



Evaluation of Language Education Process for Asylum-seekers, Refugees and Humanitarian Status Holders and Stateless Persons in Georgia

ANALYTICAL REPORT

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Methodology

Main **goal** of the study was to evaluate the language education processes provided by Zhvania School of Public Administration for adult asylum-seekers, refugees, stateless persons and humanitarian status holders in Georgia and its suitability with the needs of beneficiaries with various backgrounds. Above mentioned groups will be referred as **target groups** in the following study.

To reach this goal and to ensure that different language/ cultural /educational/ gender factors and their role in attendance, satisfaction or drop-out rates are being considered during the learning process, also, to identify existing needs of the beneficiaries when it comes to language education processes and provide suggestions on how to further improve the language teaching, what are the areas to be explored and complemented from other sources, both **qualitative and quantitative** research methods were used.

To get an overview on and deeper understanding of the entire language education delivery process the following issues were analyzed: (i) administration of the process (by IDP Agency); (ii) the methodology of the delivery of classes by the Zhvania School, (iii) feedback of the beneficiaries with successful completion rate on the process; (iv) feedback from the beneficiaries with drop-out; (v) feedback from those who have never been engaged in formalized language education process to understand the reasons for no interest.

Qualitative research

1 focus group, 1 group interview and 4 in-depth (expert) interviews were conducted within the framework of the research (See Table #1)

Table #1

#	Method	Target group	Num of respondents
1	Focus group	Representatives of World vision/Re-Integration Service under the Internally Displaced Persons, Ecomigrants and Livelihood Agency	6
2	Group interview	Representatives of Zhvania School	3
3	In-depth interview	Representative of Policy Division under the Ministry of Health (MoH)	1
4	In-depth interview	Representative of Strategic planning and international relations department (MES)	1
5	In-depth interview	Representatives of World vision; Responsible for UNHCR project implementation	1
6	In-depth interview	Representative of Teacher Professional Development Center	1

It should be mentioned that the Division on International Protection under the Migration Department of the Ministry of Interior of Georgia refused to participate in the study.

Fieldwork was conducted in November 2021. Focus group and group interviews, as well as expert interviews, were held online via Zoom. Respondents were informed about the research aims and objectives in advance. They were also briefed about data confidentiality. Focus group and group interviews lasted for 1.5 hours on average, whereas the expert interview – for about 1 hour.

Data analysis consisted of several stages: first, recordings were transcribed, then data were grouped, coded and categorized based on which new consolidated knowledge was formed. The latter was reflected in the analytical report of the qualitative research.

Quantitative research

Three groups were selected from UNHCR target groups for quantitative research:

- Target groups who have enrolled and graduated State Language Teaching and Integration Programme
- Target groups who have enrolled in the SLTIP, but have not graduated
- Target groups who have not applied for the SLTIP

Statistical data that included the representative number of students, those who enrolled in the SLTIP and those who graduated, were used to determine the sample frame. Number of students by years is shown in Table A.

Table A

	2017	2018	2019	2020	2021
Attendance record	100	80	40	32	75
Number of persons who graduated successfully	44	21	9	9	-

As for the finalized sampling, which includes all the target groups adds up to a total of **430 respondents**¹, who were identified according to the database provided by World Vision Georgia and UNHCR.²

Respondents were selected using a **stratified sampling** method, where the Primary Sampling Units (PSUs) and the Final Sampling Units (FSUs) were identified:

- The Primary Sampling Unit (PSU) – Three groups were divided according to the relation to the State Language Teaching and Integration Programme (SLTIP). Each group was a stratum for selection. These subgroups/strata are: a) Graduates of the SLTIP; b) Those who dropped-out and c) Those who never participated in the SLTIP
- The final sampling units (FSUs) – respondents (aged 18 and over) - were selected randomly from the database of these targeted individuals.

The data is representative according to the target groups. For a detailed distribution of the number of interviews in each group, see Table B.

Table B

Target Groups	Interviews	Margins of error (95% confidence level)
Target groups who have enrolled and graduated State Language Teaching and Integration Programme	69	5.0%
Target groups who have enrolled in the SLTIP, but have not graduated	61	5.5%
Target groups who have not applied for the SLTIP	184	3.5%
Total	314	5.2%

¹ Approximately 17% from total PoC population

² Internally Displaced Persons, Ecomigrants and Livelihood Agency refused to share the beneficiary database because of the confidentiality issues.

