-sum game: Transforming societies through inclusive leadership*. Silver Spring, MD, USA: International Leadership Association.

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Schneekloth, L. H., & Shibley, R. G. (1995). *Placemaking: The Art and Practice of Building Communities*. New York: Wiley.

Shalita, R. Friedman, A. Harten, R. (2011). *Visual Literacy in Action: Education in the Visual Era*. Tel Aviv, Israel: Mofet.

Steier, F., Brown, J., & Mesquita da Silva, F. (2015). [The World Cafe in Action Research Settings](#). Chapter 20: The world cafe in action research settings. In H. Bradbury (Ed.), *The SAGE handbook of action research* (third). London ; Thousand Oaks: SAGE Publications. (Retrieved from Sage website)

Useful Links for Community Placemaking and World Cafe:

- StreetPlans: <https://www.street-plans.com/tactical-urbanism-projects/>
- Manual for World-Café:

<http://www.theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf>

- <http://www.conversationcafe.org/>
- <http://www.theworldcafe.com/>
- Manual for World-Café: <http://www.theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf>
- <https://www.communityplacemaking.com/project-06>

Recommended Readings for Debate Literature and School-Based Community Action :

1. Debate Guidelines by Karl Popper :
 - <https://kavkasite.wordpress.com/2016/03/09/debate-guidelines-by-karl-popper/>
2. Information of the Ministry of Internal Affairs on the incident that took place on Khorava street:
 - <https://police.ge/en/shinagan-saqmeta-saministros-informatsia-khoravas-quchaze-momkhdar-faqtan-dakavshirebit/11247>

Useful links for Civic Activism:

1. What is an advocacy, by Tamar Mosiashvili
<https://youtu.be/jg0Em2Rfpmw>
2. Civic Activism by Lasha Matcharashvili Student;
<https://www.youtube.com/watch?v=k9BWGQbG3Zo>
3. What it means to be an active citizen, by Nato Inasaridze and Mariam Narimanidze;
<https://www.youtube.com/watch?v=eQvHOJXaBQ4>
4. Advocacy of Political rights by Kutaisi University students
<https://www.youtube.com/watch?v=TUnZSavDjfw>

Appendix 1: About the CURE Project

Summary of CURE's Programs

CURE's program is an Erasmus+ Capacity Building for Higher Education Curriculum Reform project aimed at promoting active civic education and Democratic principles through several dynamic programs. These programs included:

1. Curriculum Development: Developing five courses related to the topic of Civic Education
2. Training faculty in Israeli and Georgian institutions to teach CURE's courses in dynamic interactive and engaging ways
3. Establishing *Centers for Social and Civic Involvement* and Involving students and members of the institutions through activities
4. Outreaching to in-service teachers through workshops that provided them with knowledge and skills to implement civic and community activities in their own classrooms.

Curriculum Development

CURE's curriculum resulted in the development of five courses related to the topic of Civic Education. Three courses are universal courses that include topics that are relevant for any institute of higher education. The two other courses were related to specific issues on promoting Democracy and Civic Education for Israel (one course) and relevant for Georgia (one course). All of the courses were designed in a flexible manner so that the course could be taught as a whole course or certain units or modules within the course could be used independently and integrated into existing courses. This flexibility contributed to the upgrading

49

of many courses in our institutions and facilitated the accreditation process of these upgraded courses. This flexibility contributed to the successful delivery of our courses with 117 pilots of CURE's courses, ranging from the complete course to upgrading of existing courses.

One of the universal courses that was developed was an online course: *Global Challenges in the 21st Century in Promoting Active Citizenship and Civic Education* (<https://CURE.erasmus-plus.org.il/course/view.php?id=16>) . This course can also be taught in the classroom applying innovative methods of teaching and learning such as *Value and Knowledge Education* or a new *Dilemma-Based Learning model* or *using public spaces*. The other two courses: *Civic Education for Sustainability* (<https://CURE.erasmus-plus.org.il/course/view.php?id=17>) and *Promoting Active Citizenship* (<https://CURE.erasmus-plus.org.il/course/view.php?id=57>) are regular

