



Ministerstvo zahraničních
věcí České republiky

Ministry of Foreign Affairs
of the Czech Republic

REPORT FROM THE COMPLEX EVALUATION

OF THE CZECH DEVELOPMENT ASSISTANCE SUPPORTING HUMAN RIGHTS, DEMOCRACY AND SOCIETAL TRANSFORMATION IN GEORGIA

Evaluated projects:

- I. Supporting development of cooperation at the local level in Georgia
- II. Development of civil society and its participation in public life of Georgia
- III. Fostering Transparency and Communication in Georgia
- IV. Support of active citizenship and involvement of youth in public life in Georgia
- V. Support of active involvement of the youth to community life - natural development of civil society in Georgia

November 2014



Ing. Inka Píbilová, MAS
Ing. Monika Příbylová
Bc. Elene Margvelashvili



| | |
|--|---|
| Partner country (country of implementation): Georgia | Projects locations - regions: Adjara, Imereti, Guria, Kakheti, Kvemo Kartli, Racha-Lechkhumi, Samcche-Džavachetii, Samegrelo-Zemo Svaneti, Shida Kartli, Tbilisi, Zugdidi |
| Project names in Czech and English: I. Podpora rozvoje spolupráce na místní úrovni v Gruzii <i>Supporting development of cooperation at the local level in Georgia</i> II. Rozvoj občanské společnosti a její účast na veřejném životě v Gruzii <i>Development of civil society and its participation in public life of Georgia</i> III. Podpora transparentnosti a komunikace v Gruzii <i>Fostering Transparency and Communication in Georgia'</i> IV. Podpora aktivního občanství a zapojení mládeže do veřejného života v Gruzii <i>Support of active citizenship and involvement of youth in public life in Georgia</i> V. Aktivní zapojení mladých do života obce - podpora přirozeného rozvoje občanské společnosti v Gruzii <i>Support of active involvement of the youth to community life - natural development of civil society in Georgia</i> | Sector: Human rights, democracy and societal transformation |
| Gestor: The Ministry of Foreign Affairs, Department for Human rights and Transformation | Implementing agency: AGORA Central Europe (project I-IV) People In Need (project V) |
| Project period – month/year of project start: 7/2008 (first project) | Month/year of project end: 12/2013 (last project) |
| Total amount spent in EUR from the Czech ODA: 639 300 EUR | Total amount in EUR including co-financing: 770 800 EUR |
| Other donors participating in the project: The European Commission, Polish transformation support, the US Embassy | |
| Authors of the evaluation report: Ing. Inka Píbilová, MAS Ing. Monika Přibylová Elene Margvelashvili, BA | |
| Date, signatures: | |

This report was financed by the Ministry of Foreign Affairs (MFA) CR. Stated opinions are solely of the evaluators / authors and cannot be under any circumstances interpreted as an official position of the MFA CR. Evaluators / authors would like to thank all involved stakeholders especially for their positive approach, valuable inputs and comments.

Summary

The „**Complex evaluation of the Czech Official Development Assistance (ODA) supporting human rights, democracy and societal transformation in Georgia**“ was commissioned by the Ministry of Foreign Affairs (MFA) of the Czech Republic (CR) and undertaken by Inka Pibilova, Monika Přebilová and Elene Margvelashvili from August to November 2014.

The evaluation covered following projects with a total budget of 770 800 EUR:

- I. Supporting development of cooperation at the local level in Georgia
- II. Development of civil society and its participation in public life of Georgia
- III. Fostering Transparency and Communication in Georgia
- IV. Support of active citizenship and involvement of youth in public life in Georgia
- V. Support of active involvement of the youth to community life - natural development of civil society in Georgia

The main evaluation purpose was to provide objective and well-grounded conclusions and recommendations to the MFA CR and the implementers of the Czech ODA in Georgia. A special focus was given to societal transformation, potential synergies among projects and relevant policies and strategies of Georgia. Different modalities, good practices, future synergies, coordination and trilateral cooperation were brought together to provide a sectorial view. For practical reasons, the 2-week evaluation mission focused on the regions of Imreti and Guria, where most activities were implemented. Additionally, key actors in Tbilisi and the CR were interviewed and surveys among target groups held.

Key findings and conclusions and as follows:

Relevance: Relevant to the local needs, but coordination with others needed improvement

Georgia has experienced major changes in the political setting, especially following democratic elections in 2012. Evaluated projects and their methodology were generally in line with the needs of the target groups. The relevant ministries were engaged. Areas for improvements include cooperation with regional educational centres and faith-based civil society organisations (CSOs), coordination with other donors and implementers as well as between the Human Rights and Transformation department (TRANS) and the Czech Development Agency (CZDA). The current most burning issues related to the evaluated sector are self-governance, strengthening the role of CSOs, conflict resolution, tackling diverse minority rights, guidance for civic education (using innovative methods and addressing critical thinking), implementation of youth policy and balanced media reporting. Several opportunities exist for multilateral cooperation, from joint programming, to pool funding, implementation, evaluation and advocacy. Transition experience and support of decentralisation / self-governance have likely the highest potential in this regard. Overall relevance was rather high.

Efficiency: High cost-efficiency, synergies of project consortium could have been utilised more

Despite incomplete documentation, it can be concluded that the project was cost-efficient. One third of total expenses was used to support beneficiaries, the rest was also reasonably spent taking into account costs per person reached. Local office of People in Need (PIN) in Kutaisi further helped to increase beneficiaries' direct support and can be considered as a good practice. Study visits have relatively high costs per head and their efficiency is a question as tangible outputs are missing. Each partner managed their sub-project independently and collaborated only on study visits, some trainings and a conference. The consortium remained artificial and did not result in any major added value. Partners did not utilise potential main synergies, e.g. between capacity building of local authorities and school or public engagement at the same location. The overall efficiency was assessed as rather high.

Effectiveness: Projects did not contribute to an increased public influence on decision making

The process of trainings – miniprojects – mentoring by experienced staff – celebrating projects' successes has proven successful in short-term engagement of **CSOs** in local issues and in addressing civil, political, social, economic and environmental rights. Subsequent engagement was strong mainly among well-established CSOs with diversified funding. Contributions to changes in local decision making

were rather exceptional. No ex-post evaluation took place except of the external project V evaluation and internal impact assessments of ToL. Sharing or coordination among CSOs was limited. Instead, donor / grant dependency was identified.

The long-term involvement of **local authorities' (LAs)** representatives in miniprojects had a positive effect on their cooperation with youth and CSOs and can be considered a good practice. On the other hand, trainings of LAs and study visits, as applied by the evaluated projects, had negligible effects. They were one-off events. Moreover, in 2014, the majority of staff in LAs was replacement after local elections.

Media trainings and summer schools for journalism students were also mostly one-off events without a structured follow-up with the majority of participants. Participants mostly remained in the media sector and in at least two cases shared their know-how. Still, concrete changes in media quality and plurality, to which trainings would have contributed, are not clear.

Students / youth engaged in public affairs on multiple levels during their miniprojects. Their on-going involvement was often a challenge. More advocacy within miniprojects could have addressed changes on LA level. There is no evidence that summer schools would boost youth engagement. Sharing role models and facilitating a more long-term, structured engagement in burning local issues are key.

Regarding **schools**, debate competitions were proven popular among students and teachers. They contributed to new pieces of knowledge and skills among students and generated interest among other students. Study visit of teachers to the CR contributed to reaching out to more schools. Developed brochures were also utilised. The conference did not bring any major effects.

In overall, the above mentioned activities benefited directly approximately 4.000 citizens. Still they did not contribute to a major increase of public influence on decision making, thus the effectiveness remains rather low. Main reasons are too many focus areas and short-term involvement of target groups.

Sustainability: Individual benefits likely sustained, sustainability mechanisms could be improved

Individual benefits likely sustained. While sustainability was among priorities for People In Need (PIN) and Transitions Online (ToL), other implementers did not particularly focus on introducing mechanisms to sustain the activities and extend their benefits to a bigger number of beneficiaries. Some schools did continue with debates independently and so did some CSOs and youth initiatives. The case of 23 schools in Terjola, which still continue debates with the help of the Youth Palace and funding from the LA, is a good example of a multiplication effect of a miniproject. A sustained benefit related to LAs is the long term cooperation between a few municipalities and PIN and continuous trainings of Civitas Georgica (CG). A public debate in Rustavi in 2014 held by a trained journalist is an example of sustained benefits. Most of the blogs were not sustained. The overall sustainability was assessed as rather low due to insufficient sustainability mechanisms.

Impact: New skills and even replication of the multi-stakeholder approach in other regions

Taking into account the relatively high outreach of each miniproject (hundreds of citizens) in 11 regions, the CSOs and youth initiatives had a big multiplication effect. Benefits were identified mainly on individual level in terms of enhanced knowledge and skills of beneficiaries. One LA trainer currently works in the Georgian Parliament, which is a good example of potential wider impact. A donor-dependency mind-set was created – a lot of CSOs believe they need to raise funds before engaging. Finally, initiatives did not lead to any major changes in local decision making. Nevertheless, the multi-stakeholder approach of PIN in Guria and Imereti is currently being replicated in other regions with the support of international donors, which is a success. Thus the impact was assessed as rather high.

Respect for human rights was reflected, gender was not in focus

Human rights belong to the main focus of the projects, whereby compliance was assessed as rather high. Different types of human rights were tackled. The human rights-based approach to development, recently endorsed even by the EC and the Georgian government, has not been intentionally incorporated in any of the evaluated projects. In practice, the principles of empowerment and non-discrimination were applied quite consistently, but citizen participation in decision making, holding LAs/ state accountable and referen-

cing international human rights frameworks could have been stronger. No special attention was given to gender, but it is likely that girls and women benefited to a similar extent if not more than boys and men.

Good governance: participation in decision making differed, project transparency could be better

Good governance was also among the main goals of the projects. Level of participation in decision making differed per project stakeholder and project partner. The public participation and accountability were covered to a certain extent in trainings for LA and in miniprojects. The key issue was insufficient project documentation for monitoring and evaluation. Project partners and beneficiaries were not aware of the projects' successes and challenges (including the external evaluation), in line with the transparency principle. Project partners could have also employed more advocacy to ensure access to information and participation of stakeholders in local decision making. Good governance was assessed as rather low.

Environmental protection and climate change tackled in field

Environmental protection was a direct focus of several miniprojects and among themes of debating competition, whereby climate was also taken into account. In overall, neither of the evaluated projects had a negative impact on environment and climate change, thus the overall rating is rather high.

Visibility: Use of media and dissemination among other donors / implementers could be improved

Projects visibility and dissemination was done rather informally. Visibility rules of the Czech MFA / TRANS were applied in key documents. Participants were often confused about evaluated projects and their objectives, likely because the project names were long, complicated and similar to each other. Potential of local media (TV and radio shows) could have been utilized more. The same applies to dissemination among other donors and implementers. Thus visibility was assessed as rather low.

| Recommendation | Addressee | Priority |
|---|---------------------------------------|-------------|
| Related to TRANS / CZ ODA system | | |
| 1. Implement min. 3-year projects, whereby focus in a selected region (or a few regions) on a selected local priority topic, ensure in-depth needs analysis, multi-stakeholder cooperation, sustainable mechanisms, ongoing local support and enough flexibility as per external factors. | MFA (CZDA) and potential implementers | 1 Top |
| 2. Aside of long-term projects, allocate budget for burning human rights issues and for enhancing planning, monitoring, evaluation and learning capacities of CSOs. | MFA | 2 Medium |
| 3. Coordinate activities with other implementers and donors in the target area and if possible (taking into account the political situation) also with local state institutions | MFA and potential implementers | 1 Top |
| 4. Engage in joint programming, co-funding, monitoring and evaluation especially with the EC Delegation, IVF and potentially also with other donors as per the focus area. | MFA | 1 Top |
| 5. Create systems for close collaboration of TRANS and CZDA from programming, to needs assessment and to planning, monitoring, evaluation and auditing. | MFA | 1 Top |
| Related to future TRANS projects in Georgia | | |
| 6. Link the CZDA decentralisation project "Support of public administration reform in Georgia with TRANS projects – enable piloting of established curriculum and tools in selected LAs | CZDA and TRANS | 1 Top |
| 7. Implement multi-stakeholder initiatives in a specific area (health, environment, social inclusion, minorities) with an advocacy component, sharing of results / lessons learnt and a media component | TRANS and implementers | 2 Medium |
| Related to other support of the CR in Georgia | | |
| 8. Focus on transition experience in strategic planning and in selected issues in coordination with other actors. | MZV | 2 Medium |

Content

| | |
|--|-----------|
| 1. Introduction | 1 |
| 1.1. Overview of evaluated projects | 1 |
| 1.2. Evaluation objectives and purpose | 1 |
| 2. Background | 2 |
| 2.1. Human rights and democracy in Georgia | 2 |
| 2.2. Czech ODA and transition programme in Georgia | 4 |
| 2.3. Key stakeholders | 5 |
| 2.4. Programme intervention logic | 5 |
| 2.5. Assumptions and risks | 5 |
| 3. Evaluation | 6 |
| 3.1. Methodological approach | 6 |
| 3.2. Evaluation phases | 6 |
| 3.3. Data collection methods | 6 |
| 3.4. Methodological limits | 7 |
| 3.5. Evaluation team | 8 |
| 4. Findings | 9 |
| 4.1. Relevance | 9 |
| 4.2. Efficiency | 12 |
| 4.3. Effectiveness | 14 |
| 4.4. Sustainability | 18 |
| 4.5. Impact | 19 |
| 4.6. Cross-cutting issues and visibility | 20 |
| 5. Conclusions | 21 |
| 5.1. Relevance | 21 |
| 5.2. Efficiency | 22 |
| 5.3. Effectiveness | 22 |
| 5.4. Sustainability | 23 |
| 5.5. Impact | 24 |
| 5.6. Cross-cutting themes and visibility | 24 |

| | |
|---|-----------|
| 6. Lessons Learnt and Recommendations | 25 |
| 6.1. Lessons Learnt | 25 |
| 6.2. Recommendations..... | 26 |
| 7. Annex | 28 |
| 7.1. Abbreviations | 28 |
| 7.2. Case studies - the evaluated projects | 30 |
| 7.3. Case studies – others..... | 40 |
| 7.4. Overview of projects | 49 |
| 7.5. Project activities per location and target group | 49 |
| 7.6. Other similar projects in Georgia..... | 56 |
| 7.7. Key transition stages of Georgia | 60 |
| 7.8. List of miniprojects..... | 61 |
| 7.9. Key Stakeholders | 75 |
| 7.10. Evaluation phases and tools | 78 |
| 7.11. Overview of interviews and group discussions | 78 |
| 7.12. Evaluation questions | 85 |
| 7.13. Survey among journalists - questionnaire | 86 |
| 7.14. Survey among journalists - findings | 88 |
| 7.15. Group discussion with journalists – summary | 90 |
| 7.16. Survey among other actors – questionnaire | 92 |
| 7.17. Survey among other actors - findings..... | 93 |
| 7.18. Table of total expenses 2009 – 2013 | 96 |
| 7.19. Planning, monitoring and evaluation - comments | 97 |
| 7.20. Themes for debate competitions | 99 |
| 7.21. Terms of Reference..... | 100 |
| 7.22. Key comments to the draft evaluation report | 107 |
| 7.23. Map of locations | 107 |
| 7.24. Assumptions and risks..... | 108 |
| 7.25. Overview of reviewed documents | 109 |

Tables and graphs

| | |
|---|----|
| Graph 1: Programme intervention logic 2008 - 2013 | 5 |
| Graf 2: The key issues Georgians are facing, NDI 2014..... | 11 |
| Graph 3: Overview of actual expenses in 2009 – 2013 | 13 |
| Table 1: Overview of projects' budgets | 12 |
| Table 2: Overview of main outputs and related direct cost | 13 |

Case studies from evaluated projects

| | |
|---|----|
| Case study A1: Advocating for health rights for handicapped in Zugdidi..... | 30 |
| Case study A2: Citizen engagement in local government decision making in Samterdia | 30 |
| Case study A3: Young anti-drug campaigners giving up smoking themselves | 31 |
| Case study A4: Protesting Violence and workers' rights along with mine workers | 31 |
| Case study A5: Mobilizing citizens and advocating to municipality to solve trash | 32 |
| Case study A6: Blog on elections..... | 32 |
| Case study A7: Youth Palace in Terjola is a good practice for continuous youth engagement | 33 |
| Case study A8: From anti-drug campaign to paper waste | 34 |
| Case study A9: Puppet theatre in Samtredia | 35 |
| Case study A10: First Public School in Lanchkhuti - combining tools to engage students..... | 36 |
| Case study A11: School parliament collaborating with other schools and municipality..... | 37 |
| Case study A12: Regional Youth Network of Monitoring in Samtredia | 38 |
| Case study A13: A debate club where children learnt to accept someone else's opinion | 39 |
| Case study A14: Protecting unique plants in a public park..... | 39 |

Other case studies

| | |
|--|----|
| Case study B1: Nation-wide campaign "This Affects You Too!" | 40 |
| Case study B2: Nesehnuti – ARSMIRA: from defamation to information access..... | 41 |
| Case study B3: Occupy Vake Park | 43 |
| Case study B4: FixMyStreet Georgia | 43 |
| Case study B5: OpenData.ge..... | 44 |
| Case study B6: Kutaisi participatory budget | 45 |
| Case study B7: UNDP Decentralisation support on national, regional and local level | 45 |
| Case study B8: pre-election media monitoring | 46 |
| Case study B9: Code of Ethics for Regional Media | 47 |
| Case study B10: Youth Bank Program in Georgia | 47 |
| Case study B11: The Young Leaders of GYLA engaged in and advocacy | 47 |
| Case study B12: Caucadoc –documentary films | 48 |

1. Introduction

The „Complex evaluation of the Czech Development Assistance (ODA) supporting human rights, democracy and societal transformation in Georgia“ followed the Terms of Reference of the Tender on Czech ODA project evaluation launched by the Ministry of Foreign Affairs (MFA) of the Czech Republic (CR), see Annex 7.21. The evaluation was undertaken by Inka Pibilova, Monika Přibyllová and Elene Margvelashvili from August to November 2014.

1.1. Overview of evaluated projects

Following projects, implemented in the period of 2008 to 2013, were covered by the evaluation.

| No. | Projects name | Lead agency | Implementation period | ODA CR Budget |
|------|--|----------------------|-----------------------|---------------|
| I. | Supporting development of cooperation at the local level in Georgia | Agora Central Europe | 2008 – 2009 | 120 000 EUR |
| II. | Development of civil society and its participation in public life of Georgia | Agora Central Europe | 2009 | 84 000 EUR |
| III. | Fostering Transparency and Communication in Georgia | Agora Central Europe | 2010 | 123 000 EUR |
| IV. | Support of active citizenship and involvement of youth in public life in Georgia | Agora Central Europe | 2011 – 2012 | 194 000 EUR |
| V. | Support of active involvement of the youth to community life - natural development of civil society in Georgia | People In Need | 2012 – 2013 | 118 000 EUR |

The guarantor of all projects above was the Department of Human Rights and Transformation Policy at the MFA CR (further as TRANS). Total amount spent from the Czech ODA was 639 300 EUR, while the total budget including co-financing was 770 800 EUR.

For practical reasons, the 2-week evaluation mission focused on the regions of Imretia and Guria, where most activities were implemented. Additionally, key actors in Tbilisi were involved to gather a sectorial view and good practices.

1.2. Evaluation objectives and purpose

The main purpose of the evaluation was to provide objective and well-grounded conclusions and recommendations to the Czech ODA in Georgia. A special focus was given to societal transformation and potential synergies among projects. Recommendations were expected regarding future projects and synergies, project implementation, ODA management (lessons learned) and evaluation management.

Concrete objectives were as follows:

- A. Complex evaluation of the Czech engagement in the sector
- B. Identification of any interlinks and synergies among evaluated project activities
- C. Evaluation vis-à-vis relevant policies and strategies of Georgia
- D. Feedback to implementers useful for planning of future activities in the sector

Aside of the evaluation criteria by OECD/DAC, Czech ODA cross-cutting issues and visibility were assessed.

2. Background

2.1. Human rights and democracy in Georgia

Georgia has a population of around 4,5 millions (WB, 2013ⁱ), even though some sources mention a lower number as a high number of Georgians works abroad. The GDP per capita is 3 603 USD (WB, 2013), whereby about one third of population lives below poverty line (35,6 %, max. 2 USD/day/person, BTI 2014 reportⁱⁱ). Average monthly income of a household was 374 GEL in 2011 (162 EUR, UNICEFⁱⁱⁱ).

Three main transition stages of Georgia

Support of human rights and the level of democracy in Georgia have been interconnected with the political and economic transformation^{iv}. Since emerging from the Soviet Union as an independent state in 1991, Georgia has gone through several conflicts: in the regions of Abkhazia and South Ossetia in 1992-1993, a peaceful Rose Revolution in 2003, and an armed conflict with Russia in 2008 that led to break-out of these regions^v. The 2012 parliamentary polls represented the first democratic transition of power in Georgia's post-Soviet history³. The key transition stages are summarized in Annex 7.7^{vi}.

Human rights and democracy^{vii, viii}

The Public Defender (ombudsman) was established in 1997 to promote and defend human rights.^{ix} Important developments in the area of human rights and democracy since 2012 include^x:

- A new law on The Court System and the High Council of Justice adopted with the aim to protect the independence of the judiciary.
- Surveillance activities put under scrutiny after the discovery that a great number of illegal recordings had been made on targeted individuals.
- The Labour Code amended to protect employees right's to organise/bargain collectively.
- The National Human Rights Strategy^{xi} and National Human Rights Action Plan for 2014 to 2015^{xii} adopted; the main goal of the Strategy is to implement human rights obligations in everyday life through a multi-sector and consistent government policy.

The new National Human Rights Strategy of Georgia 2014 to 2020^{xiii} aims to consolidate the system of functional institutions and introduce human rights based approach into government policies and programming. The National Human Rights Action Plan for 2014 to 2015 covers concrete activities to be undertaken by responsible agencies and sets clear timeframe and assessment indicators. Priorities of the Georgian government^{xiv} include anti-discrimination, judiciary reform, de-politicization of police and transformation of the Ministry of Internal Affairs, personal data protection, human rights in occupied territories and civil integration policy.

Local governance and decentralisation

The decentralisation of power to local authorities was first initiated in 2003 and was re-launched several times since then. Currently, there are 76 local authorities including self-governing towns. The new Local Self-Government Code^{xv} was adopted in February 2014. As per Transparency International, it does not prescribe greater competencies to regions and municipalities as expected. In June 2014, new councils and mayors of the local governments were elected. This election resulted in a change of power on the local level. The new management of municipalities brought along vast replacement of the staff, in many cases the former staff was forced to leave. There is wide spread tendency to criticise majority of activities carried out by previous municipalities' management^{xvi}. Important next steps include fiscal decentralisation and recruitment / verification of staff of local authorities (LAs) in 2015.

Civil society and enabling environment

Among friends or family, Georgians traditionally help each other to gain education, employment,

start businesses or buy a home, but they are not used to engage with wider public or with civil society organisations (CSOs)^{xvii, xviii}. Civil participation in public decision making remains low^{ix}. The report of CRRC - Caucasus Research Resource Centers suggests stimulating a higher frequency of interaction among target groups to create more learning, encouraging experimentation, and allowing more time to deepen relationships. Following fields are deemed most effective to build social capital in Georgia: agriculture, civil society, secondary education, health, residents associations, tourism and sport.

Engagement of CSOs including advocacy on concrete issues is on rise^{xx}. Number of registered CSOs has been increasing to 18 733 in 2013, but only a small portion of them are operational¹. Major watchdog organizations are now recognized, although not necessarily trusted. After 2012, some former government professionals moved to CSOs and polarized the sector^{xxi}. Religious NGOs also started to be more active in media. In 2013, CSOs have been officially recognized as individual development actors by the Georgian Parliament. A legal amendment allowed government to provide grants to civil society^{xxii}. For example, the Ministry of Justice and MoSYA have used this new possibility. Further in 2013, amended Tax Code made it possible for CSOs to obtain tax exemption on in-kind donations^{xxiii}. Concerning the Enabling Environment Index (2013)^{xxiv}, Georgia has scored well in governance, i.e. policy dialogue, low corruption, NGO legal context and associational rights and low on socio-cultural environment, i.e. propensity to participate, giving and volunteering. Levels of social capital in Georgian society generally were evaluated low, which has been confirmed by the results of the EU-funded Civil Society Mapping carried out in Georgia in 2014 and by CRRC^{xxv}.

Schools and youth

The Georgian formal education system is centralised. Regional educational resource centres are responsible for teacher's training and resources. For funding of staff and infrastructure, schools need to apply via local authorities to the Ministry of Education and Science (MES). The Kutaisi regional educational centre highlighted that among recent innovations are English and a free computer for each child from the first class. Civil education is a part of the national curriculum since 2005. Debates are among suggested methods. However, according to the MES, teachers lack qualification and practice to implement the curriculum well. Further, not all schools have a civil education coordinator or teacher. Currently, the curriculum is being revised and is expected to come into force from the school year 2015 / 2016. Measuring teachers' performance has been recently debated in the Georgian Parliament. From 2015 onwards, school directors are expected to rate teachers based on success of their students and extra-curriculum activities. Rating will influence teachers' salaries. Increment will also be given for passing accredited trainings.

In 2010, the new Ministry of Sport and Youth Affairs was established (MoYSA). Its National Youth Policy (2014)² gives 4 strategic directions: Participation; Education, employment and mobility; Health and Special support and protection. It also introduces the Interagency Coordinating Council, a permanent mechanism that ensures the involvement of local authorities in the youth policy^{xxvi}.

Ethnic and other minorities

Informants agreed that minority rights need stronger attention at schools, LAs, in media and elsewhere. Ethnic minorities make up around 16 % of the Georgian population³. Up to half a million internally displaced persons and refugees, who often belong to minorities, continue to be deprived of their fundamental right to safe and dignified return to Abkhazia and South Ossetia^{xxvii}, which are under Russia's control and military presence. The ethnic minorities live under constant threat

¹ An overview of active CSOs is available at www.csogeorgia.org.

² Around 200 CSOs reportedly participated in its Development. It is not clear if the evaluated projects' implementers were among them. Important donors (UNICEF, UNFPA, others) contributed as a part of the Coordination Council. For details, see The Georgian National Youth Policy Document in English at [http://msy.gov.ge/files/Youth_Policy_\(Engl\)_Final_July_2014.pdf](http://msy.gov.ge/files/Youth_Policy_(Engl)_Final_July_2014.pdf).

³ Info according to the last census conducted in 2002; Azeris represent around 6.5 %, Armenians 5.7 %. Other ethnic minorities include Russians, Ossetians, Yezidis and Kurds, Greeks, Ukrainians, Abkhazians, Assyrians and Jews.

of harassment including kidnappings and physical abuse. Further issues include lack of tolerance and respect by majority population as well as a language barrier. Similarly, the main issue is intolerance and violence against religious minorities, especially towards Muslims.⁴

Discrimination and violence towards sexual minorities also remains a problem^{xxviii, xxix, xxx}. Victims of violence avoid reporting to police due to the police homophobic attitudes and because they are worried that their sexual orientation may be revealed to their family. Following the violence against LGBT during the International Day Against Homophobia on 17 May 2013, some rallies were cancelled in 2014. The Georgian Orthodox Church transformed the day to a Family Day and launched a petition to remove sexual orientation and gender identity from the recently adopted anti-discrimination law.

Media

In 2008, media were highly polarized and freedom of speech was restricted^{xxxii}. The main change in the last 6 years is the rise of the regional media, based on the National Broadcasting Legislation Amendment Act 2012^{xxxiii}. According to NED, the National Endowment for Democracy^{xxxiii}, regional media are now more popular and trusted in regions than national ones. Issues such as financial independence, quality and limited access to information (selectivism) remain. Most Georgians follow mainly the television (90%) and then radio and press. There are very few independent media outlets in Georgia. These rely on international funding (Liberali, Netgazetim Kacheti Information Centre, Radio Liberty).

EU Accession

On 27 June 2014, Georgia signed the EU Accession Agreement. Thereby a bilateral Deep and Comprehensive Free Trade Area (DCFTA) will be created between Georgia and the EU^{xxxiv}. This step was supported by 79 % of Georgians^{xxxv}. Sharing transition experience (legislation changes, absorption of pre-accession funds etc.) is a topical issue among state actors as well as CSOs.

2.2. Czech ODA and transition programme in Georgia

The Transition policy (TRANS) is a part of the Development policy (ODA)^{xxxvi}. The current ODA Strategy for 2010 to 2017^{xxxvii} considers transition (to democracy) as one of the priority themes as well as a cross-cutting theme. The objective of the transition policy^{xxxviii} is to “foster democracy in the world, development and stabilisation of political systems based on democratic principles and respect to human rights”. Thematic priorities include support of civil society development, support of human rights defenders and media (access to information since 2010). The 2005 transition policy prioritised also cooperation with local authorities, youth and education. The 2010 policy replaced these with the rule of law, good governance, election processes, equality and non-discrimination.

Czech humanitarian, development and transition projects have been implemented in Georgia since 2008. In 2010, Georgia became one of the Czech ODA project countries^{xxxix}. Key intervention sectors include health care, energy, agriculture, environmental protection, social infrastructure and services, state institutions and civil society. The annual budgets gradually increased to 1,18 mio EUR 2014 for development projects, managed by CZDA, and to 196 000 EUR^{xl} for human rights and transition projects, managed by LPTP. Moreover, the Czech Embassy in Tbilisi provides funds to local CSOs through the “Small Local Projects” scheme (36.300 EUR). Government stipends for Georgian students are provided by the MFA in cooperation with the Czech Ministry of Education, Youth and Sports.^{xli}

The evaluated projects cover all long-term priorities of TRANS excluding the human rights defenders. Further, they focused on cooperation with local authorities, youth and education even beyond 2010. The new priorities have not been particularly reflected by the concerned projects.

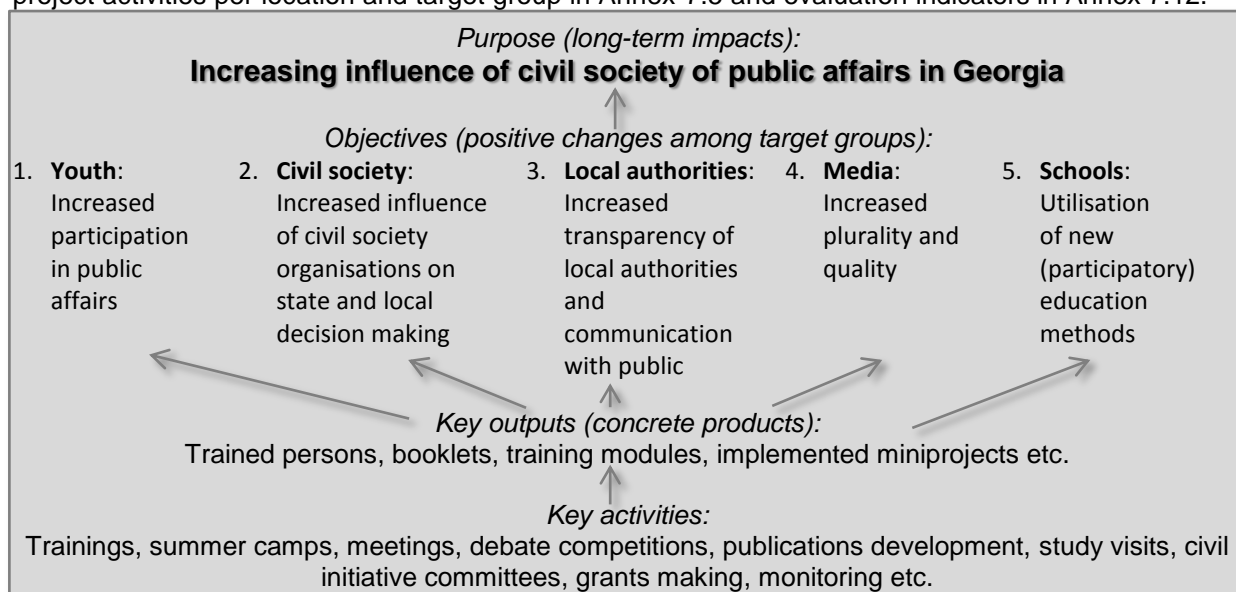
⁴ Officially, 83 per cent of the people belong to the Georgian Orthodox Church. Religious minorities include mainly Muslims, Armenian Church followers and Catholics.

2.3. Key stakeholders

The first four evaluated projects were implemented in consortium led by AGORA Central Europe (AGORA CE). The consortium was created in 2008 based on the suggestion of the MFA CR, in order to utilise potential synergies among individual projects submitted for funding. In 2010, Transitions online (ToL) joined in 2010 and thus media and public debates were added to the consortium's focus. The fifth project was implemented solely by People In Need with AGORA CE as a subcontractor. The list of all implementers follows: AGORA Central Europe (AGORA CE, project I – V), People In Need (PIN, I – V), Transitions Online (ToL, III – IV), Civitas Georgica (CG, I – IV), Education centre for public administration of the CR (V CVS, I, III), Association for International Affairs (AMO, I), National Association of Local Self-government Units of Georgia (NALA, I), Community development association XXI (CDA, V) and South Caucasus Institute of Regional Security (SCIRS, I). Key stakeholders of the five evaluated projects are attached in Annex 7.9. Interviews were conducted with key informants (see Annex 7.11), selected based on their level of involvement in the projects and potential for future collaboration. Several informants highlighted that the Georgian Church is a key actor, which forms public opinion and engages citizens in rural areas. Georgian leaders with specific social status were mentioned as main opinion leaders. Further, it was suggested to focus more on universities.

2.4. Programme intervention logic

As projects' logical frameworks were either inaccurate or inconsistent and no theory of change of the TRANS programme existed, "programme intervention logic" was agreed with the reference group to evaluate all five projects upon. The overview of projects including original indicators is in Annex 7.4, project activities per location and target group in Annex 7.5 and evaluation indicators in Annex 7.12.



Graph 1: Programme intervention logic 2008 - 2013

2.5. Assumptions and risks

Most of the assumptions in project logical frameworks (projects II to V) were fulfilled. Needs assessments were mentioned in short in projects' applications without sources and field evidence (see relevance). Two project applications contained risk analyses (II and IV), but no mitigation measures. Evaluators identified further assumptions and risks and summarized them including mitigation measures in Annex 7.24.

3. Evaluation

3.1. Methodological approach

Proposed methodology was developed based on the above mentioned programme intervention logic. It is in line with the evaluation purpose and objectives, transformed to evaluation questions and matrix (questions, indicators, sources of verification, see Annex 7.12). Further, it is based on the stakeholder analysis above and on the maximum possible participation of key actors in all phases of the evaluation. Involvement of the reference group as well as project implementers and local partners in the preparations, field visit as well as interpreting findings helped to verify and confirm preliminary conclusions. This can increase ownership of recommendations and evaluation capacities of all.

Each question was verified from different sources and using several methodological tools, which ensured triangulation. It was evidence-based, according to available documentation and archives of stakeholders. Conclusions are thus verifiable. Evaluation questions and methodology were consulted with the reference group and implementers to insure that the evaluation is feasible and useful. The evaluation methodology is in line with international evaluation standards and approaches, mainly those of OECD/DAC, the Code of Ethics and the Evaluation standards of the Czech Evaluation Society.

3.2. Evaluation phases

Evaluation followed three main stages: preparatory, field and final. Step by step, data were collected, analysed, synthesized and reported. This approach is displayed in Annex 7.10. During the evaluation mission from 15 to 29 September 2014, the evaluation team visited 6 towns. Locations with the highest number and type of activities were selected jointly with the reference group (see Annex 0 for a map of locations).

3.3. Data collection methods

According to projects' specifics, evaluation objectives, evaluation questions, indicators and stakeholders, following quantitative and qualitative methods were used:

1. Desk study

The evaluation team has assessed available project documentation as per evaluation questions (Terms of Reference, project applications, final reports, financial reports, documentation of project partners regarding activities and outputs, evaluation report etc.) and other relevant documents on national and international levels. See Annex 7.25 for a full list.

2. On-line survey among expert public

Before the field visit, on-line survey was conducted among expert public, involved in civil society development, reforms of the local authorities, media plurality and participatory teaching methods. The purpose was to identify good practices and key documents (see questionnaire in Annex 7.16 and summary of findings in Annex 7.17). Even if the questionnaire was short and it was disseminated to more than 200 e-mails including CSO platforms and expert working groups, only 6 responses were received. Their examples of good practices were verified during field research.

3. Phone survey among miniproject implementers

Before the field visit, a phone survey was conducted among miniproject implementers, i.e. youth, CSOs and LAs (see Annex 7.8). Out of 128 miniprojects with at least one contact detail, 59 (46%) could not be reached. Eight other miniprojects were missing contact details. The evaluation team analysed answers

and identified miniprojects for detailed analysis. Implementers of these miniprojects were met in person and interviewed in-depth. After data verification, case studies were developed including success and limiting factors (see Annex 7.2).

4. On-line survey among students of journalism and journalists

Further, an on-line survey was conducted among students of journalism and journalists. From several hundreds of beneficiaries, around 200 contacts were available. Despite reminders, only 2 answers were received. The questionnaire is in Annex 7.13 and key findings in Annex 7.14.

5. Interviews and group discussions

During all evaluation phases, interviews were conducted with representatives of stakeholders mentioned above. Interviews were semi-structured to allow mapping of personal experiences of interviewees. When necessary, group discussions were held. The list of all interviewees is available in Annex 7.11, group discussion with journalists is summarized in Annex 7.15.

6. Visits of involved schools

Evaluation team visited 6 schools and one university. They were selected from the list of schools involved from 2008 to 2013 based on their level of involvement in the evaluated projects (especially miniprojects and debate competitions). School representatives and students were interviewed, see Annex 7.11.

7. Visits of involved local authorities

From all local authorities (LAs), 5 were selected, which were involved in several project activities. Despite a high staff turnover after the local elections in June 2014, meetings with current high-level representatives at selected LAs were held successfully. Further, interviews with 3 available former LA representatives were conducted, as they were the ones who participated in evaluated projects. The list of visited LAs and persons is in Annex 7.11.

8. Case studies

Following the process above, short case studies of activities supported by evaluated projects were prepared (see Annex 7.2). Different types of interventions were preferred. Based on the information from target groups, other donors and implementers, case studies of projects with similar target groups were also elaborated. Special focus was on those, which applied alternative approaches and methods (see Annex 7.3). All case studies provide through concrete stories of beneficiaries an insight into the behaviour of target groups and influencing factors. All interviewees agreed to publish their stories, still only first names are given below.

9. Briefing, debriefing and final presentation

After arriving to Tbilisi, the evaluation team held an introductory briefing at the Czech Embassy. Final debriefing at the end of the mission was held in the office of Ombudsman in Kutaisi for diverse stakeholder representatives (project partners, target groups, other implementers). At this point, preliminary findings, conclusions and recommendations were discussed with 7 persons. Final conclusions and recommendations were presented in Prague to the MFA, project partners and other concerned stakeholders of the Czech ODA in Georgia.

3.4. Methodological limits

Projects and mainly subprojects were interlinked. From time to time, representatives of beneficiaries and target groups could not remember when they participated in a project activity and under which project as project names were not promoted. This is likely due to the fact that up to 7 years passed from their implementation. Thus it was not possible to assess each project separately. Moreover, it was found

more practical to focus on different modalities, key changes and overall impacts rather than on results of each project separately.

There was no baseline data survey. Contact details of beneficiaries and other documents such as detailed miniproject documentation or training evaluations were incomplete or partially unavailable. Thus it was not possible to use rigorous methods to measure changes in knowledge, competencies and attitudes that the trainings and other activities would have contributed to. Therefore only tens of beneficiaries out of more than 4.000 could be involved in the evaluation. The evaluation team focused aside of basic statistics rather on the specific conditions of cases, non/achievements, influencing factors and lessons learnt. Finally, a higher number of case studies was produced to show the variety and complexity of changes, as it was not possible to simply divide case studies between successful and unsuccessful. As detail miniproject documentation was not fully available, the evaluation team used project summaries of PIN for triangulation.

Taking into account recent local elections and the changes of LA representatives, the evaluation team met both previous and current ones. As most students involved in evaluated trainings, debates or miniprojects have already finished their studies at schools, the evaluation team tried to approach them via teachers and project partners. Despite the original plan, focus group with involved students was not held as Civitas Georgica managed to arrange only one student. Most of the interviewed students were arranged directly in the field by their original schools.

Surveys have also certain limitations. Students of journalism and journalists were contacted by e-mails, as there was no other contact detail. Despite reminders, only 2 journalists answered, students did not respond at all. Based on several cases, one can conclude that they participated in several activities of different CSOs and donors, so they may not have recalled the particular activity or miniproject. Moreover, some activities were held already 4 years ago.

Findings, conclusions and recommendations of this evaluation cannot be generalized to the implementation of TRANS as a whole in Georgia or South Caucasus (evaluated projects account for one third of TRANS resources allocated to Georgia, especially the projects on human rights defenders are missing) or on other countries where TRANS programme operates.

3.5. Evaluation team

The evaluation team consisted of 3 persons, namely Inka Píbilová as the main evaluator with rich experiences in ODA evaluations including human rights in the EU as well as in “developing” countries and with a good knowledge of CSOs (see www.evaluace.com); Monika Přebilová, expert focusing on local authorities and public participation in local decision making in South-East and Eastern Europe and Caucasus; and local expert Elene Margvelashvili with in-depth knowledge of CSOs and youth initiatives in Georgia.

Inka Píbilová led the evaluation from the methodological and organisational point of view. Monika Přebilová was responsible for desk study, analysis of documents and further for the evaluation of local authorities including public participation and for media analysis. Elene Margvelashvili conducted the initial phone survey among miniprojects’ implementers; she was further responsible for identifying good practices among CSOs, field visit logistics and interpreting when necessary. The whole team participated in the field visit, contributed to the conclusions, recommendations, the final report and presentation.

4. Findings

4.1. Relevance

Relevance to the needs of target groups

The situational analysis is in Chapter 2.1. The implementers identified the needs of the target groups mainly based on their previous human rights projects in Georgia. Only one needs analysis was funded from the Czech ODA budget^{xiii}. **Needs analysis** in the project applications explained rather general challenges and have not highlighted particular priorities or trends found based on the previous projects (e.g. areas of main interest of the civil society with respect to public affairs, areas of know-how mostly utilised by local authorities based on trainings and study visits etc.). Sources such as government policies or documents of other donors and implementers were not quoted and linked.

„People do not lack ideas, but opportunities“
International donor

As Georgia was not considered a democratic country till 2012, its policies and programmes were not necessarily in line with the objectives of evaluated projects. Georgian citizens were and often still are not clear what rights they are entitled to (e.g. what information they have the right to know). To increase public participation, it was necessary to establish a mechanism (e.g. rural parliaments piloted by CG outside of the evaluated projects). **Civil society**, including **youth**, wanted to see examples how public affairs could be influenced. They could experience this hands-on mainly by implementing miniprojects and partially in trainings - both were in high demand. Sharing of examples and lessons learnt was limited. The projects helped to address low public knowledge and trust of **CSOs** by supporting directly local CSOs and indirectly via visibility actions (see Chapter 4.6).

Further, **ministries** and other **state institutions** also needed guidance regarding the free access to information and public participation. **Local authorities** (LAs) required not only capacities to administer their limited budgets, but also a comprehensive transfer of obligations and related budget. They did not engage in needs assessment of implementers, but did contribute to selection and co-funding of miniprojects. Some municipalities did not know how to spend allocated funds (including those for youth). Evaluated projects included relevant trainings of LAs. PIN also involved them directly with youth/CSOs.

MES introduced several national programmes for **schools** over the last 6 years, including social inclusion. Infrastructure has improved, even though insufficiently (e.g. some visited schools still did not have a heating). The new MoSYA launched several initiatives, including a national debate competition for youth. Quality of teaching remained a challenge. Teachers were interested especially in accredited trainings and in diverse new methods. Such methods introduced by evaluated projects included debates and miniprojects. Evaluated trainings were not accredited.

„We saw the debates in the CR and wanted to show (students) what correct debating is. It is not what they see in TV shows.“ Trainer

Alternative **media** needed special support as freedom of speech was restricted mainly till 2012. As internet was on rise, the social media trainings (using different platforms, editing videos etc.) by ToL corresponded to this quest. Participants appreciated that trainings were available in regions.

