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| **Project name:** | **Promoting Values Education in South Caucasus Higher Education Institutions** |
| **Project acronym:** | **PROVE** |
| **Coordinator contact:** | Tamar Aslanishvili, Iakob Gogebashvili Telavi State University |

## PROJECT SUMMARY

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| The goal of the project is to enhance Higher Education Institutions (HEIs) in the three South-Caucasian countries (SC), Armenia, Azerbaijan, and Georgia, by introducing Peace Education courses based on Values and Knowledge Education (V*a*KE). This will be achieved by creating new courses or modifying existing ones and making an impact on schools and communities. The project aims to support initiatives to promote peace in the region.  V*a*KE is a constructivist, learner-centered teaching-learning concepts that permits to combine values education (in the sense of fostering the competence to argue in favor or against values preferences in specific situations) with knowledge acquisition (through inquiry-based learning). Addressing values in combination with knowledge dealing with societal issues such as peace, democracy and other major challenges is particularly important in this region that has experienced war and turmoil since the collapse of the Soviet Union, of which the countries were parts. Project team will develop courses for (a)pre-service teachers: (i)one common course of all HEIs on a topic of societal relevance and teaching methodology, (ii)each of the seven SC HEIs will develop one HEI-specific course on a similar topic (totally 7 courses), (b) Each of seven SC HEIs will develop HEI specific course for in-service teachers (totally 7 courses).  All these courses for pre-service teachers of approximately 5 ECTS (depending on the respective programs) will use V*a*KE, and the latter will also teach to use V*a*KE and is complemented by using V*a*KE in the internship. Each HEI will also develop, implement and evaluate a course using V*a*KE and teaching to use V*a*KE for in-service teachers within the respective in-service teacher training programs, and a course using V*a*KE for community actions (e.g., in a Community College, depending on the respective programs). All these activities will be supported by the two European partners and the international Association for V*a*KE (AV*a*KE) through training, counseling, supervision, and feedback; AV*a*KE will also guarantee sustainability beyond the end of the project. Finally, teachers and students from the different HEIs will meet in person in meetings and virtually in discussions in the common course. This is a contribution – as small as it might be – to peace in the region. |

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### 1.1 General objectives

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| ***Main actions***  The project will foster values and knowledge education in the three South-Caucasian countries through implementing V*a*KE in seven HEIs on four levels: (1) within the teaching staff of the HEIs (through train-the-trainer courses and developing, implementing and evaluating courses and modules taught through V*a*KE and teaching to use V*a*KE); (2) for teachers (pre-service and in-service) who are educated through V*a*KE and to use V*a*KE by the HEI staff according to (1) (for pre-service teachers, this includes using V*a*KE in their internships); (3) for pupils taught by the teachers educated according to (2); and (4) for the community through courses in adult education using V*a*KE (service learning to implement peace education or similar projects in the civic society). Further, (5) it will contribute to the participants’ better mutual understanding and acceptance of different cultures within and between the countries despite their opponency through encounters and common work in person and virtually.  The project team will support HEI lecturers to develop courses taking into consideration local contexts, national identity and sensitivity of the topic, as well as the local priorities of the HEI. Three types of courses are developed:  (1) one course conjointly given by all HEIs (which permits cooperation of the students across borders as well) on a topic of choice to be identified in the first stage of the project (war and peace, conflict resolution, media coverage of the war, history and war, etc.), (2) one HEI-specific course on some of the topics mentioned above per HEI, and ( 3) one course in teaching methods using V*a*KE and teaching to use V*a*KE for in-service teachers.  V*a*KE starts with a moral dilemma discussion (values education) that leads to inquiry-based learning (knowledge acquisition). A moral dilemma is a situation in which the protagonist has to choose between two or more (moral) values; whatever he or she does, he or she will break one of the values. The focus is not on values transmission, but on moral judgment competence (ability to argue in favor or against using specific values in specific situations) in a post-Kohlbergian framework. In V*a*KE, in addition to addressing moral values, the dilemmas are conceived in such a way to trigger questions relating to knowledge. Research has shown that V*a*KE is effective with respect to knowledge acquisition as well as to values education. Further, positive impacts on motivation, critical thinking, responsible action democratic attitudes, support of peace and human rights, intercultural competence, and several other important attitudes and dispositions have been shown. It has been used successfully in pre-service and in-service teacher education. V*a*KE has proven to be insensitive to gender-even moral priorities often (wrongly) attributed to males and females have shown gender equality; however, V*a*KE can be (and has been) used to address gender issues (e.g., in relation to religion or for single mothers) and LGBTQ leading to an attitude of equality. The claim is not that V*a*KE is a magical wand in education, but that it is quite a powerful tool if applied appropriately.  The project was developed with the active participation of project partners. PROVE’s approach of collaboration of three SC Countries with EU countries is the first time in an ERASMUS+ program, and the cooperation with AV*a*KE is a further asset. The participating HEIs of all three South Caucasian countries share a common vision of the project. The differing social and political contexts of countries will be interwoven within the project actions including staff and teacher training, course development, implementation, and evaluation, community actions and international meetings. |