classroom courses, but the pedagogical ways in which an instructor can teach these courses are innovative and varied. The aim of the course on *Civic Education for Sustainability* is to provide the students with knowledge and competencies to promote sustainable behaviors that are so much needed in the 21st century. The course on *Promoting Active Citizenship* is a course aimed directly to engage and involve the students in issues and projects that are directly connected to their communities. The culturally specific courses are aimed to deal with specific issues in Israel (<https://CURE.erasmus-plus.org.il/course/view.php?id=58>) and in Georgia (<https://CURE.erasmus-plus.org.il/course/view.php?id=59>) that challenge active citizenship and democratic processes while providing pathways to overcome these challenges. All course syllabi and the kits/readers that accompany most of these courses are available online through CURE's website: <https://CURE.erasmus-plus.org.il/>. Readers in the Georgian Language were developed for three of the courses for classroom teaching in order to facilitate the academic quality assurance processes of accreditation that is required for universities of higher education in Georgia.

Diverse Programs:

Faculty Training Workshops

Promoting active citizenship and democracy within higher education requires a holistic approach, which integrates the academic curriculum development with action, and activities that involve other faculty, staff and students. CURE's program included faculty training for teaching CURE's courses in dynamic ways. This training provided the participants with knowledge and competencies for promoting civic education in the courses that they are teaching or planning to teach. Through CURE's SMS training, which will be explained in detail in this handbook, a cadre of faculty became "Trainers" of other faculty in their own institutions, thus creating a "ripple" effect of not only disseminating knowledge and skills to others but engaging members of the institution who were not directly involved in the program.

Student Activities and the Establishment of Centers of Social and Civic Involvement

Students were involved in CURE's dynamic program from the very beginning as they were given the task of designing and implementing activities that promote civic education and community involvement within the institution and in the neighborhood. CURE's student leadership training provided student leaders with the competencies needed to implement concrete activities that promoted CURE's aims and objectives. This process was further facilitated through the official establishment of *Centers for Social and Civic Involvement* in CURE's Israeli colleges and Georgian universities. These Centers have become the focus of community involvement and civic activities of the students, staff and faculty. Examples of these activities can be accessed through CURE's website site page <https://CURE.erasmus-plus.org.il/course/view.php?id=67> .

Outreaching to In-service Teachers

The importance of linking CURE's programs to the community was also actualized through our Israeli and Georgian's continued professional development programs for in-service teachers. These units for continued professional development within CURE's Israeli and Georgian institutions, provided workshops for in-service teachers on different topics relating to civic education and involvement. These workshops provided them with knowledge, skills and competencies to promote social and civic activities in their classrooms where they are teaching. This program has enabled hundreds of Israeli and Georgian teachers to design activities for their pupils that promote community and social involvement.

CURE's Consortium:

CURE's partners include four academic colleges of education in Israel, five university faculties of education in Georgia, a public college in Israel with expertise in technology and a NGO that promotes Civic Involvement in Georgia. In addition, five European Universities with expertise in education and in innovative pedagogy and methodology were members of our consortium. Students in our Israeli and Georgian institutions participated in the project through their institutions.

The two major beneficiaries of this program are Israeli and Georgian institutions. However, CURE's European partners in Austria and Estonia have also benefited from our activities and courses. The section below presents a brief introduction to each member of the consortium:

Israeli Partners:

Gordon Academic College of Education (GACE) is the coordinator and initiator of CURE. GACE is an academic college for higher learning specializing in training students to be teachers. Established in 1953, today GACE is accredited to bestow B.Ed. and M.Ed. degrees (first and second-degree levels). Located in Israel's largest northern city of Haifa, GACE serves Israel's northern peripheral areas and populations. Website link: <https://www.gordon.ac.il/English>

Sakhnin Academic College (SAKH) is an Israeli-Arab academic college of education that specializes in training students to be teachers. It is located in the peripheral Galilee region of Northern Israel. It offers a wide range of educational specialization programs for the bachelor degree (B.Ed.) as well as the master's degree (M.Ed.) to Israel's Arabic speaking population. Website link: <https://sakhnin.ac.il/> .

Givat Washington Academic College of Education (GWACE) was established in 1950 initially as a youth village for children that were Holocaust survivors and is located in Beit Raban in Kvutza Yavne. In 1952 the Academic college for Teacher's training was established geared to training teachers for the national Jewish orthodox public schools. It is accredited to bestow B.Ed and M. Ed. Degrees and offers a wide range of educational programs. Website link: <http://www.washington.ac.il/michlala/>.