Respondents were: Representatives of target groups Asylum-seekers, Refugees and Humanitarian Status Holders (certain number of representatives of target groups did not know or did not want to speak out concerning their formal statuses).

Interviews were conducted in a mixed manner including **face-to-face** and **online interviews**.

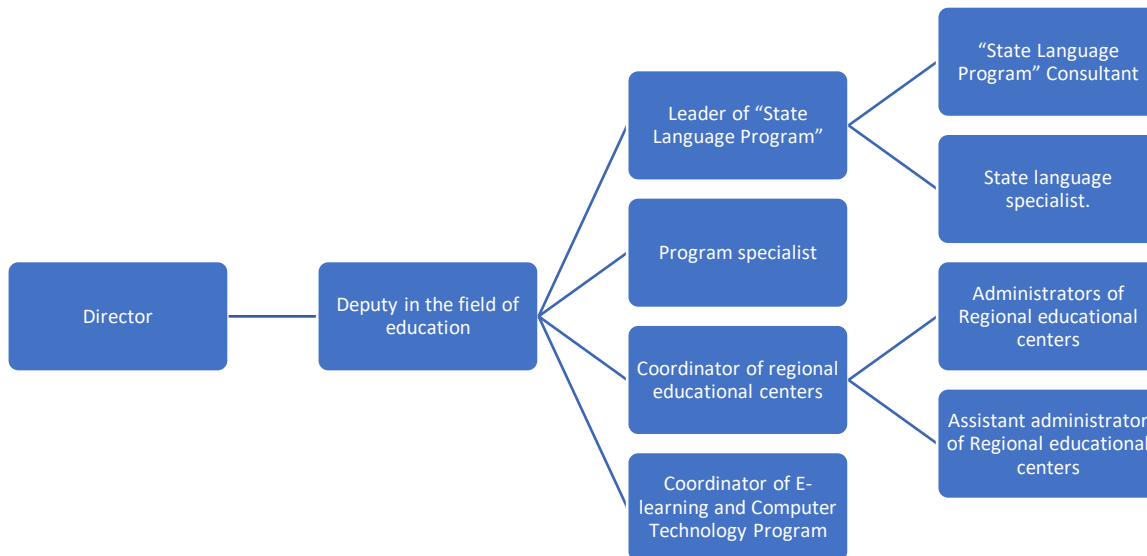
Survey data have been **analysed** based on different methods of data analysis: a) Univariate (Frequency distribution, Central tendency measurement); b) Bivariate (Crosstabulations and Correlations) and c) Multivariate (Regression analysis).

Chapter1. Desk Research: State Language Teaching and Integration Program Learning Materials

General description of the program

LEPL Zurab Zhvania School of Public Administration of the Ministry of Education, Science, Culture and Sport (MESCS), implements State Language Teaching Programme for any interested person, including refugees, persons holding humanitarian status, asylum seekers and STL persons. Classes are held at Integration Center functioning under the Ministry of IDPs, Labor, Health and Social Affairs of Georgia. The programme offers level A1, A2 and B1 Georgian language courses. The teaching method is based on special module that has been tested for years with significant success. In case of passing the exam successfully, the beneficiaries are relevantly certified. Zhvania School of Public Administration, in collaboration with UNHCR Regional Representation, has prepared a project “Learn Georgian with Audio Lessons” (CD of 12 audio lessons with illustrations), intended to assist persons under international protection, asylum-seekers and stateless persons to master basic Georgian. Audio lessons are available on the official web-site of Zhvania School. The audio lessons combine recorded everyday conversations and relevant illustrations that can be used as a practical exercise to fill in the conversation.³

Structurally, head of the Zurab Zhvania School of Public Administration is the Director. Deputy in the field of education curates the Leader of “State Language Program”, Program specialist, Coordinator of regional educational centers and Coordinator of E-learning and Computer Technology Program. On the other hand, Leader of “State Language Program” curates “State Language Program” Consultant and State language specialist⁴.