Complementarity

Between 2008 and 2013, the MFA CR spent around 1,7 mio EUR on the **TRANS programme** in Georgia⁵. The evaluated projects accounted for around one third of the total budget. The rest, focusing on similar priorities, was implemented by the same organisations or by Caritas CR, Nesehnuti, ADRA, Transparency International and OPU. The work of Nesehnuti was mentioned by several donors

⁵ Calculation of the evaluators as per the documents provided by LPTP, see Annex 7.4 for the full list of projects.

as a good practice⁶. The TRANS department was not aware of priorities of the Georgian state or other donors. This was left upon implementers, who did not specifically coordinate with others, but did share their key actions at a conference in 2011. Further, CG was involved in drafting legislation on decentralisation and coordinated with others in the Eastern Partnership platform.

Aside of TRANS, **Czech humanitarian and development projects** were realized in Georgia since 2008 with the total budget of approx. 2,76 mio EUR. Projects closely linked to TRANS objectives totalled at least 79 000 EUR⁷. Remaining projects were related to education, agriculture, health or infrastructure, usually also with the engagement of local societies⁸. Some Czech NGOs coordinated within a formal network on South Caucasus (Nesehnutí etc.). To foster good governance as one of the cross-cutting issues of the Czech ODA, a joint project on decentralisation was initiated in 2014 by the CZDA together with CEGSTAR^{xliii}. It has not been coordinated with the TRANS department, but with current implementers of TRANS, the World Bank, UNDP, GIZ and Polish Embassy.

Key donors and implementers engaged with the same target groups are listed among stakeholders in Annex 7.9. The USAID and the EU are the biggest ones. The EC Delegation appreciated among EU member states the CR and Sweden who engage with CSOs (e.g. chairing the working group on CSO Roadmap^{xliiv}). Examples of **alternative projects and approaches** are listed in Annex 7.6; a few case studies are elaborated in Annex 7.3. According to the informants, debate competitions, miniprojects as well as other **public (youth) engagement** tools were implemented at some locations along with the evaluated projects (e.g. in Terjola). Trainings of PH International^{xliv} were appreciated as they focused on self-development, blogging or legal awareness. Direct engagement (e.g. election observation) was underlined. Almost all informants also mentioned that documentary screening (Caucadoc by PIN) is a great tool to discuss topics with students. Online courses for CSOs (e.g. in advocacy) were suggested by CSI^{xlvi}. CSI's approach is to combine them with practice (advocating for concrete laws) and funding (small grants)^{xlvii}. Recently, PIN⁹ and Nesehnutí have decided to work along a few grass-root CSOs with a potential of full-fledged watchdogs. Long-term support in strategic planning and implementation was found crucial. Annex 7.6 shows also grass-root initiatives without assistance of international CSOs.

Further, different approaches to **self-governance** have been piloted by CG, PIN, CSI, NALA, KEDEC, TI Georgia, World Bank and others, but these were not coordinated or benchmarked and lessons were not shared. A good practice was a regional radio programme "One Hour with Transparency International", which helped to promote TI's endeavours¹⁰. PIN was about to launch a radio programme during the evaluation mission too (this activity was outside of the evaluated projects). Different TV and radio shows were seen as a good practice of **media** to address burning social and other issues (e.g. Polimeter). Aside of media trainings conducted by multiple donors, some journalists reported that booklets can be useful, if adapted to Georgian context and language^{xlviii}. Media monitoring at www.mediamonitor.ge was reported as a successful tool - media outlets introduced changes in quality thereupon.

Multilateral cooperation

Trilateral (or multilateral) cooperation was suggested by IVF (coordination of the Visegrad Group, even though some informants reported that especially Poland is hesitant to do so), EC Delegation (joint

⁶ Support of human rights defenders and work with grass-root CSOs, see case study in Annex 7.3

⁷ Calculation of the evaluators as per the documents provided by LPTP, see Annex 7.6 for the full list of projects.

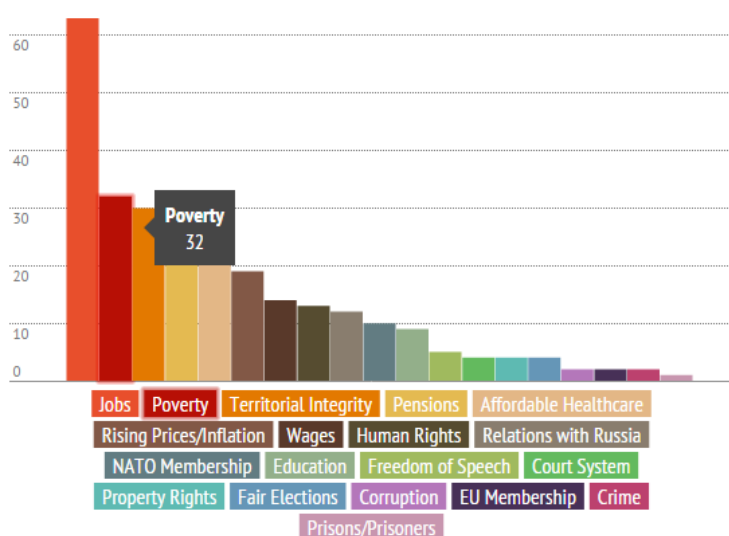
⁸ To a certain extent, this can be considered as the so called human-rights based approach to development, which has been set in the recent National Human Rights Strategy of Georgia and which has been also underlined by the EU in the recent „Council conclusions on a rights-based approach to development cooperation, encompassing all human rights“ (19 May 2014), see http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/EN/foraff/142682.pdf.

⁹ PIN currently links Georgian CSOs with a Czech watchdog – Oživení. See <http://www.oziveni.cz/>, <http://www.bezkorupce.cz/>.

¹⁰ A report by Transparency International Georgia on local authorities is expected to be launched in autumn 2014.

programming, evaluation as practiced e.g. by SIDA¹¹) or OSFG (in its focus areas). Another informant suggested joint programming (and co-funding) with USAID, but interest could not be verified.

Current needs and priorities of the target groups



According to the August 2014 Public Poll by NDI^{xlix} as well as interviews, **unemployment, poverty and conflict** in Abkhazia and South Ossetia (territorial integrity) are key issues currently faced by Georgians. They all affect migration to Tbilisi or abroad, which is seen as a challenge. Current human right issues include protection of **freedom of religion, protection of minorities, rights of prisoners^l** and others (see Chapter 2.1 for details). For other frequently mentioned priorities, which again overlap with those mentioned by some informants, see graph on the left.

Graf 2: The key issues Georgians are facing, NDI 2014

CSOs remain donor-driven with poor financial and institutional sustainability and lack of local resources. Even though trainings in planning, monitoring and evaluation or in advocacy were still seen necessary, retention of qualified workers remained a challenge that hampered training efforts. Rather than short minigrants, a systematic support of watchdogs and their coalitions were seen as a priority by PIN, Nesehnutí as well as OSFG. Several informants wanted to personally meet with Czech counterparts (e.g. Georgian farmers with Czech farmers) to discuss concrete benefits of EU accession and necessary transition steps. To improve access to funding, open grant competitions for Georgian CSOs, simplification of calls and more long-term projects were requested¹². Since 2013, new extremist political and religious NGOs registered and thus several informants would like to have their public comments on gender, LGBT, religious minorities and other human rights issues counter-balanced.

Opinions of informants differed about the future **decentralisation**. Limiting factors included strong ministries as well as Georgian Church, which prefer central power, and a lack of strong counterparts who would demand devolution. Several informants expressed concerns that CEGSTAR would control the training budget of **LAs** and the provider's accreditation, rather than leaving the decisions upon LAs. In visited regions, local authorities requested support of economic development, financing (fiscal decentralisation and own sources), policy dialogue, public participation (establishment of mechanisms) and civic/youth engagement. They were also interested in transition experience related to local development plan preparation, fundraising and project management (how to write a good proposal and where to apply including EU pre-accession funds) or sharing good practices of economic and agricultural development. This could be achieved e.g. by long-term partnership and exchange with a Czech LA. Watchdogging of transparency and local issues was a priority for some media and CSOs.

“With 70.000 inhabitants per municipality, without village councils, it is impossible to engage citizens.” Decentralisation expert

¹¹ Report from the identification mission in September 2014 should be available soon.

¹² The Czech Embassy in Tbilisi confirmed a big demand of Georgian CSOs for Czech funding for the “Small Local Projects” – 9 out of 10 applications in 2014 were reportedly linked to human rights, from minority rights, to disabled, to benefits of the EU Accession Agreement. One informant suggested the Embassy to foster collaboration between Armenian and Georgian CSOs. Separate calls for each country or joint projects would help to fight a strong competition spirit. An informant mentioned there are other funding opportunities, e.g. Zugdidi municipality currently allocated an annual budget of 200.000 GEL for local CSOs.

Regarding **schools**, the MES noted following priorities: development of teachers’ skills through long-term trainings and class supervision (the Ministry and the regional teacher resource centres lack capacities to do so), teachers’ guidelines for the new civic education curriculum, sharing of resources on a new web portal for teachers¹³, classroom evaluation systems and integration of minorities. As per MES, collaboration with the Czech Ministry or CSOs may help in addressing this.

Further, the MoSYA stated in the new National **Youth** Policy 4 key priorities: participation in public life, high quality education and growth, healthy lifestyle and improving access to health care and finally awareness on the civil rights and responsibilities including an enabling environment. From 2015, the Ministry plans to introduce new programmes focusing on volunteering^{li} and socially disadvantaged families¹⁴. It seeks international funds to build 10 regional youth centres. For future, current methods as well as international exchange programmes, trainings of trainers, support of recently established film clubs (e.g. more films with Georgian subtitles) and student shadow councils / parliaments at LAs were suggested. Building role models and sharing examples with others was found key. Schools highlighted vocational education and better infrastructure (e.g. heating). Interviewed students wanted to enhance their life skills, including English language, time management etc.

“In Lanchkuti, measure of success is the knowledge of English. Aside of private teachers, we need opportunities to enhance English. (International) exchange programmes help increase our competitiveness. New personal relations are priceless. (Students) would be highly motivated (to join).” Student involved in a miniproject and debate competition

“They do not beat us anymore, there is better ethics, but the attitude (of institutions to media) has not changed. This government sends nobody to prison, but violence against journalists is still present. (Some) media are openly discredited.” Journalist

Interviewed **media** representatives highlighted the low media quality and diversity, dependence of media on politics (demonising opponents) and church, reporting distorted reality and discrimination of minorities. Therefore policies of media outlets, education of journalists as well as critical thinking among public and access to alternative sources of information need attention in long-term. More collaboration with regional media and support of rural journalism were also suggested. Moreover, several journalists recommended working with editors and project managers of (independent) media outlets in order to change their policies, look for different ways to cover social or environmental issues, to diversify funds, create attractive and simple content, develop user-friendly websites, reach public better and boost readers’ loyalty. Some informants also mentioned the increased media repression in neighbouring Azerbaijan.

4.2. Efficiency

The combined budget of all 5 projects was 770 831 EUR¹⁵. The overview of total project budgets and budgets provided by MFA is listed in the following table¹⁶.

| Combined budget in EUR | Project 1 | Project 2 | Project 3 | Project 4 | Project 5 | Total in EUR |
|-------------------------|-----------|-----------|-----------|-----------|-----------|--------------|
| Total project budget | 142 424 | 92 908 | 172 503 | 231 689 | 131 307 | 770 831 |
| TRANS contribution | 120 261 | 83 617 | 122 756 | 194 535 | 118 110 | 639 279 |
| Co-financing by TRANS | 84% | 90% | 71% | 84% | 90% | 83% |
| Returned funds to TRANS | 2,2% | 0,8% | 3,6% | 1,9% | 0% | 2% |

Table 1: Overview of projects’ budgets

¹³ Guidebooks, case studies, model lessons and other materials are needed for different topics, subjects and classes. The final name of the portal was not decided in September 2014, but the Ministry considered www.nc.ge.
¹⁴ Existing 14 programmes (with an approx. budget of 100.000 GEL per programme) cover beside others ethnic minorities, anti-drug programme, internally displaced people, study visits and students’ self-government.
¹⁵ The exchange rate was 25,4 CZK/EUR (average of CNB quarterly cumulative averages for period 2008 – 2013)
¹⁶ Source: MFA contracts and financial reports.

The MFA CR provided 83% of the total budget, i.e. 639 279 EUR, the rest was covered by other sources: the EC / EIDHR programme, Polish transformation support, Open Society Fund and the US Embassy. Actual expenses were allocated as follows (see Annex 7.18 for details).¹⁷

Graph 3: Overview of actual expenses in 2009 – 2013

The graph above shows that relatively the biggest portion of the total budget was spent on direct support of beneficiaries (36 %). The ratio towards total expenses fluctuated between years between 29 % and 41 %. Next significant cost categories include human resources (23 %) and subcontractors incl. external experts (20 %). The decrease of travel cost over the time from 12 % in 2009 to 5 % in is likely thanks to presence of the local PIN office with qualified staff in Georgia, Kutaisi in the last project. The subcontractors' cost had opaque tendency, they increased from 17 % in 2009 to 29 % in 2013, but the increase was covered from other sources than MFA. Below displayed analysis of actual expenditures is partial due to inconsistent and incomplete documentation¹⁸.

| Average direct expenses in EUR | Project 3 | | Project 4 | | Comments |
|--|------------------|----------------|------------------|-------------|---|
| | Min | max | Min | max | |
| Trainings, seminars costs/participant by implementer | 7 (PIN) | 107 (ToL) | 19 (PIN) | 35 (ToL) | Expenses do not include experts, meeting room rental, travel (expenses of ToL includes trainers), coordination. |
| Minigrants costs by implementer | 536 (PIN) | 583 (ToL) | 396 (PIN) | | These cost cannot be analysed per participants as there no data about minigrants beneficiaries. |
| Study visits costs/participant | 1 214 (Agora) | 1 385 (ToL) | 1 933 (Agora) | | Period of 5 - 6 days per study visit, without coordination |
| Debate competitions costs/ student | 41 (Agora) | | 50 (Agora) | | Expenses do not include meeting room prices, travel and coordination. |

Table 2: Overview of main outputs and related direct cost

Some beneficiaries of miniprojects would have appreciated budget modifications when necessary.

For an additional perspective, see attached case study in Annex 7.3 on '**It Affects You Too**' campaign, which mobilised public across Georgia and managed to achieve attention of top politicians and legal

¹⁷ The overview of detailed actual expenses allocated to provided activities was not available to evaluators apart from PIN's projects, thus consolidated financial reports were used for evaluating cost-efficiency. Financial report for the 2nd year of the 1st project was missing, therefore only projects 2 to 5 are displayed.

¹⁸ Major gaps: missing data about number of participants in some trainings, reporting of expert costs under different budget chapters, one missing financial report and missing overview of detailed expenses. For the comparison of outputs and inputs, 2 projects were selected with most representative data concerning the variety of implementers and available cost breakdown.

changes. Its total budget for the first 2 years was 65.000 USD. Another example is the **Kutaisi participatory budget** project, which aims to promote cooperation between the municipality and wide public on municipal budget priorities, with total budget of 139.000 EUR, including 40% of local co-financing.

Project management and collaboration of implementers

The consortium was suggested by the MFA CR, whereby each sub-project application and report was developed independently. PIN office in Kutaisi coordinated its own project activities, CG coordinated activities on behalf of AGORA CE and VCVS, an individual coordinator based in Tbilisi was responsible for liaison on behalf of ToL and SCIRS coordinated activities on behalf of AMO. Project partners appreciated the cooperation. Still, they did not have a comprehensive overview of consortium's activities. On-going monitoring of sub-projects was done separately by each project partner. The consolidation was done by AGORA CE for first 4 projects. It was reported as challenging and time-consuming.

The Czech Embassy in Tbilisi has conducted annual monitoring in the last 2 years. Further, a monitoring visit was conducted by the TRANS department in 2012. However, no monitoring reports were evaluable to evaluate the efficiency and effectiveness of the monitoring. Both last entities also joined some project activities. External evaluation was conducted only in the case of the fifth project. It was obligatory due to the co-funding by the EC. It was not provided to the evaluators. CG and PIN were interested to learn about ways how to assess critical thinking and changes of attitudes. One respondent suggested to enable local offices make fast responses in line with the current political debate and opportunities. Further details are in Annex 7.19.

„Speed and flexibility will have the greatest influence in long term institution capacity building. (...) International efforts are so slow and cumbersome, that by the time they actually implement, the original intent is not a part of the political discussion of that moment.“
Respondent of the survey among experts

4.3. Effectiveness

Contributions of key activities and outputs to results are elaborated below. Finally, their contribution to the long-term purpose is assessed.

Civil society organisations (CSOs)

Between 2008 and 2013, **54 trainings** were held for around **920 CSO representatives**¹⁹ with the main focus on project writing²⁰. Based on the trainings, some CSO representatives applied for minigrants (up to 800 GEL / grant), whereby selection criteria included relevance to local needs and human rights, accessibility to majority of citizens, implementation by local initiative groups and sustainability.

“Many different organisations use the same methodology, but PIN is ahead. They do not just give grants, but they train us in project writing and help us develop.”
Implementer of miniprojects

In total, **53 miniprojects** were implemented by **CSOs and by municipalities** (see Annex 7.8)²¹. The thematic areas were proposed by PIN. CSOs preferred mostly health, environment, education, work with disabled, community and other civil society topics. Advocacy to authorities was found only in minority of cases. All surveyed miniprojects were

¹⁹ Duplicate counting may have occurred as some participants joined several trainings. Further, trainings were held for different stakeholders including CSOs - 3 by AMO and 5 by Agora CE.

²⁰ Only some programs of trainings were available, so topics, content and methodology could not be fully assessed.

²¹ Provided documentation did not always contain the name of the CSO or municipality, thus it was not possible to provide a specific number separately for each group. Some CSOs implemented more miniprojects (upto 9).

successfully delivered in line with their objectives, with the average satisfaction of minigrant owners at 9 out of 10 (the lowest rating was 7)²². The case studies in Annex 7.2 show the importance of **selecting an issue of public concern, simple language and good branding as well as the power of CSO coalitions and established CSOs** (youth centres co-funded by LAs). **Training, continuous support and mentoring** by PIN staff were highlighted as key success factors. Presence of PIN at key miniprojects' events was also highly appreciated. Successes and lessons learnt were shared with other minigrant owners during the implementation, but not after miniprojects finished. Best practices were included in the manual.

Reportedly due to limited time (miniprojects lasted for max. 6 months), capacities and funds, CSOs **did not manage to influence any state or local decision making**. Some interviewees also reported having lost motivation after their subsequent application for another minigrant was not approved. One informant, who worked for different CSOs and acted as a trainer, suggested that in order to strengthen CSOs, funding is needed along with mentoring, **good leadership** and a **reward system** (celebration of results, trainings as benefits). Further, simple language and focus on **practical issues** of public concern were recommended.

„Citizens do not believe they have power until they use it. Simple language needs to be used and practical issues focused (to engage citizens) rather than preaching about democracy. ... Only when they realize they have power, they can move to bigger issues.“
Implementer

Local authorities (LAs)

VCVS trained 10 trainers for local authorities. Subsequently, between 2008 and 2013, VCVS, Civitas Georgica and AGORA CE organized **11 trainings** for around 200 **representatives** of local authorities (LAs)²³. Trainings covered public participation, budgeting, human resource management and crisis management. Further, **7 representatives** participated in **2 study visits**, which focused on sharing experiences with local administration management. The representatives of the MoSYA also participated in one of the visits. Only 5 participants were found during the evaluation, out of which 3 were dismissed after the last communal elections in June 2014. One participant reported to have joined more than 40 trainings and thus could not remember particular lessons learnt. Another participant reported to have utilized the knowledge as a CEGSTAR trainer, training Georgian rural councils and LAs. During the study visit, Ozurgeti municipality got inspired by the integrated emergency system in the CR and introduced a similar system in its municipality (available at 111). Nevertheless, this system was soon thereafter replaced by a national one (available at 112).

PIN also cooperated with LAs and engaged them as **participants, selection committee members or co-funders** in about **30 seminars, 50 miniprojects** and other events. Active involvement of some LA representatives, co-funding of miniprojects and establishment of Terjola's Action Plan for youth engagement approved and financed by the LA were among projects' successes. According to the evaluation report for the EC, following the trainings of PIN, the LAs in Lanchkuti and Terjola invited in 2012 local CSOs to co-create the budget for next year. Further steps are not clear.

PIN reported that the cooperation could have been stronger, but it suffered from staff changes. Most of the trained representatives of LAs reportedly left after 2014 elections. A stable system of governance was deemed necessary to reduce the dependence on concrete LA representatives. According to respondents, more tailor-made content (e.g. sharing transitional experience with specific priorities of LAs such as transport or environment rather than trainings on "transparency" or "budgeting"), simple language and institutionalisation of public participation was needed to achieve more changes. Mentoring and on-going support were suggested along with study visits.

²² See methodological limits – only 47% of provided contacts from 2008 to 2013 were still reachable in 2014.

²³ Duplicate counting may have occurred as some participants joined several trainings.

Media

From 2010 till 2012, ToL conducted **22 seminars and summer camps** for about **300 journalists, media representatives and students of journalism from 7 regions**²⁴. Main topics included social media, E-campaigns; security and transformation of mass media to social media. Three participants²⁵ confirmed usefulness of the social media training. One participant appreciated a good trainer. A trained journalist further trained students of journalism; another one reportedly transferred the know-how to regional media. For future, two participants highlighted more focus on practical skills rather than theory.

Study visit to the CR for 6 journalists and journalism students was also held with focus on new media technologies, situation of the Czech media and pre-election debates. As the study visit was a big motivation to all participants, a competition was announced, whereby the most successful bloggers were expected to join the study visit. However, selection criteria were not clear to all candidates, which demotivated at least one participant, who had the highest number of visitors of his blog (around 4.000), but was refused due to insufficient English. The study trip to the CR was very inspiring for participants as they could see that politicians and journalist freely communicated on various topics.

“During my trip to the CR I felt touch of democracy.” Journalist, participant of a media training

According to the available information, at least **10 blogs were produced**^{lii} upon the trainings. They focused on various topics including politics, charity, regional issues and culture. The number of their visitors was not available. Due to a lack of response from journalists and journalism students, it is not clear how many learnt new knowledge and skills and to what extent they publish in independent media. Civitas Georgica also mentioned holding **public debates**, moderated by journalists trained by AGORA CE. No details were available.

„There is plenty of media plurality, the problem is quality. And this is driven by leadership being lazy and not rewarding research. Most papers cover rumours because that is what the editors want. (It is) better to pull good journalists out of papers, have them research and publish on line and let papers reprint exclusives for free. Same (can happen) with the internet over TV.“ Journalist

Most informants engaged in media agreed that media plurality increased, even though no direct contribution of the evaluated projects was identified. The main reasons for this change were reportedly the political and legislative changes since 2012. Quality and objectivity of media remained an issue (See Background 2.1 and Relevance 4.1).

Youth

Between 2008 and 2013, **100 trainings** were held for around **2400 pupils and students**²⁶. Trainings covered grant writing, debate skills, social media and topics related to civic society. Subsequently, students (youth initiatives) implemented **85 miniprojects**²⁷ (see overview in Annex 1.1 and case studies in Annex 7.2). Agora CE and CG further prepared **2 summer schools** of democracy in 2011 and 2012 in cooperation with Georgian institute of public affairs (GIPA, www.gipa.ge) for more than **30 students** studying public administration area at GIPA. GIPA introduced its own debating club.

²⁴ Duplicate counting may have occurred as some participants joined several trainings.

²⁵ See methodological limits - Only 2 out of 200 available contacts answered the on-line survey, whereby one of them could not recall the training. Further, 3 participants were interviewed during the evaluation mission.

²⁶ Trainings were usually held for students as well as CSOs and at cases even for LAs, thus reaching to 810 participants. Duplicate counting may have occurred as some participants joined several trainings. Therefore, evaluators estimated that around 400 students could have benefited.

²⁷ For other findings regarding minigrants, see CSOs above.

Detailed findings about miniprojects are above under CSOs. The evaluation report for the EC highlights above all the increased youth engagement in Terjola thanks to its youth centre; activities at other locations were reportedly sporadic.

„To engage youth, it is important to provide information, show examples and create some incentives. It must be also fun. ... A grants is (also) an incentive, but it is (mainly) the winning of a grant competition, that is motivating.“
Student who implemented a miniproject

In a few cases, students have continued to engage in a local youth initiative or CSO, e.g. at Samtredia Development Association or GYLA. Some were disappointed when their follow-up project did not win funding and stopped engaging. In any case, sharing role models and providing some (not necessarily financial) incentives were found key (trainings or “fun”).

„I would not work for free. I did train others as a trainer because I benefited myself.“ Student who implemented a miniproject

Schools

In total, at least **50 schools and 4 universities** were involved in the evaluated projects. They enabled trainings, miniprojects (including awareness raising among peers) and debates. In total, approximately **40 teachers** were trained in the debates “**the Road to Parliament**” in Georgia or during a study tour to the CR. The training was not accredited, so it did not affect teachers’ salaries, which some found unfortunate. Further, **52 trainings** in debating were held for around **723 students**. Subsequently, up to **400 students**²⁸ probably participated in **debate competitions**.²⁹

Interviewed students reported to have learnt how to collect and analyse information, see issues from different perspectives, structure arguments and deal with time pressure. According to trainers and students, debates helped to enhance knowledge about diverse issues, ranging from wearing uniforms, to nuclear power in Georgia. They also enhanced cooperation (friendships within teams and even with competitors) and dealing with time pressure. Still, according to a trainer, it was not clear if students’ critical thinking and their attitudes changed as well due to a strong influence of families and other factors. Two schools complained that finals were not fair.

„Until the last moment, (student) do not know if they are going to argue for or against (a topic). They need to think of both sides. This Boosts their critical thinking“ Trainer of Civitas Georgia

Further, the **conference “Innovative teaching methods”** has taken place in 2011³⁰. It reported the activities of the evaluated projects, but the debate was limited according to one of the implementers. More interactive methodology was advised for next time. Further, several brochures were developed. At visited schools, especially brochures on youth initiatives by PIN and on debates by AGORA CE / CG were used. One expert from the **MES and one from MoYSA joined the study visit to the CR**. No further collaboration of the MES e.g. with the Czech MES was developed. MoYSA³¹ was interested in the debate style established by AGORA CE, but finally preferred an international debate network.

Contribution of the above to increased public influence on decision making

Approximately 4.000 citizens benefited directly and several thousands indirectly. According to case studies, **miniprojects contributed to some minor changes in local governance**. Further, at 3 LAs, some steps have been taken to support CSOs/youth. Still, it was not clear if public ultimately influenced

²⁸ List of Participants was only partially available. There was no information about participants of 3 debate competitions, therefore average of 64 students was used.

²⁹ Overviews of participants were mostly unavailable, thus the number could not be verified. Some students are double-counted as they participated in several rounds of the debate competition.

³⁰ Number of participants / list was not available to the evaluators, so that types of participants could be elaborated.

³¹ The Ministry reported a national debate competition held by the Children and Youth National Centre and expressed further interest in international networking.

local decision making. All informants agreed that human rights and transition projects need to be long-term (from 3 to 10 years) and flexible. A sectorial strategy with priorities was suggested.

4.4. Sustainability

PIN and ToL stressed sustainability during the training / migrant planning and applied it as one of the selection criteria. It has also involved established structured (local youth centres, LAs) to enhance sustainability. Ultimately, some miniprojects continued, such as Puppet Theatre in Samtredia. These initiatives remained self-funded and grass-root driven. Influencing factors included strong leadership, priority given to the issue, minimal operational costs and motivation derived from the successes. Others³² did not continue with their engagement, reportedly due to lack of funds or capacities. The Regional Development Resource Centre in Samtredia created a council of advisors with own resources, which contributed to sustainability. Another good practice is the fundraising of Youth Palace in Terjola.

Civitas Georgica and AGORA CE relied that trained school teachers, who experienced debates, would continue this work. CG also trained own staff as trainers of debating. Some have already left the organisation, while others still trained new schools, depending on the available funding. From 50 schools involved in the evaluated projects by AGORA CE, CG believed that 6 schools continued debate competitions, while others may not have enough capacities to do so annually³³. Further, 23 of partner schools of Terjola Youth Centre trained as a part of miniprojects also continued with debates with municipality funding. They organize surveys to find out most interesting topics for youth. Some experienced students reportedly helped new teams with preparations. Further, younger students have demanded a debate competition once they reached a certain class. Strong leaders, interest of students and minimal costs were identified as key sustainability factors. Low salaries, thus other jobs and lack of time of teachers were seen as hindering factors. A budget for Civil Education Coordinator would likely solve this, as practice of some schools shows.

„We continue the debate competition. It is organized by the student council, where we have very active students. AGORA (and Civitas) are not in touch with us. So we go for different competitions on the city level.... I think CSOs should reach out to maximum number of children.“ Teacher trained in debating

One of the few sustained benefits related to LAs is the long term cooperation between a few municipalities and PIN (e.g. Terjola and Kutaisi). Training modules for LAs got outdated quickly due to law amendments. Civitas Georgica reported to have continued with some components of the training programs developed by VCVS (e.g. in 2014 it carried out a training for newly elected representatives of LAs on human resource management). No other sustained benefits of trainings were identified. The new leadership of the concerned municipalities, having been 1 – 2 months in the office, was not informed about the projects and their results. Most of the interviewed new mayors or governors have displayed a strong interest in further support of civic engagement, while one found it useless (see quote).

„A person who hardly completed three years of education will not tell me what to do. (...) The budget is for the region, not for the people.“
A newly elected mayor

According to the ToL, most of trained journalists and media representatives still work in media and almost every trained student of journalism is currently working as a journalist, often in regions. ToL still engages some journalists in own activities via social media and contacts database. However, this data could not be verified due to lack of beneficiaries' responses. According to Civitas Georgica, one journalist still organized a public debate in Rustavi in 2014. Most blogs (8 out of 10) were not sustained.

³² Data are incomplete (most miniproject owners could not be reached), so a ratio of sustainable miniprojects cannot be estimated.

³³ CG stressed that it was not intended that debate competitions would be sustained. Instead, it reported to have organized debate competitions in 32 additional schools in 2012 – 2013 from other funds. The information could not be verified.

4.5. Impact

Impacts as of September 2014, i.e. 1 to 6 years after projects' implementation, were identified especially on an **individual level**. Interviewed young people and some CSO representatives reported strengthened skills (see above), which help them in their studies or professional life. After the debate competitions, some students reportedly engaged in other projects at the secondary school (e. g. acted as peer lecturers in projects of other donors), but several informants stopped at university. CG and teachers highlighted that students with debate experience were more likely to pass university entrance exams. Still, they admitted that students with exceptional skills were selected for the debates. Thus they were more likely to succeed in exams anyway. Further, PIN appreciated that students, who implemented miniprojects, increased their self-esteem, sense of civic responsibility and reportedly

„I need to study rather than collect rubbish“ Student, former participant of a debate competition

„Ecological clubs and garbage collection are not enough to engage youth. They need extraordinary activities.“ Implementer

became role models for others. Two students – informants further engaged in local CSOs, while others had other priorities (study, work) or did not know, where and how to engage. More innovative methods were suggested to keep students engaged.

Thanks to collaboration with PIN as the only CSO working on youth engagement, the Youth and Sports Department of the Terjola municipality reported a more frequent communication with youth organisations. Nevertheless, the MoSYA believes that the main reason for increased number of youth initiatives across Georgia is the increased access to funding of the Children and Youth National Fund³⁴.

According to several informants and studies (see Chapter 2.1), since 2008, the public started noticing activities of different CSOs. PIN believed that even one-off actions contributed to **enhancing the CSO image**. Some implementers highlighted the need to coordinate efforts with municipalities to achieve lasting changes (e.g. clean parks regularly), which PIN has already reflected in some miniprojects.

„Time was needed to create good examples. (For citizens,) it is important to observe good examples, even seeing students collecting garbage“ Project partner

Some schools (estimated at 10% by Civitas Georgica) reported continuing debate competitions or using debates in standard classes, e.g. in history. It is not clear, how many **CSOs** subsequently engaged in public affairs, in what areas and if they managed to influence any decision made by authorities. Where **schools** or **CSOs** continued miniprojects or debate competitions, more beneficiaries were reached every year. Some teachers and directors of youth centres started asking local municipalities for grants and thus acted as multipliers, according to PIN. Still, such successes remained usually unknown to wider community or other authorities. An exception is the Youth Palace in Terjola, funded by the local municipalities and other donors, which has been promoted by PIN among other CSOs as a good practice within a framework of a new EC-funded project. Further, GIPA (Georgian Institute of Public Affairs) got inspired by the debate competition and established their **university debate club**³⁵. As advised by VCVS, Civitas Georgica joined the European Network of Training Organisations for Local and Regional Authorities (ENTO)^{liii} to network internationally. One visited teachers still kept the **brochure** "A way to the parliament", several kept brochures on youth initiatives.

No specific long-term impacts have been identified in media outlets and local authorities. One trained LA representative reported to have utilized obtained knowledge as a CEGSTAR trainer. S/he

³⁴ After changes in eligibility were introduced in 2012 (registration was required only from successful applicants), more youth CSOs applied for funding in 2013 according to the Ministry. Annually, 1 million GEL is being allocated. The grants range between 10.000 to 25.000 GEL and are expected to increase in the near future. For annual priorities and other details, see <http://www.fondi.gov.ge/en/>.

³⁵ CG also reported that a debate club was set in the University of Georgia, but this could not be verified.

was recently involved in LA trainings across Georgia. Another LA trainer currently works in the Georgian Parliament. All visited LAs except one were open to collaboration with civil society.

The multi-stakeholder approach of PIN to civil society (and youth) development in Guria and Imereti was **highly valued** by the EC Delegation, the Georgian MoSYA and the World Bank. The latter provided a bigger grant for replicating the work at other locations.

4.6. Cross-cutting issues and visibility

Respect for human rights and gender

The projects focused directly or indirectly on human rights. Civic, political, social, cultural, economic and environmental rights were tackled by miniprojects. Debates focused mainly on civic, political and partially environmental rights³⁶. Civic and political rights were addressed also via the cooperation with municipalities. There is no evidence that activities would explicitly refer to the international human rights frameworks and laws. Especially in miniprojects, beneficiaries enhanced their capacities; they were empowered to improve own communities and lead own lives. The poor and the most vulnerable were directly addressed by some of the miniprojects, but there is insufficient information about their prioritisation (or non-discrimination) and empowerment in other miniprojects or further project activities. The principles of participation and accountability³⁷ are elaborated under good governance. No special attention was given to gender. No gender-disaggregated data were available³⁸ to assess to what extent women and men (girls and boys) benefited. According to case studies, miniprojects were often initiated and managed by women (teachers or leaders of youth centres).

Good governance

While local partners were involved in the planning, consultations with national or local institutions, which would influence plans and budgets, were limited. In 2011, PIN signed MoU with the MoSYA and in 2012 with the MES. CG collaborated with MoSYA informally. The MES was informed about activities at schools annually as required by law. CG believed that a MoU would not make a difference, moreover, the MES reportedly left cooperation upon schools. Further, PIN collaborated with selected LAs on a long-term basis. Regional education centres were not involved except of the last project. To foster collaboration, inter-school debate competitions and miniprojects (focusing on several schools at a time) were useful. CSOs in Kutaisi have been attending monthly coordination meetings, organized by GYLA. There was no evidence that any of the Czech CSOs would attend or be aware of such meetings in Kutaisi or in other regions.

“PIN fostered collaboration between schools. Before that, we were rather competitors.” Implementer of miniprojects and debate competitions

Teachers, trainers and other stakeholders were not informed about the projects as whole, their successes, challenges and plans for future. Some appreciated that PIN is based in Kutaisi rather than in Tbilisi, thus close to beneficiaries. Especially miniprojects and trainings focused on LA's management and new media were linked to local governance and transparency. Beneficiaries demanded that LAs fulfil their obligations related to citizens' rights. One informant suggested the CR should (help) hold Georgian government accountable. Themes and programmes of trainings and focus areas for miniprojects were decided by the responsible project partner based on their previous experience. Same applied for locations of the projects - detailed selection criteria were not available. Selection of

³⁶ Trainings could not be assessed in this context as their detailed programmes were not available.

³⁷ Principles of the human rights-based approach (HRBA) have been reflected here as they have been recently endorsed even by the EC and the Georgian government (see Chapter 2.1). For the purpose of the evaluation, the principles in the Czech publication by Glopolis: New Development Concept – the East Perspective (South-East Development Alternative Report, page 10 were used. https://www.glopolis.org%2Fsubory%2F66a%2Fnew-development-concepts-east-perspective.pdf&ei=kb51VMuMGqOAZAPHqYA4&usq=AFQjCNFwa9-wTOjAhCrij6U_2VzrjFquXFQ&bvm=bv.77880786.d.ZWU

³⁸ An exception is an evaluation summary of debates provided by CG to evaluators (no year given), where girls prevailed over boys.

participants was done by project partners, LA representatives or teachers, based on set criteria or a fit to the activity (e.g. children with good social skills were selected by teachers for debates). Concrete miniprojects were selected jointly with local authorities' representatives based on clear criteria mentioned above. This was seen as a good practice. For journalist training, open announcement was made on the popular website jobs.ge. CV and motivation letters support letter from their media outlet were requested. It is not clear how participants for study visits were selected – this led to confusion and disappointment in one case. Several informants recommended more in-depth needs assessment and involvement of children in decision making (e.g. selecting themes for debates) in the future. Finally, insufficient project documentation and planning, monitoring and evaluation procedures were identified – see details in Annex 7.19. Some informants suggested more in-depth research / evaluation.

Environmental protection and climate change

The environmental protection was subject of 13 % of all miniprojects and up to 18 % of debate themes for secondary school students. Miniprojects focussed either on cleaning of the local environment or on awareness raising about environmental protection. No other project activity considered environment and climate change according to available information. There is no evidence that evaluated projects would have had a negative impact on environment or climate.

Visibility in Georgia

Some activities were published in media, but a full overview of media activities was not available³⁹. Published brochures complied with the visibility rules of the Czech MFA (logo of the TRANS programme, clause on funding). In supported schools, displayed materials contained mostly the logo of PIN and not necessary of the TRANS programme or of the Czech ODA. Visited schools engaged in cooperation with AGORA CE and Civitas Georgica did not show any visibility of the Czech support. No informant could remember complex project names, some mentioned the debates - "Road to the Parliament", but they usually referred to the projects as "PIN project" or "work with AGORA". Sometimes, they would mix the evaluated projects with others of PIN, especially the popular project on documentary film making - Caucadoc. The EC Delegation suggested improving visibility and disseminating successes among local authorities as well as local media. This was already reflected by PIN, which used repeatedly regional TV and local radio, and enabled the Terjola Youth Palace to share lessons learnt with counterparts in other towns. A good practice in project visibility (see case studies e.g. of Caucadoc or It affects you too) includes a short project name and a logo, which makes it easier for stakeholders to recall and link the actions.

5. Conclusions

5.1. Relevance

Needs assessments were done rather intuitively. Projects were generally in line with the needs of the target groups, even though their needs were sometimes "untapped". Trainings, debates, miniprojects as well as study visits were attractive methods, as proven by other donors. The relevant ministries were quite engaged in the evaluated projects; cooperation with other influencing stakeholders such as regional educational centres or faith-based CSOs could have been stronger. **Complementarity and coordination** with other donors and implementers was not given a priority. Interrelated projects of TRANS and CZDA (both under Czech ODA) were not coordinated either. The current most burning issues related to the evaluated sector are self-governance, strengthening the role of civil society (CSOs), conflict resolution, tackling diverse minority rights, guidance for civic education (using innovative methods and addressing critical thinking), implementation of youth policy and balanced

³⁹ See e.g. a video report of a debate: <http://bit.ly/1DDQBkB>, an article at <http://bit.ly/Mzkebani> or at Global News <http://www.gn.ge/?l=G&m=6&ID=9663> and a video from a debate on facebook: <http://on.fb.me/1uJSndl>.

media reporting. In other (not evaluated) projects, PIN and CG as well as other organisations piloted different self-governance mechanisms. Along with a systematic support of watchdogs and their coalitions, they seem to be key to support human rights, democracy and societal transformation in Georgia. Opportunities exist for **multilateral cooperation**, from joint programming, to pool funding, implementation, evaluation and advocacy. Transition experience and support of decentralisation / self-governance have likely the highest potential in this regard. In overall, relevance of the projects was assessed as **rather high**⁴⁰.

5.2. Efficiency

Despite incomplete documentation, it can be concluded that the **project was cost-efficient**. One third of total expenses was used to directly support beneficiaries, the rest was also reasonably utilised taking into account costs per person reached. Local office of PIN in Kutaisi further helped to increase beneficiaries' direct support and can be considered as a good practice. From the available data, PIN appears to have lower training costs per head. This is partly due to local PIN staff in target region and in-kind contributions of LAs as well as methodology used (in contrast, for social media trainings, certain equipment and expertise is needed, which may not be available locally). Study visits have relatively high costs per head, whereby outputs were not always clear, thus their efficiency is a question. Each partner managed their sub-project independently and collaborated only on study visits, some trainings and a conference. The consortium remained artificial and did not result in any major added value. **Partners did not utilise potential synergies**, e.g. between capacity building of local authorities and school or public engagement at the same location. The **overall efficiency was assessed as rather high**.

5.3. Effectiveness

Civil society organisations

The process of trainings – miniprojects – mentoring by experienced staff – celebrating projects' successes has proven successful in short-term engagement of CSOs in local issues and in addressing civil, political, social, economic and environmental rights. Still, there is a **lack of evidence that the evaluated projects would have contributed to a major influence of CSOs on state or local decision making**. Subsequent engagement was strong mainly among well-established CSOs with diversified funding. Still, contribution to changes in local decision making were rather exceptional. No ex-post evaluation took place except of the external project V evaluation by PIN and the impact assessment of ToL. Sharing or coordination among CSOs was limited, even if it could have boosted civic engagement and public trust in CSOs. Instead, donor or grant dependency was identified - interviewed CSO representatives linked their future activities to their fundraising ability. Case studies of successful CSO actions funded by TRANS as well as other donors indicated that clear focus on issues important to wider public, motivated leaders of the action, multi-stakeholder coalitions, clear messages, good branding and sustained, focused efforts (over several years) are the key success factors. Funds are often necessary, but not sufficient.

Local authorities

The long-term involvement of LA representatives in PIN's miniprojects had a positive effect on their cooperation with youth and CSOs and can be considered a good practice. On the other hand, **trainings and study visits of LAs had negligible effects** on LAs' capacities in the areas of cooperation with communities, strategic planning and engaging youth in community public life. Only

⁴⁰ Rate of fulfilling evaluation criteria: **High** – results were fully in line with set objectives – in the concrete context, **Rather high** - the project fulfilled maximum requirements, but there are external limiting factors, **Rather low** – partial insufficiencies in the project cycle management and / or major issues with respect to external factors, **Low** – project results are not in line with set objectives and / or there are key challenges with respect to external factors, **Not possible to evaluate / Irrelevant** (with justification), with respect to cross-cutting themes also „**belongs to the main project objectives/focus**“

a few, short-term changes were found. This was partly due to the fact that trainings were one-off events and also due to the major staff replacement in LAs after local elections in 2014.

Media

Media trainings and summer schools for journalism students were also mostly one-off events. ToL continued working with some participants during a study visit to the CR or via social media. **The potential benefits seem to have remained on the individual level.** Participants reportedly appreciated the trainings and mostly remain in the media sector, but did not mention concrete changes in their work, to which trainings would contribute. There are also examples of know/how sharing among journalists. Still, **the contribution of this short-term capacity development to higher media plurality and quality is not clear.** More systematic, long-term work is needed as shown by case studies.

Youth

Students engaged in public affairs on multiple levels during their miniprojects and reached out likely to thousands of citizens. Nevertheless, their **on-going involvement**, after miniprojects had been completed, **was often a challenge.** More advocacy within miniprojects could have addressed changes on LA level. There is no evidence that summer schools would boost youth engagement. Sharing role models and facilitating a more long-term, structured engagement in burning local issues are key as shown e.g. by the Young Leaders' Programme of GYLA.

Schools

Debate competitions were proven popular among students and teachers. They were **effective**, as they contributed to new pieces of knowledge and skills among students and generated interest among other students. Study visit of teachers to the CR contributed to reaching out to more schools. Finally, the debates introduced by AGORA CE were not rolled out by MoYSA on the national level due to a missing international component. Developed brochures were also utilised, even though extent is not known. The conference did not bring any major effects.