David Yellin Academic College (DYC) founded in 1913 and located in Jerusalem is accredited to bestow the B.Ed. and M.Ed. degrees. Since its foundation, the college has been responsible for training thousands of teachers and decision makers in the field of education in Israel. Website link: <https://www.dyellin.ac.il/en> .

Sapir Academic College of Education (SAP) is located in Sderot, a city in the peripheral southern region of Israel. It offers various programs of study on the BA and MA level in a wide range of fields and is responsible for CURE's portal and website. Website link: <https://www.sapir.ac.il/en> .

Georgian Partners:

Ilia State University (ISU), located in Tbilisi, Georgia, is a higher education institution in Georgia that promotes principles of liberal education. It offers degrees at all three-degree levels. Website link: <http://iliauni.edu.ge/en> .

Ivane Javakhishvili Tbilisi State University (TSU) founded in 1918 is the oldest and largest university located in Tbilisi, Georgia and offers degrees at all three-degree levels. Website link: <https://www.tsu.ge/en/>

Samtske-Javakheti State University (SJSU) is the union of two universities of Akhaltsikhe State Educational University and Akhalkalaki Higher Educational Institution College. Both campuses are situated in the multi-ethnic and multi-cultural region of Samtskhe-Javakheti and offer programs at all three-degree levels. Website link: <http://www.sjuni.edu.ge/en/>

Batumi Shota Rustaveli State University (BSU) was founded in 1923 as a Pedagogical Institute in the Adjara region of Georgia. In 1990 BSU was established as a university and offers programs at all three-degree levels. Website link: <https://www.bsu.edu.ge/> .

Kutaisi University (KU) is a relatively young academic institution with only 28 years of history. It was founded as a private higher educational institution and offers three level degree programs for the Faculty of Social Science. Website link: <http://unik.edu.ge/index.php?lang=en>

Civic Development Institute (CDI) is a NGO located in Tbilisi, Georgia the aim of which is to raise the civic awareness of each citizen with a special emphasis on youth, promotion of cultural diversity education and involvement in the improvement process for education in Georgia. Website link: <http://cdi.org.ge/en>

European Union Partners:

Jagiellonian University (JU) founded in 1364 is one of the oldest universities in Central Europe. With 15 faculties, almost 42 403 students enrolled, over 3879 academic teachers situated in Krakow, Poland it offers degrees on all three levels in many disciplines. Website link: https://en.uj.edu.pl/en_GB/start .

University of Education of Upper Austria PH-OÖ), located in Linz Austria focuses on pre-service and in-service teacher education and training in the fields of Primary School Education, Secondary School Education, Special Needs Education and Vocational Education. It offers degrees on all three degree levels. Website link: <https://ph-ooe.at/> .

Paris Lodron University of Salzburg (PLUS) located in Salzburg Austria was founded by Prince Archbishop Paris Lodron in 1622. Today it consists of four faculties (Catholic Theology, Law, Cultural and Social Sciences, Natural Sciences) and a School of Education, with approximately 18,000 students. It offers degrees on all three levels. Website link: <https://www.uni-salzburg.at/index.php?id=52&L=1> .

Canterbury Christ Church (CCCU) has a student population of nearly 20,000, studying a wide range of undergraduate and postgraduate programs. Based in Canterbury in the South East of the United Kingdom, the University is the largest centre of higher education in Kent and Medway for the public services - notably teacher training, nursing, policing, health and social care. Its Faculty of Education offers three level degree programs. Website link: <https://www.canterbury.ac.uk/> .

Tallinn University (TU) is the third largest university in Estonia, located in Tallinn. Its main strengths lie in the fields of humanities and social sciences, and a strong and constantly growing component of natural and exact sciences, as well as a notable tradition of teacher training and educational research. It offers degrees on three levels. Website link: <https://www.tlu.ee/en> .

Jaan Tonisson Institute (JTI) is an Estonian NGO working in the fields of Civic Education, Legal Education and Human Rights Education. Website link: <http://www.jti.ee/en/> .