Learning objectives and Tasks by language levels⁵

³ Audio lessons <http://www.zspa.ge/geo/page/198>

⁴ Structure <http://www.zspa.ge/geo/page/19>

⁵ Learning objectives and Tasks by language levels <http://www.zspa.ge/geo/page/225>

Level	Learning objectives	Tasks
A1 (Language Key)	<p>The listener will learn the basics of Georgian language on A1 level according to "Common European Framework of Reference for Language Learning, Teaching and Assessment":</p> <ul style="list-style-type: none"> • Pronunciation of specific Georgian Letters; • Adequate understanding of simple texts related to daily life and professional activities; • Understanding basic grammar concepts and categories, which will enable the listener to write and speak correctly; • Composing short texts with comprehensive and mutually connected sentences; • Basic communication in Georgian language; • Converting vocabulary into forethought speech; • Composing simple documents (letters, resumes, notices) 	<p>After finishing the course, listener will be able to:</p> <ul style="list-style-type: none"> • Understand certain sentences and commonly used expressions (which are connected to main fields of professional and daily life activities) • Solve tasks related to the exchange of simple information on familiar or everyday topics; • Make simple self-expressions, talk about others and the environment; • Describe their everyday life and aspects of professional activities; • Use known phrases and expressions during speech (which are needed to solve certain problems) • Participate in simple conversations, ask questions; • Find and understand comprehensible and specific information, such as: articles, ads, schedules; • Participate in a dialogue if other person is talking slowly and distinctly and if needed, repeats some sentences
A2 (Basics)	<p>The listener will learn the basics of Georgian language on A2 level according to "Common European Framework of Reference for Language Learning, Teaching and Assessment":</p> <ul style="list-style-type: none"> • Understanding basic grammar concepts and categories, which will enable the listener to write and speak correctly; • Adequate understanding of simple texts related to daily life and professional activities; • Composing simple documents (letters, resumes, notices); • Uploading information regarding private/general/everyday life on social network; • Participating in familiar situational dialogues and expressing their opinion; • Easily discuss everyday practical issues; • Expressing their position on any event or fact. 	<p>After finishing the course, listener will be able to:</p> <ul style="list-style-type: none"> • Understand certain sentences and commonly used expressions (which are connected to main fields of professional and daily life activities) • Find and understand comprehensible and specific information, such as: articles, ads, schedules; • Solve tasks related to the exchange of simple information on familiar or everyday topics; • Make simple self-expressions, talk about others and the environment; • Describe their everyday life and aspects of professional activities; • Join official discussions on familiar topics with known phrases; • Compose simple texts on familiar topics, write their own opinion, participate in conversations, ask questions; • Compose short messages, cards and official documents.
B1 (threshold)	<p>The listener will learn the basics of Georgian language on B1 level according to "Common</p>	<p>After finishing the course, listener will be able to:</p>

Level	Learning objectives	Tasks
	<p>European Framework of Reference for Language Learning, Teaching and Assessment" and be able to:</p> <ul style="list-style-type: none"> • Comprehend standard communication; • Comprehend the details of simple information from TV shows, technical instructions; • Read and comprehend various informative and official texts; • Formulate sentences in familiar situations, convey facts with important nuances; • Participate in conversations on familiar topics, express their attitude and opinion with a few sentences; • Write down information with standard content, write private letters and notices. 	<ul style="list-style-type: none"> • Comprehend the meaning of discussions on familiar topics or everyday conversations, participate in them and express their own opinion, impressions, and feelings in a nutshell; • Comprehend main meaning of TV and radio shows; • Read and comprehend up-to-date interviews, notices and articles written in magazines; • Find needed information in long texts; • Comprehend and participate in distinct Georgian conversations; • Talk about the content of some film, story or book and express their opinion on it; • Give suggestions to affiliates in detail; • Take a short interview with pre-prepared questions; • Use standard constructions in professional conversations; • Describe a topic that interests them in detail, write required information and prepare questions; • Prepare official documents (notice, motivational letter, resume...)

Registration⁶

Registration for the State Language Teaching and Integration Program is available on the website of the Zhvania School of Public Administration. To do this, you can fill out an online application, which is filled out on the website, as well as an offline application form, which can be downloaded from the page and sent to the school e-mail address.

During the registration process the information about the program levels. The application involves questions describing beneficiary demographic data such as name, surname, identification number and documents, sex, birthdate, e-mail, contact number, region, residing address, their educational background, their employments status and place and spoken language.

Additionally, the applications ask questions such as describing the motivation to be involved in the program, from whom/how they have received the information about the program and what is their current status (Student, employed, recruit, etc.). Application provides the description of the Agreement on teaching, which can be confirmed by the person registering right in the registration application.