Contribution of the above to increased public influence on decision making

In overall, the above mentioned **activities and results did not contribute to a major increase of public influence on decision making**, thus the **effectiveness remains rather low.** Main reasons are too many focus areas and short-term involvement of target groups.

5.4. Sustainability

Individual benefits likely sustained among the estimated 4.000 direct beneficiaries, even though not every beneficiary necessarily benefited (e.g. benefits were relatively low for LAs in comparison to the youth). While sustainability was among priorities for PIN and ToL, other implementers did not particularly focus on introducing mechanisms to sustain applied methodologies and extend their benefits to a bigger number of beneficiaries (e.g. participatory selection of themes, coordination mechanisms among schools or CSOs). Some schools did continue with debates independently and so did some CSOs and youth initiatives (% is not available due to incomplete data). **The case of 23 schools in Terjola**, which still continue debates with the help of the Youth Palace and funding from the LA, **is a good example of a miniproject's sustained multiplication effect.** A sustained benefit related to LAs is the long term cooperation between a few municipalities and PIN and continuing trainings of CG. In the case of media, a public debate in Rustavi in 2014 held by a trained journalist is an example of sustained benefits. Most of the blogs (80%) were not sustained. **The overall sustainability was assessed as rather low** due to insufficient sustainability mechanisms.

5.5. Impact

Taking into account the relatively high outreach of each miniproject (hundreds of citizens) in 11 regions, the CSOs and **youth initiatives had a big multiplication effect. Benefits were identified mainly on individual level** in terms of enhanced knowledge and skills of beneficiaries. Some role models of engagement have been established, even if not widely shared. At the same time, the focus on minigrants has partly negatively affected the attitude of target groups. A donor-dependency mind-set “no funds, no projects” was created. A minority of initiatives still continued, reaching to more beneficiaries, but **not leading to any major changes in local decision making. The multi-stakeholder approach of PIN** in Guria and Imereti is currently being replicated in other regions with the support of international donors, which is a major success. Thus the impact was assessed as **rather high**.

5.6. Cross-cutting themes and visibility

Respect for human rights and gender

Human rights belong to the main focus of the project, whereby compliance was assessed as **rather high**. Different types of human rights were tackled. The human rights-based approach to development, recently endorsed even by the EC and the Georgian government, has not been intentionally incorporated in any of the evaluated projects. In practice, the principles of empowerment and non-discrimination were applied quite consistently, but citizen participation in decision making, holding LAs or state accountable and referencing international human rights frameworks could have been stronger. No special attention was given to gender, but it is likely that girls and women benefited to a similar extent if not more than boys and men.

Good governance

Good governance was also among the main goals of the projects. Level of participation in decision making differed per project stakeholder and project partner. The public participation and accountability were covered to a certain extent in trainings for LAs (Agora, VCVS, Civitas) and in miniprojects (PIN). The key issue identified with respect to good governance was that **project documentation** was insufficient for monitoring and evaluation. Project partners and beneficiaries were not aware of the projects’ successes and challenges (including the external evaluation), in line with the transparency principle. Project partners could have also advocated more for access to information and participation of stakeholders in local decision making. Good governance was assessed as **rather low**.

Environmental protection and climate change

Environmental protection was a direct focus of several miniprojects and among themes of debating competition, whereby climate was also taken into account. In overall, neither of the evaluated projects has had a negative impact on environment and climate change, thus the overall rating is **rather high**.

Visibility

Projects visibility and dissemination was done rather informally. Visibility rules of the Czech MFA / TRANS were applied in key documents. Participants were often confused about evaluated projects and their objectives, likely because the project names were long, complicated and similar to each other. **Potential of local media** (TV, radio shows) could have been utilized more. The same applies to **dissemination among other donors and implementers**. Thus visibility was assessed as **rather low**.

6. Lessons Learnt and Recommendations

6.1. Lessons Learnt

- A. A **multi-stakeholder approach**, i.e. combination of different activities and projects targeting multiple stakeholders, **helps create synergies** (e.g. easier access to municipality for youth organisations etc.).
- B. **Presence in the field is necessary to be able to provide on-going support and guidance to target groups** aside of trainings or other one-off events and to bring about changes in long-term. Local specifics need to be taken into account. The situational analysis and coordination can be ensured also by local CSOs, not necessarily by an office of a Czech project partner. It is ideal if there is a local partner at each town to coordinate activities.
- C. **Changing attitudes of citizens and their engagement in local decision making takes time.** For such projects, min. 3 – 5 years are more appropriate, whereby flexibility needs to be ensured to be able to respond to the actual situation in the field and on the political level.
- D. **Systematic, evidence-based and realistic planning, monitoring, evaluation and reporting are key for learning and making necessary adjustments on an on-going basis.** It needs to focus also on results and dis/enabling factors. It cannot be replaced by an ex-post external evaluation.
- E. **Sharing miniproject outputs, successes and lessons learnt with beneficiaries** (final meeting, newsletter) and **maintaining long-term communication** with target groups / beneficiaries can multiply effects, further boost civic engagement and the image of CSOs.
- F. **Focus on one or two regions** with the limited funding has more impact and can be more tailor made to local needs than dividing the activities into many regions with different priorities. In long-term, successful activities carried out for a few years in one region can be replicated elsewhere.
- G. **Short and understandable project names** are easier for target groups to recall. They contribute to better visibility of the Czech ODA / TRANS.
- H. **Consortiums can have an added value** if implementers utilise the synergies and closely cooperate on planning and implementation. Coalitions with a clear target can have a wider impact (see campaign “It affects you too!”).

6.2. Recommendations

| Recommendation | Justification | Addressee | Priority |
|---|---|---------------------------------------|-------------|
| Related to TRANS / CZ ODA system | | | |
| 1. Implement at least 3-year projects , whereby focus in a selected region (or a few regions) on a selected local priority topic; ensure in-depth needs analysis, multi-stakeholder cooperation, sustainable mechanisms, ongoing local support and enough flexibility as per external factors. | Evaluated projects often incorporated follow-ups of previous activities to achieve changes. According to case studies, long term, multi-stakeholder projects can have a bigger impact on changing attitudes, public engagement and changes in local decision making. Baseline data enable better targeting, monitoring and evaluation. Activities integrated in established systems (student councils, youth centres, coordination by paid civic education teacher) are more sustainable. | MFA (CZDA) and potential implementers | 1 Top |
| 2. Aside of long-term projects, allocate budget for burning human rights issues and for enhancing planning, monitoring, evaluation and learning capacities of CSOs. | Project management and especially project reports varied greatly, thus workshops, mentoring and a manual (as used by the EC ^{liv}) would increase the management standard. It is necessary to strengthen these capacities to be able to make strategic decisions about who to cooperate with, what to focus on, what are the synergies and ultimately what projects to support. | MFA | 2 Medium |
| 3. Coordinate activities with other implementers and donors in the target area and if possible (taking into account the political situation) also with local state institutions. | Coordination is crucial to avoid duplications, learn from successful examples and replicate them elsewhere as well as jointly address challenges as they occur. It is necessary on programmatic as well as project level. | MFA and potential implementers | 1 Top |
| 4. Engage in joint programming, co-funding, monitoring and evaluation especially with the EC Delegation, IVF and potentially also with other donors as per the focus area. | The CR contributes around 118 mio EUR annually to multilateral ODA, incl. support of human rights. There is a potential big multiplication effect to the existing annual TRANS budget of around 2 mio EUR. EC Delegation and IVF are open to such collaboration in Georgia. | MFA | 1 Top |
| 5. Create systems for close collaboration of TRANS and CZDA from programming, to needs assessment and planning, to monitoring, evaluation and auditing. | While TRANS has some unique objectives and priorities, it needs to build on complementarity between TRANS and CZDA projects to multiply its effect. Good governance and human rights incl. gender are cross-cutting issues for all Czech ODA projects. There are also overlaps on the project and CSO level. Consistent quality throughout the project cycle management needs to be secured too. | MFA | 1 Top |

| Recommendation | Justification | Addressee | Priority |
|---|--|------------------------------|-------------|
| Related to future TRANS projects in Georgia | | | |
| 6. Link the CZDA decentralisation project “Support of public administration reform in Georgia with TRANS projects – enable piloting established curriculum and tools in selected LAs. | Decentralisation is considered a priority on national, regional and local level; though there is a huge long-term project for support on national level, the practical activities for support of the implementation on local level are missing. | CZDA and TRANS | 1 Top |
| 7. Implement multi-stakeholder initiatives in a specific area (health, environment, social inclusion, minorities) with an advocacy component, sharing of results / lessons learnt and a media component. | On-going advocacy helps increase transparency and citizen engagement, as demonstrated by case studies. It needs to be secured from both sides – through on-going support of watchdogs (fostering experienced leaders through mentoring, peer groups and trainings) as well as collaboration with LAs if possible. Sharing results and lessons learnt is useful at regular, e.g. annual multi-stakeholder meetings, as it helps grasp the overall picture, celebrate successes and plan. Media are powerful and thus need to be included in the process, e.g. via TV/radio shows, journalist reporting etc. If integrated, it is more likely that links between CSOs / citizens and media are developed. If possible, media owners, project managers and editors should be also addressed to improve balanced reporting as well as organisational sustainability. | TRANS and implementers | 2 Medium |
| Related to other support of the CR in Georgia | | | |
| 8. Focus on transition experience in strategic planning and in selected issues in coordination with other actors. | Transition experience was very much in demand in visited regions, from supporting strategic plans development to addressing concrete issues (rural economy development, health, environment, public awareness about the EU etc.). Twinning and long-term partnerships between similar entities are on demand. Such a support can be funded by other Czech financial instruments and especially by the EC. Among the instruments of the Czech ODA, the grant mechanism for regions seems appropriate. However, it would have to be adjusted so that towns could apply (Georgia has only self-governing towns and no regions). | MZV | 2 Medium |

7. Annex

7.1. Abbreviations

| | |
|----------|---|
| Agora CE | Agora Central Europe |
| AMO | Association for international Affairs |
| CDA | Community development association XXI |
| CEGSTAR | Center for Effective Governance System and Technological Advancement of Regions |
| CENN | Caucasus Environmental NGO Network |
| CG | Civitas Georgica |
| CGA | Caucasus Green Area |
| CIPDD | Caucasus Institute for Peace, Democracy and Development |
| CRRC | Caucasus Research Resource Centers |
| CSI | Civil Society Institute |
| CSO | Civil Society Organisation |
| CZDA | Czech development agency |
| DCFTA | Deep and Comprehensive Free Trade Area, |
| EC | European Commission |
| EIDHR | European Instrument for Democracy and Human Rights |
| EMC | Center for education and monitoring of human rights |
| EU | European Union |
| GDP | Gross domestic product |
| GEL | Georgian lari |
| GYLA | Association of young Georgian Lawyers |
| HRIDC | Human Rights Center |
| IDFI | Institute for Development of Freedom of Information |
| ISFED | International Society for Fair Elections and Democracy |
| IVF | International Visegrad Fund |
| KEDEC | Kutaisi education development and employment centre |
| LA | Local authorities |
| LGBT | Lesbian, gays, bisexuals and transgender persons |
| LPTP | Human rights and transformation policy department of MFA |
| MES | Ministry of Education and Science of Georgia |
| Mio. | Million |
| MFA | Ministry of Foreign affairs of the CR |
| MoU | Memorandum of understanding |
| MoYSA | Ministry of Youth and Sport Affairs |
| NALA | National Association of Local Self-government Units of Georgia |
| NCYOG | National Council of Youth Organizations of Georgia |
| NDI | National Democratic institute of Georgia |
| NED | National Endowment for Democracy |
| NGO | Non-government organisations |

| | |
|----------|---|
| OECD-DAC | Development Assistance Committee of the Organisation for economic cooperation and development |
| ODA | Official development assistance |
| OHCHR | Office of the High Commissioner for Human Rights |
| OPU | Organisation for aid to refugees |
| ORS | Department of development cooperation and humanitarian aid |
| OSFG | Open Society Georgia Foundation |
| PIN | People in Need |
| SCIRS | South Caucasus Institute for Regional Security |
| SDA | Samtredia Development Association |
| SIDA | Swedish International Development Cooperation Agency |
| TDF | Tkibuli Development Fund |
| ToL | Transitions Online |
| TRANS | Transformation cooperation |
| UNDP | United Nation Development Program |
| UNICEF | United Nations International Children's Emergency Fund |
| UNM | United National Movement |
| USAID | United States Agency for International Development |
| VCVS | Education centre for public administration in CR |
| V4EaP | Visegrad 4 Eastern Partnership grant program |

7.2. Case studies - the evaluated projects

The following case studies have derived from all 5 evaluated projects (one case study may cover one or more projects). They depict different target groups and modalities.

Civil Society Organisations (CSO) engagement

Case study A1: Advocating for health rights for handicapped in Zugdidi

Ruslan is 48 years old. He is internally displaced. Being himself handicapped, he realized a number of hindrances in fair access to healthcare: doctors would refuse disabled persons, they would not share information about free services or medication, they would prescribe only certain medicines, etc. Thus he created association "Hungi". The minigrant he received from PIN addressed the accessibility of the health system and services for disabled persons, helped to raise awareness about medical services and insurance policies for the disabled. Disabled persons were actively engaged in the processes. Meetings were held with public health institutions, insurance companies, private health structures and the local government. Questionnaires were filled by beneficiaries about the present opportunities and their needs. Medical institutions were pressured to present information about available services, free medication and opportunities for the disabled. Insurance rights were then introduced to the beneficiaries. Public hospitals still ignored the efforts, while private hospitals joined meetings. Hungi tried to target all levels from the first-level medical staff to the local government. Public hospitals were visited and reports were presented to the community through media. Step by step, collaboration with the relevant stakeholders improved. The success of the 6-month project was possible through the complex approach to tackle the problem, the research as well as involvement of all related sector members in awareness raising activities. In total the project reached out to an estimate of 300 persons. Some concrete cases of disabled persons were successfully tackled. Ruslan also appreciated that the municipality helped to organize some meetings.

The project uncovered the complexity of the issue and the long-term, complex approach needed for realistic change in attitudes of the insurance companies, medical staff as well as the community. It has shown some systemic failures that go beyond just disabled – for example the health care of people below poverty line. Ruslan is currently engaged in fundraising to continue the efforts, but so far could not find a donor for a more large-scale project. He also hopes that neighbouring municipalities would share experiences (lessons learned) and would try to outdo each-other in their work with the disabled. Further, he would appreciate if job creation for people with disabilities is more supported.

Case study A2: Citizen engagement in local government decision making in Samterdia

The organisation Women and Gender Equality received a minigrant in 2011 to 2012 to implement the miniproject **Citizen engagement in local government decision making** in Samterdia. The director reported that village meetings were held with 20 to 30 persons each to discuss local issues such as water supply, roads, non-functioning city clubs or lack of public transport from mountainous regions. Then one person was selected per community and took part in trainings about civil engagement in local government decision-making at a 5-day camp in Tskaltubo. The CSO reported that citizens were very eager to participate in local government. Only citizens from villages in high mountains could not finally join. Collaboration with the local government was also smooth (the director of the CSO worked at the municipality at the same time). There was no direct follow-up of the project. In 2014, the organisation had limited funds and activities were likely to wind up. Nevertheless, according to the director, **some of the trained active citizens ran for the recent local elections to the Council**. No other type of engagement was reported (e.g. filing complaints, participation at Council meetings etc.). **A number of local issues raised by the communities (e.g. infrastructure) were believed to be the responsibility of the government and thus no subsequent action was taken.**

Case study A3: Young anti-drug campaigners giving up smoking themselves

Sopio is a journalist⁴¹, Director of Samtredia Information Centre (municipality-based centre), teacher of civic education at Samtredia Public School. No. 12 and the leader of the Regional Development Resource Centre, a local CSO. In 2009, she started cooperating with PIN. She took part in the study tour to the CR, was trained by AGORA CE in debating and still acts as a trainer for 2 other CSOs. Further, she implemented 6 miniprojects funded by PIN: Debate club, Youth against drug addiction, Youth Council, Together to the future (enhancing interaction among children including socially disadvantaged or with disabilities), Human Rights for Rural Youth and All Unique All Equal (integration of children with disabilities). Aside of that, she has conducted a number needs assessment and implemented other projects focusing on vocational education, ecology, documentary movie screening and other awareness raising. She was reportedly recognized by USAID as the best teacher within the programme of PH International.

Sopio believes that the key to engaged youth is to have a good needs assessment, clear introduction of the project to stakeholders and a motivated team that implements the projects. She also highlighted the need to create the sense of responsibility among youth, therefore she supports volunteers in creating brochures, videos or conducting awareness raising events. As an example, Sopio reported significant behavioural changes based on the miniproject **Youth against drug addiction** (see quote). Communication issues between different municipalities first affected the project, but finally, schools from Terjola, Samtredia and Khoni were reached as planned.

“We engaged smokers in the non-smoking campaign. They are used to (pictures of) lungs exploding. Two girls stopped smoking, some boys started to fear pain. As a class teacher, I was very close to them. One boy directly asked me how to quit smoking.” Implementer of Youth against drug addiction miniproject in Samtredia

Case study A4: Protesting Violence and workers' rights along with mine workers

Givi currently studies economics in Kutaisi. In 2012, he saw a video showing prison torture and decided to act. Thus he launched the miniproject **Protesting Violence**. Project activities involved 3 trainings in Tkibuli, Urguli and Gelati about different human rights violations and ways of peaceful protests. In total, 70 students were trained. The first training in Tkibuli coincided with the protest of workers in local mines against inhuman working conditions. All training participants except one joined the protest and had an opportunity to experience in practice what they have learnt during the training. Givi believed that the workers were the right ones to learn from as they protest their whole life against low salaries and safety measures. In 2013, the conditions in the mine got better, but in spring 2014, 4 workers died. Givi did not have any further information about the incident. PIN was reported as very supportive in project management as well as in finding the right information sources. The main obstacle was the awareness and attitude of the community. Protests were generally identified with political aims. Other topics seemed unworthy of protesting against and the young people didn't see the need to speak up.

Givi has engaged also in a number of other activities. He became a trainer on trafficking and then rolled out the training to other students. As he benefited, he was happy to share it further, even if he was not paid. According to him, key is to create enthusiasm among multipliers and share examples with others. Currently, Givi engages in Neophilis Club. The CSO trains students about EU accession. It also conducts “Guard of the Book”, which involved reading books, debates and games.

For future, he suggests to target also university students. Ecology is a topical issue for him. From among the tools, while debates are not a novelty any more, he feels that training (of trainers) and student shadow councils / parliaments at municipalities are great tools to engage youth.

⁴¹ See www.rdr.org, www.gloageorgia.org, www.samtredia.com.ge

Case study A5: Mobilizing citizens and advocating to municipality to solve trash

Natalia, a school teacher, runs an NGO called **Future of the Children** in Baghati. Natalia found a call for proposals by PIN in 2011 and won a minigrant for the miniproject **The best for our environment**. The project aimed to abolish trash channels built in 4 high-storey apartment buildings, as the trash was never collected by the municipality and thus posed environmental and health danger. A research was held first, followed by advocacy towards the Kutaisi municipality. First, the community was not ready for active engagement in the project. Therefore public meetings and interactive trainings for children by a well-established trainer were held to overcome this. The community became involved in the decision-making processes. The major's office finally cleaned the space and locked it as citizens living in the houses were not that eager to transform it e.g. to a storage or a greenhouse. Further, the municipality installed street trash containers and arranged cars to collect the garbage. Key success factors in achieving this **systemic change** included the support of the municipality (the proposal coincided with their plans) and the number of signatures and voiced community opinion. Next time, Natalia would add relevant documentary film screening that she believed would be attractive for public.

Media

Case study A6: Blog on elections

Givi attended a workshop by ToL. He learnt how to edit videos and make his blog attractive. Then he created his own blog <http://spamwriters.wordpress.com>, which received more than 4.000 fans during the pre-election time in 2011 - 2012. He had the highest number of views, shares and comments from among all participants – his blog became popular locally.

Currently, he was hired as an external correspondent of NetGazeti.



Case study A7: Youth Palace in Terjola is a good practice for continuous youth engagement

The Youth Palace is a local organisation co-funded by the municipality⁴², which is engaged in non-formal education for youth, organisation of events and children's clubs. It provides its services free of charge reportedly to 84% of children in the age of 6 to 21 in the region. Its main goal is to reach out to as many children in the region as possible.

The organisation has been cooperating with PIN since 2008. With respect to debates, it has also engaged with AGORA CE. Beside others, representatives of the Youth Palace participated in the study visit to the CR. Out of 31 own projects since 2008, it has implemented 9 miniprojects funded by TRANS, namely the Catalogue of Historical Places of Terjola, Clean environment - health future, The Earth Planet, Sunny Days, Learn and Build a Future, We Were All Children, First Step to Rights, From Fairy Tales to Reality and Children - Future of Georgia. PIN has covered 70% of miniprojects, while the municipality covered the rest. All projects were monitored by the Youth Palace using a monitoring sheet specific for each project (e.g. sustainability factors differ). All projects reports, outputs and other details are archived.

For example, within the miniproject **From Fairy Tales to Reality**, a booklet with fairy tales written by a boy with disabilities, Geluka, was published. The booklet was sold (820 GEL per piece) and funds used for his rehabilitation. The stories appeared also in local and regional newspapers. Moreover, children played one of his fairy tales as a theatre play. This, the Youth Palace believed, helped him find his talent and boosted his self-confidence.

The Youth Palace highlighted the establishment of **children's council**, whose projects have been financed by the municipality. The increased ability of children to mobilize and fundraise is seen as a big achievement of the cooperation with PIN.

The **debate competitions** co-developed with AGORA CE were also appreciated. One of the Youth Palace staff acted as a trainer. The school-level competition was organized by schools themselves based on themes suggested by the Youth Palace, such as transport issues, violence in politics, forest cutting etc. (global and local). The inter-school competition was conducted by the Youth Palace. The municipality was involved in the jury. According to the implementer, 20 schools still engage in the network that promotes debating.

Aside of the evaluated projects, the Youth Palace highlighted **Caucadoc** project implemented by PIN. Within this project, a TV Radio Club was established and was sustained after project end. The municipality then funded a camp of child clubs, where children exchanged films and were trained as co-facilitators (of film debates). A film competition was also held. In 2014, Terjola organizes its first film festival, where it will screen also 2 films from Caucadoc among others. For the first time, even businesses will be involved, as suggested by PIN.

The Youth Palace presents annually its project to the municipality and discusses co-funding where necessary. Currently, it engages with the new government regarding the regional strategic development plan and the structure for engaging youth and addressing youth issues. It highlights that the best way to engage youth using effective methods is the local trilateral cooperation: municipality – Youth Palace – an NGO, which has innovative tools and methods. Currently, it shares its good practices with other Youth Palaces in other regions with the support of PIN (within the framework of a new EC-funded project).

⁴² As explained by the informant, the Youth Palace can directly receive funding by the municipality, whereas NGOs cannot. Nevertheless, NGOs can provide co-funding to the Youth Palace. As the Youth Palace reaches out to the whole region and can continue with proven activities from the municipality budget, it makes them a natural partner for NGOs.

Good governance: the Youth Palace can directly receive funding by the municipality, whereas NGOs cannot. Nevertheless, NGOs can provide co-funding to the Youth Palace. As the Youth Palace reaches out to the whole region and can continue with proven activities from the municipality budget, it makes them a natural partner for NGOs. All projects were monitored by the Youth Palace using a monitoring sheet. All projects reports, outputs and other details are archived. Well archived!



The presentation and published brochure with fairy tales

Schools

Case study A8: From anti-drug campaign to paper waste

Nino from the Religious Seminar in Tskaltubo initiated the miniproject **LIVE!** in 2011 to 2012 based on an research conducted by students among around 100 citizens. Based on the research, alcohol consumption (popular among youth) as a mean of entertainment, was identifies as a priority issue. LIVE! was the first project in the town to tackle it. Trainings were held by students at 4 schools in Tskaltubo (around 150 students were reached); booklets were disseminated and own video was shown about the effects of alcohol abuse. A banner was hung near the school territory. The main success was the growing engagement and interest of the youth. A youth organisation supported the whole project implementation. The municipality arranged for recording studio so that students could finalize their own video for the awareness raising purpose. The only problem was the fact that the students had to skip the 7th class to participate in activities.

A subsequent miniproject was not funded by PIN, which made students disappointed. But the students, inspired by another miniproject of PIN, now try to collect paper waste and provide it to book publishers. Nino currently negotiates the supply with one of the publishers from Tbilisi. For future, she would like to see more long-term projects, also in collaboration with universities.

Case study A9: Puppet theatre in Samtredia



Theatre performance on the occasion of the evaluators' visit in September 2014

Natela used to work in theatre before the war in 2008. Then she became a teacher at Public School no. 10 in a micro-settlement near Samtredia. In 2009, she received a minigrant from PIN and established a puppet theater for children. It was the only local theatre after the war.

Natela herself wrote the plays, her colleague prepared all decorations, another one assisted music. The theatre was strongly supported by the school director. Two schools were involved and

"All selected plays touched on values such as human dignity, equality, the victory of good over evil and in this sense we also were able to preach important values to the beneficiaries." Implementers of the puppet theatre in Samtredia

developed 3 plays with over 10 children as actors. The plays were presented to the school newcomers, local kindergarten, parents and neighbours or at the home for elderly. To create more puppets, as subsequent minigrant was provided by PIN. The engaged teachers reported that children were very engaged in the process and lived important human values incorporated in the plays. Any arising issues were solved in a matter of days by PIN representatives, therefore no problems have hindered the success of the project.

"The community is very happy. Now we are full of new life (energy)." Implementers of the puppet theatre in Samtredia

The theatre is used until this day on public holidays, celebrations and social events. A performance was prepared also for the evaluation team as a surprise. Aside of the minigrants, good project team and cooperation with networks in the community were found helpful.

The organizers now consider selling tickets at some performances to raise funds and help with health care of a child, as suggested by some theatre members. Other issues mentioned by the children included lack of cultural and other events in the area as well as no heating at school. When prompted by evaluators, they expressed readiness to address the heating even with the Minister.



The team of teachers and students engaged in the puppet theatre together with evaluators

Case study A10: First Public School in Lanchkhuti - combining tools to engage students

First Public School in Lanchkhuti has 70 teachers and 600 students. It started cooperating with PIN in 2009. After an initial training in 2009, the school launched its first project **Let's join hands**. It was initiated by one of its students to integrate socially unprotected students in the school. A room was renovated and served for a summer school for the children. Books were distributed to about 20 families. Socially unprotected students received computer classes and were prioritized in school events. Full engagement of all parties contributed to the integration. No serious challenges could be recalled. The student council continues this support. The room served its purpose for 2 more months after the project end, but had to be closed as teachers could not support the activities on a voluntary basis (e.g. materials for crafts were needed). Finally, it was converted to a room for inclusive education in line with the new requirements of the Ministry. Teachers help children with special needs here. The initiator appreciated that she has learnt to identify needs and to write projects. She was preparing for final exams during the evaluation mission and planned to study law to *"bring more justice for this country"*.



The classroom for inclusive education still serves its (modified) purpose

Further in 2010, another project - **Learn, Protect and Enjoy** - was implemented. Up to 100 school children were involved. They bought plants and planted them in the city park as well as the school yard. Teachers, children, student council, and the local municipality gave out trash boxes for the school and nearby territories. Children also created environmental posters and raised awareness about daily issues such as litter, green areas etc. Events took place every Friday and questionnaires were filled by community members. Children took care of the school property and created a precedent of caring for the community property. Teachers believed they could have done more if they had access to more plants such as pomegranate trees or fig trees. Plant growing and gardening was not a common practice in the region. Therefore it was deemed a success that general community of the region was very much interested.

"Our school had the best debater. She is now at the second year of her university studies. We believe that the debate competition changed her life." Implementer of miniprojects and debate competitions

In 2010, AGORA CE also approached the school with the offer to join debating competition **"the Road to Parliament"**. After an initial training and a guidebook for teachers, students received themes and had 2 weeks to prepare. A participant noted that themes were interesting for students, only the question about nuclear power was probably too difficult. Finally, another school won, but this

school had the best debater. According to the teachers, the debate competition contributed to her further success at university and basically changed her life. Debate competitions are still being organised by the student council, as younger students hope to join the debate competition. However, the school does not have the capacity to conduct regional level competition.

Out of all activities, film screening for children on drugs for 300 children and marathon for 200 children were reported as most attractive. **Documentary movies by Caucadoc**, were also very popular – teachers keep screening movies to children and conduct debates with the help of the PIN's guidebook (produced within another project). Nevertheless, a student noted that s/he found it often difficult to act upon the issues raised by the film (e.g. forest cutting). The school highlighted a good cooperation especially with PIN. PIN representatives gave them on-going support and participated in all major project events. They also helped in establishing inter-school relations. They always requested sustainable measures.

"PIN fostered collaboration between schools. Before that, we were rather competitors." Implementer of miniprojects and debate competitions

Case study A11: School parliament collaborating with other schools and municipality

Religious Gimnazium in Lanchkhuti implemented 4 miniprojects in 2009 and 2010. In 2009, as a part of the miniproject **Information Centre for Youth**, a school newspaper and a school radio were created. The creation of such a center gave opportunity to around 20 students to develop their journalism skills and gain new technical knowledge. According to the school, many of the students are now journalism majors at a college. The key success factors were the support of the school director and a full dedication of students, who worked long hours to publish newspapers in time. The initiative still continues with new students on board.

Further, the **School Parliament** was created in 2009 as there was no student council so far at the school. Structure and voting system were defined. Several divisions were created (e.g. on sports, culture), each with a special budget. For example, schools newspapers were created, games conducted or cemetery cleaned in cooperation with the municipality. The parliament ensured communication between the students and the administration, and got independently involved in a number of local and regional initiatives. Thus the involvement of students in the life of the school increased. The parliament improved also communication between the education institutions and the municipality as well. Nevertheless, after the 1-year-long project, the parliament did not continue. Instead, there is a student body formed of one representative per class. It provides suggestions to the school management, which approves or disapproves them. For example, the school uniform was changed in this way. The collaboration with municipality continues – it now provides gloves and tools for cleaning public space.⁴³

The third miniproject, **Fighting against Violence**, was targeted at violence against students, which was a taboo. The school invited lawyers, journalists, patrol police inspectors and social workers to an open discussion. Booklets on the issue were disseminated reportedly in all schools of the region. Children were informed about their rights and about the different types of violence they could face. The project manager believes they became more knowledgeable about ways to battle violence against them or their peers. Further reporting of school-related violence in the region was deemed a success, even though details were not available. What helped was that local press, the school as well as the local government were supportive during implementation.

Finally, a **Puppet Theatre** was created at school with involvement of 20 to 30 participants. The school, as well as PIN and the lavnana center were the main supporting parties. A puppet theatre banner, puppets and other equipment were purchased. Three plays were performed 7-8 times at school as well as in the day center for homeless children lavnana. Children were actively involved, during the preparation phase as well as in the plays. Thanks to this activity, the school developed further relationships with the day care center for homeless children. No challenges can be recalled by the project manager, who believed that the project had precise goals, which were met.

Students also participate in the **debate competition** in 2009 and 2012 as well as in a summer camp. The team was preparing for the competition for one month. It was not happy with the results of the debate finals – finally, another team with a more difficult topic win, which they believed did not necessarily reflect the debating skills. For next time, they suggested to engage more teams and reserve more days for the competition so that the teams can reflect upon the previous day, learn and improve.

The school also engaged in activities of other donors. One of former parliament members and another student, participant of the debate competition, highlighted the need to focus on economic development and infrastructure building as well as entertainment and tourism. Regarding the evaluated projects, they appreciated the support and suggested to continue the activities to reach out to more students. Exchange programmes and summer camps were seen as attractive tools.

⁴³ Note of the evaluators – it was not elaborated if cleaning should be the role of the students or of the municipality.

Case study A12: Regional Youth Network of Monitoring in Samtredia

Samtredia Development Association (SDA), a youth organisation led by Guram, has been training and mobilizing youth in Samtredia, Imreti region for more than 10 years. It is based on the work of 8 – 10 volunteers from among secondary schools; when older ones leave for university studies, new join. Since 2009, it has implemented 7 miniprojects funded by PIN within the framework of the evaluated projects. While it could not recall the first 2 miniprojects, it was very satisfied with the rest – Debate Club, Let's live in a healthy environment, Active Youth in Samtredia, Learn more about human rights and Regional Youth Network of Monitoring in Samtredia.

Scepticism in the community is the main challenge. The community in general doesn't understand the role of NGOs in Georgia. When we gave booklets (on healthy living) to citizens, 1 or 2 out of 10 wouldn't even take a look. Implementer of miniprojects in Samtredia

The last project, **Regional Youth Network of Monitoring in Samtredia**, put in place in 2011 to 2012, widened the scope of SDA by working directly in villages, also with adults. At the village meetings, citizens were encouraged to involve in local and regional decision-making processes. Then SDA selected a group of 10 adults who attended several local government meetings. SDA cooperated also with the municipality's Informational Center and published the activities related to the project (and the others) in local TV and newspapers. The main challenge, according to SDA, was a low level of trust among villagers. Thus engagement was high only from certain groups of citizens.

"We found it hard to explain that we were only a bridge between the community and that decision-makers are not in favour of a particular group in power." Implementer of miniprojects in Samtredia

One of SDA volunteers and beneficiary of a number of trainings of PIN, highlighted also the benefits of the **Debate Club**, launched in 2010. The member was trained by a certified trainer, the SDA Director, and participated in a debate competition first within his school and then between schools. Preparations were reportedly really hard as students had not had a similar experience. AGORA CE organised the competition and a PIN representative joined the jury. As Samtredia team won second prize on the regional level, debate competition attracted more and more students.

In overall, SDA appreciated training in project writing as well as support of miniprojects. Currently, the organisation develops several projects, usually with youth and other CSOs, without the involvement of the municipality. The interviewed SDA member was not aware, if any of the citizens involved in projects above still engage (e.g. in participatory budgeting). Generally, he felt that adults would join only when asked. Youth were perceived as more active – they organize firm screenings and other activities on their own. Further, the new mayor (in office for about a month) was not aware of SDA. However, he asked for more information after this evaluation mission.

Case study A13: A debate club where children learnt to accept someone else's opinion

Sophio is a former student of 32nd Kutaisi Public School. She initiated to projects in 2011 to 2012. Within the miniproject **Fight with bad habits**, she and her 9 classmates fought the use of cigarettes, drugs and alcohol among students and the community. Research was held in the community, using video beside others. At informational meeting, two 5-minute films were made about healthy lifestyle and bad habits, Booklets were disseminated. A sports competition was organized in the school and the community. Finally, trainings were held at in schools and a photo/art exhibition was created for lower grade students. All contest winners were given prizes. Thanks to the multiple efforts, Sophio reported to have reached a wide range of community members (300 students and 200 adults) as the project was one of the first to discuss healthy lifestyles. Two girls from the organizing team stopped smoking. Key success factors included strongly motivated team and support and consultations provided by PIN regarding concrete steps that can be taken. During sports events, students also collaborated with the local government, even though collaboration could be improved. Time limitation was identified as a challenge.

"We desperately needed a debate club as children were throwing chairs at each other. They had to learn to accept someone else's opinion." Implementer of miniprojects in Kutaisi

The same team engaged in another miniproject, **Debate to be noticed**. The project imitators already had some experience in debate games. The aim was to develop critical thinking, free expression, discussion skills and ethics among students. A debate club was created and debate games were held within the school and among different schools for 5 months. The interest in the project was larger than expected. Championships between schools took place. The project was successful, as it fitted the needs of students. One

teacher was involved, the project was managed by students. No challenges were faced; the demand was met by an extended number of meetings and debate contests. The contests do not continue at this scale, but the debate club remained. Students still participate in different debate competitions.

Sophio studies law and wants to become a judge. She engages in the activities of GYLA, including **It affects you too** campaign. For future support of the CR, she recommended to further work with youth (vocational trainings including English language, internships), support decentralisation, help to prepare for EC accession and to bring institutions and infrastructure to the regions to increasing employment.

Case study A14: Protecting unique plants in a public park

Tamar is a former student of 4th Tkibuli Public School. In 2011, she initiated the miniproject **Let's Develop our Environment**. Together with 3 other students and 2 teachers, they found that a public park in Tkibuli contains unique species of plants. Students found it important to protect them as such plants would normally be seen only in botanical gardens. Therefore they cleaned the garden and protected the plans with a fence. The key success factors were a good teamwork and teachers' support. The support of PIN was also important, from trainings to reporting. When the park was officially opened, PIN representative appreciated the action. The main constraint were limited funds (800 GEL provided by PIN). So the students approached Tkibuli municipality and received co-funding for the plants as well as help with cleaning the collected waste. Weather caused some delays in implementation. Tamar believed that the success was multi-fold – a number of volunteers from the neighbourhood were engaged, plants got better protection and citizens started using the park more.

Aside of this miniproject, Tamar also joint another youth programme, conducted research and implemented other miniprojects. For future, long-term projects were suggested. For example, river pollution is a big environmental hazard according to Tamar. Awareness raising on human rights and social issues was also key for her. Currently, Tamar studies economics at the University of Kutaisi. To engage youth, she feels it is key to show role models and provide some incentives (grants or others). She is currently not involved in any civic initiative and is not aware how the park looks like nowadays.

7.3. Case studies – others

Further case studies are based on the assessment of complementary projects.

Civil Society Organisations (CSO) engagement

Case study B1: Nation-wide campaign “This Affects You Too!”



because it's a civil movement designed for you...

Shot from the video „This Affects You Too!“ Source: Youtube.com

Ahead of 2012 elections, in December 2011, the Georgian Parliament amended the Law on Political Unions, Election Law and Criminal Code of Georgia, which according to CSOs and experts significantly deteriorated pre-election environment. “This Affects You Too!” campaign was launched in February 2012 by several civil society and media organizations to a) challenge the new election law, which restricted funding of political parties, b) increase public access to diverse media through “must carry must offer” law, c) ensure monitoring and coordinated non-partisan response to the increasing political pressure and d) ensure a long-term monitoring mission of the OSCE.

The co-organizers met regularly, conducted village meetings, reported in media and advocated towards international CSOs received international support. Consequently, media have taken up the subject and some citizens started protesting. About 170 CSOs and media organizations, as well as about citizens signed the petition to the Parliament. As a result, the election law⁴⁴ as well as the broadcasting law and the law on illegal surveillance were amended. Government of Georgia officially invited long-term international observers to monitor pre-election period in 2012.

The key success factors identified by organizers included: **topical issue and the right timing, clear and short message** (with a „catchy“ motto), **involvement of a variety of CSOs, experts and trusted public figures; good coordination of all actors** (including a functional steering committee); **effective outreach to public online, in TVs, radios as well as directly in regions** (e.g. alumni of the GYLA’s Young Leaders programme and GYLA local branches), **involvement of international CSOs and embassies and flexible decisions of the donor.**

„Sometimes (general) public engagement is not necessary (to achieve a policy change), but pressure of international NGOs and embassies helps.“ This Affects You Too! Organizer

„Everybody thinks they initiated it.... All coordinated with others, there was never a (major) dispute.“ This Affects You Too! Organizer

The expenses of the campaign reached 66,417 USD and were covered by OSGF. CSOs and experts worked mostly on a voluntary basis. All interviewed organisations and experts showed a high level of ownership and passion for the cause.

Based on the survey conducted by the National Democratic Institute (NDI) among 3,942 people, the majority of respondents was aware of and justified the campaign (62%), 45% mentioned correctly the demands and only 10% believed the campaign was unacceptable, while 62% justify the campaign. During the evaluation, the vast majority of informants still remembered the campaign (usually from TV advertisements and debates) and mostly supported it. Some felt that illegal surveillance, the current main theme, does not concern them as they are ordinary citizens, who are apparently not listened to.

In 2014, the campaign has been renewed as law enforcement authorities continued to have unlimited access to data of communication service operators in real time according to the special report of the EU

⁴⁴ Georgian version <http://esshengexeba.ge/?menuid=9&id=232&lang=1>

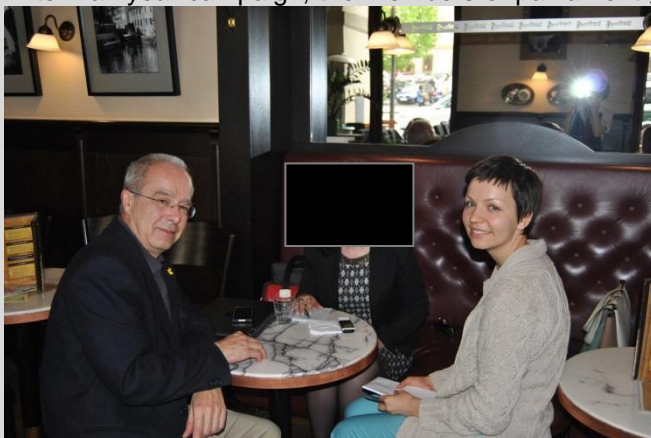
Special Adviser on Legal and Constitutional Reform and Human Rights to Georgia and the 2012 Human Rights Report published by the US Department of State. The follow-up campaign “It Affects You Too, Authorities Continue to Eavesdrop on Us!” thus aims at protecting personal privacy and acting against illegal phone tapping and surveillance in real time. Currently, advocacy events are being conducted and an adequate law is being jointly drafted. The budget of the OSGF for the second campaign is 47.050 USD. Other donors include USAID and Aurasia Foundation. See <http://esshengexeba.ge/>.

The organizations participating in the campaign include Open Society Georgia Foundation, Transparency International Georgia, Georgian Young Lawyers' Association, Article 42 of the Constitution, Human Rights Education and Monitoring Center (EMC), Foundation Liberal Academy, Georgian National Platform, Institute for Development of Freedom of Information, etc.⁴⁵

Case study B2: Nesehnutí - ARSMIRA – from criminal offence of defamation to information access

A journalist from the **Journalist and media workers association in Abkhazia** (ARSMIRA[1]) took part in the Nesehnuti **inspiration seminar** in Suchumi in 2012. On this seminar she heard about different examples of civil campaign from the CR and elsewhere. According to the information from Nesehnuti organisation, the journalist started to focus on systematic issues, which make the journalists work in Abkhazia very difficult. The seminar was followed by **tender for minigrants**, where the journalist applied with the campaign for lifting the criminal offence of defamation. During the campaign she widely publicized the issue in cooperation with representatives of various media (herself she writes for news Čegemskaja pravda, Nužnaja and for Radio Liberty). Media outputs of the campaign were taken over by independent media as well as official Abkhazian media. She managed to start a public **debate about the existence of criminal offence of defamation in Abkhazia** among others thanks to meetings with politicians and representatives of the state administration and round tables with supporters and opponents. Nesehnuti organisation considers this as a success with regard to political and social situation in Abkhazia, which is “harmonising” its legislation with the Russian federation legislation^{IV}.

After half year campaign, the members of parliament got prevailing opinion, that it will be suitable to lift



The journalist discusses with Oldřich Kužílek, co-author of the Czech law on free access to information (Photo: Nesehnutí, 2013)

the criminal offence of defamation. Nevertheless there were proposals to substitute the criminal offence of defamation for journalists by administrative offence with big fines. This type of economic pressure on journalists would be simpler from the point of view of groups in power and therefore it would be more effective. According to the Nesehnuti's opinion, the introduction of high fines for independent journalists would mean that it would be more difficult to attract public and international community towards the persecuted journalists.

⁴⁵ Open Society Georgia Foundation 2012 Annual report http://www.osgf.ge/index.php?lang_id=ENG&sec_id=38

See video in English <https://www.youtube.com/watch?v=J9moyDgYzSq> or Georgian <http://youtu.be/Cs-dDS6A14I>, developed by <http://www.newmediaadvocacy.org/>

Other resources: http://www.osgf.ge/index.php?lang_id=ENG&sec_id=15&info_id=3789

http://www.osgf.ge/index.php?lang_id=ENG&sec_id=15&info_id=3696, <http://gyla.ge/eng/news?info=2016>

<http://gyla.ge/eng/news?info=2016#sthash.M08sBakE.dpuf>

Based on international experience and contacts obtained during the ARSMIRA's campaign, the journalist further analysed the reasons for creating pressures on journalists. She came to the conclusion that the main problem is a lack of information, which journalists have about Abkhazian public administration functioning. Because of this, journalists have harder position in the disputes, which deal with the issues whether their text is defamation or fact. Based on this she refocused the aim of the campaign towards the **law on free access to information**, which does not function well in Abkhazian practice and it is hardly enforceable. Apart from journalists also the public has often problems to obtain even basic information.