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### 1.2 Specific objectives

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| ***Specific objectives***  The project’s specific objectives are:  **SO1: Collaboration between project partners (Caucasian and EU HEIs, Association AV*a*KE)**  The following indicators are used for measuring the achievements:  (a) The number of members of the different HEIs (the consortium) participating in person in the respective face-to-face meetings corresponds to the numbers planned;  (b) 75% of the scientific consortium members of each HEI participate.  (c) All members of the consortium participate actively in some of the activities.  (d) 75% of the participants (staff, lecturers, students) of all of the participating Caucasian HEIs give positive feedback about their experiences with members of the respective other Caucasian HEIs in the consortium meetings, in the V*a*KE trainings, and in the other collaborative activities. These activities are documented through the evaluations using the Meeting Evaluation Form (see part 2.1.2 Project management, quality assurance and monitoring and evaluation strategy).  **SO2: Enhancing the competence of the teaching staff to develop, implement and evaluate courses using V*a*KE and courses to use V*a*KE in teaching, including using V*a*KE in internship, thus increasing the competence of pre-service and in-service teachers for values and peace education.**  Indicators for measuring achievement: Each participating HEI in Georgia, Armenia and Azerbaijan will  (e) Participate in the training program for V*a*KE conceived and implemented by the European partners and ISU (each consortium members participates in all face-to-face training courses according to (a) above and in at least 75% of the virtual training courses);  (f) Participate in the collaborative development, implementation and evaluation of one course using V*a*KE on topics of societal challenges (e.g., Peace Education) for pre-service teachers, with a common virtual discussion of all SC HEIs in groups of approximately seven discussants (depending on the number of students participating, which may differ from HEI to HEI);  (g) Develop, implement and evaluate one Country/HEI-specific course using V*a*KE on topics of societal challenges for pre-service teachers;  (h) Develop, implement and evaluate one Country/HEI-specific course using V*a*KE and teaching for V*a*KE in the program on teaching methods, and implement V*a*KE in the internship for pre-service teachers;  (i) Develop, implement and evaluate a training course for in-service teachers;  (j) Organize a student, staff or in-service teacher community action using V*a*KE;  (k) The consortium provides counseling, supervision, and teaching material, in particular a practical Peace Education and V*a*KE handbook, in Armenian, in Azerbaijani and in Georgian (such a handbook on V*a*KE is already available in Georgia; further teaching material will be developed).  (l) All of the above courses are evaluated using appropriate assessment tools (process and product).  For the respective assessment tools, see part 2.1.2 Project management, quality assurance and monitoring and evaluation strategy.  **SO3: To disseminate the developed courses and the underlying principles within the HEI for courses not addressing teacher education and among HEIs and all relevant stakeholders (General education institutions, research centers, NGOs, student’s clubs, etc.)**  Indicators for measuring achievement are:  (m) All interested stakeholders in Georgia, Armenia and Azerbaijan will be informed about the developed courses and principles and their evaluation via the project web pages, the AV*a*KE web page, further online channels, meetings, trainings, conferences, practical and scientific publications, etc.   * The project web pages are implemented in the three languages and in English; * At least one meeting with the country’s institutions will be conducted by each HEI; * At least one meeting with education institutions will be conducted in each country.   (n) The project team will participate in international and national conferences.  (o) HEI lecturers not involved in teacher education will use V*a*KE (with counseling, supervision and evaluation).  The assessment tools are reports on the meetings and evaluation reports of the courses.  **SO4: Ensuring the sustainability of the courses and their underlying principles on the respective HEIs’ policy level:**  Indicators for measuring the achievement are the respective agreement documents:  (p) All developed courses will be integrated into existing programs and/or included in new programs for accreditation if the accreditation process is within the lifecycle of the project.  (q) The project team will work with state agencies to include values education (in particular peace education) in the in-service teacher’s national standards. (r) AV*a*KE guarantees further support of V*a*KE activities for its members after the end of the project. |

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