⁶ Registration <http://www.zspa.ge/geo/registration>

The information regarding general time distribution of the courses and the grading system can be seen along with the Learning objectives and tasks by language levels:

Duration and time distribution	Grading system
<p>The course is based on the following scheme:</p> <ul style="list-style-type: none"> • 20 weeks - 6 hours a week; • 15 weeks - 8 hours a week; • 12 weeks - 10 hours a week; <p>The number of contact hours is 120 astronomical hours.</p>	<ol style="list-style-type: none"> 1. Attendance (10 points) 2. Points accumulated during the lessons by practical exercises (20 points) 3. Mid-term exams (2) (15-15 points) 4. Final exam (40 points) <p>The threshold for the listener to successfully finish the course is 70 points, provided that final test score is no less than 25 points.</p>

The state language teaching program has been implemented by the school since the day of its establishment. It is available for any interested person who wants to study the Georgian language or deepen their knowledge in this field.

The program is taught in three regions of Georgia: Kvemo-Kartli, Samtskhe-Javakheti and Kakheti. The training is conducted in 10 regional training centers of the school (Marneuli, Bolnisi, Dmanisi, Gardabani, Tsalka, Akhalkalaki, Ninotsminda, Lambalo, Lagodekhi, Akhmeta) and in mobile groups in the villages.

The state language teaching program is implemented according to the general European standard of language proficiency and is fully funded by the state.

The number of students in one academic group is defined as 8 - 15 people. Each student will be provided with a collection of basic study materials and photocopies of additional materials, supporting literature - for temporary use. A trainee who has successfully completed a state language teaching program will be awarded a certificate. A trainee who has not successfully completed the state language teaching program will be given a relevant certificate. ⁷

Georgian as foreign language program

In 2010, the Ministry of Education and Science of Georgia developed the “Irbakhi” program for teaching Georgian as a foreign language. Its goal is to create a complete package of resources necessary for the teaching and learning of Georgian as a foreign language, on the basis of which teaching-methodical textbooks and supporting materials have been developed. Materials are available on the program website www.geofl.ge, which is actively used by LEPL Zurab Zhvania School of Public Administration.

The website presents the levels of studying Georgian as a foreign language and the relevant resources: A1, A2, A2 +, B1, B2, B2 +, C1. A series of Georgian language textbooks "Aghmarti" has been developed to help the learner to overcome these levels.

⁷ About the program <http://www.zspa.ge/geo/page/223>

Language knowledge levels⁸

Knowledge of Georgian language on the website is differentiated according to both language knowledge levels and skills. On the one hand, the description of language proficiency levels is determined by the language skills, relevant grammar and vocabulary required to perform communication tasks. Language skills include reception (listening, reading) and production (speaking, writing).

When it comes to assessing language proficiency by level, this is a six-level system of language proficiency. In educational linguistics, the increase in foreign language proficiency is expressed in the following stages: A, B, C, and in each of them there are two main levels: A1 - A2, B1 - B2, C1 - C2. The website offers specifications for each level to the interested person. The summary description assigned to each level is as follows:

A1 - The lowest level of language proficiency, within which the learner has an elementary ability to read, listen and write. He can also engage in very simple conversation.

A2 - This is the level of language proficiency when the learner is able to participate more actively in the conversation, although he / she still has few forms of expression and needs the help of the interlocutor. At this level the learner develops the ability to conduct a monologue and talk about topics in everyday life.

B1 - This level is characterized by two different signs. Namely, the learner can: lead a dialogue in a number of different situations; Overcoming the tasks of daily life as he develops the ability to exchange different volumes of information. The threshold level is mostly intended for short-term arrivals in a foreign country.

B2 - At this level the learner is free to: establish communication; Conducting natural, non-violent conversation; Read more to understand everything that is said in literary language, even if the noise interferes. At this stage of language proficiency, the learner is able to correct misunderstanding mistakes, he / she develops the skills of argumentative discussion and business conversation.

C1 - At this level the learner possesses a wide range of language tools and is able to speak freely, unhindered.

C2 - This level represents a very high degree of accuracy and unimpeded use of language tools, although it still does not equate to a perfect level of competence in the native language.