„We are constantly in touch with Nesehnuti as they always quickly reply on our questions, help with organization of various actions, we communicate over skype etc. We have done big piece of work, but the most important is that, we can see some real result.“ the journalist

Thus the Association drafted the proposal for the change of the law, and it has been pushing it through since 2013. According to Nesehnuti, the **month long study visit to CR** helped the journalist a lot during drafting the law. In the CR, the journalist consulted the content of the draft amendment with Otevrete.cz, namely Oldřich Kužilek, the co-author of the Czech law no. 106/1999, Coll., on free access to information. In the frame of the study tour she also spent some time in the editorial office “Caucasus Echo” of the Radio Liberty, where she learned how to shoot video-reportage and she became familiar with the work of Abkhazian – Georgian editorial office and methods of work with information, verification of sources, etc.



В Сухуми обстреляли автомобиль редактора газеты "Нужная" Изиды Чания

Video recording the car set on fire of ARSMIRA's chairman from 22 August 2014 (Source: Youtube.com)

The campaign for free access to information reached even bigger publicity than the previous campaign. Detailed information about this campaign was given by pro-governmental as well as independent and opposition Abkhazian media including TV stations^{lvi}. The following players took part in the campaign: NGOs, legal experts, public administration and justice representatives as well as members of parliament. Several attacks on journalists from ARSMIRA association took place this year, and some of them had character of violence (e.g. setting a car on fire or shooting on the ARSMIRA's chairman car)^{lvii}. Considering the reasons for these

attacks, it is not possible to exclude the relation to the campaign.

The draft law has been already signed by the chairman of Abkhazian parliament and it is waiting for approval by the Chamber of deputies. Apart from that the association is planning to open advisory centre for access to information (inspired by otevrete.cz), which should help citizens in applying for information and also it will strive for not only approval of the law by parliament but especially for putting it in practice.

In opinion of Nesehnuti this achievement would not be possible without long term support financed from TRANS program. The expenditures were covered by 3 microgrants (total 6.000 EUR), for training and study visit (estimation 6.000 – 8.000 EUR).

Case study B3: Occupy Vake Park

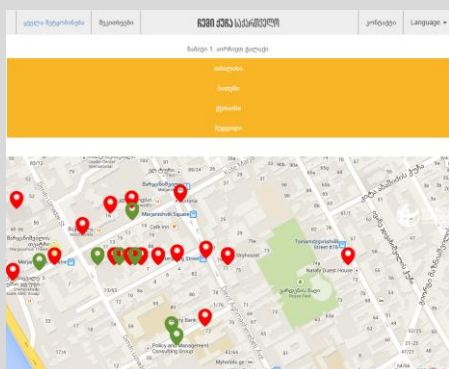


Grass-root CSOs, Guerilla Gardening Tbilisi and the Art Collective Center Tbilisi (ACCT, along with hundreds of activists and local residents started protesting against building a 7-storey hotel in a public area of the Vake Park in Tbilisi in February 2014. Besides organising protests with upto thousand people, activists have collected more than 6.500 signatures of a petition. They have been occupying the park for several months, organized exhibitions, festivals, free markets or sports contest. Media highlighted that the law on public participation has been ignored and that this was an evident corruption case. During this evaluation, several citizens occupied the space and

shared information about the action. The groups how focuses on protecting the park and changing the law to stop building in parks and recreational zones⁴⁶.

“This is probably the first case in the history of Georgian civil society where people are protesting to defend the environment that has nothing to do with political parties.”
Occupy Vake Park! Organizer

Case study B4: FixMyStreet Georgia



FixMyStreet Georgia enables citizens from Tbilisi, Batumi, Zugdidi and Kutaisi to report on-line issues in their city by providing concrete address, description and a photo. The problems vary from broken streetlights, missing manhole covers, major potholes, leaking water pipes, abandoned cars, severe vandalism, problems with trash collection, illegal dumpsters to dangerous trees. Emergency issues are not tackled by the website and citizens are advised to use local emergency systems. Any citizen’s report is then sent by Transparency International Georgia to the particular municipality. According to the on-line statistics, 43 reports were

filed in 2013 and 4 issues were fixed. The project is funded by SIDA. Googlemaps are used as a source for on-line maps. For details, see <http://chemikucha.ge/en/>.

⁴⁶ See blogs <http://onnik-krikorian.com/2014/02/queerrilla-gardening-tbilisi-another-day-in-vake-park/>, <http://onnik-krikorian.com/2014/01/save-vake-park-in-tbilisi/>,
Other reports: <http://adjapsandali.wordpress.com/2014/02/17/the-environment-and-development-vake-park-protest/>,
<http://greenbyblue.com/tbilisi-vake-park/>, <http://earthfirstjournal.org/newswire/2014/01/20/georgia-1000-people-demonstrated-to-save-vake-park-in-tbilisi/>
Quote taken from: <http://www.occupy.com/article/georgia-rebellion-occupy-style-resistance-spreads-tbilisi-save-public-park#sthash.T6loyN5R.dpuf>

Case study B5: OpenData.ge



OpenData.ge is an on-line database supporting and promoting access to information. It has been implemented by Institute for Development of Freedom of Information (IDFI) since 2010. In 2014, with the support of Open Society Georgia Foundation (OSGF), four Georgian NGOs working on transparency and accountability joined: Institute for Development of Freedom of Information (IDFI), Transparency International Georgia (TIG), Georgian Young Lawyers Association (GYLA) and Green Alternative (GA) to create a comprehensive database of public information. The database is being constantly updated and offers public information on a variety of topics such as bonuses, salaries, spending on cultural events etc. from all existing public institutions of Georgia⁴⁷.

The database can be browsed according to categories, types of outcomes, requesting organization or the addressee public institution and learn more about public spending. Viewers can also review statistics of requests and replies, which public institutions are most transparent etc. Further, they can make own request of your own, via written request or electronically, directly or via any of the four CSOs. The success rate is high according to the graph on the right.

⁴⁷ <http://www.opendata.ge/>, see a short video about OpenData.ge at <https://www.youtube.com/watch?v=Q4TD8-xfagE>

Local Authorities

Case study B6: Kutaisi participatory budget

The project on involvement of citizens in decision making about municipal budget of Kutaisi has started at the end of 2013. It is managed by the Kutaisi City Government together with the local NGO Kutaisi education development and employment centre (KEDEC). The project is planned for 2 years with the subsequent follow up ensured by the Kutaisi City Government itself. The official name of the project is „**Kutaisi: IT WORKS!** (Information Transparency With Officials Responsible for Kutaisi Services)”. The practical aims of the project are threefold:

- Train Kutaisi authorities to more effectively cooperate with citizen and non-state actors so that budgets and spending reflect inclusive decision-making and local planning.
- Build the capacity of Civil Society Organizations (CSO's) and media outlets to better represent the interests of their target groups
- Strengthen citizen capacity to participate in public discussions that directly affect them

The project is funded from the EuropeAid by the budget of 70.000 EUR and co-financed by the Kutaisi municipality (additional 30 % of the EuropeAid budget).

The activities carried out so far included: survey of 2013 budget process and service delivery, establishing member Advisory Council, trainings on participatory budgeting issues and on Population Forum facilitation techniques, 4 population forums on priorities for 2015 budget, analysis and publishing of the forum results so that citizen input is reflected in the 2015 draft budget and report for local authorities on implementable citizen ideas and suggestions from Forums regarding Youth and Infrastructure that can be incorporated into 2015 budget.

The project has so far very good outreach – each population forum was attended by more than 100 citizens covering different social status, among which are employed, multi children mothers and socially vulnerable people. Along the population forums have been organised local business fares to present citizens the activities of local businesses. The news about the projects activities are published at the LA website (e.g. <http://kutaisi.gov.ge/eng/news/id/760>).

Case study B7: UNDP Decentralisation support on national, regional and local level

UNDP has supported the 5 year project focused on supporting the Ministry of regional development (MRD) in the decentralisation process. The project started in 2012. It has three components:

- 1) Formulation of national policy on decentralisation and regional development
- 2) Supporting regional development planning in 4 pilot regions (Imereti, Swaneti, Guria, Kvemo Kartli)
- 3) Development of training system for local self-government

Within the 1st component the concept of the decentralisation was developed, but it has not been approved by the Ministry since it has different view on the priorities. In the frame of the 2nd component, 10 municipalities has set up regional development councils and started to draft their regional development plans. These municipalities will be able to reach to special fund from MRD for implementation of regional development plan as well as to small grants from the UNDP project in the amount max 50.000USD. The 3rd component is being implemented in close cooperation with CEGSTAR. The total budget of the project is 6,2 mio USD with additional 3,5 mio from USAID.

The most difficult task is the coordination of the regional development strategy and action plan with other ministries.

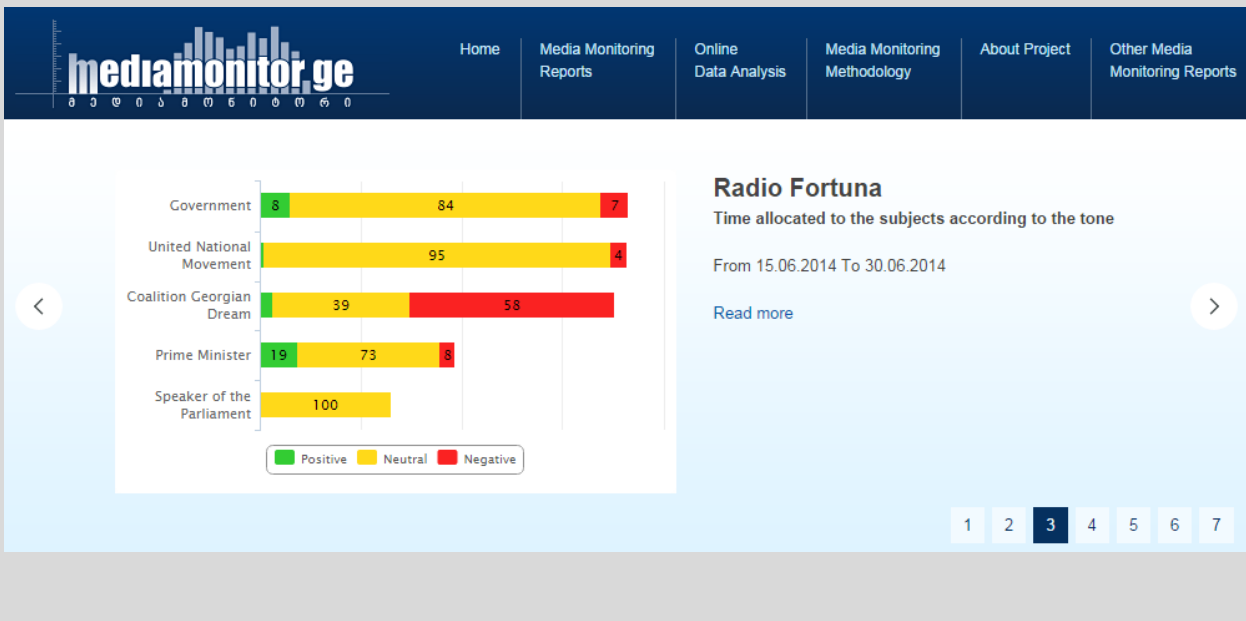
Media

See **It concern you too** campaign above, which also addressed the “Must-Carry Must Offer” principle, which means that locally licensed television stations must be carried on a cable provider's system.

Case study B8: pre-election media monitoring

Since 2010, the pre-election media monitoring has been implemented as a part of the project "Professional Media for Elections", funded by the EC and UNDP. The aim was to contribute to transparent, objective and balanced media environment during the Parliamentary and Presidential elections. A quantitative and qualitative monitoring of Georgian **TV, Radio, Print and Online media** outlets is being conducted. Specific methodology and criteria are established to analyse news, political and elections related talk shows. Media monitoring is implemented by Georgian civil society organizations - The Caucasus Research Resource Centers program (CRRC), Internews Georgia, The International Society for Fair Elections and Democracy (ISFED) and Civic Development Institute - previously trained by an internationally recognized Slovak organization "**Memo 98**".

The project also involved consultations for the Georgian Public Broadcaster (GPB) in internal monitoring and strategic Development and advocating for media-related legislative amendments to ensure equal access to media in an electoral period. According to the EC Delegation, the project managed to overcome initial resistance of media and achieved positive impacts – especially the TVs and online media now strive for a more balanced reporting, as confirmed by the latest reports. See www.mediamonitor.ge for details. Results of the monitoring were also discussed during TV and Radio talk-shows, on special presentations, press-conferences and on social media. No external evaluation was available.



Case study B9: Code of Ethics for Regional Media

Georgian Charter of Journalistic Ethics implemented the project: “Georgian Media Enhance Democracy, Informed Citizenry and Accountability” Donor: IREX G-MEDIA Program. The goal of the project was working out high professional and ethics standards and promoting their establishing in the regional media. Activities were conducted on increasing public awareness about journalistic ethics.”

The charter is based on Article 10 of the European Convention on Human Rights and Fundamental Freedoms and International Federation of journalists (IFJ) and the Declaration of Principles on the Conduct of Journalists. These principles have been implemented for journalists that collect, transmit and spread information and comments concerning current events.

Representatives of the Georgian media recognize and acknowledge the liability to protect the principles and the responsibly related to the aforementioned liabilities.

See more at http://qartia.org.ge/en/?page_id=2672

Youth

Case study B10: Youth Bank Program in Georgia

The Eurasia Partnership Foundation's Youth Bank Program in Georgia helps young people aged 16 and 21 to develop skills and resources to enhance their social and community functioning and increase opportunities for volunteerism and civic activism. As part of its youth integration activities, EPF's Youth Bank Program is designed to increase the capacity and provide the opportunity for local youth to improve their communities by creating positive relationships and adjustments. Through the use of micro-grants, social improvement projects are implemented which enables young people to take responsibility in society as active citizens. See <http://www.epfound.ge/english/programs-activities/youth-bank.html>

Case study B11: The Young Leaders of GYLA engaged in and advocacy

GYLA has been running the Young Leaders programme for young lawyers for several years. Around 40 alumni formed the Young Leaders Club in regional offices of GYLA and engaged in GYLA's campaigns. They raised public awareness and engaged in monitoring the self-governance bodies.

For example in 2010, they reached to around 18.000 voters in 400 villages in 38 municipalities). Further, they engaged in collaboration with the International Society for Fair Elections and Democracy in the project People Manifesto. In 62 municipalities, they conducted 83 meetings with 960 respondents to identify local problems. GYLA and its partner organization presented results of the research to political parties participating in the local elections. At round tables, citizens were able to discuss proposed solutions to their problems with representatives of political parties. Further, 904 citizens were trained and supported initiative groups to monitor local self-governing bodies, participate in budget-making process and lobby to address local issues.

Members of the Young Leaders Club also directly engaged in monitoring the self-governance bodies in 38 municipalities in 5 regions of Georgia. Beside others, they lodged 135 requests for public information, helped drafting 50 citizen's applications, prepared 30 recommendations and were active in local radio and TV programmes. Several changes in municipality budgets were achieved at Rustavi and Kaspi. Gasification problems were addressed at Khashuri. Cleaning works started at Abkhasheni and water pump was installed at Ulianovka, Signagi and water sources arranged for 20 districts of Signagi.⁴⁸

⁴⁸ http://gyla.ge/uploads/publications/annual_reports/annual_report_2010.pdf and interview with GYLA

Case study B12: Caucadoc –documentary films



CAUCADOC^{lviii} is a project run by People in Need and partner organizations from the South Caucasus: Sakdoc Film and Media Initiatives Center (former Internews Media Support NGO). It supports documentary filmmaking in the South Caucasus, making use of PIN's experience organizing the world's largest human rights documentary film festival One World.

CAUCADOC includes residential workshops dedicated to the development of creative documentary films from the South Caucasus, a series of master classes and lectures at partnering festivals Golden Apricot IFF, Batumi Art House FF and Tbilisi IFF, and a series of debates focusing on key issues related to audiovisual industry in the region. CAUCADOC also supports local initiatives in organizing screenings and follow up debates throughout the region, as well as the use of documentary films at schools. CAUCADOC also supports documentary filmmakers from South Caucasus providing these activities.

CAUCADOC was funded by the European Union through the Eastern Partnership Culture Programme, and by Czech Development Agency. CAUCADOC runs in Armenia, Azerbaijan and Georgia in between March 2012 and July 2014.

During the evaluation, teachers and students reported CAUCADOC among other new tools at schools. The MES also appreciated the documentary movies and would welcome more (also for regions with minorities with local languages). It also officially recognized corresponding teaching manual. One of the moderators reported to have further screened films in other towns and villages (.e.g Xachuri, Ozurgeti).

7.4. Overview of projects

This annex is only in Czech language, see the Czech version of the evaluation report.

7.5. Project activities per location and target group

| No. of subproject activity | Czech partner | Type of activity | Target group | No. of participants | Region | Location | Local partner |
|----------------------------|---------------|--------------------|------------------------------|---------------------|--------------------|--|---------------|
| 1.1.3. | Agora | seminar | teachers | 4 | Kvemo Kartli | Gardabani, Martkopi, Kumisi, Gamarjveba | CG |
| 1.1.3. | Agora | seminar | teachers | 4 | Guria | Ozurgeti, Lanchkhuti (Jurukveti /Supsa) | CG |
| 1.1.4.1 | Agora | Trainers training | trainers | 3 | Tbilisi | Tbilisi | CG |
| 1.1.4.2 | Agora | Trainers training | trainers | 1 | Guria | Lanchkhuti (Etseri) | CG |
| 1.1.5. | Agora | seminar | students | 20 | Kvemo Kartli | Gardabani, Martkopi, Kumisi, Garamrjveba | CG |
| 1.1.6. | Agora | Seminar | students | 86 | Kvemo Kartli | Gardabani, Martkopi, Kumisi, Gamarjveba | CG |
| 1.1.6. | Agora | Seminar | students | 79 | Guria | Ozurgeti, Lanchkhuti (Jurukveti / Supsa) | CG |
| 1.1.7. | Agora | debate competition | students | 40 | Kvemo Kartli | Gardabani, Martkopi, Kumisi, Garamrjveba | CG |
| 1.1.7. | Agora | debate competition | students | 40 | Guria | Ozurgeti, Lanchkhuti (Jurukveti / Supsa) | CG |
| 1.2.1.1 | VSVC | coaching CG | CG staff | 2 | Tbilisi | Tbilisi | CG |
| 1.2.1.2 | VSVC | coaching CG | trainers | 7 | Tbilisi | Tbilisi | CG |
| 1.2.1.2 | VSVC | Seminar | trainers | 6 | Tbilisi | Tbilisi | CG |
| 1.2.1.2 + | CG | Training | LAs | 14 | Kvemo Kartli | Rustavi | CG |
| 1.2.2.1 | VSVC | Training | LAs, trainers | 15 | Samcche-Javakheti | Bakuriani | CG |
| 1.2.2.1 | VSVC | seminar | trainers - LAs | 13 | Tbilisi | Tbilisi | CG |
| 1.2.2.2 | VSVC | training | LAs | 16 | Samcche-Javakheti | Bakuriani | CG |
| 1.2.2.2 | VSVC | training | teachers, parents, students | 16 | Tbilisi | Tbilisi | CG |
| 1.2.2.2 | VSVC | final seminar | LAs, NGO, teachers, trainers | 42 | Tbilisi | Tbilisi | CG |
| 1.3.2.1 | AMO | Seminar | teachers, school directors, | 20 | Cchinval | Tbilisi | SCIRS |
| 1.3.2.2 | AMO | Seminar | parents, NGO | 25 | Zugdidi | Ruchi | SCIRS |
| 1.3.2.3 | AMO | Seminar | | 12 | Samcche-Džavacheti | Achalkalaki | SCIRS |

| | | | | | | | |
|---------------------------------------|-------|-------------------------|-------------|------------|-------------------|--|----|
| 1.4.1.1 | PIN | Seminar | LAs | ? | Imereti | Tkibuli | |
| 1.4.2.1 | PIN | Seminar | CSO, LAs | 14 | Imereti | Tkibuli | |
| 1.4.2.1 | PIN | Seminar | CSO, LAs | ? | Imereti | Tkibuli | |
| Sum of 1st project: | | | | 479 | | | |
| 2.2.4.1. | Agora | discussion – meeting | students | 38 | Imereti | Khoni | CG |
| 2.2.4.2. | Agora | discussion - meeting | students | 61 | Imereti | Samtredia | CG |
| 2.2.4.3. | Agora | discussion - meeting | students | 120 | Guria | Lanchuti | CG |
| 2.2.4.4. | Agora | discussion - meeting | students | 90 | Imereti | Terjola | CG |
| 2.3.1.1 | PIN | Seminar | LAs, NNO | 19 | Guria | Lanchkhuti | |
| 2.3.1.2 | PIN | Seminar | LAs, NNO | 18 | Imereti | Khoni | |
| 2.3.1.3 | PIN | Seminar | LAs, NNO | 19 | Imereti | Samtredia | |
| 2.3.1.4 | PIN | Seminar | LAs, NNO | 20 | Imereti | Terjola | |
| 2.3.1.5 | PIN | Seminar | LAs, NNO | 18 | Imereti | Tkibuli | |
| 2.3.1.6 | Agora | Seminar | LAs, NNO | 21 | Imereti | Kutaisi | |
| 2.3.4. | Agora | Seminar | LAs | 13 | Imereti | Kutaisi + represent- tatives from Khoni, Zestaponi, Terjola, Ozurgeti, Lanchuti | |
| 2.4.1.1 | PIN | Seminar | NNO, NGO | 22 | Imereti | Kutaisi | |
| 2.4.1.2 | PIN | Seminar | NNO, NGO | 22 | Adjara | Kobuleti | |
| 2.4.1.3 | PIN | Seminar | NNO, NGO | 18 | Imereti | Kutaisi | |
| 2.4.1.4 | PIN | Seminar | NNO, NGO | 24 | Imereti | Kutaisi | |
| 2.4.1.5 | PIN | English courses 5x | NNO | 50 | Imereti, Guria | Tkibuli, Terjola, Samtredia, Khoni, Lanchkhuti | |
| 2.4.1.6 | PIN | courses PC - 5x | NNO | 38 | Imereti, Guria | Tkibuli, Terjola, Samtredia, Lanchkhuti | |
| 2.4.3.1 | PIN | Meeting | NNO | ? | | ? | |
| 2.4.3.2 | PIN | Meeting | NNO | ? | | ? | |
| Sum of 2nd project: | | | | 611 | | | |
| 3.1.3.1 | Agora | Seminar | teachers | 10 | Kvemo Kartli | Tbilisi | CG |
| 3.1.3.2 | Agora | Seminar | teachers | 6 | Guria | Ozurgeti | CG |
| 3.1.4.1 | Agora | Seminars | students | 18 | Kvemo Kartli | Rustavi | CG |
| 3.1.4.10 | Agora | seminars | students | 14 | Shida Kartli | Surami | CG |
| 3.1.4.11 | Agora | seminars | students | 12 | Guria | Lanchkhuti | CG |
| 3.1.4.12 | Agora | seminars | students | 23 | Guria | Lanchkhuti | CG |
| 3.1.4.13 | Agora | seminars | students | 25 | Guria | Chokhatauri | CG |

| | | | | | | | |
|----------|-------|--------------------|----------|----|--------------|-------------|----|
| 3.1.4.14 | Agora | seminars | students | 17 | Guria | Chokhatauri | CG |
| 3.1.4.15 | Agora | seminars | students | 18 | Guria | Ozurgeti | CG |
| 3.1.4.16 | Agora | seminars | students | 22 | Guria | Ozurgeti | CG |
| 3.1.4.17 | Agora | seminars | students | 12 | Kvemo Kartli | Rustavi | CG |
| 3.1.4.18 | Agora | seminars | students | 10 | Kvemo Kartli | Rustavi | CG |
| 3.1.4.19 | Agora | seminars | students | 14 | Kvemo Kartli | Dmanisi | CG |
| 3.1.4.2 | Agora | seminars | students | 16 | Kvemo Kartli | Rustavi | CG |
| 3.1.4.20 | Agora | seminars | students | 12 | Kvemo Kartli | Dmanisi | CG |
| 3.1.4.21 | Agora | seminars | students | 10 | Kvemo Kartli | Gardabani | CG |
| 3.1.4.22 | Agora | seminars | students | 14 | Kvemo Kartli | Gardabani | CG |
| 3.1.4.23 | Agora | seminars | students | 14 | Kakheti | Sagarejo | CG |
| 3.1.4.24 | Agora | seminars | students | 12 | Kakheti | Sagarejo | CG |
| 3.1.4.25 | Agora | seminars | students | 16 | Shida Kartli | Khashuri | CG |
| 3.1.4.26 | Agora | seminars | students | 11 | Shida Kartli | Surami | CG |
| 3.1.4.27 | Agora | seminars | students | 19 | Guria | Lanchkhuti | CG |
| 3.1.4.28 | Agora | seminars | students | 12 | Guria | Lanchkhuti | CG |
| 3.1.4.29 | Agora | seminars | students | 13 | Guria | Chokhatauri | CG |
| 3.1.4.3 | Agora | seminars | students | 18 | Kvemo Kartli | Dmanisi | CG |
| 3.1.4.30 | Agora | seminars | students | 15 | Guria | Chokhatauri | CG |
| 3.1.4.31 | Agora | seminars | students | 14 | Guria | Ozurgeti | CG |
| 3.1.4.32 | Agora | seminars | students | 15 | Guria | Ozurgeti | CG |
| 3.1.4.4 | Agora | seminars | students | 15 | Kvemo Kartli | Dmanisi | CG |
| 3.1.4.5 | Agora | seminars | students | 14 | Kvemo Kartli | Gardabani | CG |
| 3.1.4.6 | Agora | seminars | students | 21 | Kvemo Kartli | Gardabani | CG |
| 3.1.4.7 | Agora | seminars | students | 18 | Kakheti | Sagarejo | CG |
| 3.1.4.8 | Agora | seminars | students | 19 | Kakheti | Sagarejo | CG |
| 3.1.4.9 | Agora | seminars | students | 22 | Shida Kartli | Khashuri | CG |
| 3.1.6.1 | Agora | debate competition | students | 44 | Guria | Chokhatauri | CG |
| 3.1.6.2 | Agora | debate competition | students | 45 | Guria | Lanchxuti | CG |

| | | | | | | | |
|---------|-------|-----------------------|----------------------------------|----|---------------------------|------------|----|
| 3.1.6.3 | Agora | debate competition | students | 91 | Kvemo Kartli | Rustavi | CG |
| 3.1.7. | Agora | debate competition | students | 40 | Guria, Kvemo Kartli | Tbilisi | CG |
| 3.2.1.1 | Agora | meeting | journalists, NGO | 8 | Guria | Ozurgeti | CG |
| 3.2.1.2 | Agora | meeting | journalists, NGO | 7 | Kvemo Kartli | Rustavi | CG |
| 3.2.2.1 | Agora | Public debate | journalists, NGO | ? | Guria | Ozurgeti | CG |
| 3.2.2.2 | Agora | Public debate | journalists, NGO, students | 50 | Kvemo Kartli | Gardabani | CG |
| 3.2.2.3 | Agora | Public debate | journalists, NGO, students | 30 | Guria | Lanchxuti | CG |
| 3.3.1.1 | PIN | meeting | students, LAs | 50 | Guria | Lanchkhuti | |
| 3.3.1.2 | PIN | meeting | students, LAs | 50 | Imereti | Tskhaltubo | |
| 3.3.1.3 | PIN | meeting | students, LAs | 50 | Imereti | Samtredia | |
| 3.3.1.4 | PIN | meeting | students, LAs | 50 | Imereti | Terjola | |
| 3.3.3.1 | PIN | meeting | students, initiatives | 38 | Imereti | ? | |
| 3.3.3.2 | PIN | meeting | students, initiatives | 37 | Imereti | ? | |
| 3.3.3.3 | PIN | meeting | students, initiatives | 38 | Guria | ? | |
| 3.3.3.4 | PIN | meeting | students, initiatives | 37 | Guria | ? | |
| 3.3.4.1 | PIN | workshop | students, LAs | 42 | Guria | Lanchkhuti | |
| 3.3.4.2 | PIN | workshop | students, LAs | 32 | Imereti | Tskhaltubo | |
| 3.3.4.3 | PIN | workshop | students, LAs | 37 | Imereti | Samtredia | |
| 3.3.4.4 | PIN | workshop | students, LAs | 31 | Imereti | Terjola | |
| 3.5.1.1 | PIN | training | initiatives | 14 | ? | ? | |
| 3.5.1.2 | PIN | training | initiatives | 22 | ? | ? | |
| 3.5.1.3 | PIN | seminar | initiatives | 19 | ? | ? | |
| 3.5.1.4 | PIN | seminar | initiatives | 24 | ? | ? | |
| 3.5.1.5 | PIN | workshop | initiatives, LAs | 47 | ? | ? | |
| 3.5.2. | PIN | meeting | initiatives | ? | ? | ? | |
| 3.6.1.1 | ToL | workshop | journalists, NGO | 45 | Tbilisi + regiony | Tbilisi | |
| 3.6.4.1 | ToL | meeting – clinics | journalists, NNO, NGO | 10 | Tbilisi | Tbilisi | |
| 3.6.4.2 | ToL | meeting – clinics | journalists, NNO, | 13 | Tbilisi | Tbilisi | |

| NGO | | | | | | | |
|--|-------|--------------------|-----------------------|-------------|---------------------|-------------|----|
| 3.6.4.3 | ToL | meeting - clinics | journalists, NNO, NGO | 13 | Tbilisi | Tbilisi | |
| 3.6.4.4 | ToL | meeting - clinics | journalists, NNO, NGO | 10 | Imereti | Kutaisi | |
| 3.6.4.5 | ToL | meeting - clinics | journalists, NNO, NGO | 10 | Adjara | Batumi | |
| 3.6.4.6 | ToL | workshop | Journalists | ? | ? | ? | |
| 3.7.1. | Agora | seminar | Journalists | ? | ? | ? | CG |
| 3.7.2. | Agora | training | Journalists | 11 | Guria, Kvemo Kartli | Tbilisi | |
| 3.8.2.1 | VCVS | seminar | LA | 11 | Guria, Kvemo Kartli | Tbilisi | CG |
| 3.8.2.2 | VCVS | seminar | LA | 11 | Guria, Kvemo Kartli | Tbilisi | CG |
| 3.8.3. | VCVS | seminar | trainers z CG | 11 | Tbilisi | Tbilisi | CG |
| 3.8.4. | VCVS | seminars | LA | ? | ? | ? | |
| Sum for 3rd project: | | | | 1599 | | | |
| 4.1.1.1 | Agora | seminar | Students | 22 | Guria | Chokhatauri | CG |
| 4.1.1.10 | Agora | seminar | Students | 15 | Imereti | Kutaisi | CG |
| 4.1.1.11 | Agora | seminar | Students | 14 | Imereti | Terjola | CG |
| 4.1.1.12 | Agora | seminar | Students | 20 | Imereti | Terjola | CG |
| 4.1.1.13 | Agora | seminar | students | 22 | Imereti | Samtredia | CG |
| 4.1.1.14 | Agora | seminar | students | 15 | Imereti | Samterdia | CG |
| 4.1.1.15 | Agora | seminar | students | 12 | Imereti | Tkibuli | CG |
| 4.1.1.16 | Agora | seminar | students | 16 | Imereti | Tkibuli | CG |
| 4.1.1.2 | Agora | seminar | students | 18 | Guria | Chokhatauri | CG |
| 4.1.1.3 | Agora | seminar | students | 14 | Guria | Lanchkhuti | CG |
| 4.1.1.4 | Agora | seminar | students | 17 | Guria | Lanchkhuti | CG |
| 4.1.1.5 | Agora | seminar | students | 14 | Guria | Ozurgeti | CG |
| 4.1.1.6 | Agora | seminar | students | 12 | Guria | Ozurgeti | CG |
| 4.1.1.7 | Agora | seminar | students | 12 | Guria | Ozurgeti | CG |
| 4.1.1.8 | Agora | seminar | students | 16 | Racha-Lechkhumi | Ambrolauri | CG |
| 4.1.1.9 | Agora | seminar | students | 30 | Racha-Lechkhumi | Ambrolauri | CG |
| 4.1.2.1 | Agora | debate competition | students | 100 | Imereti | Terjola | CG |
| 4.1.2.2 | Agora | debate competition | students | ? | Imereti | Kutaisi | CG |
| 4.1.2.3 | Agora | debate competition | students | ? | Guria | | CG |
| 4.1.3.1 | Agora | debate competition | students | ? | Imereti | Terjola | CG |
| 4.1.4. | Agora | seminar | students a teachers | 30 | Samcche-Džavacheti | Akhaltzikhe | CG |
| 4.1.5. | Agora | Summer school | students | ? | Kakheti | Patardzeuli | CG |

| | | | | | | | |
|----------|-------|-----------------------------|-------------------------------------|----|--------------------------|-------------|----|
| 4.2.1.1 | PIN | seminar | Students, initiatives | 27 | Imereti | Tkibuli | |
| 4.2.1.2 | PIN | seminar | Students, initiatives | 23 | Imereti | Terjola | |
| 4.2.1.3 | PIN | seminar | Students, initiatives | 33 | Imereti | Samtredia | |
| 4.2.1.4 | PIN | seminar | Students, initiatives | 34 | Imereti | Kutaisi | |
| 4.2.1.5 | PIN | seminar | initiatives | 17 | | ? | |
| 4.2.1.6 | PIN | seminar | initiatives | 17 | Imereti | Kutaisi | |
| 4.2.1.7 | PIN | training - summer school | Students, initiatives | 20 | Imereti | Kobuleti | |
| 4.2.1.8 | PIN | seminar | Students, initiatives | ? | | ? | |
| 4.3.2.1 | PIN | seminar | LAs | 15 | | ? | |
| 4.3.2.2 | PIN | seminar | LAs | 11 | Imereti | Samtredia | |
| 4.3.2.3 | PIN | seminar | LAs | 15 | Imereti | Terjola | |
| 4.4.1.1 | ToL | seminar | students of journalism, journalists | 22 | Shida Kartli | Gori | CG |
| 4.4.1.10 | ToL | meeting | students of journalism | ? | Imereti | Kutaisi | |
| 4.4.1.11 | ToL | workshop | students of journalism | 11 | Imereti | Kutaisi | |
| 4.4.1.2 | ToL | seminar | students | 14 | Samegrelo - Zemo Svaneti | Zugdidi | CG |
| 4.4.1.3 | ToL | seminar | students | 13 | Imereti | Tkibuli | CG |
| 4.4.1.4 | ToL | seminar | students | 17 | Racha-Lechkhumi | Ambrolauri | CG |
| 4.4.1.5 | ToL | seminar | students | 16 | Imereti | Terjola | CG |
| 4.4.1.6 | ToL | seminar | students | 20 | Imereti | Samtredia | CG |
| 4.4.1.7 | ToL | seminar | students of journalism | 13 | Imereti | Khoni | |
| 4.4.1.8 | ToL | seminar | students of journalism | 13 | Imereti | Bagdati | |
| 4.4.1.9 | ToL | seminar | students of journalism | 14 | Racha-Lechkhumi | Lentekhi | |
| 4.4.2.1 | ToL | seminar | students of journalism | 16 | Imereti | Kutaisi | CG |
| 4.4.2.2 | ToL | seminar | students of journalism | 15 | Adjara | Batumi | CG |
| 4.4.3.1 | ToL | summer school of journalism | | 19 | Kakheti | Patardzeuli | CG |
| 4.4.3.2 | ToL | training - summer school | students | 10 | Kakheti | Patardzeuli | |
| 4.5.11. | Agora | conference | Students, teachers | ? | Imereti | Kutaisi | |

| | | | | | | | |
|---|-------|----------------------------|---|-------------|---------|-------------|-----|
| 4.5.3. | Agora | summer school of democracy | students | 16 | Kakheti | Patardzeuli | |
| 4.5.4. | PIN | workshop - summer school | students, initiatives | 23 | | ? | |
| 4.5.9. | Agora | study visit to CR | teachers, school directors, MES representatives | 10 | | CR | |
| Sum for 4th project: | | | | 873 | | | |
| 5.1.1.1.1 | PIN | meeting | initiatives, LAs | 20 | Imereti | Terjola | CDA |
| 5.1.1.1.2 | PIN | Meeting | initiatives, LAs | 28 | Imereti | Tskhaltubo | CDA |
| 5.1.1.1.3 | PIN | Meeting | initiatives, LAs | 29 | Imereti | Tkibuli | CDA |
| 5.1.1.1.4 | PIN | Meeting | initiatives, LAs | 23 | Imereti | Samtredia | CDA |
| 5.1.1.1.5 | PIN | Meeting | initiatives, LAs | 33 | Imereti | Kutaisi | CDA |
| 5.1.1.2.1 | PIN | Training | students, initiatives | 32 | Imereti | Terjola | CDA |
| 5.1.1.2.2 | PIN | Training | students, initiatives | 24 | Imereti | Zestafoni | CDA |
| 5.1.1.2.3 | PIN | Training | students, initiatives | 25 | Imereti | Kutaisi | CDA |
| 5.1.1.2.4 | PIN | Training | students, initiatives | 24 | Guria | Lanchkhuti | CDA |
| 5.1.1.2.5 | PIN | Training | students, initiatives | 27 | Imereti | Samtredia | CDA |
| 5.1.1.2.6 | PIN | Training | students, initiatives | 26 | Imereti | Kutaisi | CDA |
| 5.1.1.2.7 | PIN | Training | NGO, LAs | 20 | Imereti | Kutaisi | CDA |
| 5.1.1.3.1 | PIN | training - summer school | initiatives, LAs | 20 | Imereti | Tskaltubo | CDA |
| 5.1.1.3.2 | PIN | | initiatives, LAs | 20 | Imereti | Kutaisi | |
| 5.1.1.5 | PIN | study visit to CR | | 5 | | CR | |
| 5.2.1.2.1 | PIN | Training | LAs | 20 | | ? | CDA |
| 5.2.1.2.2 | PIN | Training | LAs | 20 | Imereti | Kutaisi | CG |
| 5.2.1.2.3 | PIN | Training | LAs | 24 | | ? | |
| 5.2.1.2.4 | PIN | Training | LAs | ? | Imereti | Terjola | CG |
| 5.2.2.1.1 | PIN | Training | teachers | 31 | Imereti | Terjola | |
| 5.2.2.1.2 | PIN | Training | teachers | 7 | Imereti | Kutaisi | |
| 5.2.2.1.3 | PIN | Training | teachers | 26 | Imereti | Samtredia | |
| Sum for 5th project: | | | | 484 | | | |
| Sum of participants for project 1 - 5: | | | | 4046 | | | |

7.6. Other similar projects in Georgia

Czech TRANS projects implemented in 2008 - 2013

| Implementer | Project Title | Grant (CZK) | Grant (EUR) | Area | Year |
|--|---|-------------|-------------|--|-------------|
| Nesehnutí - Independent Social Ecological Movement | Pilot Project - Support to the Civic Participation in South Ossetia by Sharing the Czech Experience | 1 700 000 | 66 103 | strengthening of the civil society/human rights defenders | 2013 |
| Nesehnutí - Independent Social Ecological Movement | Sharing the Czech Experience - Increasing the Civic Participation and the Independent Journalism in Georgia II | 2 000 000 | 77 768 | media/support to the civil society | 2013 |
| Caritas Czech Republic | Support to the Civic Participation in the Decision Making Processes on the Local Level in the Autonomous Republic of Adjara | 1 750 000 | 68 047 | strengthening of the civil society | 2013 |
| People in Need (PIN) | Youth - Increasing the Active Participation | 1 583 900 | 61 588 | Youth | 2013 |
| ADRA | Capacity building of the civil society in the field of women rights protection | 1 200 000 | 46 661 | strengthening of the civil society | 2013 |
| Czech MFA | Support to Human Rights House Network (in Georgia and Belarus) | 230 000 | 8 943 | strengthening of the civil society/ human rights defenders | 2013 |
| PIN | Active engagement of youth in the community life – support of natural development of civil society in Georgia | 1 416 100 | | | 2012 |
| Transitions Online | Project of consultations and technical support for Georgian independent media | 802 602 | | | 2012 |
| Charita CR | Support of public participation in local decision making II, Batumi, Autonomous republic of Adjara, Georgia | 1 878 800 | | | 2012 |
| Nesehnuti | Transfer of Czech NNO and media transformation experience for support of civic engagement and independent journalism in Georgia II. | 2 392 900 | | | 2012 |
| ADRA | Georgia: Strengthening of civil sector capacity in the area of women rights protection | 2 866 530 | | | 2012 – 2013 |
| PIN | Evaluated project 5 | 1 073 000 | | | 2012 – 2013 |
| AGORA CE | Evaluated project 4 | 5 175 240 | | | 2011 |
| Nesehnutí | Through transfer of Czech NNO and media transformation experience towards support of civic engagement and independent journalism in Georgia | 2 538 300 | | | 2011 |

| Implementer | Project Title | Grant (CZK) | Grant (EUR) | Area | Year |
|--|---|-------------|-------------|------|-------------|
| Charita CR | Support of public participation in local decision making, Batumi, Autonomous republic of Adjara, Georgia | 1 209 210 | | | 2011 |
| Transparency International – Georgia (TIG) | Anticorruption activities support in Georgia | 754 390 | | | 2011 |
| OPU | Support and strengthening of Georgian NGO's activities through training programs, support of new LA establishment in newly constructed villages for refugees and strengthening the existing cooperation | 1 300 000 | | | 2010 |
| Charita CR | Support of civic participation and development of LA capacities in Samtskhe/Javakheti, Georgia | 1 180 600 | | | 2010 |
| TIG | Anticorruption activities support in Georgia | 843 708 | | | 2010 |
| AGORA CE | Evaluated project 3 | 3 430 952 | | | 2010 |
| Transparency International CR | Implementation of legal anticorruption advisory centre in Georgia | 884 708 | | | 2009 |
| AGORA CE | Evaluated project 2 | 2 123 860 | | | 2009 |
| Transitions Online | Increasing plurality of media and civil activities through new media | 824 870 | | | 2009 |
| AGORA CE | Evaluated project 1 | 3 056 795 | | | 2008 - 2009 |
| OPU | Courses of English language and work on PC for NGO employees in Georgia (start up of education centre in Gori and establishment of pilot fund for refugees health care) | 949 946 | | | 2008 |
| Total | | 43 166 412 | | | |

Other Czech ODA projects with a close link to human rights and societal transformation 2008 - 2013

| Sector | Czech ODA project title | Implementer | Implementation period | Total budget USD* |
|--|--|-------------------------------------|-----------------------|-------------------|
| State administration transformation experience transfer and building civil society | Equipment for Kindergarden in Jalaurta | N.L.P Sachkhere United Kindergarten | 2014 | 21 715 |
| | Development of sustainable research and information capacities in the area of adictology in Georgia II | 1. LF Charles University | 2014-2015 | 128 730 |
| | Support of Georgian LA reform | | 2013-2016 | 283 768 |
| Small local projects | Publishing newspapers "Abkhazski Meridian" | | 2013 | 7 632 |

| Sector | Czech ODA project title | Implementer | Implementation period | Total budget USD* |
|---|---|---|-----------------------|-------------------|
| Trilateral cooperation | Documentary movie about South Caucasus and its use for strengthening democratic dialog in the region | PIN | 2013 | 31 579 |
| State administration and civil society sector | Support of Georgian refugees' reintegration and implementation of re-admissive agreement between EU and Georgia. (pilot project in the frame of Partnership for mobility agreed between EU and Georgia) | Czech Ministry of internal affairs and EU Mobility centre | 2010-2012 | 78 947 |
| | Analysis and proposal of optimization strategy for integrated municipal transport in Tbilisi | City plan s.r.o. and Transport Faculty ČVUT | 2010 | 50 232 |
| | Prevention of illegal migration from Georgia and development of economic and education activity for Georgian refugees from South Ossetia II. | OPU | 2010 | 78 947 |
| | Revitalization of community life in underprivileged areas | Agora CE | 2008 | 14 953 |
| | Revitalization of community life in underprivileged areas | Agora CE | 2009 | 52 500 |
| Sector of other social structures | Support of civic engagement and LA capacities development in Gori county home care. | Charita ČR | 2010 | 186 000 |
| | | | 2009 | 120 000 |
| | Support of civic engagement and LA capacities development in Samtskhe/ Javakheti. | Charita ČR | 2008 | 14 077 |
| Total | | | | 1 069 080 |

Projects of other donors

| Target group | Focus | Organisation | Short description |
|--------------|--|------------------------------------|--|
| LA | ? | EC Delegation | Development of curriculum for civic engagement |
| LA, CSOs | Participatory budget planning | KEDEC | Planning with a number of Kutaisi CSOs and donors (EC delegation). See case study. |
| LA, CSOs | Participatory budget planning in several towns | Transparency International Georgia | This is conducted in several towns of Georgia, based on experience in Zugdidi. The TI has budget specialists, which are being consulted. The work is promoted in the regional radio programme "One Hour with Transparency International" |
| LAs, CSOs | Rural parliaments | Civitas Georgica | Launch of rural parliaments in 100 villages around 5 municipalities (Senaki, Lanchkhuti, Chokhatauri, Khvareli and Khashuri). ^{lix} |
| LA, CSOs | Advisory boards | PIN | 3 advisory boards at Samtredia, Tkibuli and Terjola to enhance self-governance. |
| LA, CSOs | Civil councils | CSI | Self-governing bodies - Civil Councils in 4 Georgian regions incl. Guria, engaged in strategic planning and participatory budgeting in Batumi. ^{lix} |

| Target group | Focus | Organisation | Short description |
|----------------------|-----------------------------------|----------------------------------|--|
| LA, CSOs | Active citizens mobilisation | NALA | In 300 villages 3 – 4 active citizens are trained in legislation, mobilisation / campaigning and advocacy ⁴⁹ . |
| LA, CSOs | public voting on projects | Centre for Civil Development | Public voting on projects that are to be funded by the Rustavi municipality. |
| CSOs | e-learning.ge | CSI | Online courses (e.g. in research, advocacy or public finance) combined with practice (advocating for concrete laws) and funding (CSI provides small grants) ^{lxi} . |
| CSOs | Citizen Participation Week | CG | Gathering of CSOs, exhibitions and actions for civil society. ^{lxii} |
| Civil society | Occupying the Vake Park | Guerilla Gardening | occupying the Vake Park in 2014, thus blocking developers from building a hotel in a public area (see case study) |
| Civil society | protest in Imereti against a road | No CSO | Successful protest in Imereti against a road via agricultural land to a hydro plant |
| Youth | Election observation | EU Alumni Association of Georgia | No details were reported at http://www.eaageorgia.org/?page_id=14 . |
| Youth | Youth Bank Program | Eurasia Partnership Foundation | Opportunity to local youth aged 16 to 21 to engage as active citizens in the development of their communities in Georgia. ^{lxiii} |
| Youth | Exhibition | ? | Exhibitions of places to be repaired or beautified at the Town Hall of Xachuri |
| Youth | Debates | Open Society Georgia Foundation | Karl Popper debates ⁵⁰ |
| Youth | Debates | Young Teacher Association | Karl Popper debates |
| Youth | Debates | the University of Georgia | Oxford style debates ⁵¹ |
| Youth | Debates | USAID | Televised youth political party debates arranged by the International Republic Institute (IRI). |
| Media, civil society | Politmeter | Maestro television company | The television program Politmeter with Nino Zhizhilashvili was reported as “particularly successful towards media plurality in Georgia”. |
| Media | Investigative Reporter's Handbook | Eurasia Partnership Foundation | the Investigative Reporter's Handbook: A Guide to Documents, Databases, and Techniques by Brant Houston ^{lxiv} was translated into Georgian in 2011. ⁵² |
| Media | Electronic governance | Internews / EuroAsian Fund | Electronic governance focussed on improving communication between LA and citizens through media (establishment of local info-centres) |

⁴⁹ The project is funded by CIDA and implemented with ALDA and Georgian Rural Committee.