Assessing knowledge⁹

Web-page provides a "learner self-assessment". Through this tool the learner can define his / her goals and assess the level of mastery of the study material. "Self-esteem" is built on the principle I can. It is bilingual. In the first column the descriptor is given in Georgian, in the second - in English. The third column is empty, which allows the learner to translate the descriptor into any language (native language, second foreign language ...) and write in the blank column. The self-assessment document is divided by both language levels and skills to rate. The document consists of various provisions covering the issues such as learner's ability to use Georgian language on daily basis. To the right of the descriptors is a free space where the learner should make the appropriate markings. for example:

⁸ Language knowledge levels <http://geofl.ge/lego/referenceLevels.php?parent=55>

⁹ Language knowledge levels <http://geofl.ge/lego/referenceLevels.php?parent=55>

! - My goal is to overcome this skill.

√ - I can do this under normal conditions.

√√ - I can do it freely.

The assessment starts at A1 Level and goes up to C2. If learner's statement "I can do it freely" exceeds 80% in each language skill, it means that they have passed the level of study and can move to the next level of language proficiency.

Teaching Materials

According to the language levels, each of its sets includes five basic materials:

- Learner's book
- Learner's notebook
- Interactive exercises (level A only)
- Reading literature
- Teacher manuals

The learner's book, depending on the levels, includes different materials, which is discussed below. Each lesson is accompanied by assignments based on which different issues are explored - written assignments predominate. The presented electronic version, which is divided into sub-sections, has relevant pages from the learner's book, which also gives the interested person the opportunity to improve their reading skills.

As for the **learner's notebook**, it thematically repeats the contents and subsections of the learner's book. Some of the assignments presented in the notebook are accompanied by audio-video materials, according to which the terms of the assignment must be fulfilled. In other cases, there are many photographs where the learner has to choose the appropriate name, word for the image; Schematic assignments are also presented. The notebook is accompanied by answers to written and oral assignments and printed versions of listening assignments.

The purpose of the **interactive exercises** presented at Level A is to reinforce the learner's language skills with the active participation of the teacher and the student. The assignments presented in the set of exercises combine all the skills of language proficiency, components: writing, reading, listening and speaking.

Teaching resources of Georgian as a foreign language, in addition to the series "**Aghmrti**", includes a series of adapted reading literature "**Tolia**", which is prepared according to the level of language proficiency. Reading literature is accompanied by an audio recording of a separate text to help the learner improve pronunciation. Also, foreign words in each text are marked as hyperlinks, which, if activated, show an English translation, on the basis of which it is more likely that the student will better understand the content of the text. A dictionary is attached to the reading literature as an appendix, in which Georgian words are translated into English, in some cases the initial form of the word is attached as a hyperlink (eg perform - performance). The appendix also presents the verb forms, synonyms and antonyms used in the texts.¹⁰

¹⁰ Synonyms and antonyms are suggested for study level A only.

Teacher's guide materials are presented in two parts at each level of study: the teacher's book, a grammar guide according to the lessons. Accordingly, the teacher's guide materials follow the topics that are familiar to the learner and are mastered by them. Available materials help the teacher to teach the student materials in depth.

Language level A1¹¹

After mastering the study materials developed for this level, the learner will be able to provide information about their activities and life through simple linguistic means. Also, establishing daily communication, completing registration questionnaires, etc. It is noteworthy that each learning material is accompanied by audio-visual materials that help the learner to develop, on the one hand, listening skills and, on the other hand, speaking skills.

Learner's book

The A1 level textbook starts with the introduction of the Georgian alphabet, which is accompanied by the necessary tasks for studying the alphabet. Each listening assignment is presented on the website, with appropriate numbering, to make it easier for the interested person to find the correct audio assignment in the electronic version of the book.

The guide includes 12 lessons and appendices. The first 4 lessons are dedicated to the Georgian alphabet - to study the letters and sounds, there are some groups that are needed to learn useful, easy-to-remember words for learners. The lessons are saturated with visual material so that the interested person can connect Georgian words and its expressive form.

In Lessons 3 and 4, learners master the food settlements and pronounce them correctly. The fifth lesson of the textbook is devoted to grammatical numbers - the learner is introduced to only numbers and plurals. In this case, too, photos are actively used to make the difference between the numbers easy to perceive.

The following lessons are distributed in the following order:

- Lesson 6 - Family and family members
- Lesson 7 - Face, body parts, appearance
- Lesson 8 - hours; Day plan; countries; Origin
- Lesson 9 - Seasons; months; Shopping
- Lesson 10 - Informal letter, activity and profession; Rest
- Lesson 11 - House, apartment
- Lesson 12 - Desire and Opportunity

The appendices provide answers to the written and oral assignments used in the book. Also presented in the form of a table is a list of parts of speech, namely nouns, numerical nouns (quantitative, ordinal,

¹¹ A1 level learning resources,

<http://geofl.ge/lego/book.php?menu=menu&book=1&text=A1%20%E1%83%93%E1%83%9D%E1%83%9C%E1%83%98%E1%83%A1%20%E1%83%A1%E1%83%90%E1%83%A1%E1%83%AC%E1%83%90%E1%83%95%E1%83%9A%E1%83%9D%20%E1%83%A0%E1%83%94%E1%83%A1%E1%83%A3%E1%83%A0%E1%83%A1%E1%83%94%E1%83%91%E1%83%98&parent=2/>

fractional) and pronouns. Additionally, verb forms, conjugation rules, examples, and printed versions of listening assignments are attached.

Interactive exercises

The exercises provide complete A1 level vocabulary and grammar knowledge. Listening assignments are accompanied by audio material, after which the learner has to answer the questions. A total of 10 listening assignments are presented.

The texts provided for the reading component are attached in the form of links on the website. In this case, too, 10 assignments are given. To develop speaking skills, the learner, on the one hand, has to engage in dialogue with the teacher, while, on the other hand, the assignments relate to the narration of the monologue on various issues.

Level A1 written assignments include a task for completing the registration form, accompanied by visual materials.

Language level A2¹²

The materials presented at A2 level are based on the assumption that the person already has basic, A1 level, knowledge. After mastering this level, the learner will be able to understand the content of the conversation, get acquainted with and understand simple and small texts, engage in conversation on topics familiar or related to the activity, write simple, personal letters, etc.

Learner's book

The learner's book consists of 12 lessons:

- My Georgian friend
- A little about Georgia
- How they live in Georgia
- Our acquaintances
- Foreign guest in Tbilisi
- My one day
- weekend
- Bank
- Health
- Everything for a new apartment
- At the Wine Festival
- Visiting a Georgian family

¹² A2 level learning resources,

<http://geofl.ge/lego/book.php?menu=menu&book=2&text=A2%20%E1%83%93%E1%83%9D%E1%83%9C%E1%83%98%E1%83%A1%20%E1%83%A1%E1%83%90%E1%83%A1%E1%83%AC%E1%83%90%E1%83%95%E1%83%9A%E1%83%9D%20%E1%83%A0%E1%83%94%E1%83%A1%E1%83%A3%E1%83%A0%E1%83%A1%E1%83%94%E1%83%91%E1%83%98&parent=10/>

The book presents both listening and reading and writing assignments. The textbook introduces the knowledge test block after lessons 6 and 12, which analyzes what the student has learned. The tasks given in the Knowledge Test include both comprehension and grammar.

Answers to written and oral assignments are presented as an appendix; Also, print versions of listening assignments.

Interactive exercises

The exercises provide complete A2 level vocabulary and grammar knowledge. The listening assignments are accompanied by two video recordings and eight audio recordings, after which the learner has to answer the exercise questions. A total of 10 listening assignments are presented.

Reading material is attached to the website in the form of links. There are five exercises in total, which will cover different topics: Happy Family, Guram Rcheulishvili, Galaktion Tabidze and Meri Shervashidze, Niko Pirosmiani and actress Margarita, grandmother's letter to her grandchildren in the city. To develop the ability to speak at this level of study, the student, on the one hand, has to have a dialogue with the teacher, and, on the other hand, assigns to narrate a monologue on various issues.

A2 level writing assignments cover a variety of topics - travel, booking tickets, communicating with friends and family, services offered by banks, and more.

Language level B1¹³

Learning materials developed for this level are designed for learners who already have an enhanced level of language proficiency. After mastering the Georgian language at B1 level, the learner will be able to: understand the excerpts of an extensive work of literature, conduct a dialogue, understand the basic essence of discussions or TV shows, clearly substantiate their own opinion, prepare various written texts, etc.