⁵⁰ The debate methodology was created by Open Society Institute. Each year, the International Debate Education Association (IDEA) hosts an annual Youth Forum, during which the World Karl Popper Debate Championships are held among many nations. A 2-week debate training camp is conducted along. See William Driscoll, Joseph P. Zompetti: Discovering the World Through Debate: A Practical Guide to Educational Debate for Debaters, Coaches, and Judges, Idea, 2002, available on <http://books.google.cz/>. In Georgia, it was carried out beside others by the Young Pedagogues' Union http://apk.ge/?page_id=312. Recently, the funds decreased and thus it is not clear if the practice continues.

⁵¹ The Oxford style debates differ from those of AGORA CE that topics and positions are known in advance to the speakers. See e.g. <http://news.uga.edu/releases/article/uga-to-debate-oxford-union-oct-8-on-campus/>. The practice continues. The University is a part of international network.

⁵² The manual was published in the scope of the Strengthening the Media's Role as a Watchdog Institution in Georgia project funded by EU and the Ministry of Foreign Affairs of Norway, implemented by the Eurasia Partnership Foundation in 2009-2011.

7.7. Key transition stages of Georgia

| Period | Shevardnadze presidency (1992 – 03) | Saakashvili presidency (2004 – 2012) | Multi-party democracy (2012 – now) |
|----------------------|---|---|---|
| Political situation | Political destabilisation | Authoritarian leadership, politicization of key state institutions | Democracy, Georgian Dream party in power in a coalition with other parties |
| Economic development | Loss of markets and production stagnation | Partial liberal reforms enabled economic growth, which was stopped by the 2008 conflict | Economic slowdown in 2013, but growth again since 2014 ^{lxv} |
| Governance | Increase of corruption, privatization of SMEs ^{lxvi} | Decrease of corruption, Privatization of large enterprises ^{lxvii} | Plan to de-politicize the justice system ² , plan for decentralisation, new laws on public participation, but nepotism remains |
| Human rights | Ethic violence, people in despair | Individual freedom circumvented, illegal surveillance etc. | Selectivism, extremism and homophobia |
| Media | Low media plurality | Low media plurality, ethics | Increased media plurality, clear ownership / funds, but quality remains an issue |
| Ended by | Rose Revolution on 25 November 2003 | Parliamentary elections in October 2012 | - |

7.8. List of miniprojects

PIN's miniprojects

| Organisation | Miniproject title | Year | Location | Short description as per the implementer | Sustained |
|--------------|--|------|------------|--|-----------|
| | Experience for Becoming Professionals | 2008 | | Not reached for an interview | ? |
| | Catalogue of Historical Places of Terjola | 2008 | Terjola | A full book of Terjola historic monuments was printed, which provides indepth information about the history of the most important monuments, which is now accessible to the community, as well as guests of the region. The whole region intellectual resources were incorporated in the implemntation of the project. The project was conducted in two phases, sources were gathered, photographs made and the design of the catalogue created. I was able to gather around the community around the idea, regardless of age or status. | No |
| | Fans of journalism | 2008 | | Not reached for an interview | ? |
| | Anti-violence among Youth | 2008 | | Not reached for an interview | ? |
| | Training course „Economical model ofthinking“ | 2008 | | Not reached for an interview | ? |
| | Cleaning of touristic track around Motsameta monastery | 2008 | | Not reached for an interview | ? |
| | Volunteers club | 2009 | Samtredia | Doesn't have great memory of this project. A volunteers club was created on a school basis, the members of this club have later implemented youth projects of their own. The initial initiative considered engaging special needs children in school activities, such as environment protection and entertainment events. | No |
| | Information centre for youth | 2009 | Lanchkhuti | The goal of the project was to create a school newspaper and a school radio. The creation of this product was aimed at the involvement of children with interest in journalism and their further work. We created a school radio network, which is functioning nowadays and we issued a 4 page monthly newspaper. 20-25 school students were invovled. 200 newspapers were issued each month. | No |
| | Lets join hands | 2009 | Lanchkhuti | Our first project, aimed at the social integration of the socially unprotected children in the | No |

| Organisation | Miniproject title | Year | Location | Short description as per the implementer | Sustained |
|--------------|--|------|---------------|--|-----------|
| | | | | school. Books were bought and distributed to about 20 families and they participated in different events, we engaged the student council, socially unprotected students received computer classes and were prioritized in school events. | |
| | Access to public information | 2009 | Many projects | A small scale research was conducted regarding the accessibility of public information and on the basis of the needs assessment a consultation team was created, who further grew into an informational beaureau. Booklets were disseminated around the region with the list of sources for public information as well as ways to obtain it. | No |
| | Puppet theatre | 2009 | Samtredia | The goal of the project was to create a theater for children in a micro-settlement in Samtredi, which has a large population of children, among them socially unprotected children and children with special needs. Two schools were invovled, 3 plays were set by over 10 children and presented to the local kindergarten, micro-settlement population, the home for the elderly. This was a 2 year-long project. | Yes |
| | Information service | 2009 | Samtredia | Hasn't implemented a project with this title. | ? |
| | Seminar about human rights | 2009 | Khoni | Not reached for an interview | ? |
| | School radio in Khoni | 2009 | Khoni | Not reached for an interview | ? |
| | Clean environment - health future | 2009 | Terjola | The first project conducted by Rusudan. children's stadium in village Gvanketi was surrounded by an area constantly being littered by the citizens living nearby. The stadium was always full of children, but the community considered it normal to have a trash dumping area nearby, whcih from an aesthetic, as well as environmental and health point of view is unacceptable. The project team with the help of the community cleaned the area, the local government provided tracktors for trash removal and a hole was excavated further away for the local residents, which is now systematically cleared by the municipality. | No |
| | Forum for youth for active citizenship | 2009 | Terjola | Not reached for an interview | ? |
| | Intellectual games | 2009 | Khoni | Intellectual games was a set of games according to the olympic system, it was a game of intellectual questions with a host leading the competition. Events took place in different schools, several of them created their own club. About 200 children participated in the games. We monitored the selection processes. | No |
| | throuhg theatre towards tolerance | 2009 | Khoni | Not reached for an interview | ? |
| | Youth for local problems solutions | 2009 | Tkibuli | Not reached for an interview | ? |
| | Available internet | 2009 | Samtredia | Not reached for an interview | ? |
| | School parliament | 2009 | Lanchkhuti | Wrong project title, hasn't implemented a project with this/or similar title. | ? |

| Organisation | Miniproject title | Year | Location | Short description as per the implementer | Sustained |
|--------------|---|------|------------|---|-----------|
| | Health life style | 2009 | Lanchkhuti | Drug abuse prevention project, which was very popular among the youth. Film screenings and public debates took place, as well events in collaboration with the local government took place, these were sports events in swimming, jogging marathons etc. | No |
| | Theater for Charity | 2009 | Samtredia | As a continuation of the first project puppet theater, the activities in this project included presenting theater plays for the wider community and using the plays as a means to raise money for the local vulnerable population. Up to 5 plays were conducted and a sufficient amount was raised and transferred to several families, the youth of the community was very engaged in the process. | Yes |
| | Never to be alone | 2009 | Samtredia | Not reached for an interview | ? |
| | Let's clean up our neighbourhood | 2009 | | Not reached for an interview | ? |
| | Debate club | 2009 | Samtredia | A debate club was created on the school basis, debate techniques and socially relevant topics were introduced. Trainers taught school students about the ways to express their opinions in an ethical, yet persuasive manner. Debates championships were held with different debate teams participating. Human rights issues were analyzed, leadership and communication skills developed. | ? |
| | Seminar on the topic of seberealization | 2010 | Terjola | In the framework of this project a training series was conducted about different topics, followed by practical work, such as debates and discussions. A youth palace trainer was invited who worked in the local government at the time - Givi Kupatadze. 20-25 students from 10,11 and 12 grades attended up to 5 trainings on leadership, active citizenship, debate skills etc. | ? |
| | Consultation centre | 2009 | Lanchkhuti | A public consultation beaureau was set up with the involvement of up to 5 lawyers, who provided legal consultation the the community. Information about public resources, the Georgian law, the workings of the local government became accessible to the community. | ? |
| | | | | | |
| | Turism development | 2009 | Khoni | There was a number of abandoned local monuments in the area of Khoni. So we tried to improve the accessibility of these monuments, we selected several of such monuments, cleared the paths to reach these monuments. We had a speaker invited for each of such events, the speakers were knowledgable people who knew the history of the monuments and could tell about the value of the cultural heritage units. Young people as well as adult of the community were actively involved. | No |

| Organisation | Miniproject title | Year | Location | Short description as per the implementer | Sustained |
|--------------|---|------|---------------------------|---|-----------|
| | School parliament | 2009 | Lanchkhuti | Based on the fact that our school didn't have a public school status, we didn't have a student body or any student council, which would work for the improvement of the study environment in the school. We created a student parliament, with a defined structure and introduced a student voting system to elect the members of the parliament. The student body functioned as a platform managing the communication between the students and the administration, and got involved in a number of local, regional initiatives as an independent body. | |
| | Integration of handicapped into society | | | Not reached for an interview | ? |
| | Youth against drug addiction | 2009 | Terjola, Samtredia, Khoni | Trainings were conducted in the framework of the project, video clips made, public events held associated with the drug addiction problem in the region. Several schools were selected in each region and independent, as well as group events took place. | No |
| | The Earth Planet | 2009 | Terjola, Samtredia, Khoni | An ecological project, each region had its own leader. A cleaning event was initiated, an ecological film was screened and an open discussion took place. An exhibition was presented to the community about different ecological issues. A very important final event took place with a round table, which gathered around project participants from different regions. | No |
| | "Pure Water" | 2010 | Lanchkhuti | The project was implemented with the help of the chemistry teacher, all relevant laboratory equipment was purchased. Children learned how to test well water, tap water and standards were set on how to create sources for pure water. | ? |
| | "Youth Council" | 2010 | Samtredia | 10 schools of the Samtredia region were involved in the creation of a youth council, which was made up of sports committee, cultural committee, children committee, etc. The council members were trained about the ways to address hot issues in the community, flyers were distributed about the function of such a council and the whole region was involved in the process. | No |
| | Together to the future | 2010 | Lanchkhuti | Trainings, Round Tables and Debates were conducted around youth development issues, involving children with disabilities and socially unprotected families. The main goal of the project was to offer opportunities for interaction, problem analysis, communication and common action by different schoolchildren. | No |
| | "Debate Club" | 2010 | Samtredia | English model of debate was introduced, with two teams by pair. Guram is a certified trainer of debates. Several schools in Samtredia were visited, training was held, debate competitions were held in each school and winners were selected from every school. Finally the teams from different schools competed with each other. Organization "Agora" was holding a debate championship in West Georgia, and the winning team from our project participated in the regional championship and took second place. CVT members were in the jury. | Partially |
| | "Pure Environment" | 2010 | Samtredia | Not reached for an interview | ? |

Complex evaluation of the Czech ODA supporting human rights, democracy and societal transformation in Georgia
Evaluation Report 30 November 2014

| Organisation | Miniproject title | Year | Location | Short description as per the implementer | Sustained |
|--------------|---------------------------------|------|------------|--|-----------|
| | We remember, love and need you" | 2010 | Samtredia | Not reached for an interview | ? |
| | Together against drugs" | 2010 | Samtredia | Not reached for an interview | ? |
| | "They are counting centuries" | 2010 | Terjola | Not reached for an interview | ? |
| | "Doves of Peace for ecology" | 2010 | Terjola | Not reached for an interview | ? |
| | "Fighting against Violence" | 2010 | Lanchkhuti | This project was targeted at the problem of violence against school students. We invited lawyers, journalists, patrol police inspectors, social workers and initiated an open discussion about the issue. Booklets were printed around the issue, disseminated in all schools of the region. We spoke up against a taboo issue and stated our position. | No |
| | "From Bargabe to Garden" | 2010 | Tskaltubo | Not reached for an interview | ? |
| | "For educated society" | 2010 | Tskaltubo | Not reached for an interview | ? |
| | HighlighttheYouth | 2010 | Tkibuli | Not reached for an interview | ? |
| | "TDF web-site" | 2010 | Tkibuli | Internet in Tkibuli was a "paranormal" activity in 2010, the young people who had access to computers and informational technologies were very rare. We had a portable internet device and created a sort of internet-café, where we taught young people about informational technologies and internet use. A website was created, which was administered by the local staff for a certain period of time and was updated. | ? |
| | Sunny Days | 2010 | Terjola | Dedicated to children with limited abilities and designed to address the problem of their integration with the local communities. Children from extremely poor families were selected, who not only lacked opportunities to engage their children in social activities, but find it hard to even purchase medication. About 60 disabled children from Terjola and nearby regions were gathered and transported to Youth Palace in Terjola to attend the performance of the Zestaponi puppet theater, afterwards they had lunch and were transported to their homes. The 2nd stage of the project invited disabled children with talent in singing, painting, reciting poems and created a "Sunny Day", allowing them to perform in front of their peers and parents as well as a wide audience of spectators. The participants of the event were given books and diplomas. | ? |
| | Learn and Build a Future | 2010 | Terjola | Trainings provided to youth, support in project implementation, involvement and civil society development. 25 participants trained, presentations to the community - 100-130 viewers, round table for local municipalities and other NGOs, psychologists, journalists involved. Civil education topics were discussed. Project writing, idea generation, using modern techniques and visual games were introduced to help participants generate project ideas. 4 out of 6 presented projects were funded. | ? |

Complex evaluation of the Czech ODA supporting human rights, democracy and societal transformation in Georgia
Evaluation Report 30 November 2014

| Organisation | Miniproject title | Year | Location | Short description as per the implementer | Sustained |
|--|--|-----------|------------------------------------|--|-----------|
| | Doves of Peace | 2010 | Terjola | Not reached for an interview | ? |
| | | | Lanchkhuti | Not reached for an interview | ? |
| 1st Public School in Lanchkhuti /Local Municipality involved | Learn, Protect and Enjoy | 2010 | Lanchkhuti | Teacher of 1st Public School in Lanchkhuti. Cleaning actions were the core of the project, bought plants and planted in the city park as well as the school yard, created environmental posters. Eco culture awareness raising. Up to 100 school children were involved. Events took place every friday and questionnaires were filled by community members. | ? |
| Religious Gymnaziu m in Lanchkhuti | Puppet Theater | 2010 | Lanchkhuti | A Puppet Theatre was created on the school base, schoolchildren and teachers were involved, 20-30 participants. A puppet theatre banner, puppets and other equipment was purchased, three plays were saged and performed 7-8 times in the school, as well as in the day center for homeless children lavnana. | ? |
| Terjola Youth Palace | We Were All Children | 2010 | Terjola, Tkibuli, Khoni, Samtredia | First coalition project, in Terjola. Doesn't have good memory of the particular activiites, since this project was no particularly written by her. The project involved one local training in each region involved, as well as practical art workshop followed by an exhibition of photo and art works, with three winners who were given prizes. Topics covered included ecology, drug abuse, human rights, other activities were public dialogues. The project was lfurther linked to the Youth Protecting Earth project by Levan Giorgadze. Doesn't recall strong human rights line of the project. | |
| Religious Gimnazium in Lanchkhuti | Youth Protecting Earth | 2010 | Terjola, Lanchkhuti, Samtredia | Joint project, three regions were invovled, Lanchkhuti, Samtredia and Terjola. Ecological project which ended with a 4 day camp in Kobuleti, where trainings were provided and we cleaned the sea coast. 60 children involved in general, 18 ot of these 60 went to the camp. | ? |
| | Labor Contract - For or Against us | 2011-2012 | Kutaisi | Not reached for an interview | ? |
| | Live and let others live | 2011 | Kutaisi | Gathered youth against the tobacco consuming idea. Smoking is a prevalent issue especially within the youth, who consiously or unconsciously abuse it. Our project involved four public events, where we exchanged sweets for tobacco. The team was made up of 15 people, beneficiaries were numerous. Informational brochures and hand-made posters were created. | ? |
| | Life Without Bad Habits | 2011-2012 | Kutaisi, Zestaponi, Maglaki | Main goal was to spread information about bad habits and their effects in the community. Print material, flashmob show, meetings with children in several schools, film screenings, interviews with doctors and public health experts took place to raise awareness on tobacco, alcholo, drug absue. It was a hot topic back in the period. | ? |
| | Health Cabinet - Medea? From Barbage to Garden | | Tskaltubo | Not reached for an interview | ? |

Complex evaluation of the Czech ODA supporting human rights, democracy and societal transformation in Georgia
Evaluation Report 30 November 2014

| Organisation | Miniproject title | Year | Location | Short description as per the implementer | Sustained |
|---|---------------------------------------|-----------|-----------|--|-----------|
| Tskaltubo #3 School was the project ground, but not the grantee | Nota Bene - Notice Properly | 2011 | Tskaltubo | The goal of the project was to inform school students about their rights. A survey was held, about 90% of children didn't know their rights. A banner was created and hung in the school with the rights of children and lectures were held in all classes. An art contest was held and the jury selected a winner, who was given a prize. The project banner is still in school, which serves as a board for different news/events announcements in the school. Children with disabilities took part in the exhibition as well. | ? |
| | Human Rights for Rural Youth | 2011 | Samtredia | Informing the youth and advocacy of human rights, in particular the rights of children. Trainings, an informational campaign and events were held, questionnaires were introduced in schools to assess the knowledge of students about their rights and afterwards the project was developed. | ? |
| Regional Development Resource Centre | All Unique All Equal | 2011-2012 | Samtredia | It was a project for disabled children. Activities: A club was created in the #12 Public School of Samtredia, children with disabilities were selected from a special education school for disabled children, who were transported to the public school to create handmade items, participate in exhibitions with their peers, local municipality and NNOs participated. | No |
| | Knowledge for Generations | 2011 | Samtredia | Not reached for an interview | ? |
| | New Awareness | 2011 | Terjola | Rusudan Kovziridze was the leader of the project as well. A group of schoolchildren was selected as a result of the research, we analysed the leisure time distribution of the youth in the region. 30 students participated in the action team, the research was analysed, children's involvement in clubs and social organizations was assessed. Later in the project the social activeness the youth as well as adults was assessed. | |
| | First Step to Rights | 2011-2012 | Terjola | No good memory of the project, has conducted up to 32 projects. The rights of children, theoretical knowledge and practical work, analysed the convention of children's rights and held several contests, literary contest where children from the whole region were involved. 25 young people trained in human rights. | |
| | Healthy Environment - Educated Future | 2011 | Terjola | Studied in a private school, the yard of which was very littered, so we planned cleaning activities, took out construction remains, improved the general condition in the area, raised awareness about environmental issues. | |
| | From Fairy Tales to Reality | 2011 | Terjola | Not reached for an interview | ? |
| | We and Our Rights | 2011 | Tkibuli | Not reached for an interview | ? |
| | Youth Newspaper "Sunny Night" | | Tkibuli | Not reached for an interview | ? |

Complex evaluation of the Czech ODA supporting human rights, democracy and societal transformation in Georgia
Evaluation Report 30 November 2014

| Organisation | Miniproject title | Year | Location | Short description as per the implementer | Sustained |
|-----------------------------------|---|-----------|-----------|---|-----------|
| | Let's develop our Environment | 2011-2012 | Tkibuli | Unique species of plants, which were unprotected from animals and humans in a community garden in our town was the problem we targeted in our project. Our goal was to protect this garden. We cleaned the garden from remains of garbage and protected it with a fence we built. Project participants were school children and school teachers, as well as different volunteers. | ? |
| | Green Smile | | | Not reached for an interview | ? |
| | Lets live in the healthy environment | 2011-2012 | Samtredia | We issued an informational booklets, held several cleaning events - Samtredia probationaires, built trees in the 4th public school in Samtredia. 22 April - International Day of Earth, we had a walk with environmental slogans, and gave out booklets. We covered 5-10 schools, ecological tranings were conducted. | ? |
| | Active Youth in Samtredia | 2011-2012 | Samtredia | We conducted a similar project financed by ČvT in 2009, which was very successful (first project by Guram). Aimed at increasing the amount of young people who would be actively engaged in social issues. We trained young people about 10 topics, about active engagement, NNO work, project writing etc. | ? |
| | Learn more about human rights | 2011-2012 | Samtredia | This project in cotrast with previous projects was aimed at a particular issue: only Human Rights. The rights of underage children, the focus group were schoolchildren. 30 children from 5 different schools of Samtredia were selected and trained. | |
| Samtredia Development Association | Regional Youth Network of monitoring in Samtredia | 2011-2012 | Samtredia | Different from all previous projects, first project which allowed us to go into villages, this was not a project only directed at the youth, but also adults. At the meetings in the villages we attempted to raise the involvement of the citizens in local and regional decision-making processes, we selected a group of 10 adults who attended several local government meetings. | |
| | Art Club | | Samtredia | Not reached for an interview | ? |
| | Living in Pure Environemnt is Our Right | | Samtredia | Not reached for an interview | ? |
| | Youth for the Tskaltubo Future | | Tskaltubo | Not reached for an interview | ? |
| | Green box | | Tskaltubo | Not reached for an interview | ? |
| Samtredia Development Association | Debate club | | Terjola | The debate club was built on the basis of the New Awareness project, 148 active participants today participate in debate contests, prepare argumentation on social issues, are trained by professional trainers. Adult team was created along with the youth team and this is now a sustainable initiative with emerging leaders. | ? |
| | Path to the knowledge | | Terjola | Not reached for an interview | ? |
| | Little active citizens | | Terjola | Not reached for an interview | ? |
| | YOUTH DEBATE | | Khoni | Not reached for an interview | ? |

| Organisation | Miniproject title | Year | Location | Short description as per the implementer | Sustained |
|--------------|--|-----------|-----------------------|--|-----------|
| | Cleaned environment-healthy future | | Khoni | Trained youth in environmental issues, school children were the target group. Work groups underwent trainings and beneficiaries trained their peers. Cleaning events, flyer distribution, natural resources and environment awareness raising campaign. | ? |
| | Fight with bad habits | | Kutaisi | Advocacy of healthy lifestyle in the school and raising awareness in the community. An informational meeting and project introduction took place, two 5 minute films were made about healthy lifestyle and bad habits, research was held in the community, including the video research, booklets were disseminated. The final component of the project involved trainings in schools, discussion and photo/art exhibition for lower grade students. Also a sports competition in the school and the community. All contest winners were given prizes. | ? |
| | Tolerance and community | | Samtredia | Not reached for an interview | ? |
| | Documentary film- Mirror of Our Life | | Terjola | Not reached for an interview | ? |
| | | | | Not reached for an interview | ? |
| | Erosion - Pain of our village | 2011-2012 | Terjola | Not reached for an interview | ? |
| | First Step | 2011-2012 | Tkibuli, village Gela | The project was targeted at children with disabilities. We informed the members of the community about disabilities and worked for the integration of the disabled. Schoolchildren, teachers were trained. Young people attended film screening. Booklets were disseminated, different schools were engaged. | ? |
| | Integration of Disable people in the school life | 2011-2012 | Tkibuli, Orpib | The goal was to unite the students with disabilities and integrate them further into the community, although we have inclusive education, we attempted to grow their engagement in classes, events, common excursion in Gelati. Student body was involved. | ? |
| | Protesting Violence | 2011-2012 | Tkibuli | Project activities involved trainings about ways of protesting in a peaceful manner against any issue. In 2012 this topic was particularly timely, due to the videos about violence against prisoners being spread. We opened discussion space about different human rights violations, identified different ways of peaceful protest and trained participants. | ? |
| | We choose life without violence | 2011-2012 | | Not reached for an interview | ? |
| | We change together | 2011-2012 | Kutaisi | May have been a participant, not the implementer. Doesn't have memory of this project. | ? |
| | Against Bad Habits | 2011-2012 | Zestaponi | Spreading information about all bad habits, smoking, drug abuse, alcohol abuse. Promotion of healthy lifestyle. Trainings were held, flyers disseminated, visited the local government and asked for support. School children were the main target audience, teachers and project implementors - 12 grade students were involved in management. | ? |

| Organisation | Miniproject title | Year | Location | Short description as per the implementer | Sustained |
|--------------------------------|---|-----------|------------|--|-----------|
| | Debate to be noticed | 2011-2012 | Kutaisi | Same working team as in the project "fight with bad habits". The project initiators had some experience in debate games. The aim of the project was to develop critical thinking, free expression, discussion skills and ethics in the school students. A club was created and debate games were held within the school and among different schools. | ? |
| | Let's Stand Together | 2011-2012 | Zestaponi | The goal of the project was the integration of special needs students into the community. Poetry evening (dedicated to Terenti Graneli), Zestaponi schools regional sports contests, hiking event around Zestaponi, collaboration with "Imedi" - school for special needs students, an event was held, an open-air drawing event and exhibition. About 10 special needs children were involved. Meetings with psychologists. | ? |
| | LIVE! | 2011-2012 | Tskaltubo | The project was targeted at the problem of alcohol consumption, which is very popular within the youth and is a means of entertainment. 4 schools were selected in Tskaltubo and trainings were held, booklets were disseminated, video material was shown about the effects of alcohol abuse. Practical activities were held for anti-propaganda. A banner was hung near the school territory, sasuliero gimnazia general problem . | ? |
| | Debates | 2011-2012 | Khoni | Not reached for an interview | ? |
| | EU Corner at school | 2011-2012 | Lanchkhuti | Not reached for an interview | ? |
| | Way to Active Civil Society | 2011-2012 | Lanchkhuti | Not reached for an interview | ? |
| | Living in Pure Environment is Our Right | 2011-2012 | Samtredia | Not reached for an interview | ? |
| | | | | | |
| Curie Mediator Association | | 2011-2012 | Ozurgeti | Public engagement in local government decision-making processes was the goal of the project, development of newly registered organisations, a needs-assessment research - advocacy of the research results. Presentation in the city council, 5 community leaders were invited, presentations held. The identified problems were included in the village development program. The Mediation Association developed an organisational strategy plan, Maka visited the strategic research center in Tbilisi, received professional help, a three-year strategic plan was written. | ? |
| Women for Regional Development | | | Ozurgeti | Not reached for an interview | ? |

| Organisation | Miniproject title | Year | Location | Short description as per the implementer | Sustained |
|--|--|-----------|-----------|---|-----------|
| Gurie Youth Resource Centre gyrc.info@gmail.com | | 2011-2012 | Ozurgeti | Youth active engagement, social engagement, volunteerism. Research of community problems, documentary film development, presentation to community. Ideas about problem solving, stakeholder engagement. A youth volunteer house is working on the base of our project, Ozurgeti schools were involved in all activities. | ? |
| Women and Gender Equality | Citizen engagement in local government decision making | 2011-2012 | Samterdia | All communities and villages were covered, 20-30 person meetings took place, where questionnaires were disseminated. According to the questionnaires one person was selected per community, 7 trainings took place about civil engagement in local government decision-making. One meeting took place in the special-needs school. | ? |
| CBO - Nefa | Youth for Social Activism | 2011-2012 | Anaklia | A training cycle was presented to the Anaklia community, development of leadership, activism, social engagement skills within the community members took place during 7-8 trainings in each community. Awareness was raised about volunteer opportunities and volunteerism in general. 4 conflict areas were targeted. Intellectual contests, practical workshops, film screenings, discussions, debates were the main activities. | ? |
| Assosiation "Hungji" | | 2011-2012 | Zugdidi | Accessibility of the Health system and services for disabled persons was the main topic of the project. Awareness raising about medical services, insurance policies for the disabled was the main activity. Meetings with public health institutions, insurance companies, private health structures, the local government took place. Questionnaires were filled by beneficiaries about the present opportunities, their needs. | No |
| Community Support Centre | | 2011-2012 | Zugdidi | Improvement of healthcare accessibility and relevant education in the community was our main goal. A coalition was created between several NNOs working on crossing topics. A research was conducted about the topic, the research findings were presented to the community. Advocacy of insurance services, strategic planning skills, collaboration in projects, social researches, effective approaches to . Meetings with the community took place. | ? |
| Tkibuli Development Fund | Human Rights Study through Documentary Films | 2011-2012 | Tkibuli | Film screenings, literature presentation, in the schools of Tkibuli regarding human rights: rights of children, women, socially unprotected families etc. We selected teachers for the project, contacted directors, trained the selected teachers (Czech trainers). In the second stage of the project teachers trained their students in the topics (9-11 grades), 6 schools were involved. Questionnaires were given to children. Socially unprotected children were targeted through the project as well. | ? |
| | | | | | |
| | Education to the future generation | 2011-2012 | Kutaisi | Not reached for an interview | ? |

| Organisation | Miniproject title | Year | Location | Short description as per the implementer | Sustained |
|--|--------------------------------------|-----------|-----------------|--|-----------|
| | Making better our life | 2011-2012 | Kutaisi | Not reached for an interview | ? |
| | Generation of chips | 2011-2012 | Tskaltubo | Monika is 18, several of her school students gathered to develop the project idea, after this Sopho from ČvT supported the idea and the project was financed. The goal of the project was to inform the school community about healthy food and bevarages, trainings took place in different schools, research was held and questionnaires were filled by students. The project identified the issues behind fast-food consumption in the area and tried to tackle this "moral" problem. | ? |
| | Debate- your opinion on everything | 2011-2012 | Tkibuli | Not reached for an interview | ? |
| | Stop Tuberculosis | 2011-2012 | Tkibuli, Gelati | Awareness raising about the Tuberculosis disease, information about ways of spreading, curing the disease. Flyer dissemination in schools, video material presentation, all activites were performed under supervision of class teacher. | ? |
| | We are the friends | 2011-2012 | Khoni | The project aimed the higher integration of the disabled member, inclusive room in schools, purchased books and toys. Entertainment games, feeling them. Many activities were implemented: reading lessons, happy starts, poetry evening, art exhibitions (most of the disabled children are particularly artists), embroidery, clay work. These art events were planned to introduce to the community the talents of the beneficiaries involved. | ? |
| | Clean City | 2011-2012 | Khoni | Not reached for an interview | ? |
| | Love the life | | | Not reached for an interview | ? |
| | My Voice for My Future | | | Not reached for an interview | ? |
| | Social media-way to the future | 2011-2012 | Terjola | Not reached for an interview | ? |
| | | | | | |
| Future of the Children | The best for our environment | 2011-2012 | Kutaisi | The project was targeted at the cancellation of trash bins built in the high-storey apartment buildings. A research was held and we advocated the interests of the community with the Kutaisi municipality. The major's office solved this problem as a result of our advocacy activities. | ? |
| Cultural - Humanitarian Fund "Sukhumi" | Youth initiatives in local community | 2011-2012 | Kutaisi | The goal of the project was to mobilize the young people already targeted in previous projects: elementary leadership skills were taught to the students, they mobilized their peers and implemented further trainings themselves. Youth initiatives were selected in 3 village, cleaning activities took place, we approached the municipality with the request to provide trash bins in community centers and public spaces, the municipality continues to | ? |

| Organisation | Miniproject title | Year | Location | Short description as per the implementer | Sustained |
|--|------------------------------|-----------|----------|--|-----------|
| | | | | work with us. | |
| Assosiation " Belief to the Future | We - active citizens | 2011-2012 | Khoni | Not reached for an interview | ? |
| TDDF - Tkibuli District Development Fund | Taking care of eachother | 2011-2012 | Tkibuli | The project was the continuation of the previous project. Socially unprotected children were involved. Film screenings for socially unprotected children, leadership skill development, project writing, project component analysis, biography writing and english classes were offered.TDDF is accredited to teach English classes to youth groups. All activities were followed by discussions and parents were involved. This project invovled juvenile probationers. | ? |
| "Little acts - Big Changes" | Children - Future of Georgia | 2013 | Terjola | This project targeted the problem of not having medical staff in schools, a research was held in the community about the needs of such staff members in the school. No database of injuries, diseases, infections was kept in schools, even disorders such as apylepsy and other neurotic porblems. The teachers and school staff couldn't help children in critical situations. First aid help was an issue. Tough a complex assessment method we identified the needs of students and presented our research findings to the local municipality. | ? |

AMO miniprojects

| Organization if any | Miniproject name | Period | Location | Short project description as per the informant | Sustained |
|---|--|--------|-----------|---|-----------|
| Shool no. 8 | Slope stairs – planting vegetation on the slope inform of school | 2009 | Gori | Not reached for an interview, due to no contact | ? |
| Centre for peace iniciatives Ruchi, public school, Union Kodori | The role of history and historian in the process of peace making in Abcházian conflict | 2009 | Ruchi | Not reached for an interview, due to no contact | ? |
| Bridge Druzba Kartlosi, Centre for peace iniciatives Ruchi | Informing citizens of Zugdidi and Gori about threats of mines and kidnaping | 2009 | Ruchi | Not reached for an interview, due to no contact | ? |
| Centre for adults education, public school no. 1 | The role of school in the process of citizens education | 2009 | Gorelovce | Not reached for an interview, due to no contact | ? |

ToL miniprojects

| Organization if any | Miniproject name | Period | Location | Short project description as per the informant | Sustained |
|---------------------|--|--------|--------------------|---|-----------|
| | Blog "Back to the Motherland: Akhaltsikhe | 2010 | Samtskhe-Javakheti | Not reached for an interview, due to no contact | ? |
| | Blog - database of Georgian politics for foreign journalists | 2010 | Tbilisi | Not reached for an interview, due to no contact | ? |
| Akhali Gazeti | Blog for Akhali Gazeti | 2010 | Kutaisi | Reached but interview cancelled. | ? |
| | Designing website for regional news Chemi Kharagauli | 2010 | Kharagauli | Not reached for an interview, due to no contact | ? |

7.9. Key Stakeholders

| Type | Institution |
|---|---|
| <i>Gestor and administrator</i> | <p>Ministry of foreign affairs („MFA“): Department of human rights and transition policy (LPTP) - responsible for preparation and implementation of bilateral projects in the area of support of democracy, human rights and society transformation Department of development cooperation and humanitarian aid (ORS) - responsible for conceptual management of foreign development support including evaluation Embassy of the CR in Tbilisi – local representative of the gestor</p> |
| <i>Projects implementers</i> | <p>Agora Central Europe – implemented 4 projects under the evaluation and participated in the 5th evaluated project</p> <p>Člověk v tísni o.p.s. (People in need) implemented 1 project under the evaluation and took part in all other supported projects under this evaluation.</p> <p>Both implementers participated in the projects through project team and lecturers</p> |
| <i>Čzech partner organisations</i> | <p>Education centre for CR public administration, o.p.s. (VCVS) The Association for International Affairs z.s. (AMO) Transitions Online z.s. (ToL) These organisations participated in the projects through project team and lecturers</p> |
| <i>Georgian partner organisations</i> | <p>International Association Civitas Georgica – partner in all evaluated projects Partners in the 1st project:</p> <ul style="list-style-type: none"> • The South Caucasus Institute for Regional Security (SCIRS) • National Association of Local Self-government Units of Georgia (NALA) <p>Partner in the 5th project:</p> <ul style="list-style-type: none"> • Community development association XXI – CDA. |
| <i>Target groups and final beneficiaries</i> | <p>Youth, civil society organisations, local authorities, journalists and teachers of secondary schools especially in Guria, Imereti and Kvemo Kartli regions.</p> |
| <i>Donors of cofinancing and similar projects</i> | <p>European commission (EC), which provide grants for development and human rights projects (EIDHR, ENPI and others), it is one of the main donors, it has also co-funded evaluated implementers. USAID supports beside others civic education, it is one of the main donors. the Council of Europe – it cooperated with MoYSA e.g. on European Volunteer Service, Erasmus or the Youth Policy and Participation⁵³ International Visegrad Fund (IVF), namely special grant program Visegrad - 4 Eastern Partnership (V4EaP), it has also co-funded evaluated implementers and also cooperated with ministries such as MOYSA. OHCHR Danish Refugee Council Representation in Georgia, SIDA, NORAD, GIZ, the MFA Poland or Netherland Open Society Georgia Foundation US Embassy, National Endowment for Democracy and other US-based organisations UNDP – peace making, implemented also a rehabilitation project in Gori in 2008 funded by the CZDA and TRANS⁵⁴ World Bank Etc.</p> |

⁵³ The policy is expected to be signed in April 2015 in Prague, whereby action plans should be developed early thereafter.

⁵⁴ Overview of the Czech ODA projects 2008 2010 at http://www.mzv.cz/jnp/cz/zahranicni_vztahy/rozvojova_spoluprace/dvoustrana_na_zrs_cr/projectove_zeme/gruzie/projecty_rekonstrukcni_a_rozvojove.html

| | |
|--|--|
| <i>Georgian implementers of similar projects</i> | Transparency International Georgia Tkibuli Regional Development Fund Institute for Development of Freedom of Information (IDFI) International Society for Fair Elections and Democracy (ISFED) Georgian Young Lawyers' Association Caucasus Institute for Peace, Democracy and Development (CIPDD) Civil Society Institute (CSI) Human Rights Center (HRIDC) Caucasus Green Area (CGA) National Council of Youth organizations of Georgia Public Movement "Multinational Georgia" Etc. |
| <i>Czech implementers of similar projects</i> | Charita ČR Organizace pro pomoc uprchlíkům (OPU) Nesehnutí Oživení Transparency International CR ADRA |
| <i>Others</i> | Ministry of Education and Science (MES) Ministry of Youth and Sports Affairs (MoYSA) Regional education centre, involved in the project V Public, mainly in the regions of Guria, Imereti and Kvemo Kartli Platforms of CSOs, mainly Black Sea Forum for Dialogue and Partnership, Caucasus Environmental NGO Network (CENN), National Council of Youth Organizations of Georgia (NCYOG) Further mainly Georgian Orthodox Church and popular citizens, enjoying a special status in the Georgian society. Etc. |

AGORA Central Europe (AGORA CE, www.agora-ce.cz) was founded in 1998 in the CR to enhance communication between local governments, central government bodies and citizens. It provides consulting, educational activities and public meetings, publishes materials and films etc. It has been implementing beside others the debate competition „Agora for Students - On the Way to the Parliament”^{lxviii} in the CR. Agora CE has also engaged in strengthening the process of democratization in Eastern Europe and Caucasus countries including Georgia. Its budget for 2013 was 224.400 EUR. Currently, it has approximately 9 members of staff.

People In Need (PIN, www.clovekvtisni.cz/en/) was established in 1992. It engages in development cooperation, humanitarian aid, human rights and social inclusion in more than 23 countries. It fosters social integration and education in the CR. Its Centre for Human Rights and Democracy has been supporting people whose lives were endangered by authoritarian regimes or who needed support in strengthening civil society in democratic transformation. PIN is running programmes with its partners beside Georgia also for example in Russia and Ukraine. PIN announces the annual Homo Homini Award and organizes the One World International Human Rights Documentary Film festival. Its budget for 2013 was 27 mio EUR. It had 305 staff in the CR and 9 staff members in Georgia.

Transitions Online (ToL, www.tol.org) was created in 1999 in the CR to strengthen the professionalism, independence and impact of the news media in the Central and Eastern Europe and the former Soviet Union. It also engages in media training and publishes its own magazine. In Georgia, it was present in 2009 – 2012. Its budget for 2013 was 878.850 EUR. Currently, it has 4 permanent staff and 13 long term external experts.

Civitas Georgica (CG, www.civitas.ge) is a non-profit association, established in Georgia in 1996 in order to assist transformation processes in Caucasus region. The CG aims to promote open, effective and democratic government system in Georgia, advance the competent public participation in decision-making and support community development. CG activities include training, consultancy, advocacy, lobbying and research. The training activities are focused among others on local government management, citizens' engagement and project writings to broad spectrum of target groups. CG budget for 2013 was approximately 200.000 EUR. It had 11 permanent staff.

Education centre for public administration of the CR (Vzdělávací centrum pro veřejnou správu ČR, VCVS, www.vcvscr.cz) was established in 2000 with the aim to support democracy development and good governance for elected representatives and staff of public administration and social services as well as other target groups from public and non-profit sector. VCVS's activities are lately focused on education for municipalities and social services, benchmarking and other methods for increasing effectiveness. In Georgia, it was active from 2006 till 2010. Its budget for 2013 was 508.103 EUR. Currently, it has 12 staff.