Learner's book

The student's book consists of 12 chapters related to different issues:

- biography
- Cover letters and interviews
- Professions
- Travel
- Sports
- free time
- Travel to Tbilisi and the city
- Shopping

¹³ B1 level learning resources,

<http://geofl.ge/lego/book.php?menu=menu&book=4&text=B1%20%E1%83%93%E1%83%9D%E1%83%9C%E1%83%98%E1%83%A1%20%E1%83%A1%E1%83%90%E1%83%A1%E1%83%AC%E1%83%90%E1%83%95%E1%83%9A%E1%83%9D%20%E1%83%A0%E1%83%94%E1%83%A1%E1%83%A3%E1%83%A0%E1%83%A1%E1%83%94%E1%83%91%E1%83%98&parent=25/>

- Consumers and taxes
- food
- Proper nutrition and health
- Caucasus

The textbook for this level of study is also loaded with visual material. Each section is accompanied by videos that are presented to complete the assignments in the book. The materials mainly discuss issues that may be useful for the student in terms of daily life and employment. Assignments include, as well as text comprehension, analytical work.

Answers to written assignments are attached to the appendix of the student's textbook; Also, print versions of the listening material and a small list of common word forms.

Language level B2¹⁴

This level of language learning is designed for learners who have developed the ability to master the language independently. After mastering the Georgian language at B2 level, an individual will be able to make extensive reasoned reports, lectures, reports on current events and news, the content of films, to express their opinions during discussions, to argue reasoning, to evaluate, to evaluate, Etc.

Learner's book

The B2 Level Learner Handbook consists of 6 distinct chapters:

- People and their lives
- Family
- Press
- Free time: relaxation and fun
- Music, song, dance
- Georgia and its ethnic groups

Each subsection includes both reading and writing assignments. At the same time, like the B1 level textbook, relevant video recordings are attached to complete some of the assignments.

The state language teaching program is additionally implemented at A2 +, B2 + and C1 levels. According to the website of the Zurab Zhvania School of Public Administration, the A2 + level is for teachers, while the B level programs offer a variety of specific, professional knowledge: civics, law, infrastructure, management, finance and procurement.¹⁵

Materials for **C1 level** of study within the program "Georgian as a Foreign Language" will relate to Georgian literary texts, historical stories and Georgian proverbs. Those interested in the material prepared for

¹⁴ B2 level learning resources,

<http://geofl.ge/lego/book.php?menu=menu&book=5&text=B2%20%E1%83%93%E1%83%9D%E1%83%9C%E1%83%98%E1%83%A1%20%E1%83%A1%E1%83%90%E1%83%A1%E1%83%AC%E1%83%90%E1%83%95%E1%83%9A%E1%83%9D%20%E1%83%A0%E1%83%94%E1%83%A1%E1%83%A3%E1%83%A0%E1%83%A1%E1%83%94%E1%83%91%E1%83%98&parent=32>

¹⁵ Programme levels

<http://www.zspa.ge/geo/page/225?fbclid=IwAR3PIKa6Y3hljkcJtMR2lUyvqpm865hhGBW0G4lWlrGIP9CEMt0VxKyT aUc>

getting acquainted with Georgian literature will receive information about a separate stage of the development of Georgian literature. The aim of the paper created to get acquainted with historical stories is to provide information to foreign scholars about the historical development of Georgia. Similar materials, on the one hand, introduce the learner to factual knowledge and, on the other hand, help to improve language skills.

During the COVID-19 pandemic, the language learning process has been taken up on an online platform. Needs to be mentioned, that the face-to-face program for foreign migrants would offer services only in Tbilisi site, but the online format provides the possibility for broader coverage. The existing materials have been appropriately adapted for the online teaching, including the practical work. better understanding of the teaching materials, program and foreign migrant learning needs can be obtained from surveying the target groups (refugees and asylum seekers) and key informant interviews with the representatives providing relevant services to the migrants in Georgia, such as school administration, governmental and non-governmental sector working on the migrant issues.

Learner grammar¹⁶

As a result of identifying the need for learners of Georgian as a foreign language, the need to create a learner-centered grammar textbook was identified. The learner's grammar is compatible with the other learning materials presented on the website and allows them to be linked together.

The theoretical explanations are briefly and simply presented in the textbook. The main focus is on practical examples. Such a guide will make it easier for the learner to perceive, understand, comprehend and master the grammatical system of the Georgian language or its separate categories; Different types of exercises given at the end of each chapter will help to test and strengthen the acquired knowledge.