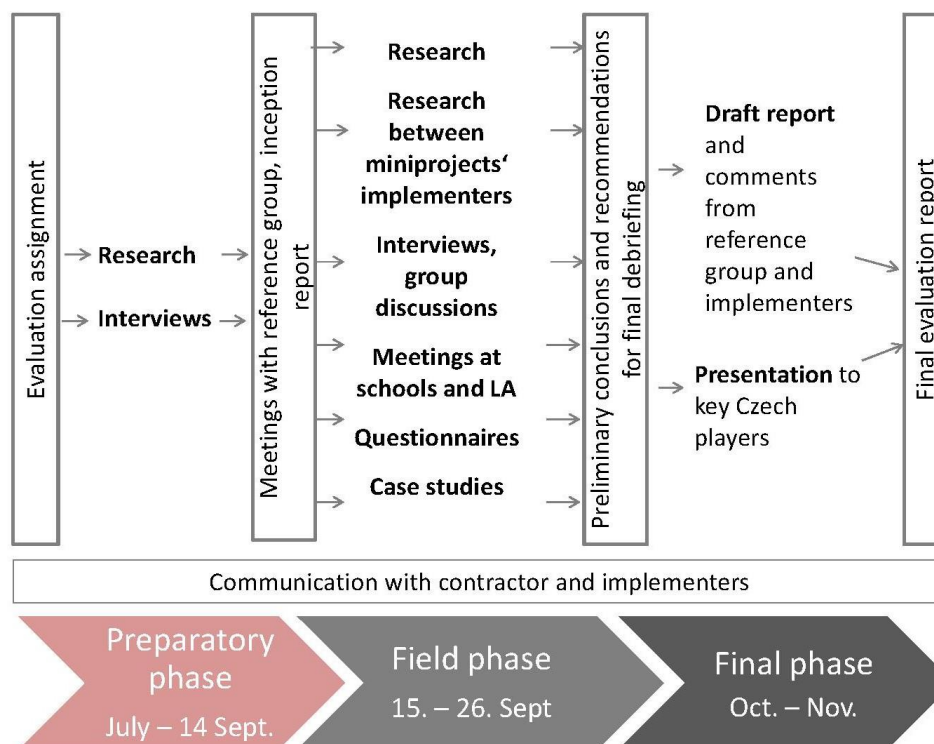
Association for International Affairs (AMO, www.amo.cz) was founded in 1997 to promote research and education in the field of international relations. AMO facilitates expression and realization of ideas and projects in order to increase education, mutual understanding and tolerance among people. Today, AMO represents a platform in which academics, business people, policy makers, diplomats, media, and NGOs can openly interact. AMO was active in Georgia during 2008 and 2009. Lately it has been active in Ukraine, Belarus and Egypt. Its budget for 2013 was 412.161 EUR. Currently, it has 18 staff.

National Association of Local Self-government Units of Georgia (NALA, www.nala.ge) was established in 20014 by representatives from all levels of local and regional administration. NALA is nongovernmental, non-profit, and apolitical organization, which connect all entities of LA.. The NALA's aim is development of the LA system, development of democracy on local level, decentralization of state administration and development of LA institutions. Currently NALA has 10 employees.

Community development association XXI (CDA, <http://cda.ge>) was established in 2001. CDA is nongovernmental and non-profit organization. Its mission is the support of internally displaced citizens and vulnerable groups of society, protection of human rights, support of active youth engagement in the public life, introduction of innovative methods into the education process and contribution to formation of strong civil society.

No details about **South Caucasus Institute of Regional Security** (SCIRS) were available.

7.10. Evaluation phases and tools



7.11. Overview of interviews and group discussions

Czech Republic

| Type / Role | Organisation | Person | Role | Date |
|---|--|--|--|---------------------|
| Implementer / Czech partner in the last project | AGORA CE | Ivana Bursíková, Pavel Mička, František Havlín | Director, deputy director, expert on the Way to the Parliament project | 15/07/14 |
| Czech partner | Transitions online | Jeremy Druker, Katerina Beckova | Director coordinator | Project 15/07/14 |
| Other player | Department of Northern and Eastern Europe MFA | Josef Buzalka, Jaroslav Knot | | 17/07/14 |
| Gestor | Human rights and transformation policy department of MFA | Jan Látal, Barbora Jungová | | 17/07/14 |
| Local partner partner | Civitas Georgica | Giorgi Meskhidze | Director | 18/07/14 (Skype) |
| Czech Embassy, | Embassy | Albert Sidó | Development attaché | 21/07/14 |

Complex evaluation of the Czech ODA supporting human rights, democracy and societal transformation in Georgia
Evaluation Report 30 November 2014

Monitoring in Georgia

| | | | | |
|---|----------------|----------------------------------|------------------------------------|-----------------|
| Czech partner / Lead agency of the last project | People in Need | Pavla Pijanová, Lenka Bláhová | Regional coordinator assistant | 21/07/14 |
| Other player | CDA | Jan Černík, Michaela Cvečková | Project manager project manager | 21/07/14 |
| Czech partner | VCVS | Jana Voldánová | Director | 16.10. 12.30 |

Georgia and international

| Type | Organisation | Person | Role | Date |
|-------------------------|--|--|--|------------|
| Other implementer / CSO | Civil Society Institute - CSI, 2, May 26 square, V Floor | Vazha Salamadze | Director | 04/09/14 |
| Other donor | International Visegrad Fund | Lenka Buckova | Visegrad 4 Eastern Partnership Program Manager | 05/09/14 |
| Donor | Czech Embassy, Chavchavadze Ave. 37, building 6, 0179 Tbilisi | Albert Sido | Development Attaché for Georgia | 15/09/2014 |
| Other donor | EU Delegation to Georgia, 38, Nino Chkheidze St., Tbilisi | Helga Pender | Project Manager (Democratization and Civil Society) | 15/09/2014 |
| Partner / State | Ministry of Sports and Youth Affairs, Tbilisi 0162, 9 Chavchavadze Avenue #49a | Vakhtang Aanidze Akaki Jamburia George Akhvlediani | Deputy Head of the Youth Deputy Minister responsible for Youth Affairs Analyst | 15/09/2014 |
| Other implementer / CSO | Civil Society Institute - CSI, 2, May 26 square, V Floor | Vazha Salamadze Ia Garbunia | Director Project Manager | 15/09/2014 |
| State (LAs) | CEGSTAR, 12 Al. Kazbegi Avenue, III Floor, 0160 Tbilisi | Giorgi Toklikishvili | Director | 15/09/2014 |
| Journalist | Internews Georgia, 14/22 Paolo Iashvili str. | David Mchedlidze | 577 55-15-98 | 17/09/2014 |
| Partner / CSO | International Association Civitas Georgica, 97 Tsinamdzgvrishvili Street, Tbilisi | Giorgi Meskhidze Levan Kurulashvili Darejan Tsutskiridze Aleksander Kalandadze Nino Tsiklauri | President Moderator and trainer Trainer LG Program manager and trainer Trainer and coordinator | 15/09/2014 |
| Partner / State | Ministry of Education and Science in Georgia, 0102 Tbilisi, Dimitri Uznadze N 52, II floor | Mariam Chikobava | Head of National Curriculum Division not joining | 16/09/2014 |
| Other implementer / CSO | Georgian Young Lawyers' Association, Jansugh Kakhidze (Krilov) St 15, 0102, | Tamar Gvaramadze | Executive director | 16/09/2014 |

Complex evaluation of the Czech ODA supporting human rights, democracy and societal transformation in Georgia
Evaluation Report 30 November 2014

| Type | Organisation | Person | Role | Date |
|------------------------------|---|---|---|------------|
| | Tbilisi | | | |
| Other implementer / CSO | Transparency International Georgia - 26 Shota Rustaveli Ave, Tbilisi 0108 Rostomashvili | Gia Gvilava | Project Manager | 16/09/2014 |
| Partner / LA | National Association of Local Self-government Units of Georgia (NALA), 75 G. Kostava St. New building near Telecompany Mze | David Melua | Executive Director | 16/09/2014 |
| School / Student | Gardabani no. 1 Public School | Salome Kalandadze | Former student, who won a debate competition organized by Civitas Georgica | 16/09/2014 |
| Journalist | - | David Paichadze | Journalist, journalism teacher, TV presenter of the Georgian Public Broadcasting (GPB) | 17/09/2014 |
| Journalist | - | Zviad Koridze | Journalist, media consultant, new Chairman of the Parole Commission, teacher at Caucasus School of Media, involved in It affects you too, moderator of film screenings of PIN | 17/09/2014 |
| Journalist | - | David Mchedlidze | 577 55-15-98 | 17/09/2014 |
| | | Elza Ketsbaia | Journalist, ToL Project Manager | |
| | | David Bloss | Regional Editor of OCCR (www.reportingproject.net) | |
| | | Gela Mtwilashvili | Project Director of the Network of Information Centres www.icn.ge , 16100.ge | |
| | | Maia Edilashvili | Indep. Journalist | |
| | | Lika Zakashvili | Editor of Liberali.ge | |
| | | Maia Tsiklauri | Journalist at TV Rustavi 2, formerly at Internews Radio GIPA (Georgian Institute of Public Affairs) | |
| Focus group with journalists | - | Tina Tsiskaradze Tamara Karelidze | GARB (Georgian Association of Regional Broadcasters) | 17/09/2014 |
| University (partner) | GIPA - Georgian Institute of Public Affairs - Iechim Gurjis #7, Leselidze, Chakhrakhadzis Kucha marionetebis ukan, | Nino Dolidze or Zhana Antia (These are the same people responsible for the Camp in Patardzeuli in | Cooperated with AGORA CE/ Civitas e.g. on debate club | 17/09/2014 |

Complex evaluation of the Czech ODA supporting human rights, democracy and societal transformation in Georgia
Evaluation Report 30 November 2014

| Type | Organisation | Person | Role | Date |
|---------------------------|--|--|---|--|
| | | 2011-12 | | |
| Donor / Other implementer | Open Society Georgia Foundation - 10 Chovelidze Street (Belinski) Tbilisi, 0108 | Keti Khutsishvili | Executive Director | 17/09/2014 |
| Donor / Other implementer | Open Society Georgia Foundation | Nika Jeiranashvili | Human Rights Programme Manager | 17/09/2014 |
| Journalist | Cafe ELVIS, philarmonia - Regional Media Association | Ia Bobokhidze | director of association, journalist | Cancelled, feedback given electronically |
| CSO / LA | CIPDD - Caucasus Institute for Peace, Democracy and Development - Tsereteli St. 72a, (after the Didube Pantheon, Bank of Georgia building - a twostorey building behind the bank | David Losaberidze | chairman of the advisory council to the Minister regarding LA reform | 17/09/2014 |
| CSO | Samtredia Gamgeoba, Development Organisation of Samtredia | George Tsagareishvili | Implementer of several projects | 18/09/2014 |
| NGO | Sakrebulo Building Room 219, Republic St 6, 2nd building | Sopio Kirtadze | Implementer of 2011 projects "Human Rights for Rural Youth" "All Unique All Equal" "Together to the Futue" (with PIN) | 18/09/2014 |
| School | Samtredia, anytime, #10 Public School - Kakabadze St. 6 or 18 | Natela Gogotishvili Irma Namchavadze Lela Bokhum Makvala Terzadze | Implementer of 2 projects in 2009 on child theatre Project Leader Artist Music teacher School director | 18/09/2014 |
| School | Samtredia, anytime, #10 Public School - Kakabadze St. 6 or 18 | Nino bagdavadze Mari Lejava Mariam Negereishvili Lia Chachua Mariam Mkheidze Giorgi Vashkidze | Students of 7th to 9th standard, members of the puppet theatre | 18/09/2014 |
| LA | LA in Samtredia Sakrebulo Building, Republic St 6, | David Baxtadze | deputy mayer, 2 months new in the function, prior director of local communal services company | 18/09/2014 |
| CSO | Women and Gender | Lela Diasamidze | Implementer of 2011 - | 18/09/2014 |

| Type | Organisation | Person | Role | Date |
|-------------------------------|--|--|--|---------------------|
| | Equality | | 12 project "Citizen engagement in local government decision making", lawyer | |
| Project partner / lead agency | PIN - Nana Kurashvili - 593691012, Solomon 1-27, Rkinigza Hospital left hand side street | Nana Kurashvili Sofia Godnandze Ramazi Chichinadze Pavla Pijanová | Head of PIN TRANS Project Coordinators PIN Programme Manager | 18/09/2014 |
| LA | Lanchkhuti municipality | Vakhtang Zeraishvili | Deputy Head, 1 year in the function | 19/09/2014 |
| School | Public School Samtredia no. 1 | Khatuna Pailadze | Cooperated with AGORA CE in 2011-12 on debating competition and seminars | 19/09/2014 by phone |
| School | Public School Samtredia no. 2 | Marina Zhgenti | Cooperated with AGORA CE on debating competition and seminars | 19/09/2014 by phone |
| School | Public School #1 Lanchkhuti - Jordania St. 123 | Nunu Kheladze | Implementer of 2010 projects such as "Learn, Protect and Enjoy" (with PIN) | 19/09/2014 |
| School | Public School #1 Lanchkhuti - Tabukashvili #123 | Thomas Giladze Nunu Kheladze Nino Ebralidze | Cooperate with AGORA CE (debating competition) Director Teacher Teacher | 19/09/2014 |
| School | Public School #1 Lanchkhuti - Tabukashvili #123 | Anna Pendariani | Student, participant of debate competition | 19/09/2014 |
| CSO / LA | Lanchkuti Information Centre, Jordania St. #105 - Georgian Agricultural Hall | Amiran Gigineishvili | former head of Lanchkhuti municipality, trainer, participant of study visit activist | 19/09/2014 |
| School | Religious Gimnazium, Lanchkhuti, Chkhaidze St. 4. | Levan Giorgadze Ucha Chkhaidze Papuna Vadachkeria | Implementer of 2010 projects, e.g. "Youth Protecting Earth" (with PIN), cooperated with AGORA CE (debates) Teacher Students, participants of debates | 19/09/2014 |
| Student | - | Tamar Sopromadze | Implementer of 2011 project "Let's develop our Environment" (garden), former student of Tkibuli School no. 4 | 20/09/2014 |
| Student | - | Sophio Ormotsadze | Implementer of 2011 project "Fight with bad habits" and 2011_12 project "Debate to be | 20/09/2014 |

| Type | Organisation | Person | Role | Date |
|----------|---|--|---|------------------------------|
| | | | noticed", former student of 32 nd Kutaisi Public School | |
| School | Religious Seminar at Tskaltubo | Nino Zakaraia (project leader) | Implemented several projects, teacher | 20/09/2014 |
| LA | Ozurgeti Council | Dimitrij Kvetgelidze Nana tardumadze | New Head of the Council Technical Head | 22/09/2014 |
| School | Ozurgeti #1 Public school | Maia Tavartkiladze Vladimer Giorgadze Nona Urushadze | Cooperated with AGORA CE in 2010 Director Teachers | 22/09/2014 |
| School | Ozurgeti Historic Museum, Chanturia St. #1 | Lali Kiladze | Cooperated with AGORA CE in 2008, PR Officer | 22/09/2014 |
| LA | - | Lela Tavartkiladze | former vice governor of Ozurgeti Municipality | 22/09/2014 |
| CSO | - | Givi Chorgoliani | Implementer of 2011 - 12 project "Protesting Violence" | 23/09/2014 |
| CSO | Konstantine Gamsakhurdia St. 225 #1 Bagabagi | Ruslan Sajaia | Implementer of 2011 - 12 project on accessibility of the Health system and services for disabled persons | 23/09/2014 (phone interview) |
| CSO | KEDEC - Kutaisi education development and employment centre | Lika Keladze | Director of KEDEC | 23/09/2014 |
| CSO | Future of the Children - in Bagdat) | Natalia Tskhadadze | Implementer of 2011-12 project "The best for our environment" | 23/09/2014 |
| LA | Terjola municipality | Temur Jafaridze | Governor | 24/09/2014 |
| LA | Terjola municipality | Zaza Tsertsradze Giorgi Gabrichidze | Lawyer Sports and Youth Coordinator | 24/09/2014 |
| CSO | Terjola Youth Center | Natia Gamkrelidze | Implementer of 2010 project "Sunny Days" (with PIN) | 24/09/2014 |
| CSO | Terjola Youth Palace | Rusudan Kovziridze Darejan Memanishvili | Implementer of 2010 project "Learn and Build future", 2011 projects "New Awareness". "First Step to Rights" and 2013 project "Little acts - Big Changes" Director Project Manager | 24/09/2014 |
| LA / CSO | Educational Resource Center | Sopia Siukaeva | Cooperated with PIN in 2012, chairwoman of the Educ. Res. Centre, | 24/09/2014 |

| Type | Organisation | Person | Role | Date |
|--|--|--|--|------------|
| | | | member of the Council | |
| Journalist | - | Givi Avaliani | Participated in the social media Training by ToL | 24/09/2014 |
| LA / Schools | Education Resource Center | Badri Vashakidze | Director | 25/09/2014 |
| LA | Kutaisi Municipality | Shota Murgulia | Mayor | 25/09/2014 |
| LA | Kutaisi Municipality | David Mergrelishvili | Culture and External Affairs | 25/09/2014 |
| Media | | Keti Berdzenishvili | Journalist, owner of a regional media outlet | 25/09/2014 |
| Trainer / CSO | National Centre for Teachers Development | Mirza Gubeladze | Trainer of PIN, worked at Tkibuli District Development Fund | 25/09/2014 |
| Trainer / CSO | | Tina Kiladze | Trainer of PIN, worked at World Vision | 26/09/2014 |
| Multistakeholder | Final evaluation debriefing in Kutaisi | Guram Sokhelidze Ruslan Sajaia Teo Zakarashvili Lila Kiladze Nana Kurashvili Nino Zakaria | Association Hrogi, LA Beneficiary Transparency Internat. Ozurgeti LA PIN Tskaltubo Religious Seminar | 26/09/2014 |
| International intergovernmental org. / donor | UNDP, UN House, 9 Eristavi Street, Tbilisi | Irakli Kobakhidze, (university teacher as in 7/2014 release from the UNDP project on decetralisation) | Former project manager of the Democratic Governance, Fostering Regional and Local Development in Georgia, UNDP project | 29/09/2014 |
| Other implementer | Nesehnuti | Milan Štefanec | Statutory representative | 14/10/2014 |

7.12. Evaluation questions

Table of evaluation questions related to evaluation criteria is below, the full evaluation matrix is only available in the Czech version of the evaluation report.

| Evaluation criteria | Evaluation questions |
|--|---|
| <i>Relevance</i> | 1. To what extent the evaluated projects fulfilled the targets groups' needs? |
| | 2. To what extent were the evaluated projects complementary to key projects of similar focus? |
| | 3. In which way is it possible to build up upon the evaluated projects in line with the current priorities in the sector of support of democracy, human rights and social transformation in Georgia and along with activities of other players? |
| | 4. To what extent the main activities and outputs contributed to achieving the planned goals and purpose? |
| | 5. Which factors influenced achieving outputs and goals? |
| <i>Effectiveness</i> | 6. Could the same outputs be achieved with fewer inputs (cheaper)? |
| | 7. How effective was the cooperation of implementers and partners (Czech and Georgian)? |
| Impacts | 8. What main changes have these projects contributed to (positive and negative, expected and unexpected)? |
| Sustainability | 9. To what extent do the projects' benefits sustain? |
| Cross sectorial principles and visibility ODA /TRANS | 10. To what extent have the projects contributed to good governance? |
| | 11. To what extent were the projects environmentally and climate-friendly? |
| | 12. To what extent have the projects contributed to compliance with beneficiaries' human rights incl. gender equality? |
| | 13. To which extent are the key players incl. target groups informed about projects and financing institutions? |

7.13. Survey among journalists - questionnaire

Survey among participants of media activities in Georgia 2010 - 12

You may work in Georgian media or as an independent journalist. You may have been also a student interested in journalism. In any case, you joined an activity organized by Transitions online, the Czech Republic in Georgia between 2010 and 2012. We have been commissioned by the donor, the Czech Ministry of Foreign Affairs to evaluate these activities. The Ministry is also keen to know good practices in the sector. See the recommendation letter at www.evaluate.com.

Help us map good practices in Georgia and plan future support of media in Georgia by filling in the short questionnaire below by 22 September 2014.

Further, we would appreciate to meet you in person in Tbilisi on 17 September 13:00 at Kote Afkhazi Street 32 or in Kutaisi on 25 September at 11:00 (location is to be confirmed). Kindly confirm your participation here: <http://doodle.com/h2n3yv7taxnnkeve>

A full evaluation report with Czech projects as well as other initiatives will be available by the end of 2014 at www.mzv.cz and www.evaluate.com. It will provide key conclusions and recommendations for future projects.

Thank you in advance for your help!

Inka Píbilová, Monika Příbylová and Elene Margvelashvili

www.evaluate.com

*Required

Your views

1. What activity organized by Transitions online (from the Czech Republic) did you participate in?

*(several answers are possible)

Grant for a miniproject in 2010

Workshop in 2010

Clinic on 25 July 2010

Workshop / meeting in 2011

Workshop / meeting in 2012

Summer Camp for Journalism students in 2011

Summer Camp for Journalism students in 2012

I cannot remember

Other:

2. What was the location and the focus of the activity?

(note whatever you can remember)

3. What lessons learnt, tips or tools from the activity have you further used?

(note whatever you can remember)

4. How would you rate the usefulness of the activity?

(note whatever you can remember)

1 2 3 4 5 6 7 8 9 10

Not at all useful

Very useful

*Complex evaluation of the Czech ODA supporting human rights, democracy and societal transformation in Georgia
Evaluation Report 30 November 2014*

5. Have you already worked as a journalist or media professional before the activity? above
(note whatever you can remember)

Yes, as a journalist of press media

Yes, as a journalist of on-line media

Yes, as a blogger

Yes, as another media professional

No

Other:

6. What is your current involvement in Georgian media?

(kindly note the media name, your position, main themes and web links if possible)

7. Do you contribute to independent Georgian media?

(this includes also your blogs or websites, you may write articles, contribute with photos, videos etc.)

Yes, full time

Yes, on a regular basis (at least 2 contributions per month)

Yes, but irregularly

No, I work for Georgian state media

No, I work for international media

Other:

8. In overall, how has the MEDIA plurality changed in Georgia in the last 7 years?

It has improved significantly

It has slightly improved

It has remained the same

It has slightly worsened

It has worsened significantly

Other:

9. What initiative towards MEDIA plurality and quality in Georgia do you find particularly successful?

Add a short description, the initiator (an organisation or a person), location, a link where to learn more and reasons why you find it successful.

10. What initiative towards CIVIC (including YOUTH) engagement in public affairs (participatory decision making at local, regional and state level) in Georgia do you find particularly successful?

Add a short description, the initiator (an organisation or a person), location, a link where to learn more and reasons why you find it successful.

11. What do you think are the current most burning issues related to human rights and democracy in Georgia?

(please suggest additional sources or links if available)

12. What do you think the Czech Republic should engage in and further support (financially and non-financially) in Georgia?

13. Is there anything else you would like to advise to the evaluators of the Czech contribution to democracy, human rights and societal transformation in Georgia?

We welcome any tips to contact persons, any other projects, programmes, key donors etc.

About you

What is your current employment status?

I work for Georgian press media

I work for Georgian online media

I am an independent journalist (freelancer)

I work for a civil society organisation (non-profit)
I work for the Georgian state or local government
Other:

What is your age?

18 - 29

30 - 39

40 - 49

50 - 59

60 and more

Other: If you would like to receive our evaluation report, kindly provide your e-mail address

7.14. Survey among journalists - findings

As 2 respondents answered the survey, only answers that could not compromise on anonymity can be presented below. No numbers are mentioned (e.g. ratings) as they would not be representative. Responses have been translated from Georgian.

Activity organized by Transitions online (from the Czech Republic) did you participate in?

One could not remember, one mentioned a training in 2008 and a grant for a miniproject in 2010.

Lessons learnt

One could not remember, one mentioned instruments for new media and open source platforms such as Drupal or Wordpress.

Previous experience as a journalist or media professional (before the activity above)

Both were journalists of press media, one was additionally a journalist of on-line media and another media professional.

Current employment

Both currently work for Georgian online media

In overall, how has the MEDIA plurality changed in Georgia in the last 7 years?

One thinks it has improved significantly, one said slightly improved.

Initiative towards CIVIC (including YOUTH) engagement in public affairs (participatory decision making at local, regional and state level) in Georgia do you find particularly successful

One respondent did not mention anything. The other one noted: *Liberalizmi is a training center for young people <http://liberalizmi.wordpress.com/>. It focuses on the ethics of journalism, (it is) an educational initiative for young people (showing) the value of liberalism.*

Initiative towards MEDIA plurality and quality in Georgia do you find particularly successful

One respondent mentioned:

- IREX New Media

The other one listed following initiatives:

- Primarily legislative changes in order to improve financial transparency. <http://www.media.ge/en/portal/news/39531/>

- Must carry and must offer was introduced <http://www.media.ge/en/portal/news/50083/>
- Rules for appointment of a new Board of Trustees <http://www.media.ge/en/portal/news/300580/>. The informant believes the implementation of this law has not gone as well as the public sector is assumed. See <http://www.media.ge/en/portal/news/302162/>
- Digital switchover process, governments, NGOs and media representatives work together (on this).

Current most burning issues related to human rights and democracy in Georgia?

One informant did not mention anything, the other one shared: *“One of the main problems, at least in broad population, is the essence of democracy. Government officials and political leaders are of the wrong notions. Further, there is a problem of political corruption, there are political deals among the various parties. Moreover, the Georgian Church has a growing influence on civil government, which threatens the principle of secularism. The chief problem is the non-management, implemented by the ruling coalition “of” Georgian Dream ”,“ informal leader, former Prime Minister of the Prime Minister. Democracy prevents polarization of the media. Still freedom of information is insufficient.”*

Recommendations for the future engagement and support of CR:

One mentioned none, one elaborated (translated from Georgian): *Yes! Of course, Georgia and the Czech Republic belonged to the former Soviet countries, but we have seen the unprecedented progress of democracy in the Czech Republic during my stay in Prague. During the visit, I visited several media outlets. Initiatives, motivation and commitment to the independence of the media, the marketing, these are the features that characterize the Czech media. Sharing of experiences in terms of democracy and support, I think it will be important.*

Other comments:

The values are important. Educational activities need to be encouraged, especially among young people.

The development of online media how to survive and develop online media if advertising is limited.

The training should have more emphasis on practical skills.

7.15. Group discussion with journalists – summary

Feedback to the project implemented by Transitions Online (ToL)

Journalism students from 10th to 12th standard were trained in Batumi in social media as well as in ways how to express different issues. Methods included debating and other games, which aimed at enhancing skills of students. The most successful students were taken to Prague for a **study visit, which was a big motivation to all participants**. According to the ToL Project Manager, **almost every student is currently working as a journalist, often in regions**.

Furthermore, ToL trained journalists and media representatives. One participant of this training present at the Focus group appreciated a good trainer. In comparison to Tbilisi, fewer training opportunities were available in regions. Not many journalists knew how to take and edit videos in order to report on different themes or events.

For future trainings, s/he would recommend to **focus on practical skills** in order to enhance the video quality.

Changes in media since 2008

In the past, **media were polarized**. They were **not financially independent**, thus sustainability was affected. **Limited access to information** was an issue. This changed in 2012 and improved in 2013, but currently, it got worse again⁵⁵, so **it remains an issue**. For example, one media outlet sent 462 letters to state institutions in 2014 and got only 32 complete answers, 102 incomplete answers and 200 letters remained unanswered. Another TV received information that this media outlet was not able to get. Institutions prefer to have high-level press conferences or exclusive interviews. So **selectivism** is an issue. A journalist needs to know concrete Public Relations Officer at institutions to be able to receive some information. The low access to public information is a general issue in Georgia, not only related to media. Nevertheless, it has improved. In the past journalists would be required to send interview questions in advance and they would not be allowed to add any new questions later on.

“The higher the rank of the interviewee, the more likely it is that s/he will not take certain media seriously.”

“Media outlets not loyal to the ruling party had a difficult time. Now the current government boasts about being open to media, but at press conferences, media are discredited, respondents openly criticize them, put some media in a bad light and discredit them publicly. This affects public trust in the media.”

“They do not beat us anymore, there is better ethics, but the attitude (of institutions to media) has not changed. This government sends nobody to prison, but violence against journalists is still present. (Some) media are openly discredited.”

Nevertheless, ministries and other **institutions also need guidance regarding the free access to information**. For example, monitoring Georgian natural resources including budget is not public and is classified as secret information. The committee responsible for the monitoring agrees that somehow it needs to be shared. But nobody encourages them to share it, such as the Czech government or others. **It needs to be clear, what public has right to know**. It also needs to be clear, what exactly needs to be shared. It is too early to tell if the EU Accession Agreement would influence this, but it would be very useful to share experiences with small countries such as the CR how to practically go about it.

⁵⁵ According to the 2012 amendment to the law on broadcasting, companies owned by off-shore entities cannot control shares in broadcasting licence holders. Aiming for more transparency, the act also requires broadcasters to disclose their beneficiary owners. This information is then published online by the Georgian National Communications Commission. See more at http://www.transparency.org/country#GEO_Overview

In any case, the main change in the last 6 years is the **rise of the regional media**. Often, they would be the first to bring attention to an issue. According to the **Endowment for Democracy (NED)**⁵⁶, **regional media are more popular in regions than the national ones**. The national TV covers general topics. Moreover, Georgians do not trust it.

The level of **professionalism** in media has **slightly improved, but remains an issue**. Some students received a good quality education and some media received organisational support. **Journalists now have more opportunities** as there are 22 different TVs at the Broadcasting Association. The main issue with regional media is that **journalists lack skills to present many different regional issues in high quality**. The quality concerns the report content and length, the report set-up as well as distribution. There is also **selectivism in the choice of topics** by the media. Few qualified journalists cover topics such as economy or health. Most of the time, generalists cover all topics, which results in superficial reporting.

Internet media are on rise. Social media are a great source of alternatives. For example, GIPA Radio experienced an increase of on-line users by 5% in the last year. Furthermore, 60% of traffic to its website comes from Facebook.

Current issues related to media

Besides the issues mentioned above, continuous problem is that leading media outlets are not objective. According to the National Endowment for Democracy (NED), not many people trust Georgian media. They think that **most media outlets are affiliated to concrete political parties**. There are very few **independent media** in Georgia. These outlets **rely on international funding (Liberali, Netgazetim Kacheti Information Centre, Radio Liberty)**. All these independent media outlets need further financial support except of Radio Liberty. Aside of that, they need to show their content in an appealing manner. They also need a better outreach to public as well as boost readers' loyalty. The content needs to be simpler. The webs need to be user-friendly. Thus **help with web development and marketing as well as funding are important to further develop independent, un-biased media**. Most Georgians follow mainly the television (90%), followed by radio and press. Low salaries of journalists remain an issue, thus some **journalists leave to get better paid jobs**. While at state institutions, one can get minimum 700 GEL, in media, journalists get maximum 500 GEL.

Recommendations for future engagement of the CR

- **Advise of transparent information sharing at (state) institutions**
- **Support independent media financially as well as provide technical support** – presentation, professionalism, marketing/loyalty (e.g. using different modes, mobile applications etc.) and diversification of funding (introducing business models to ensure self-sustainability). Mainly the journalists in **local media and independent** journalists should be supported. Trainings need to be needs-based and practical. **Owners and managers** of media outlets also need to be targeted.

It is easier to bring innovations to regions. People (journalists) are motivated and open for collaboration.

⁵⁶ <http://www.ned.org/where-we-work/eurasia/georgia>

7.16. Survey among other actors – questionnaire

Civic engagement in public affairs in Georgia (Caucasus)

We have been commissioned by the donor, the Czech Ministry of Foreign Affairs to evaluate Czech projects promoting democracy, human rights and societal transformation in Georgia (Caucasus). The Ministry is also keen to know good practices in the sector. See the recommendation letter at www.evaluate.com.

You may work in an NGO, school, academia or the government...or you are just interested in Georgia. Help us map good practices in Georgia by filling in the short questionnaire below by 31 August 2014. Based on your inputs, a field mission will be held from 15 to 26 September 2014 to collect details about the key initiatives and create case studies. Finally, a full evaluation report with Czech projects as well as other initiatives will be available by the end of 2014 at www.mzv.cz and www.evaluate.com. It will provide key conclusions and recommendations for future projects.

Thank you in advance for your help!

Inka Píbilová, Monika Přibylková and Elene Margvelashvili, www.evaluate.com

Your views

1. What do you think are the most burning issues related to human rights and democracy in Georgia?
(please suggest additional sources or links if available)

2. What do you think needs to be done to address the issues mentioned above?
(who should do what and how)

3. What initiative towards CIVIC engagement in public affairs (participatory decision making at local, regional and state level) in Georgia do you find particularly successful?
Add a short description, the initiator (an organisation or a person), location, a link where to learn more and reasons why you find it successful.

4. What initiative towards YOUTH engagement in public affairs in Georgia do you find particularly successful?
Add a short description, the initiator (an organisation or a person), location, a link where to learn more and reasons why you find it successful.

5. What initiative towards MEDIA PLURALITY in Georgia do you find particularly successful?
Add a short description, the initiator (an organisation or a person), location, a link where to learn more and reasons why you find it successful.

6. Is there anything else you would like to advise to the evaluators of the Czech contribution to democracy, human rights and societal transformation in Georgia?
We welcome any tips to contact persons, any other projects, programmes, key donors etc.

About you

What is your current employment status?

I work for a civil society organisation (non-profit)

I work for the Georgian state or local government

I work for a donor engaged in Georgia

I work for media in Georgia

I study in Georgia

Other:

If you would like to receive our evaluation report, kindly provide your e-mail address

7.17. Survey among other actors - findings

1. What do you think are the most burning issues related to human rights and democracy in Georgia?

1. Low level of civic education and awareness, lack of informed engagement of communities and citizens. Duty-based citizenship has not been transformed into the engaged citizenship
2. Weak institutional capacity of civil society organizations (CSOs) and low trust to them among the public
3. Insufficient resources and professionalism of CSOs in conducting civic monitoring and advocacy campaign
4. Lack of volunteerism in Georgia as a tool for participatory democracy
5. Level of citizen participation (despite several successful cases) generally remains low.
6. Deficiency of catalytic and credible civic leaders

www.humanrights.ge

www.gyla.ge

www.transparency.ge

www.epfound.ge

www.osgf.ge

<http://eapnationalplatform.ge/?lang=eng>"

- 1) Insufficient measures taken by the state to provide victims of torture with legal and psycho-social rehabilitation; high number of torture cases was not yet investigated (see: <http://www.humanrights.ge/index.php?a=main&pid=16487&lang=eng> and <http://www.humanrights.ge/index.php?a=main&pid=16852&lang=eng>)
- 2) State refused to work out mechanism for the eradication of the past year miscarriages of justice and to review plenty of ungrounded, unfair and often politically motivated judgments (see: Georgian version <http://www.humanrights.ge/index.php?a=main&pid=17746&lang=geo>)
- 3) State cannot ensure protection of minorities, when they are assaulted by groups of xenophobes and homophobes (<http://www.humanrights.ge/index.php?a=main&pid=17743&lang=eng>; <http://www.humanrights.ge/index.php?a=main&pid=17748&lang=eng>; <http://www.humanrights.ge/index.php?a=main&pid=16696&lang=eng>)

Lack of police accountability, government control of prosecutors office, minority rights

Property rights, personal safety, hunt of political opponents once you're in power

There are many and the most important ones change quickly enough that it is a mistake for a donor or foreign NGO to focus too specifically.

The most burning issue is still society's attitude toward sexual minorities in Georgia. Important problem is also public awareness and engagement in decision-making process (especially for ethnic minorities). Early marriage and limited education of Azeri girls (especially girls with disabilities) still remains as one of the most important problems in Kvemo kartli region."

2. What do you think needs to be done to address the issues mentioned above?

1. Baseline assessment of the state of civic education, advanced programs of civic education based on the findings and tailored to the Georgian needs and demands with more outreach to regions. Training of civic educators for each village and each community. /Donors, CSOs/
2. Programs for increasing institutional capacity of CSOs in all components, including public relations, communications and partnerships /Donors, CSO/
3. Advanced training for watchdog CSOs to perfect their skills and knowledge in monitoring and advocacy using new opportunities (e.g. new media) and technical assistance to the grassroots CSOs in this field ?Donors CSO/
4. Support to the increased contacts between CSOs,volunteers in Georgia and EU countries, advocacy for creating enabling environment for volunteering. Educate CSOs on volunteer management conduct awareness raising campaign on the values of volunteering /Donors, CSO, media government/

5. Perfect the legislation to create more instruments for effective citizen participation based on the finding of baseline evaluation to be done in this field. Train CSOs in new methods of participation /Donors, CSOs, government/

6. Special programs for identification and bringing-up civic leaders with follow-up training and capacity building /Donors, CSOs, CBOs/"

1) For the rehabilitation of torture victims the state needs: a) political will; b) systemic and personnel reforms in the prosecutor's office; c) more state programs for the psycho-social rehabilitation of torture victims and relevant funding from state budget or from donors.

2) Ministry of Justice of Georgia, Parliament of Georgia and other competent state institutions or inter-agency commission shall renew working on the elaboration and implementation of mechanism for the identification and eradication of miscarriages in judiciary.

3) A) more unbiased information must be disseminated about the rights of minorities in the society; b) relevant educational programs must be elaborated by the Ministry of Education and teach them in public schools, colleges and high schools; c) timely and adequate interference by law enforcement bodies for the prevention of concrete incidents against minority groups. "

Independent police inspectorate, purge at the prosecutors office, beefed up ombudsman with power to prosecute offenders

Rule of law

Donors should improve their methods of operation and partnerships, the way they do their work. They need to be more flexible and understand what they themselves can offer their partners, be more demand driven.

To solve these issues mentioned above, local media, non-governmental organizations, and local self-governments should cooperate in order to raise public awareness.

3. What initiative towards CIVIC engagement in public affairs (participatory decision making at local, regional and state level) in Georgia do you find particularly successful?

The campaign by leading Georgian civil society organizations "**It Affects You Too**" prompted the decision by the Parliament of Georgia regarding the adoption of amendments to the current law on illegal surveillance. CSOs believe that constitutional guarantees of personal privacy will be significantly improved through adoption of these amendments. The current legislation will move toward best practices of European countries and standards of the Jurisprudence of the European Court of Human Rights.

Campaign **This Affects You** was first launched in February 2012 by nongovernmental and media organizations. The Campaign aimed to amend election law with active participation and engagement of citizens and to create competitive, informative pre-election environment in the country. The Campaign was triggered by the election law adopted at the end of December, 2011. Namely Parliament of Georgia amended the Law on Political Unions, Election Law and Criminal Code of Georgia, which according to CSOs and experts significantly deteriorated pre-election environment. In the frame of the Campaign, about 170 CSOs and media organizations, as well as about 1500 physical persons signed the Petition, which was submitted to the Parliament of Georgia together with relevant bill on February 17. The bill aimed to amend the unfair amendments introduced to the Law on Political Union of Citizens. The Campaign had positive results. For example: 1. The Law on Political Unions of Citizens was improved (Georgian version <http://esshengexeba.ge/?menuid=9&id=232&lang=1>). 2. Government of Georgia officially invited long-term international observers to monitor pre-election period.

In March 2014 group of CSOs renewed the Campaign **This Affects You – We Are Still Listened to**. The Campaign aimed with active participation of citizens to amend the law and general practice of unlawful surveillance and to create constitutional guarantees for the protection of personal life. The Campaign was re-launched because of uncontrolled surveillance of citizens by law enforcement bodies, that has been a serious problem for the past few years. With special technical gadgets, investigative bodies listened and watched ordinary citizens of Georgia, journalists, CSO representatives, political activists, lawyers, clergymen and others without any control and permission. After 2012 Parliamentary Elections, new government did not take any measures to resolve this problem. Despite their promise,

law enforcement bodies still have unlimited access to communication operators data and all sorts of communications used by citizens.

CSOs participating in the Campaign request adoption of the law which will set main principles for operative-investigative activities and ensure respect of privacy and family life, personal activities or home, personal recording and communication.

This **affects you campaign** (GYLA, TI)

I'm not aware of such

A prerequisite for civic engagement is fast effective information, there isn't much of that.

At regional level, particularly successful initiative was **assignment of a bus line Bolnisi – Marneuli**. Successful initiatives were also construction of **road in Nakhiduri Village, improvement of water supply in Tamarisi village and transmission of sport equipment to several schools of Bolnisi**. These initiatives were successful because certain part of population started to believe that only their activities can make real changes.

4. What initiative towards YOUTH engagement in public affairs in Georgia do you find particularly successful?

The Eurasia Partnership Foundation's Youth Bank Program in Georgia. Program Goal: The program helps young people aged 16 and 21 to develop skills and resources to enhance their social and community functioning and increase opportunities for volunteerism and civic activism. As part of its youth integration activities, EPF's Youth Bank Program is designed to increase the capacity and provide the opportunity for local youth to improve their communities by creating positive relationships and adjustments. Through the use of micro-grants, social improvement projects are implemented which enables young people to take responsibility in society as active citizens.

<http://www.epfound.ge/english/programs-activities/youth-bank.html>

Unfortunately, we could not recall any initiative towards YOUTH engagement in public affairs in Georgia.

None

I'm not aware of such

Election observation. The European Alumni Association of Georgia.

Projects implemented by Ministry Of Sports And Youth Affairs Of Georgia were particularly successful towards youth engagement in public affairs.

5. What initiative towards MEDIA PLURALITY in Georgia do you find particularly successful?

Ethic code for regional media implemented by Georgian Media Development Foundation.

The goal of the project: working out high professional and ethic standards and promoting their establishing in the regional media.

Georgian Charter of Journalistic Ethics implemented the project: "Georgian Media Enhance Democracy, Informed Citizenry and Accountability" Donor: IREX G-MEDIA Program. Activities were conducted on increasing public awareness about journalistic ethics.

Creation and working of Journalistic Ethic Charter is one of the most important initiatives in Georgian Media.

The charter is based on Article 10 of the European Convention on Human Rights and Fundamental Freedoms and International Federation of journalists (IFJ) and the Declaration of Principles on the Conduct of Journalists. These principles have been implemented for journalists that collect, transmit and spread information and comments concerning current events.

Representatives of the Georgian media recognize and acknowledge the liability to protect the principles and the responsibly related to the aforementioned liabilities.

See more at http://qartia.org/ge/en/?page_id=2672

Media plurality is not a problem in Georgia, media quality is a problem.

I'm not aware of such

There is plenty of media plurality, the problem is quality. And this is driven by leadership being lazy and not rewarding research. Most papers cover rumors because that is what the editors want. Better to pull good journalists out of papers, have them research and publish on line and let papers reprint exclusives for free. Same with the internet over TV.

TV program “**Politmeter**” with Nino Zhizhilashvili offered by television company Maestro was particularly successful towards media plurality in Georgia.

6. Is there anything else you would like to advise to the evaluators of the Czech contribution to democracy, human rights and societal transformation in Georgia?

Czech Republic, as a EU member state, can play significant role in the democracy development, human rights protection and civic transformation process in Georgia.

First of all, the Ministry of Foreign Affairs of Czech Republic shall timely and strictly respond to blatant human rights violation facts in Georgia and call on the Government of Georgia to adequately respond to them. Besides that, Czech MFA can support Georgian civil society and support their strategic initiatives, projects aiming at the protection of human rights.

Set up good local offices that can move fast and be responsive. Speed and flexibility (oddly) will have the greatest influence in long term institution building. This because all other international efforts are so slow and cumbersome and narrowly focused, that by the time they actually implement, the original intent is not a part of the political discussion of that moment. The goal should be to seize opportunity, and to set yourself to do that.

Four respondents did not respond to this question or were ambiguous about the answer (“hmmm”).

What is your current employment status?

I work for a civil society organisation (non-profit) 3 / 50%

I work for media in Georgia 1 / 17%

Self employed 1 / 17%

Just interested 1 / 17%

7.18. Table of total expenses 2009 – 2013

| Total expenses in CZK ⁵⁷ | 2009 | 2010 | 2011 - 2012 | 2012 - 2013 | Total in CZK | Total in % |
|--|------------------|------------------|------------------|------------------|-------------------|---------------|
| Human resources incl. experts | 535 280 | 914 509 | 1 487 438 | 780 597 | 3 717 824 | 23% |
| Travel | 291 807 | 417 027 | 480 955 | 183 279 | 1 373 068 | 9% |
| Equipment | 23 672 | 83 427 | 34 806 | 18 807 | 160 712 | 1% |
| Direct cost (e.g. meeting room and office rental) | 213 515 | 244 625 | 224 286 | 195 377 | 877 804 | 5% |
| Subcontractors incl. experts | 360 397 | 734 629 | 1 196 368 | 971 945 | 3 263 339 | 20% |
| Direct support of beneficiaries | 778 565 | 1 829 806 | 2 163 140 | 979 745 | 5 751 255 | 36% |
| Other direct cost incl. visibility | 8 873 | 0 | 0 | 9 250 | 18 122 | 0% |
| Administrative cost | 138 400 | 207 610 | 317 407 | 196 200 | 859 617 | 5% |
| Total | 2 350 509 | 4 431 632 | 5 904 401 | 3 335 200 | 16 021 742 | 100% |

⁵⁷ The Exchange rate is 25,4 CZK/EUR

7.19. Planning, monitoring and evaluation - comments

Summary of shortcomings of projects documentation and management:

- There were **no baseline data** to enable measuring changes.
- There were major issues with **project logical framework**, which were key for implementation, results-based monitoring and evaluation.
 - First two projects did not contain logical framework - MFA did not require them till 2010. The obligatory output tables
 - The project 1 application did not contain any common goal of the consortium and related indicators (as it was set post the application deadline); its intervention logic of individual sub-projects varied greatly; none contained result or objective indicators (changes expected to be brought by the sub-projects), one even did not contain output indicators. Some indicators were very general⁵⁸ or multiple and complex.
 - Last three projects contained logical frameworks with result and objective indicators, but there were often general. In some cases the indicators did not have target values, so it cannot be concluded, if they have been achieved. Result indicators would often focus on fulfilling activities, not measuring changes⁵⁹.
- On-going **monitoring** varied – monitoring data were mostly not accessible.
 - Structured monitoring was done for some miniprojects, especially Terjola was identified as a good practice.
 - Concerning monitoring reports of TRANS and the Czech Embassy, the evaluators obtained only one report written by the representative of the the Czech Embassy regarding the last evaluated project; based on this report it was not possible to evaluate the efficiency and effectiveness of the monitoring
- **Evaluation** of activities and results through projects was insufficient.
 - While **feedback** was reportedly collected at some workshops and other events, feedback summaries were not available to the evaluators.
 - **Contacts to most of the beneficiaries** were missing, which hindered evaluation of effectiveness and impacts (either internal or external). Evaluators assumed that this was due to lack of awareness that contacts may be useful (for follow-up, internal evaluation etc.).
 - Evaluation of results / changes is not elaborated enough. In final reports of AGORA and PIN, it was argued that goals were reached based on carrying out the planned activities with many participants. ToL elaborated also, how results were reached.
 - An **external evaluation** of PIN was not available to other project partners
- The quality of the **final reports** was more or less the same throughout the evaluated period. In some cases, the structure of the report did not correspond to logical frameworks or the process listed in the project application. It was automatically assumed that goals were reached as activities were fulfilled. No evidence of change was provided.
 - In reports from Agora and PIN, the chapters related to reaching goals were brief. Some activities did not elaborate that they were in fact merged with others (e.g. several seminars combined in one).
 - Reports from other partners, especially ToL contained more details about reaching goals. Nevertheless they used their own structure and numbering of outputs, which did not correspond to the overall project logical frameworks / outputs tables. Therefore, activity indicators (e.g. number of trainings) could not be always verified.
 - Some final reports did not contain information, where different activities took place.
 - Despite multiple requests, complete final financial report from the project 1 was missing.

⁵⁸ E.g. "Local population will have a high opportunity to participate in the process of good governance "

⁵⁹ E.g. "25 students will participate in the Summer school of Journalism".

- Aside of consolidated financial reports, detailed list of expenses was not available to the evaluators.
- Some types of expenses (e.g. experts) were reported inconsistently in different budget chapters.
- **Supporting documents** (annexes of final reports) were in some cases unavailable to evaluators or incomplete. Some of the missing key supporting information was additionally obtained from implementers, while others were not (e.g. some attendance sheets or contacts to beneficiaries, which was clear for the evaluation).
- Until 2013, **financial reports** were not audited - MFA did not require **audits**. Since 2013, audits were requested and it was left upon implementers to arrange them, which may potentially result in differences in quality. This practice is different from the remaining ODA projects, where auditors are directly appointed by the MFA.

7.20. Themes for debate competitions

2008

1. School should have right to get involved in private life of students
2. There should be mandatory guards in each school;
3. GMO products should be forbidden in Georgia;
4. Right wheel car driving should be forbidden in Georgia
5. Voting should be mandatory in local elections;
6. Georgian government should restore diplomatic relations with Russia
7. Obligatory military service should be abolished in Georgia
8. Waste sorting must be mandatory
9. Teachers should address student using polite titles (Mr., Miss etc)

2009

10. The world must say “no” to nuclear power plants;
11. Course of first medical aid must be taught at school;
12. Forests should become private property;
13. Students at high grades should choose subjects from the study course;
14. School principal and administration have the right to intervene in private life of the students;
15. Death penalty must be allowed for especially heavy crimes;
16. Construction of new hydro power plants in Georgia will bring more benefit than damage;
17. Member of parliament may become person at the age of 21;
18. Animal testing must be prohibited.
19. Commercials on public broadcaster should be banned

2010

20. Head of municipal council should be elected directly by people;
21. There should be municipal police;
22. Number of men and women should be equal in party lists;
23. There should be student self-governance in schools;
24. Mayor should be elected directly by local population;
25. Georgian soldiers should take part in peacekeeping missions abroad;
26. Georgia should be neutral country;
27. Students should wear uniforms;
28. Director of public school must be elected;
29. People should have right to recall their elected representative if they wish so.

2011

30. Foreign citizens should have right to buy agricultural land in Georgia
31. Each municipality in Georgia should have local police
32. Climate change is due to human intervention
33. DRR should be included in school curricula
34. Attending lessons should be compulsory
35. Voting must be compulsory
36. UN security council should be abolished
37. Democratic countries should support Syrian rebels
38. First aid health system should be free in all villages in Georgia
39. Only professionals should take action during disasters
40. Climate change is due to human activities

2013

41. Guns should be forbidden
42. Parliament of Georgia should stay in Kutaisi
43. UN should recognize Palestine as independent state
44. Georgia should take place in Olympic games 2014 in Sochi
45. Death penalty should be re-introduced
46. It should be allowed to have tattoo, piercing etc at school
47. Building hydro-electric stations brings more good than bad.
48. Kindergarten should be free
49. Cultural heritage should be preserved not rehabilitated
50. All villages and towns should be self-governing units
51. There should be elected mayor in each village

7.21. Terms of Reference

Ministerstvo zahraničních věcí ČR
vyhlašuje

výběrové řízení NA PLNĚNÍ VEŘEJNÉ ZAKÁZKY MALÉHO ROZSAHU
S NÁZVEM
„KOMPLEXNÍ VYHODNOCENÍ ZAHRANIČNÍ ROZVOJOVÉ SPOLUPRÁCE ČESKÉ REPUBLIKY
V SEKTORU PODPORY DEMOKRACIE, LIDSKÝCH PRÁV A SPOLEČENSKÉ TRANSFORMACE V
GRUZII“
A VYZÝVÁ K PODÁNÍ NABÍDKY

informace o zadavateli

Název zadavatele: Česká republika – Ministerstvo zahraničních věcí
Identifikační číslo: 45769851
DIČ: MZV není plátcem DPH
Sídlo zadavatele: Loretánské náměstí č. 101/5, Praha 1, PSČ 118 00

Ve věcných rozhodnutích a ve věcech smluvních zastupuje zadavatele:
PhDr. Zuzana Hlavičková, ředitelka odboru rozvojové spolupráce a humanitární pomoci

Zaměstnanec pověřený organizací výběrového řízení:
Mgr. Dita Villaseca B. Kubíková, odbor rozvojové spolupráce a humanitární pomoci MZV
tel.: 224 18 2872, e-mail: dita_kubikova@mzv.cz

Předmět veřejné zakázky (NIPEZ 79998000-6 Služby profesionálních poradců)

Předmětem výběrového řízení je komplexní vyhodnocení aktivit zahraniční rozvojové spolupráce („ZRS“) ČR v Gruzii v sektoru podpory demokracie, lidských práv a společenské transformace. Východiskem pro sektorovou evaluaci bude následujících pět projektů realizovaných v gesci Odboru lidských práv a transformační politiky MZV.

„Podpora rozvoje spolupráce na místní úrovni v Gruzii“ (dotace)

| | |
|---------------------------------------|----------------------|
| gestor: | MZV-LPTP |
| realizátor: | Agora Central Europe |
| období realizace: | 2008 – 2009 |
| celkové čerpání prostředků ze ZRS ČR: | 3,62 mil. Kč |

„Rozvoj občanské společnosti a její účast na veřejném životě v Gruzii“ (dotace)

| | |
|---------------------------------------|----------------------|
| gestor: | MZV-LPTP |
| realizátor: | Agora Central Europe |
| období realizace: | 2009 |
| celkové čerpání prostředků ze ZRS ČR: | 2,12 mil. Kč |

„Podpora transparentnosti a komunikace v Gruzii“ (dotace)

| | |
|---------------------------------------|----------------------|
| gestor: | MZV-LPTP |
| realizátor: | Agora Central Europe |
| období realizace: | 2010 |
| celkové čerpání prostředků ze ZRS ČR: | 4,38 mil. Kč |

„Podpora aktivního občanství a zapojení mládeže do veřejného života v Gruzii“ (dotace)

| | |
|---------------------------------------|----------------------|
| gestor: | MZV-LPTP |
| realizátor: | Agora Central Europe |
| období realizace: | 2011 – 2012 |
| celkové čerpání prostředků ze ZRS ČR: | 5,9 mil. Kč |

„Aktivní zapojení mladých do života obce - podpora přirozeného rozvoje občanské společnosti v Gruzii“ (dotace)

| | |
|---------------------------------------|------------------------|
| gestor: | MZV-LPTP |
| realizátor: | Člověk v tísni, o.p.s. |
| období realizace: | 2012 – 2013 |
| celkové čerpání prostředků ze ZRS ČR: | 3,33 mil. Kč |

Hlavní zúčastněné strany

Ministerstvo zahraničních věcí ČR („MZV“), odbor rozvojové spolupráce a humanitární pomoci („ORS“ je v ZRS ČR odpovědný za koncepční řízení rozvojové spolupráce, včetně programování její bilaterální složky a vyhodnocování výsledků (evaluace). Odbor lidských práv a transformační politiky (LPTP) je odpovědný za přípravu a realizaci bilaterálních projektů v sektoru podpory demokracie, lidských práv a společenské transformace, a je proto gestorem hodnocených projektů.

Zastupitelský úřad ČR v Tbilisi („ZÚ“) zastupuje Českou republiku v Gruzii včetně oblasti rozvojové spolupráce. Konkrétně je úkoly koordinace a monitoringu ZRS pověřen diplomatický pracovník ZÚ.

Realizátoři a partnerské organizace, koneční příjemci

Agora Central Europe realizovala 4 z hodnocených projektů na základě dotace poskytnuté MZV.

Člověk v tísni o.p.s. realizoval 1 z hodnocených projektů na základě dotace poskytnuté MZV a byl partnerem v ostatních podpořených projectech.

Transition, o.s. byl partnerem v projectech realizovaných Agora CE.

V roli hlavní partnerské organizace projektů v Gruzii působila: International Association Civitas Georgica

Konečnými příjemci (beneficienty) projektů jsou mladí lidé, journalists, představitelé místních správ a veřejnost zejména v gruzínských regionech Guria a Imeretie.

Cíle a účely vyhodnocení

Hlavním účelem vyhodnocení je získat **objektivně podložené a konzistentní závěry** využitelné při rozhodování MZV o **budoucím zaměření zahraniční rozvojové spolupráce, se zvláštním zřetelem na transformační spolupráci, v dané zemi a sektoru**. Informace získané v průběhu této evaluace poslouží ke zlepšení realizace rozvojové a transformační spolupráce ČR v Gruzii v sektoru podpory demokracie, lidských práv a společenské transformace a k synergickému zaměření dalších projektů.

Cílem evaluace je komplexní **vyhodnocení působení ČR v sektoru podpory demokracie, lidských práv a společenské transformace** v Gruzii na základě vyhodnocení vybraných projektů dle mezinárodně uznávaných kritérií OECD/DAC a dalších zadaných kritérií (viz níže). Dalším, neméně důležitým očekávaným výstupem je posouzení, zda a jak byly aktivity reprezentované uvedenými projecty vzájemně provázané či nakolik jejich dopady měly synergický efekt. Širší sektorový pohled by měl dále hodnocené aktivity ČR posoudit na pozadí relevantních strategií Gruzie pro daný sektor.

Sektorový pohled je dále vhodné zaměřit na vyhodnocení a další možnosti sdružování rozvojových aktivit do širších celků s jednotným geografickým a tematickým určením, vyhodnocení koordinace a komunikace mezi českými aktéry ZRS jakož i s ostatními donory působícími v dané zemi ve stejném sektoru, případně vyhodnotit potenciál trojstranných projektů, jejich priorit a perspektivy. Zadavatel uvítá též vyhodnocení spolupráce státních i soukromých aktérů činných v dané zemi v sektoru podpory demokracie, lidských práv a společenské transformace, a vyhodnocení, případně porovnání, jednotlivých uplatněných sektorových strategií a modalit. Vítána je i případová studie dle kontextu evaluace.

Od evaluačního týmu zadavatel dále očekává **posouzení intervenční logiky** hodnocených projektů v kontextu daného sektoru, vč. analýzy klíčových předpokladů a rizik pro dosažení cílů, případně rozbor metodologických překážek a limitů evaluace. Pokud by evaluační tým shledal intervenční logiku v projectové dokumentaci za neúplně či nepřesně definovanou, je očekáváno provedení tzv. **rekonstrukce intervenční logiky** jako součást prací na této evaluaci.

Evaluační kritéria dle OECD/DAC

Závěry z evaluace mají poskytnout zadavateli komplexní pohled na působení ČR v **sektoru podpory demokracie, lidských práv a společenské transformace v Gruzii** v hodnoceném období, včetně vyhodnocení jednotlivých projektů z hlediska mezinárodně uznávaných evaluačních kritérií OECD/DAC, tj. relevance, efektivity (hospodárnosti), efektivnosti (účelnosti), udržitelnosti a dopadů. Stručné definice těchto kritérií dle OECD/DAC jsou následující:⁶⁰

Relevance – míra, ve které rozvojová intervence odpovídá potřebám, prioritám a koncepcím cílové skupiny, partnerské (přijímající) země a dárcovské země.

Efektivita (hospodárnost) – míra využití vstupních zdrojů (časového plánu, odborných znalostí, administrativy a managementu, finančních prostředků atd.) s ohledem na reálně dosažené výstupy a cíle. Realizované aktivity se hodnotí co do jejich adekvátnosti, účinnosti a hospodárnosti, popřípadě mohou být navržena alternativní řešení k dosažení stanovených výstupů a cílů méně nákladným způsobem, v kratší době, s větším zohledněním místních podmínek apod. Hodnotit lze i zda byly cíle a výstupy stanoveny reálně. Hodnocení míry využití optimálně nákladných zdrojů k dosažení potřebných výsledků se provádí z hlediska kvantitativního i kvalitativního.

Efektivnost (účelnost) – míra dosažení cílů rozvojové intervence.

Udržitelnost – míra, resp. pravděpodobnost pokračování pozitivních důsledků projectu pro cílovou skupinu po ukončení aktivit a financování ze strany donora/ realizátora.

Dopady – pozitivní i negativní, přímé i nepřímé a zamýšlené i nezamýšlené důsledky rozvojové intervence pro cílovou skupinu a v partnerské zemi obecně; u kritéria dopadů se musí evaluace důkladně zabývat také vnějšími vlivy prostředí, ve kterém byl project realizován.

Další evaluační kritéria

Evaluace posoudí souhrnně hodnocené aktivity ale i jednotlivé projecty také z hlediska jejich **vnější prezentace** (viditelnosti) v partnerské zemi a z hlediska uplatnění **průřezových principů ZRS ČR** definovaných v Koncepti zahraniční rozvojové spolupráce ČR na období 2010 – 2017⁶¹:

řádná (demokratická) správa věcí veřejných; šetrnost k životnímu prostředí a klimatu; dodržování lidských práv příjemců včetně rovnosti mužů a žen. Evaluátoři by měli zejména posoudit zda a jak průřezové principy (resp. některý z nich) přímo souvisí se sektorovým zaměřením hodnocených projektů a aktivit; zda a jak zadavatel a/nebo realizátor zohlednili průřezové principy při formulaci a realizaci projectů; zda realizátor během přípravy a realizace projectu (resp. zadavatel projectu během formulace projectu) v rámci snahy o zohlednění průřezových principů narazil na protichůdné cíle, zájmy či hodnoty na straně příjemců projectu/partnerské země a jak tuto situaci řešil. Evaluační tým by tedy měl ke zmíněným aspektům vnímavě sbírat údaje a zjistit postoje konečných příjemců projectu (resp. i dalších relevantních osob). U zjišťování názorů, pocitů a zkušeností cílové skupiny je důležité věnovat zvláštní pozornost zahrnutí jejích zranitelných členů (zpravidla žen, příslušníků rasových, etnických nebo náboženských menšin, starších osob). Ze získaných informací by měl učinit celkový závěr, do jaké míry hodnocené projecty u jednotlivých průřezových principů využily existujících příležitostí a vyvarovaly se nežádoucích situací.

Doporučení vyplývající ze zjištění a závěrů komplexního vyhodnocení

V evaluační zprávě budou uvedena konkrétní a realizovatelná doporučení, s přidanou hodnotou, adresně určena evaluačním týmem MZV odborům ORS a LPTP, realizátorovi či jinému aktéru ZRS, a dostatečně podložena konkrétními zjištěními a závěry, zaměřena primárně na systémová doporučení pro další možné zaměření rozvojových aktivit v sektoru podpory demokracie, lidských práv a společenské transformace v Gruzii. Může však jít také o doporučení procesní k danému typu projectu, případně doporučení zaměřená na vzájemné synergie jednotlivých hodnocených oblastí rozvojových

⁶⁰ Více k uplatnění kritérií OECD-DAC při vyhodnocení projectu ZRS je k dispozici v osnově evaluační zprávy v příloze a dále v publikacích OECD-DAC, např. „Evaluating Development Cooperation. Summary of Key Norms and Standards“ a „Quality Standards for Development Evaluation“ (ke stažení na stránkách www.oecd.org/development/evaluation). Doporučuje se také důkladné prostudování Metodiky projectového cyklu dvoustranných projektů ZRS ČR (k dispozici na stránkách www.mzv.cz/pomoc).

⁶¹ Koncepti ZRS ČR na období 2010 – 2017 lze dohledat na www.mzv.cz/pomoc

intervencí. Zadavatel je připraven ve zprávě obdržet i ponaučení širšího charakteru (*lessons learned*) pro řízení a realizaci ZRS, případně systémové ponaučení pro řízení procesu evaluací, pokud jsou tato ponaučení dostatečně konkrétní, relevantní a využitelná také pro ZRS v jiných zemích a sektorech.

Požadované výstupy komplexního vyhodnocení, termíny

Spolu se zadavatelem bude na průběh evaluace dohlížet v poradenské roli také **referenční skupina** složená ze zástupců MZV – odboru rozvojové spolupráce a humanitární pomoci („MZV-ORS“), MZV – odboru lidských práv a transformační politiky („MZV-LPTP“), MZV – odboru států severní a východní Evropy („MZV-OSVE“), České evaluační společnosti (ČES) a ZÚ Tbilisi. Komunikaci mezi evaluačním týmem a referenční skupinou bude zprostředkovávat pověřený zástupce MZV-ORS. Členové referenční skupiny budou mít právo připomínkovat zprávy odevzdané evaluačním týmem.

- Zadavatel požaduje po zpracovateli odevzdání jedné **vstupní zprávy** a jedné **závěrečné evaluační zprávy** (s 5 přílohami shrnujícími evaluační zjištění k jednotlivým projectům). Závěrečná evaluační zpráva bude následně zveřejněna včetně příloh na webových stránkách MZV.
- **Vstupní zpráva** detailně rozpracovává metodologii hodnocení, popisuje okruhy evaluačních otázek a hypotéz formulovaných na základě studia dokumentů a rozhovorů vedených v ČR, které mají být ověřeny na misi v partnerské zemi. Vstupní zpráva dále obsahuje **harmonogram** mise do partnerské země včetně plánu meeting, rozhovorů, fokusních skupin, pozorování, odborných měření, dotazníkových šetření, apod.
- Vstupní zpráva musí být odevzdána zadavateli v listinné (svázané) podobě i elektronické podobě, a sice **nejpozději 5 pracovních dnů před odjezdem týmu na evaluační misi** do partnerské země.
- Podoba závěrečné evaluační zprávy se musí řídit **osnovou evaluační zprávy ZRS ČR⁶²**, délka textu bude max. 25 stran A4 (bez příloh) včetně manažerského shrnutí v délce max. 4 strany A4. Zadavatel očekává, že závěrečná evaluační zpráva bude obsahovat, vzhledem ke stanovenému rozsahu, především samotné klíčové body sektorové evaluace, včetně zjištění, závěrů a vyplývajících doporučení. V 5 přílohách budou uvedena shrnující evaluační zjištění k jednotlivým projectům; dále budou v příloze uvedeny obecně známé skutečnosti, stejně jako případně přehledy zdrojů ověřitelných zjištění, kvantitativní fakta, vzory a výsledky hodnocení dotazníků apod. - dle použitých metod evaluace.
- Evaluační zpráva je vyžadována **v českém jazyce** (s anglickým shrnutím). Pokud se vybraný zpracovatel rozhodne předložit zprávu také v **anglickém jazyce** (např. z důvodu způsobu práce mezinárodního týmu, ve prospěch komunikace se zúčastněnými organizacemi v partnerské zemi apod.), zadavatel je na tuto variantu připraven, pouze očekává domluvu na postupu prací v době podpisu smlouvy. Zůstává každopádně odpovědností zpracovatele, aby termíny stanovené v tomto zadání nebyly zpracováním dvou jazykových verzí překročeny, a aby česká verze zprávy neutrpěla na kvalitě či úplnosti.
- **Pracovní verze závěrečné evaluační zprávy** musí být odevzdána zadavateli k připomínkám do 29. července 2014. Zadavatel shromáždí připomínky od referenční skupiny a předá tyto zpracovateli, který je povinen obsahové připomínky písemně vypořádat (tzn. zapracovat do textu zprávy, nebo se zdůvodněním odmítnout, v každém případě písemnou formou). Pokud jsou k zaslání připomínek vyzváni také realizátoři projectů, evaluační tým se musí zabývat i jejich podněty.
- Zadavatel od zpracovatele očekává **představení evaluační zprávy** s již vypořádanými připomínkami referenční skupiny a realizátorů, případně jejich místních partnerů, tj. zejména hlavních zjištění, závěrů a doporučení, na prezentaci s diskusí uspořádané ze strany MZV-ORS. Případné zásadní dodatečné poznatky vzešlé z discussion budou zapracovány ve formě **samostatné přílohy finální verze zprávy**. Termín prezentace bude stanoven po vzájemné dohodě v dostatečném časovém předstihu (předpokládáno je září 2014). Evaluační tým zašle vizuální osnovu prezentace (powerpoint) před prezentací zadavateli k odsouhlasení.
- **Finální verze evaluační zprávy**, včetně přehledu o způsobu zohlednění jak všech písemných připomínek referenční skupiny a realizátora (a jeho místních partnerů), tak případně dalších poznatků z osobní prezentace zprávy, musí být odevzdána zadavateli do **30. září 2014**, následně bude zveřejněna na webových stránkách MZV. Závěrečnou evaluační zprávu je nutné odevzdat zadavateli v listinné podobě v **1 svázaném výtisku i v elektronické podobě na CD**.

⁶² Osnova evaluační zprávy ZRS ČR je přílohou tohoto dokumentu.

Evaluační mise a další upřesnění pro zpracovatele

- Zkoumání výsledků projektů v partnerské (neboli přijímající) zemi formou **evaluační mise** je povinnou součástí procesu vyhodnocení. **Minimální** délka výzkumu v partnerské zemi, je **10 pracovních dnů** - v závislosti na charakteru projektů, geografickém rozprostření hodnocených projektů (1 lokalita versus vyšší počet navzájem vzdálených lokalit), podmínkách místní dopravy po partnerské zemi, počtu relevantních úřadů, apod. Zejména se však odvíjí od metod zvolených zpracovatelem.
- V průběhu vyhodnocení zpracovatel povede **rozhovory** se zástupci MZV, ZÚ Tbilisi, realizátory projektů, se zástupci konečných příjemců a partnerských organizací realizátora v Gruzii; dále s představiteli tamější státní správy a LAs (a s dalšími respondenty dle potřeby).⁶³
- Těžiště svých **zjištění, závěrů a doporučení** by měl zpracovatel začít písemně formulovat ještě na misi v partnerské zemi. V průběhu evaluační mise zpracovatel uspořádá **zahajovací a závěrečný brífink** pro zúčastněné strany (relevantní úřady partnerské země, zástupce příjemců projektu, místní implementační partnery a realizátora, ZÚ Tbilisi apod.), na kterém lze předpokládaná a poté získaná zjištění a závěry vyhodnocení otestovat v diskusi s těmito zainteresovanými aktéry, a získat tak první zpětnou vazbu.
- Od evaluátorů se očekává také detailní konzultace se **ZÚ Tbilisi**. Evaluační tým se může na zastupitelský úřad obrátit se žádostí o logistickou podporu nebo s žádostí o zprostředkování rozhovorů na ministerstvech a dalších úřadech partnerské země; měl by však asistence ZÚ využívat jen **v míře nezbytně nutné**.

Vyhlášení výběrového řízení a příjem nabídek

Výběrové řízení probíhající formou otevřené výzvy je veřejně vyhlášeno na webových stránkách MZV dne **10. března 2014**.

Přijem nabídek končí dne **25. března 2014 ve 14.00 hod.**

Nabídky uchazečů budou zaslány **doporučeně** (nebo doručeny **osobně**) v listinné i elektronické formě na datovém nosiči – např. CD na následující adresu:

**Ministerstvo zahraničních věcí ČR
Odbor rozvojové spolupráce a humanitární pomoci
Loretánské náměstí 5
118 00 Praha 1**

Nabídky se podávají v obálce označené:

- názvem výběrového řízení;
- plným jménem (názvem) uchazeče a adresou;
- textem „**NEOTVÍRAT**“.

Nabídky zaslané jiným způsobem (např. faxem nebo e-mailem), doručené na jiné adresy nebo obdržené po termínu uzávěrky je zadavatel oprávněn nepřijmout.

Nabídky mohou být podávány v jazyce českém, slovenském nebo anglickém. Nabídky v jiných jazycích nebudou přijaty.

Evaluační tým

Evaluaci může provést buď **tým složený z více fyzických osob** (z nichž jedna působí jako vedoucí týmu s odpovědností za celý výstup vůči zadavateli) nebo **právnícká osoba** disponující adekvátním týmem expertů (z nichž jeden působí jako vedoucí týmu zajišťující komunikaci se zadavatelem).

Zadavatel považuje za optimální tým složený ze **2-3 osob, tj. hlavního evaluátora** s odpovědností za celý proces vyhodnocení a odevzdání dohodnutých zpráv, jehož odbornost spočívá zejména v metodách evaluace; **experta(y) se zkušenostmi s fungováním nevládních organizací a orgánů státní správy** a případně též **lokálního experta** (nebo juniorního člena týmu) s důkladnou znalostí místního prostředí.

Přihlášky účastníků výběrového řízení budou povinně obsahovat:

⁶³ Při evaluační misi v partnerské zemi však nemusí jít pouze o formu individuálních rozhovorů – způsoby zjišťování a ověřování informací vycházejí z metodologického postupu evaluačního týmu.

- **metodologický přístup** evaluačního týmu, vč. plánu prací (tzn. konkrétně popsaná metodologie, navržená specificky pro předmětné komplexní vyhodnocení ZRS ČR v Gruzii);
- závazně definovaný **počet dnů na evaluační misi v partnerské zemi** (nezahrnující dny příjezdu a odjezdu ze země);
- **složení evaluačního týmu**, tj. počet, jména a specializace expertů, kteří se na evaluaci budou podílet, a to včetně **jednoznačného stanovení jejich účasti na misi, popř. na části mise** (jaké části, kolik dnů); a včetně jejich plánovaných rolí při vypracování evaluační zprávy;
- **životopisy expertů** tvořících evaluační tým, s uvedením konkrétních údajů k vzdělání, odbornosti a zkušenostem relevantním pro předmětnou evaluaci;
- **čestné prohlášení** o splnění kvalifikačních předpokladů (viz níže); před podpisem smlouvy musí předkladatel být schopen jejich splnění prokázat pomocí dokumentů/ potvrzení;
- **čestné prohlášení předkladatele** o pravdivosti (viz příloha);
- **nabídkovou cenu** uvedenou bez i včetně DPH (resp. u neplátců DPH uvedenou jako jediná cena opatřená prohlášením předkladatele o tom, že není plátcem DPH). Zadavatel předpokládá hodnotu zakázky v **orientačním rozmezí 250 000 – 400 000 Kč bez DPH**,⁶⁴
- závazně vyplněnou **tabulku výpočtu nákladů na evaluaci** (viz příloha). Diety (stravné) v tabulce, rozpočtované na osobu a počet dnů v zahraničí, musí odpovídat příslušným českým předpisům. Dovolujeme si upozornit předkladatele, že MZV v roli zadavatele bude před proplacením odměny požadovat vyúčtování objektivně prokazatelných nákladů (např. skutečně vynaložených výdajů na letenky, ubytování v partnerské zemi, apod.). Budou-li některé tyto náklady ve skutečnosti nižší než rozpočtované v nabídce předložené do výběrového řízení, zadavatel o tento rozdíl sníží konečnou odměnu oproti nabídkové ceně vítězného předkladatele; budou-li náklady ve skutečnosti vyšší než rozpočtované v nabídce předložené do výběrového řízení, nebudou tyto zadavatelem proplaceny;
- podepsané **čestné prohlášení o nezávislosti** všemi členy evaluačního týmu. **Všechny fyzické osoby, případně experti z týmu právnícké osoby, musí splňovat všechny níže uvedené podmínky nezávislosti současně** - podmínky platí pro **všechny projekty zahrnuté do tohoto komplexního vyhodnocení evaluace v dané zemi a sektoru podpory demokracie, lidských práv a společenské transformace**. Čestné prohlášení o nezávislosti podepisují všechny fyzické osoby, případně právnícká osoba a všichni zúčastnění experti z jejího týmu.

Podmínky nezávislosti členů evaluačního týmu

- Žádný z členů evaluačního týmu se nepodílel na přípravě, výběru či realizaci hodnocených projektů v jakékoli fázi. Nepodílel se ani na přípravě projektového návrhu, který s hodnocenými projekty soutěžil ve výběrovém řízení.
- Žádný z členů evaluačního týmu není zaměstnancem ani externím spolupracovníkem gestora, ani jím nebyl v období přípravy a implementace hodnocených projektů; nepůsobí jako zaměstnanec či externí spolupracovník realizátora, ani nepůsobil v období přípravy a implementace hodnocených projektů v dané zemi a sektoru.
- Žádný z členů evaluačního týmu se kromě výše definovaných podmínek nepodílel na realizaci projektů zahraniční rozvojové spolupráce ČR ani v zemi hodnocených projektů, ani v sektoru hodnocených projektů, a sice u obou podmínek v roce předcházejícím evaluaci, v roce dané evaluace, ani se na nich nebude v dané zemi a sektoru podílet v roce následujícím.

Kvalifikační předpoklady evaluačního týmu

- ukončené vysokoškolské vzdělání - u vedoucího evaluačního týmu;
- minimálně 4 roky pracovních zkušeností - u vedoucího evaluačního týmu;
- dokončená participace na alespoň jedné evaluaci (ve smyslu komplexního vyhodnocení výsledků) projektu, programu či podobné intervence – u kteréhokoli člena evaluačního týmu;
- absolvované alespoň jedno training nebo vysokoškolský předmět k evaluaci; nebo k řízení projektového/ programového cyklu (*project cycle management*); nebo k řízení orientovanému na výsledky (*results-based management*) – u kteréhokoli člena evaluačního týmu;

⁶⁴ Očekávaným rozmezím však zadavatel nedefinuje striktně ani minimální, ani maximální cenu. Nabídková cena musí zahrnovat všechny náklady evaluačního týmu, tj. např. na čas strávený prací v kanceláři (analýza dokumentů, psaní zpráv, zapracování připomínek), náklady na evaluační misi do partnerské země (odměna členům týmu, letenky, místní doprava, ubytování, stravné, tlumočení, telefonní hovory), odměnu členům týmu za čas strávený závěrečnou prezentací, apod.

- znalost anglického a ruského a/nebo místního jazyka u všech členů evaluačního týmu, kteří se budou účastnit mise do Gruzie. Uchazeč doloží znalost cizího jazyka certifikátem o složení jazykové zkoušky minimálně na úrovni B1 nebo čestným prohlášením uchazeče, že příslušný člen evaluačního týmu ovládá požadovaný jazyk na komunikativní úrovni. V případě čestného prohlášení je zadavatel oprávněn před uzavřením smlouvy úroveň jazykových znalostí členů týmu ověřit.

Hodnotící kritéria (0-100 bodů celkem)

Za hodnotící kritérium stanovil zadavatel ekonomickou výhodnost nabídky.

Jednotlivá hodnotící dílčí kritéria byla stanovena následujícím způsobem:

1. nabídková cena (porovnávají jsou ceny bez DPH): 0-40 bodů

Nabídka s nejnižší nabídkovou cenou obdrží 40 bodů. Ostatním nabídkám budou přiřazeny body dle vzorce: /hodnota nejnižší nabídkové ceny/ x /40 bodů/ : /hodnotou nabídkové ceny daného uchazeče/ = /počet bodů pro nabídku daného uchazeče/

2. odborná kvalita, konkrétnost zpracování a proveditelnost předložené metodologie evaluace, vč. harmonogramu a postupu prací a rozdělení úkolů v evaluačním týmu: 0-30 bodů

Maximum bodů náleží takové metodologii, která stanoví jak teoretický rámec navržených metod a jejich limitů, tak konkrétně rozpracuje kombinaci evaluačních kritérií OECD/DAC a navržených metod – zpravidla do podoby evaluačních otázek, způsobu zjišťování a triangulace údajů apod. Očekává se striktní dodržování osnovy evaluační zprávy a logické propojení zjištění, závěrů a doporučení se stanovenými, konkrétními a realistickými evaluačními otázkami. Dále optimální metodologie stanoví též harmonogram prací, vč. přibližného programu mise do partnerské rozvojové země a rozdělení úkolů a kompetencí mezi jednotlivé členy evaluačního týmu; přičemž tyto postupy jsou navrženy realisticky. Zadavatel uvítá, pokud se evaluace bude opírat o **Formální standardy provádění evaluací České evaluační společnosti**^{lxix}.

3. míra odbornosti a předchozích zkušeností týmu v tematice fungování občanské společnosti a místní správy obecněji: 0-20 bodů

Maximum bodů náleží evaluačnímu týmu, jehož členové dohromady disponují komplexní odborností právě v tematice fungování občanské společnosti a místní správy. Odbornost je zde chápána jako kombinace teoretického vzdělání a pracovních zkušeností. Má-li tým předkladatele odbornost v příbuzných oblastech obdrží nabídka část bodů dle hloubky, šíře a přenositelnosti znalostí. Kritérium odbornosti a předchozích zkušeností evaluačního týmu v sektorové tematice bude hodnoceno na základě předložené nabídkové dokumentace.

4. rozsah předchozích zkušeností členů týmu z rozvojových nebo transformujících se zemí, zejména z jihovýchodní a východní Evropy; a zkušeností členů týmu v oblasti rozvojové spolupráce: 0-10 bodů

Maximum bodů náleží evaluačnímu týmu, jehož členové dohromady mohou prokazatelně nabídnout rozsáhlé zkušenosti jak z pracovního, výzkumného nebo podobného pobytu v rozvojových zemích, a to včetně některé ze zemí jihovýchodní nebo východní Evropy; tak z rozvojové spolupráce jako činnosti a součástí zahraniční politiky, tj. např. plánování, implementace, monitoringu či vyhodnocování konkrétních projektů, širších programů pomoci, práce v koncepční či výzkumné rovině ZRS apod. Zkušenost přímo z Gruzie je výhodou. Kritérium předchozích zkušeností evaluačního týmu z rozvojových zemí a v oblasti rozvojové spolupráce bude hodnoceno na základě předložené nabídkové dokumentace.

U 2. – 4. dílčího hodnotícího kritéria nemusí žádná nabídka dosáhnout nejvyššího počtu bodů. Body přisuzuje odborná hodnotící komise.

Vyhodnocení nabídek

Došlé nabídky budou zpracovány pověřeným administrátorem, který prověří kvalifikační kritéria, a poté předány hodnotící komisi, která je posoudí a na základě hodnotících kritérií vybere vítěznou nabídku. Výsledek výběru hodnotící komise bude zveřejněn do **14.dubna 2014** na webových stránkách zadavatele.^{lxx}

Přílohy:

závazná osnova evaluační zprávy ZRS ČR (verze r. 2014)

vybrané dokumenty k hodnocenému(-ým) projektu(-ům)

vzor čestného prohlášení předkladatele o pravdivosti uvedených údajů (povinná součást nabídky)

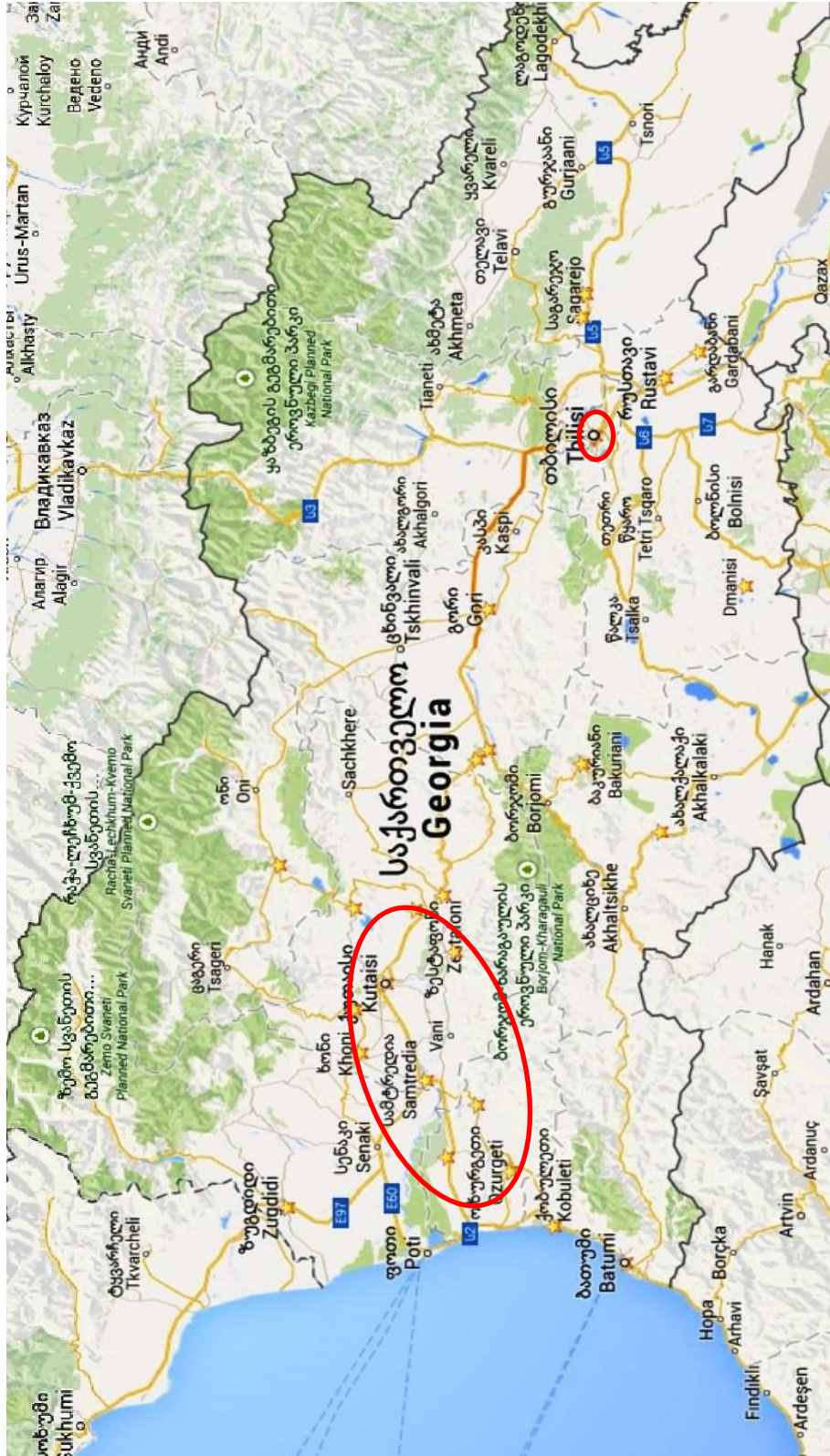
vzor čestného prohlášení o nezávislosti členů evaluačního týmu (povinná součást nabídky)

vzor tabulky nákladů na evaluaci pro výpočet nabídkové ceny (povinná součást nabídky)

7.22. Key comments to the draft evaluation report

Overview of all comments are only available in the Czech language in the Czech evaluation report.

7.23. Map of locations



- Notes:
- ★ Marked project implementation places
 - Marked evaluation mission places

7.24. Assumptions and risks

Most assumptions mentioned in project logical frameworks were fulfilled. Evaluators further identified following **assumptions** for different target groups.

| Area | Key assumptions |
|------------------------------|--|
| General (original) | <ul style="list-style-type: none"> Projects based on the target country demand, in line with priorities of the Czech transition policy Sufficient capacity of the applicants and its partners to implement projects including support by relevant authorities and institutions Freedom of expression Increasing engagement of Georgians in solution of their community problems and in public life |
| Youth/ schools | <ul style="list-style-type: none"> Respect and support of youth initiatives from LA and society Sufficient interest and capacity of teachers for participation in projects and further utilisation of new media and tools in teaching |
| CSOs/ Civil society | <ul style="list-style-type: none"> Enabling conditions for development and permanent existence of CSOs Active participation of interested persons from selected communities in public life |
| Local authorities (LA) | <ul style="list-style-type: none"> Openness of LA representatives and their interest in citizens' engagement Interest and capacity of LA representatives in education and engagement in the public administration decentralisation process |
| Media | <ul style="list-style-type: none"> Existence of free and independent media |

Table 1: Key assumptions of evaluated projects

Only two out of five project applications contained **overview of risks**⁶⁵. No project application contained any mitigation measures. The following table combines risks listed in two logical frameworks and risks and mitigation strategies identified during the evaluation:

| Risk | Mitigation measures |
|--|---|
| Economic and other issues prevailing human rights issues (original) | Focus of miniprojects and awareness raising widened to diverse human rights (social, environmental, cultural or economic) |
| Unstable safety situation (original) | Project I was affected by the conflict with Russia, thus some activities were postponed. No further issues. |
| Unstable political situation (original), representatives of LAs leaving after elections | None. |
| Decentralisation faced with inconsistency and lack of political will | National Association of Local Authorities (NALA) was involved in projects I/II, no further official cooperation with national institutions responsible for decentralisation. |
| Other actors promote different approaches to decentralisation and / or civic engagement. | CG involved in legislation drafts on decentralisation with other CSOs. The Czech Embassy engaged in CSO coordination since 2013. No information about any coordination of project partners with other key donors. |
| Interest and capacity of school teachers and local CSOs to act as multipliers | Experienced, motivated trainers were selected and engaged in trainings. |
| Insufficient implementation capacities of local target groups to sustain the project results | Training of local target groups. Involvement of LAs in miniprojects. No sustainability plan and systematic handover. |

Table 2: Risk management of evaluated projects

⁶⁵ Logframes with risks overview were prepared for projects III. and IV.

7.25. Overview of reviewed documents

Project documentation provided by MFA CR and project partners

| č. | Název dokumentu | Datum | Název projectu /realizátor |
|----|---|-----------|---|
| 1 | zadost Agora-VCVS-AMO-CvT_final | 1.5.2008 | 2008 Podpora rozvoje spolupráce na místní úrovni v Gruzii |
| 2 | schvaleni vyjimky | 1.8.2008 | 2008 Podpora rozvoje spolupráce na místní úrovni v Gruzii |
| 3 | agora GE_rozhodnutí | 4.6.2008 | 2008 Podpora rozvoje spolupráce na místní úrovni v Gruzii |
| 4 | rozpočet celkový_final | 2008 | 2008 Podpora rozvoje spolupráce na místní úrovni v Gruzii |
| 5 | SP1 Agora Tabulka výstupů a finančního rámce | 2008 | 2008 Podpora rozvoje spolupráce na místní úrovni v Gruzii |
| 6 | SP2 VCVS Tabulka vystupu a finančního rámce | 2008 | 2008 Podpora rozvoje spolupráce na místní úrovni v Gruzii |
| 7 | SP3 AMO tabulka vystupu a finančního rámce | 2008 | 2008 Podpora rozvoje spolupráce na místní úrovni v Gruzii |
| 8 | SP4 CvT Tabulka vystupu a finančního rámce | 2008 | 2008 Podpora rozvoje spolupráce na místní úrovni v Gruzii |
| 9 | casovy harmonogram celkový | 2008 | 2008 Podpora rozvoje spolupráce na místní úrovni v Gruzii |
| 10 | zaverecna zprava_CvT_Trans1_2008-09 | 2009 | 2008 Podpora rozvoje spolupráce na místní úrovni v Gruzii |
| 11 | rozpocet AMO | 2008 | 2008 Podpora rozvoje spolupráce na místní úrovni v Gruzii |
| 12 | rozpocet CvT | 2008 | 2008 Podpora rozvoje spolupráce na místní úrovni v Gruzii |
| 13 | rozpocet VCVS | 2008 | 2008 Podpora rozvoje spolupráce na místní úrovni v Gruzii |
| 14 | zadost o vyjimku Agora rok 2009 | 26.3.2009 | 2008 Podpora rozvoje spolupráce na místní úrovni v Gruzii |
| 15 | Rozhodnutí 2009_Agora a konsorcium | 20.4.2009 | 2008 Podpora rozvoje spolupráce na místní úrovni v Gruzii |
| 16 | Cele konsorcium 2009+agora podrobne po zaokrouhleni | 20.4.2009 | 2008 Podpora rozvoje spolupráce na místní úrovni v Gruzii |
| 17 | zaverecna zprava_CvT_Trans1_2008-09 | 15.7.2009 | 2008 PIN |
| 18 | finance_final report_Trans12009 | 28.7.2009 | 2008 PIN |
| 19 | priloha1a_strucnyPopisProjectuAJ | 15.7.2009 | 2008 PIN |
| 20 | priloha1b_strucnyPopisProjectuCJ | 15.7.2009 | 2008 PIN |
| 21 | priloha2_kontakty_ucastnici_projectu | 14.7.2009 | 2008 PIN |
| 22 | priloha3_fotodokumentace | 15.7.2009 | 2008 PIN |
| 23 | priloha4_parcitpacni project_interni zprava | 15.7.2009 | 2008 PIN |

| č. | Název dokumentu | Datum | Název projektu /realizátor |
|----|---|------------|--|
| 24 | priloha5a_Givi Kupatadze_economical model_report_eng | 14.7.2009 | 2008 PIN |
| 25 | priloha5b_Natia Khaburzania_anti-violence_report_eng | 14.7.2009 | 2008 PIN |
| 26 | priloha5c_Tengo Gagoshidze_journalism_report_eng | 14.7.2009 | 2008 PIN |
| 27 | priloha5d_Rusudan Kovziridze_historical places_report_eng | 14.7.2009 | 2008 PIN |
| 28 | priloha5e_Teona Bregadze_becoming prof_report_eng | 14.7.2009 | 2008 PIN |
| 29 | priloha6_prezencni listina_skoleniNGO | 14.7.2009 | 2008 PIN |
| 30 | priloha7a_grant_noviny Tkibuli1 | 15.7.2009 | 2008 PIN |
| 31 | priloha7b_grant_noviny Tkibuli2 | 15.7.2009 | 2008 PIN |
| 32 | ZZ Agora a PIN Trans 2009 nova | 26.2.2012 | 2008 Podpora rozvoje spolupráce na místní úrovni v Gruzii |
| 33 | Zaverecna zprava Agora-AMO-CvT-VCVS | 4.2.2009 | 2008 Podpora rozvoje spolupráce na místní úrovni v Gruzii |
| 34 | Zaverecna zprava Agora CE-2008 final | 1.1.2009 | 2008 Agora |
| 35 | Zaverecna zprava Agora CE-2009 | 30.7.2009 | 2008 Agora |
| 36 | ZZ-AMO | 26.1.2009 | 2008 AMO |
| 37 | ZZ-AMO 2009 | 27.7.2009 | 2008 AMO |
| 38 | List of participants_Akhalkalaki_1 | 26.1.2009 | 2008 AMO |
| 39 | List of participants_Gori region1 | 25.1.2009 | 2008 AMO |
| 40 | List of participants_Zugdidi1 | 25.1.2009 | 2008 AMO |
| 41 | Gruzie Zaverecna zprava 2008JV | 26.1.2009 | 2008 VCVS |
| 42 | Prilohy JV | 26.1.2009 | 2008 VCVS |
| 43 | VCVS_ZZ JV 2009 | 26.1.2009 | 2008 VCVS |
| 44 | Rozhodnutí 2009_Agora Trans novy | 17.4.2009 | 2009 Rozvoj obč. společnosti a její účasti na veřejném životě v Gruzii |
| 45 | Rozpocet MZV-TRANS II. 25.10.2008FIN | 31.10.2008 | 2009 Rozvoj obč. společnosti a její účasti na veřejném životě v Gruzii |
| 46 | Seznam souběžných žádostíCvT | 31.10.2008 | 2009 Rozvoj obč. společnosti a její účasti na veřejném životě v Gruzii |
| 47 | Seznam souběžných žádostí o dotaceAgora | 31.10.2008 | 2009 Rozvoj obč. společnosti a její účasti na veřejném životě v Gruzii |
| 48 | tabulka vystupuFIN | 31.10.2008 | 2009 Rozvoj obč. společnosti a její účasti na veřejném životě v Gruzii |
| 49 | zadostFIN | 31.10.2008 | 2009 Rozvoj obč. společnosti a její účasti na veřejném životě v Gruzii |
| 50 | zmena_rozhodnuti_rozpocet_říjen09 | 22.10.2009 | 2009 Rozvoj obč. společnosti a její účasti na veřejném životě v Gruzii |
| 51 | 03 GE Agora prův.list | 26.11.2008 | 2009 Rozvoj obč. společnosti a její účasti na veřejném životě v Gruzii |

| č. | Název dokumentu | Datum | Název projectu /realizátor |
|----|--|------------|--|
| 52 | Agora a CvT GRUZIE-TRANS II 2009 FINAL po změně říjen 09 | 22.10.2009 | 2009 Rozvoj obč. společnosti a její účasti na veřejném životě v Gruzii |
| 53 | Agora a CvT GRUZIE-TRANS II 2009 uplne finalni verze | 17.4.2009 | 2009 Rozvoj obč. společnosti a její účasti na veřejném životě v Gruzii |
| 54 | Agora_CvT budget | 26.11.2008 | 2009 Rozvoj obč. společnosti a její účasti na veřejném životě v Gruzii |
| 55 | Agora_soupis projectů2008 | 31.10.2008 | 2009 Rozvoj obč. společnosti a její účasti na veřejném životě v Gruzii |
| 56 | AgoraTrans2_popis_projectuFIN | 30.10.2008 | 2009 Rozvoj obč. společnosti a její účasti na veřejném životě v Gruzii |
| 57 | formularFIN_2009 | 31.10.2008 | 2009 Rozvoj obč. společnosti a její účasti na veřejném životě v Gruzii |
| 58 | harmonogramFIN | 30.10.2008 | 2009 Rozvoj obč. společnosti a její účasti na veřejném životě v Gruzii |
| 59 | ZZ Agora a PIN Trans 2009 | 15.2.2010 | 2009 Rozvoj obč. společnosti a její účasti na veřejném životě v Gruzii |
| 60 | ShrnutiENG | 2.2.2011 | 2009 Rozvoj obč. společnosti a její účasti na veřejném životě v Gruzii |
| 61 | ShrnutiCJ | 2.2.2011 | 2009 Rozvoj obč. společnosti a její účasti na veřejném životě v Gruzii |
| 62 | public meetings overview | 2.2.2011 | 2009 Rozvoj obč. společnosti a její účasti na veřejném životě v Gruzii |
| 63 | Agora_Zaverecna_financni_zprava_Trans2009 | 15.2.2010 | 2009 Agora |
| 64 | Seznam zapojených expertů a institucí atd | 15.2.2010 | 2009 Agora |
| 65 | seminar on crisis management-Kutaisi | 16.12.2009 | 2009 Agora |
| 66 | seminar for youth in Kutaisi full version | 1.12.2009 | 2009 Agora |
| 67 | protocolCGAgora | 15.2.2010 | 2009 Agora |
| 68 | Hodnocení seminars-krizove rizeni | 15.2.2010 | 2009 Agora |
| 69 | facilitation plan-seminar for youth | 25.11.2009 | 2009 Agora |
| 70 | cofinancingCG Trans | 15.2.2010 | 2009 Agora |
| 71 | fotodokumentace | 12.2.2010 | 2009 Agora |
| 72 | fotodokumentace | 15.1.2010 | 2009 PIN |
| 73 | SEZNAM ZAPOJENYCH SKOL | 15.1.2010 | 2009 PIN |
| 74 | SEZNAM SEMINARU A KURZU_Trans2_CvT | 15.1.2010 | 2009 PIN |
| 75 | SEZNAM PODPORENYCH PROJECTU_Trans2_CvT | 15.1.2010 | 2009 PIN |
| 76 | Final report_trans 2_CvT | 15.1.2010 | 2009 PIN |
| 77 | 2009_Selection criteria_small grants | | 2009 PIN |
| 78 | 2009_Seznam podporených projectu_kontakty | | 2009 PIN |

| č. | Název dokumentu | Datum | Název projektu /realizátor |
|-----|--|------------|---|
| 79 | 2009_Seznam training a seminarů_kontakty | | 2009 PIN |
| 80 | 2009_Seznam training a seminarů_kontakty | | 2009 PIN |
| 81 | ZZ Agora a PIN Trans 2009 nova | | 2009 Agora |
| 82 | prubezna_zprava09 agora | | 2009 Agora |
| 83 | prubezna zprava09CvT | | 2009 Agora |
| 84 | zadost_dotace_trans_2010_Agora CE gruzie | 26.10.2009 | 2010 Podpora Transparentnosti a komunikace v Gr |
| 85 | VCVCR-Gruzie-2010 | 26.10.2009 | 2010 Podpora Transparentnosti a komunikace v Gr |
| 86 | TOL-Gruzie- 2010 | 26.10.2009 | 2010 Podpora Transparentnosti a komunikace v Gr |
| 87 | spolecny project_Agora-CvT-VCVS-TOL | 26.10.2009 | 2010 Podpora Transparentnosti a komunikace v Gr |
| 88 | Souhlas Transformace MZV 2010 | 26.10.2009 | 2010 Podpora Transparentnosti a komunikace v Gr |
| 89 | Rozpočet celý+Agora-Gruzie-2010 | 26.10.2009 | 2010 Podpora Transparentnosti a komunikace v Gr |
| 90 | Logframe_cely project | 26.10.2009 | 2010 Podpora Transparentnosti a komunikace v Gr |
| 91 | harmonogram cely project | 26.10.2009 | 2010 Podpora Transparentnosti a komunikace v Gr |
| 92 | dopis krácení_AGO_GE | 18.2.2010 | 2010 Podpora Transparentnosti a komunikace v Gr |
| 93 | Člověk v tísní-Gruzie-2010 | 26.10.2009 | 2010 Podpora Transparentnosti a komunikace v Gr |
| 94 | Agora_Gruzie_2010_soupis relevantnich projektu | 26.10.2009 | 2010 Podpora Transparentnosti a komunikace v Gr |
| 95 | monitoring_form_agora a partneři_07_10 | 28.7.2009 | 2010 Podpora Transparentnosti a komunikace v Gr |
| 96 | Logframe_cely projek upravy final | 23.3.2010 | 2010 Podpora Transparentnosti a komunikace v Gr |
| 97 | Finální rozpočet Agora-CvT-TOL-VCVS | 23.3.2010 | 2010 Podpora Transparentnosti a komunikace v Gr |
| 98 | Rozhodnutí_TRANS_2010_Agora CE_GE | 23.3.2010 | 2010 Podpora Transparentnosti a komunikace v Gr |
| 99 | spolecny project_Agora-CvT-VCVS-TOL_2010 | 23.3.2010 | 2010 Podpora Transparentnosti a komunikace v Gr |
| 100 | zmena_rozhodnuti_rozpocet | 8.12.2010 | 2010 Podpora Transparentnosti a komunikace v Gr |
| 101 | ZMĚNA ROZPOČTU GRUZIE (1) | 8.12.2010 | 2010 Podpora Transparentnosti a komunikace v Gr |

| č. | Název dokumentu | Datum | Název projektu /realizátor |
|-----|--|-----------|---|
| 102 | průvodní_dopis_zmena | 8.12.2010 | 2010 Podpora Transparentnosti a komunikace v Gr |
| 103 | VYÚČTOVÁNÍ GRUZIE 2010 CELÉ | 15.2.2011 | 2010 Podpora Transparentnosti a komunikace v Gr |
| 104 | Závěrečná_zpráva_2010_Agora | 15.2.2011 | 2010 Agora |
| 105 | VYÚČTOVÁNÍ GRUZIE 2010 AGORA | 15.2.2011 | 2010 Agora |
| 106 | Zaverecna zprava OSF studijni cesta 2010 | 15.2.2011 | 2010 Agora |
| 107 | Workshop_program | 9.2.2011 | 2010 Agora |
| 108 | Seznamy účastníků CDP | 22.7.2010 | 2010 Agora |
| 109 | Příloha č. 2_stručný popis | 15.2.2011 | 2010 Agora |
| 110 | protocol_o_předání_výsledků | 15.2.2011 | 2010 Agora |
| 111 | prezenční_listina_seminar_novinářů | 10.2.2011 | 2010 Agora |
| 112 | Agora-EVALUATION REPORT_NED | 10.2.2011 | 2010 Agora |
| 113 | zaverecna_zprava_PIN | 8.2.2011 | 2010 CvT |
| 114 | VYÚČTOVÁNÍ GRUZIE 2010 PIN | 15.2.2010 | 2010 CvT |
| 115 | subdodavky | 8.2.2011 | 2010 CvT |
| 116 | seznam_treningu | 8.2.2011 | 2010 CvT |
| 117 | seznam_treningu CvT | 20.7.2014 | 2010 CvT |
| 118 | Seznam_participacnich_projectu | 15.2.2011 | 2010 CvT |
| 119 | seznam podporených projectu_ob_iniciativ | 26.1.2011 | 2010 CvT |
| 120 | monitoring_table_PIN | 8.2.2011 | 2010 CvT |
| 121 | monitoring report_PIN | 8.2.2011 | 2010 CvT |
| 122 | list_of_the_experts | 8.2.2011 | 2010 CvT |
| 123 | 2010_Manual for youth initiatives_eng | 30.9.2010 | 2010 CvT |
| 124 | 2010_Manual for youth_eng | 30.9.2010 | 2010 CvT |
| 125 | 2010_mládežnické initiatives_kontakty | 30.9.2010 | 2010 CvT |
| 126 | 2010_Participatory projects_short summaries | 30.9.2010 | 2010 CvT |
| 127 | 2010_Small Grant Allocation Methodology | 30.9.2010 | 2010 CvT |
| 128 | Osnova_ZZ_2010_TOL | 15.2.2011 | 2010 TOL |
| 129 | VYÚČTOVÁNÍ GRUZIE 2010 TOL | 15.2.2011 | 2010 TOL |
| 130 | nar rep | 8.2.2011 | 2010 TOL |
| 131 | Gruzie 2010 Závěrečná zpráva | 14.2.2011 | 2010 VCVS |
| 132 | VYÚČTOVÁNÍ GRUZIE 2010 VCVS | 15.2.2011 | 2010 VCVS |
| 133 | Short description of activities | 14.2.2011 | 2010 VCVS |
| 134 | Gruzie TNA 240610 | 14.2.2011 | 2010 VCVS |
| 135 | Gruzie Služby obcí a správa majetku 16-181110 | 14.2.2011 | 2010 VCVS |
| 136 | Gruzie Komunitní plánování a sociální služby 8-91210 | 14.2.2011 | 2010 VCVS |

| č. | Název dokumentu | Datum | Název projektu /realizátor |
|-----|--|------------|--|
| 137 | Zkrácený překlad podpůrného dopisu | 11.10.2020 | 2011 Podpora aktiv. občanství a zapojení mládeže do veř. života v Gruzii |
| 138 | I_osnova_checklist | 11.10.2020 | 2011 Podpora aktiv. občanství a zapojení mládeže do veř. života v Gruzii |
| 139 | Agora_Gruzie2011Zadost_dotace_trans | 11.10.2020 | 2011 Podpora aktiv. občanství a zapojení mládeže do veř. života v Gruzii |
| 140 | Agora_Gruzie2011Tabulka_vystupu | 11.10.2020 | 2011 Podpora aktiv. občanství a zapojení mládeže do veř. života v Gruzii |
| 141 | Agora_Gruzie2011Soupis relevantnich projectu | 11.10.2020 | 2011 Podpora aktiv. občanství a zapojení mládeže do veř. života v Gruzii |
| 142 | Agora_Gruzie2011Souhlas TransMZV | 11.10.2020 | 2011 Podpora aktiv. občanství a zapojení mládeže do veř. života v Gruzii |
| 143 | Agora_Gruzie2011Seznam souběžných žádostí Agora CE | 11.10.2020 | 2011 Podpora aktiv. občanství a zapojení mládeže do veř. života v Gruzii |
| 144 | Agora_Gruzie2011Project | 11.10.2020 | 2011 Podpora aktiv. občanství a zapojení mládeže do veř. života v Gruzii |
| 145 | Agora_Gruzie2011Logicky ramec | 11.10.2020 | 2011 Podpora aktiv. občanství a zapojení mládeže do veř. života v Gruzii |
| 146 | Agora_Gruzie2011Harmonogram | 11.10.2020 | 2011 Podpora aktiv. občanství a zapojení mládeže do veř. života v Gruzii |
| 147 | Agora_Gruzei2011Rozpočet | 11.10.2020 | 2011 Podpora aktiv. občanství a zapojení mládeže do veř. života v Gruzii |
| 148 | Rozhodnuti_TRANS_2011_Agora | 18.2.2011 | 2011 Podpora aktiv. občanství a zapojení mládeže do veř. života v Gruzii |
| 149 | MZV GRUZIE 2011-2012 | 23.2.2012 | 2011 Podpora aktiv. občanství a zapojení mládeže do veř. života v Gruzii |
| 150 | Agora_Gruzie2011Tabulka_vystupu | 21.2.2011 | 2011 Podpora aktiv. občanství a zapojení mládeže do veř. života v Gruzii |
| 151 | Agora_Gruzie2011Logicky ramec_verze 02 | 21.2.2011 | 2011 Podpora aktiv. občanství a zapojení mládeže do veř. života v Gruzii |

| č. | Název dokumentu | Datum | Název projektu /realizátor |
|-----|---|------------|--|
| 152 | Agora_Gruzie2011Harmonogram | 18.1.2011 | 2011 Podpora aktiv. občanství a zapojení mládeže do veř. života v Gruzii |
| 153 | ZZ_2011_Agora_Gruzie | 15.2.2012 | 2011 Agora |
| 154 | škola_dem_účastníci | 27.7.2011 | 2011 Agora |
| 155 | škola_dem_trainers | 27.7.2011 | 2011 Agora |
| 156 | Protokol_predani_vysledku | 7.2.2012 | 2011 Agora |
| 157 | Krátký_popis_na_web | 15.2.2012 | 2011 Agora |
| 158 | list of seminar participants | 14.2.2012 | 2011 Agora |
| 159 | Hanbook on hostinpublic debates_Geo | 1.2.2012 | 2011 Agora |
| 160 | Interactive Methods in Teaching | 13.2.2012 | 2011 Agora |
| 161 | Methodologyofdebatingforjournalists | 1.2.2012 | 2011 Agora |
| 162 | Study_tour_final_report | 27.12.2011 | 2011 Agora |
| 163 | List of study visit participants | 8.11.2011 | 2011 Agora |
| 164 | výsledovka | 9.2.2012 | 2011 Agora |
| 165 | GRUZIE vyúčtování | 6.2.2012 | 2011 Agora |
| 166 | CvT_trans_Gruzie_2011_zaverecna_zp_rava | 22.2.2012 | 2011 CvT |
| 167 | 2011-2012_Database_youth initiatives | 23.7.2014 | 2011 CvT |
| 168 | priloha_seznam skoleni a podporených projektu | 26.1.2012 | 2011 CvT |
| 169 | TOL_Závěrečná zpráva Gruzie 2011 | 22.2.2012 | 2011 TOL |
| 170 | příloha_a | 24.1.2012 | 2011 TOL |
| 171 | příloha_b | 24.1.2012 | 2011 TOL |
| 172 | příloha_c | 24.1.2012 | 2011 TOL |
| 173 | příloha_d | 24.1.2012 | 2011 TOL |
| 174 | Popis projektu_AJ | 24.1.2012 | 2011 TOL |
| 175 | Popis projektu_CJ | 24.1.2012 | 2011 TOL |
| 176 | Agora_Gruzie2012Tabulka_vystupu | 27.3.2012 | 2011 Agora |
| 177 | 29_Rozhodnuti_Agora_GE_2012 | 13.4.2012 | 2011 Agora |
| 178 | 29_zmena_rozhodnuti | 5.10.2012 | 2011 Agora |
| 179 | dopis-změna | 18.10.2012 | 2011 Agora |
| 180 | Rozpocet-novy | 5.10.2012 | 2011 Agora |
| 181 | Tabulka-vystupu-nova | 5.10.2012 | 2011 Agora |
| 182 | Zadost-o-zmenu | 5.10.2012 | 2011 Agora |
| 183 | Gruzie_prubezna_zprava_Agora | 31.7.2012 | 2011 Agora |
| 184 | Gruzie_prubezna_zprava_CvT | 31.7.2012 | 2011 CvT |
| 185 | Gruzie_prubezna_zprava_TOL | 31.7.2012 | 2011 TOL |
| 186 | TOL_ZZ_2012 | 15.2.2013 | 2011 TOL |
| 187 | Checklist ZZ TRANS_Agora | 2.7.2013 | 2011 Agora |
| 188 | PIN_ZZ_2012 | 15.2.2013 | 2011 CvT |
| 189 | Agora_ZZ_2012 | 15.2.2013 | 2011 Agora |
| 190 | Agora_GRUZIE_Závěrečná finanční zpráva_2012_final | 15.2.2013 | 2011 Agora |

| č. | Název dokumentu | Datum | Název projektu /realizátor |
|-----|---|------------|---|
| 191 | Agora_Gruzie_výsledovka | 15.2.2013 | 2011 Agora |
| 192 | 29-12 dopis ZZ | 3.7.2013 | 2011 Agora |
| 193 | 2011-2012_Database_youth initiatives | 4.10.2013 | 2011 CvT |
| 194 | 2011_Youth_Program_Grant_Methodology | 4.10.2011 | 2011 CvT |
| 195 | 2011_Seznam podpořených iniciativ_kontakty | 4.10.2011 | 2011 CvT |
| 196 | 2011_Selection Committee Scoring_small grants | 4.10.2011 | 2011 CvT |
| 197 | Health Cabinet "Medea" | 4.10.2011 | 2011 CvT |
| 198 | Healthy Generation Is Our Future | 4.10.2011 | 2011 CvT |
| 199 | Live and let others to live | 4.10.2011 | 2011 CvT |
| 200 | Nanuka Inasaridze | 4.10.2011 | 2011 CvT |
| 201 | Sofia Krtadze | 4.10.2011 | 2011 CvT |
| 202 | Stand for your rights | 4.10.2011 | 2011 CvT |
| 203 | Arsenidze_Tkibuli_6 | 2.10.2011 | 2011 CvT |
| 204 | Beruashvili_Tkibuli_6 | 2.10.2011 | 2011 CvT |
| 205 | Dogonadze_Tkibuli_5 | 2.10.2011 | 2011 CvT |
| 206 | Dvalishvili_Samtredia_6 | 2.10.2011 | 2011 CvT |
| 207 | Gagoshidze_Tkibuli | 2.10.2011 | 2011 CvT |
| 208 | Gamkrelidze_Terjola_mzekabana | 2.10.2011 | 2011 CvT |
| 209 | Gvetadze_Tkibuli_4 | 2.10.2011 | 2011 CvT |
| 210 | Kirtadze_Samtredia_12 | 2.10.2011 | 2011 CvT |
| 211 | Memanishvili_Terjola_2 | 2.10.2011 | 2011 CvT |
| 212 | Rusudan kovziradze | 2.10.2011 | 2011 CvT |
| 213 | zadost_dotace_CvT_Gruzie | 17.10.2011 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 214 | VI_rozpocet_CvT_Gruzie | 17.10.2011 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 215 | V_harmonogram_CvT_Gruzie | 17.10.2011 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 216 | souhlas_CvT | 17.10.2011 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 217 | IV_tabulka_vystupu_CvT_Gruzie | 17.10.2011 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 218 | III_Logframe_CvT_Gruzie | 17.10.2011 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 219 | II_project_formular_CvT_Gruzie_2012 | 17.10.2011 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 220 | VI_rozpocet_CvT_Gruzie | 10.4.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 221 | 02_Rozhodnuti_TRANS_2012 | 10.4.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |

| č. | Název dokumentu | Datum | Název projektu /realizátor |
|-----|---|------------|---|
| 222 | zmena_rozhodnuti_CVT_GE | 23.11.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 223 | zadost_zmena_CVT_GE_2013 | 23.11.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 224 | CvT_GRU_prubezny report_2012 | 13.8.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 225 | zaverecna_zprava_CvT_podpora_aktivitní zapojení mládeže do života obce | 15.2.2013 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 226 | Priloha_2_seznam_podporených projektu | 15.2.2013 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 227 | Priloha_1_Financni zaverecna_zprava_CvT_podpora_aktivitní zapojení mládeže do života obce | 15.2.2013 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 228 | Checklist ZZ TRANS | 26.4.2013 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 229 | CvT_Financni zprava_GRUoprava | 17.4.2013 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 230 | 02-12 dopis ZZ | 27.6.2013 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 231 | Attandance list_zestaponi_initail_training | 26.12.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 232 | Attandance list_terjola_initial_training | 26.12.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 233 | Attandance list_teachers_trainings | 26.12.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 234 | Attandance list_selection_committee_NGOs | 26.12.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 235 | Attandance list_Samtredia_initial_training | 26.12.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 236 | Attandance list_project_management_training_initiatives | 26.12.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 237 | Attandance list_PR_NGOs | 26.12.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 238 | Attandance list_Kutaisi_Initial_training | 26.12.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 239 | Attandance list_Initial_training_PR_Lanchkhuti | 26.12.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 240 | Attandance list_Agora_training | 26.12.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 241 | Attandance lis_strategic_planning_training | 26.12.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 242 | Training on Strategic Planning_Trans5 | 25.12.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |

| č. | Název dokumentu | Datum | Název projektu /realizátor |
|-----|---|------------|---|
| 243 | Teachers_training_report | 25.12.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 244 | Report_Proposal_Writing_NGO | 25.12.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 245 | Report_Agora_training_for_LAs | 25.12.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 246 | Report on project management for NGOs | 25.12.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 247 | Report on project management for Initial groups | 25.12.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 248 | Report of initial training Lanchkhuti | 25.12.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 249 | report of initial training in Samtredia | 25.12.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 250 | LA_camp_training_report | 25.12.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 251 | LA_camp_agenda | 25.12.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 252 | initial proposal writing training_20-26 Sept 2012 | 25.12.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 253 | Monitoring ambasády_PIN | 6.11.2013 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 254 | 28-tabulka-vystupu PIN GE | 25.4.2013 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 255 | 28-rozpočet | 25.4.2013 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 256 | 28-rozhodnuti-podpis | 3.5.2013 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 257 | 28-Rozhodnutí | 17.4.2013 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 258 | PIN_GEO_Interim_report_TRANS_2013 | 12.8.2013 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 259 | PIN_GEO_interim financial report-Trans 5_2013 | 12.8.2013 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 260 | kontrola_prubezna_28 | 20.8.2013 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 261 | 28-13 Hodnotící dopis PZ | 2.9.2013 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 262 | Kopie - TRANS_GEO_FINANCIAL REPORT_2013 | 2.5.2014 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 263 | CvT_TRANS_GEO_FINAL_REPORT_2 013_5 | 2.5.2014 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 264 | 28 Checklist ZZ TRANS | 2.5.2014 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |

| č. | Název dokumentu | Datum | Název projektu /realizátor |
|-----|---|-----------|---|
| 265 | 28 dopis ZZ | 2.5.2014 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 266 | 2012_NGO_grant_selection_criteria | 5.10.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 267 | 2012_NGO_proposals_scoring_results | 5.10.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 268 | 2012_podpořené mládežnické initiatives a NNO_kontakty | 5.10.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 269 | 2012_Scoring_Youth initiatives | 5.10.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |
| 270 | 2012_Preselected_Proposals | 5.10.2012 | 2012 Aktivní zapoj. Mlad. do života obce - podp. přír. rozv. obč. spol. v Gr. |

Other documents

Koncepce transformační politiky a Program transformační spolupráce (TRANS) 2010

http://www.mzv.cz/jnp/cz/zahranicni_vztahy/lidska_prava/transformacni_spoluprace_1/koncepce_transformacni_spoluprace.html

Program transformační spolupráce (TRANS) 2005

http://www.mzv.cz/jnp/cz/zahranicni_vztahy/lidska_prava/transformacni_spoluprace_1/obecne_TRANS/koncepce_transformacni_spoluprace.html

Koncepce Zahraniční rozvojové spolupráce pro roky 2010-2017

<http://www.czda.cz/editor/filestore/File/Koncepce%20Zahranicni%20rozvojove%20spoluprace%20na%20obdobi%202010-2017.pdf>

Katarína Šrámková: Lidská práva v kontextu zahraniční rozvojové spolupráce, FoRS, 2011

http://fors.cz/user_files/dokumenty/fors_studie_lp.pdf

Ondřej Horký-Hlucháň: Jak spojit síly lidských práv, rozvojové spolupráce a transformační zkušenosti v zahraniční politice?, Policy Paper, ÚMV, 2014 <http://www.iir.cz/article/jak-spojiti-sily-lidskych-prav-rozvojove-spoluprace-a-transformacni-zkusenosti-v-zahranicni-politice>

Dotační program Visegrad 4 Eastern Partnership (V4EaP) <http://visegradfund.org/v4eap/>

Asociační dohoda EU s Gruzii http://eeas.europa.eu/georgia/assoagreement/assoagreement-2013_en.htm

The National Endowment for Democracy (NED) <http://www.ned.org/where-we-work/eurasia/georgia>

USAID <http://www.usaid.gov/georgia/democracy-human-rights-and-governance>

Georgian Young Lawyers' Association <http://gyla.ge/eng/news>

Black Sea Forum for Dialogue and Partnership <http://www.blackseango.org/>

Institute for Development of Freedom of Information (IDFI) <http://www.idfi.ge>

National Human Rights Strategy of Georgia 2014-2020 <http://agenda.ge/news/8625/eng>, http://government.gov.ge/index.php?lang_id=ENG&sec_id=288&info_id=40712

Annual report of the Republic Defender of Georgia: The Situation of Human Rights and Freedoms in Georgia, určeno pro Parlament Gruzie <http://www.ombudsman.ge/en/reports>

Implementation of the European Neighbourhood Policy in Georgia – Annual progress reports and recommendations for action

http://eeas.europa.eu/delegations/georgia/eu_georgia/political_relations/political_framework/enp_georgia_news/index_en.htm

National Youth Policy (2014)

http://www.youthpolicy.org/national/Georgia_2014_National_Youth_Policy.pdf

Factsheet on Youth Policies in Georgia <http://www.youthpolicy.org/factsheets/country/georgia/>

Web Portal on Human Rights in Georgia www.humanrights.ge

Other sources mentioned in the text:

ⁱ Data of the World Bank, 2013 <http://data.worldbank.org/country/georgia>

ⁱⁱ BTI 2014 Georgia Country Report http://www.bti-project.de/uploads/tx_itao_download/BTI_2014_Georgia.pdf

ⁱⁱⁱ UNICEF: Georgia: Reducing Child Poverty, 2011, <http://www.slideshare.net/unicefceecis/georgia-reducing-child-poverty>

^{iv} GEORGIA IN TRANSITION - Report on the human rights dimension, Thomas Hammarberg, 9/2013

^v UN Georgia http://www.ungeorgia.ge/eng/about_georgia#.VDrkPPI_u0c

^{vi} UCD <http://www.ucd.ie/ibp/MADissertations2009/LaiDao.pdf> ,
<http://www.economist.com/blogs/easternapproaches/2013/08/georgias-economy>

^{vii} Web Portal on Human Rights in Georgia www.humanrights.ge

^{viii} Implementation of the European Neighbourhood Policy in Georgia – Annual progress reports and recommendations for action
http://eeas.europa.eu/delegations/georgia/eu_georgia/political_relations/political_framework/enp_georgia_news/index_en.htm

^{ix} Website of Georgian Ombudsman <http://www.ombudsman.ge/ge/about-us/saqmianobis-istoria>

Annual report of the Republic Defender of Georgia: The Situation of Human Rights and Freedoms in Georgia, určeno pro Parlament Gruzie <http://www.ombudsman.ge/en/reports>

^x GEORGIA IN TRANSITION - Report on the human rights dimension, Thomas Hammarberg, 9/2013

^{xi} <http://yourhumanrights.ge/documents/national-human-rights-strategy-of-georgia/>,

^{xii} <http://yourhumanrights.ge/discussion/>

^{xiii} National Human Rights Strategy of Georgia 2014-2020 <http://agenda.ge/news/8625/eng>,
http://government.gov.ge/index.php?lang_id=ENG&sec_id=288&info_id=40712

^{xiv} Examination of the 4th Periodic Reports of Georgia on implementation of the International Covenant on Civil and Political Rights (ICCPR), Opening Statement of H.E. Ms. Tea Tsulukiani, Minister of Justice of Georgia, Head of the Delegation of Georgia, 10.07.2014, <http://tbinternet.ohchr.org>

^{xv} <http://transparency.ge/en/node/4000>

^{xvi} Based on information obtained during interviews with representatives on new and former local authorities

^{xvii} CRRC: Social Capital in Georgia: Final Report and Recommendations, 2011
http://www.crrc.ge/uploads/files/research_projects/CRRC_Social_Capital_Final_Report.pdf and
CRRC: Volunteerism in Georgia: Survey Summary and Recommendations, 2012
http://www.crrc.ge/uploads/files/research_projects/Volunteerism_Report_ENG.pdf

^{xviii} See Study of Development of Georgian Welfare-Oriented CSOs / Civil Society Institute / 2007, Civil Society Organizations in Georgia – Development Dynamics and Trends (study report)/The Center for Strategic Research and Development of Georgia / 2010 and CIVICUS - Study of the Civil Society in Georgia of the CIVICUS Civil Society Index / The Caucasus Institute for Peace, Democracy and Development / 2010 <http://www.csogeorgia.org/developmentTrends/eng>

^{xix} CSI: Citizen Participation in Self-governance, Study, 2009
http://www.civilin.org/pdf/Citizen_Participation_Eng.pdf

^{xx} As per most informants as well as studies such as of USAID: The 2013 CSO Sustainability Index for Central and Eastern Europe and Eurasia, June 2014

http://www.usaid.gov/sites/default/files/documents/1863/EE_2013_CSOSI_FullReport.pdf

^{xxi} USAID: The 2013 CSO Sustainability Index for Central and Eastern Europe and Eurasia, June 2014, link i

^{xxii} Georgia: EU Country Roadmap for Engagement with Civil Society 2014 – 2017, see link above

^{xxiii} For both examples, see CRRRC reports above.

^{xxiv} For details of the Civicus' 2013 Enabling Environment Index, see the EU roadmap.

^{xxv} See CRRRC reports above.

^{xxvi} The 2014 Factsheet on Youth Policies in Georgia contains statistics, legislation, and national policy programmes on youth. <http://www.youthpolicy.org/factsheets/country/georgia/>

^{xxvii} Examination of the 4th Periodic Reports of Georgia on implementation of the International Covenant on Civil and Political Rights (ICCPR), Opening Statement of H.E. Ms. Tea Tsulukiani, Minister of Justice of Georgia, Head of the Delegation of Georgia, 10.07.2014

^{xxviii} COWI: Study on Homophobia, Transphobia and Discrimination on Grounds of Sexual Orientation and Gender Identity Sociological Report: Georgi, year not given,

http://www.coe.int/t/commissioner/source/lgbt/georgiasociological_e.pdf,

GEORGIA IN TRANSITION: Report on the human rights dimension: background, steps taken and remaining challenges, Assessment and recommendations by Thomas Hammarberg in his capacity as EU Special Adviser on Constitutional and Legal Reform and Human Rights in Georgia, 2013, http://eeas.europa.eu/delegations/georgia/documents/virtual_library/cooperation_sectors/georgia_in_transition-hammarberg.pdf

^{xxix} According to the DFWatch: 63 percent of Georgians „think it is important to protect the rights of minorities, but they don't want such protection extended to sexual minorities“. See <http://dfwatch.net/tag/discrimination-of-sexual-minorities> , <http://www.balcanicaucaso.org/eng/Regions-and-countries/Georgia/Concerns-Linger-About-Sexual-Minority-Rights-in-Georgia-152656>

^{xxx} Joint Statement of NGOs on a discriminatory report by the Georgian Public Broadcaster, Moambe

<http://gdi.ge/en/news/joint-statement-of-ngos-on-a-discriminatory-report-by-the-georgian.page>

^{xxxi} Freedom House report 2008 <http://www.freedomhouse.org/report/freedom-press/2008/georgia#.VEbVkpmsUsY>, see also reports of subsequent years

^{xxxii} Broadcasting Act 2012

http://www.unesco.org/culture/natlaws/media/pdf/georgia/geo_lawbroadcast_engtof.pdf

^{xxxiii} NED <http://www.ned.org/where-we-work/eurasia/georgia>

^{xxxiv} <http://ec.europa.eu/trade/policy/countries-and-regions/regions/south-caucasus/>

^{xxxv} See latest Surveys of the National Democratic Institute NDI - <https://www.ndi.org/node/21851>

^{xxxvi} Act on international development cooperation and humanitarian aid, dated 1 July 2010, § 2 par. a) http://www.mzv.cz/jnp/cz/zahranicni_vztahy/rozvojova_spoluprace/koncepce_publikace/zakon_o_zahranicni_razvojove_spolupraci.html

^{xxxvii} ODA Strategy 2010 to 2017 <http://www.czda.cz/editor/filestore/File/Koncepce%20Zahranicni%20rozvojove%20spoluprace%20na%20obdobu%202010-2017.pdf>

^{xxxviii} The 2010 Transition strategy and programme (TRANS) http://www.mzv.cz/jnp/cz/zahranicni_vztahy/lidska_prava/transformacni_spoluprace_1/koncepce_transformacni_spoluprace.html

The 2005 Transition Policy http://www.mzv.cz/jnp/cz/zahranicni_vztahy/lidska_prava/transformacni_spoluprace_1/obecne_TRANS/koncepce_transformacni_spoluprace.html

^{xxxix} http://www.mzv.cz/jnp/cz/zahranicni_vztahy/rozvojova_spoluprace/dvoustranna_zrs_cr/projectove_zeme/gruzie/index.html

^{xi} http://www.mzv.cz/jnp/cz/zahranicni_vztahy/lidska_prava/prioritni_zeme_a_projecty_transformacni/gruzie/index.html

^{xii} http://www.mzv.cz/jnp/cz/zahranicni_vztahy/rozvojova_spoluprace/dvoustranna_zrs_cr/projectove_ze_me/gruzie/index.html

^{xiii} People In Need conducted a needs analysis among underprivileged groups regarding economic and agricultural development in 2008, this analysis was funded related project followed in 2009. See http://www.mzv.cz/jnp/cz/zahranicni_vztahy/rozvojova_spoluprace/dvoustranna_zrs_cr/projectove_ze_me/gruzie/projecty_rekonstrukcni_a_rozvojove.html

^{xliii} Centre for Effective Governance System and Territorial Arrangement Reform of Georgia, www.lsg.gov.ge

^{xliv} Georgia: EU Country Roadmap for Engagement with Civil Society 2014 – 2017, see link above

^{xlv} PH International is earlier Project Harmony, Inc, see http://www.ph-int.org/where_we/?id_country=6

^{xlvi} www.e-learning.ge (launched in autumn 2014)

^{xlvii} For the full project, see <http://www.civilin.org/Eng/viewprogram.php?id=2>.

^{xlviii} Investigative Reporter's Handbook: A Guide to Documents, Databases, and Techniques by Brant Houston <http://www.media.ge/en/portal/news/43825/>, http://old.media.ge/en/content/presentation_of_new_0, English version sold on-line e.g. at <http://www.amazon.com/Investigative-Reporters-Handbook-Documents-Techniques/dp/0312589972>

^{xlix} The National Democracy Institute Poll, 25 August 2014 <https://www.ndi.org/node/21851>, graph: <https://www.ndi.org/node/21874> or <https://www.ndi.org/georgia-polls>

^l OSGF planned to publish a report on the Georgian prisons and prisoners in autumn 2014.

ⁱⁱ For Volunteerism in Georgia: 2012 Survey Summary and Recommendations by CRRC see http://www.crrc.ge/uploads/files/research_projects/Volunteerism_Report_ENG.pdf

ⁱⁱⁱ <https://sopobobokhidze99.wordpress.com/tag/ზაქობიძე/> - Sopo Bobokhidze's from Kutaisi, she works for the Georgian Public Broadcaster as a camerawoman. She is the only camerawoman in Geo TV.

<http://spamwriters.wordpress.com> - Givi Avaliani, he is a journalist of netgazeti.ge.

<http://bednieridge.wordpress.com> - Ketil Labadze from Batumi, she works as a journalist for Batumi based weekly newspaper Batumelebi.

<http://batumilive.wordpress.com> –Mari Kobuladze, from Batumi.

<http://ablaliko.blogspot.co.uk> - Irakli Vachiberadze from Kutaisi, now he is the regional correspondent of Maestro TV.

Others are unavailable.

^{liii} www.ento.org

^{liv} Franklik de Vrieze: A mapping and study on performance indicators for EU Support to Political Parties, Brussels, January 2014, commissioned by the EC

<http://www.eidhr.eu/files/dmfile/STUDYonPoliticalPartySupport20-02-2014.pdf>

Renata Tardioli et al.: A mapping and study on performance indicators for EU Support to Civic Education, Brussels, January 2014, commissioned by the EC

<http://www.eidhr.eu/files/dmfile/STUDYonCivicEducation20-02-2014.pdf>

^{lv} Related articles of Radio Free Europe and state Abkhazian press agency: <http://apsnypress.info/news/7017.html>, <http://www.ekhokavkaza.com/content/article/24751248.html>, <http://абхазия.рф/6130>

^{lvi} <http://apsny-chp.org/projects/?ID=81>,

<http://bit.ly/1pXKZJP>,

<http://apsnypress.info/news/11251.html>,

<http://apsny.ru/news/?ID=7804>,

<http://www.youtube.com/watch?v=B5dpfNoMUW4>,

http://www.abkhaziya.org/news_detail.html?nid=38463

^{lvii} <http://apsnypress.info/news/12874.html>.

<http://www.youtube.com/watch?v=WuRqLq5Bm-w>,

<http://www.caucasustimes.com/article.asp?id=21346>

^{lviii} <http://caucadoc.com/en/caucadoc/>

^{lix} Giving Voice to Community <http://www.civitas.ge/wm.php?page=current&subb=civitas&lng=en>

^{lx} See details of its projects at <http://www.civilin.org/Eng/viewprogram.php?id=3>.

^{lxi} For the full project, see <http://www.civilin.org/Eng/viewprogram.php?id=2>.

^{lxii} <http://www.civitas.ge/wm.php?page=current&subb=civitas&lng=en>, <http://ceecn.net/citizen-participation-week-2013>

^{lxiii} <http://www.epfound.ge/english/whats-new/success-stories/engaging-youth-in-local-development-youth-bank-georgia-program.html>

^{lxiv} <http://www.media.ge/en/portal/news/43825/>, http://old.media.ge/en/content/presentation_of_new_0,
English version sold on-line e.g. at <http://www.amazon.com/Investigative-Reporters-Handbook-Documents-Techniques/dp/0312589972>

^{lxv} <http://www.adb.org/countries/georgia/economy>

^{lxvi} <http://www.fdi.net/documents/WorldBank/databases/plink/factsheets/georgia.htm>

^{lxvii} BTI 2014 Georgia Country Report

^{lxviii} <http://www.agora-ce.cz/student-agera/>

^{lxix} Viz www.czecheval.cz

^{lxx} Viz www.mzv.cz/pomoc