The grammar textbook covers aspects such as Identification, singular and plural, spiritual and inanimate, nouns ending in vowels and consonants, seven different forms of nouns and their signs, expression of belonging, numerical name, expression of object properties (adjective), rotation of two nouns together, expression of properties with compound nouns, adverbs and Their function, expression of location, indication of time, characterization of action, verb, expression of prepositional action and direction, auxiliary sounds / grains / words, etc.

Needs to be mentioned, that the grammar book also involves the label words and expressions, which are locally contextual. Those are greeting and farewell words, meeting formulas, greeting formulation, address with polite phrase, helpful words and phrases, invitation words and phrases, congratulatory wording, expressions of different emotions, words said to ask for forgiveness after wrongdoing, etc.

Teaching methodology¹⁷

For the first time in the field of educational linguistics, a textbook for teaching Georgian as a foreign language was created for the "Agmarti" series of Georgian as a foreign language teaching program, which consists of two books: theoretical course and practical assignments. Those materials aim to provide assistance and guidance to the teachers who intend to tutor foreign migrants.

¹⁶ Learner grammar <http://geofl.ge/lego/grammars.php?book=10&menu=menu&parent=50/>

¹⁷ Teaching methodology <http://geofl.ge/lego/metodic.php?parent=59/>

Both, theoretical and practical materials include the main issues to be covered in the learning process by the foreign students. On one hand. The textbook provides theoretical guidance on different methods of teaching and on the other hand, the assignments intend to help the teacher to decide between the proposed methodological directions.

First of all, the guidance asks the teachers to remember their own foreign language lessons, what type of experience did they have themselves and how successful was this methodology. Those methods involve the practices such as Speaking, Writing, Reading, Listening, Grammar, Spelling, Vocabulary, Pronunciation, Translation, Literary Texts. Further, the guide proposes to discuss each mentioned method separately.

For example, the proposed methodology for listening is providing audio texts of diverse type. In a real communication situation, the listener has a lot of non-linguistic visual information in addition to the listening text, which makes it easier for the listener to understand. The same role is played by the **illustrations attached to the listening text**: they often reflect facial expressions and gestures, as well as elements of geography.

Listening to the text in parts is taken at an early stage of language learning to allay the learner's fear of understanding the listening text. By practicing this form of listening skill, he or she acquires the ability to concentrate on understanding the content of a foreign-language listening text. Each section is processed separately, allowing the listener maximum concentration in a short period of time.

Artificial texts recorded on an audio disc are also often used for the textbook, especially in the first stage of language learning, as they are convenient for listening to the text piece by piece; You can listen to them several times. Here is the intonation, weight, manner of speaking of people of different ages and backgrounds, and with this diversity it approaches the real communication situation. Audio material is usually defined not only for the lesson, but also for independent work. Such audio discs take into account the level of language proficiency of the learner.

Before choosing which type of listening practices to choose, the teachers are asked to write pros and cons for each of the methodologies. For further work, teachers are asked to identify what kind of texts a foreigner / second language learner who came to Georgia may need to read. Those include and are not limited to a letter, information brochure, menu, newspaper article, short story, novel, statement, advertisement, documents (ticket, banknote, passport), Signboard, Instructions for use (equipment, medicine ...), prayer, etc. For understanding written text, the teacher aims to help the student develop knowledge of **letter combination, sentence structure, word combination, logical structures**.

The development of speaking skills as a targeted skill implies the competence through which the learner can achieve a certain goal when communicating in a foreign language, in particular, using language as a means of transmitting, sharing and understanding information. There are a variety of tasks for this. This series of tasks aims to develop speaking as a communication skill in the learner so that he / she is ready for language action in a real communication situation. To achieve this, the teacher aims to help the students develop **ability to construct the message**: what and how the speaker should say according to the addressee and the situation; Possibility of **transformation**: transforming a thoughtful utterance into sentences; Possibility of **realization of thought**: realization of speech through sounds and mimicry-gestures.

Writing for communication purposes involves preparing the learner for a real communication situation. Accordingly, the written assignments are based on the real communication situation, for example: filling in a letter, a postcard, a questionnaire, writing a tabular biography. Therefore, the main aspects that make it appropriate to teach writing skills in a foreign language lesson are: Identifying communicative needs, addressing practical lesson needs and the need to structure thoughts. For this, the methodology should aim to **activate existing knowledge of learners, process the vocabulary needed for the text and to practice spelling.**

At the modern stage the learner has become a central figure in the learning process, while the role of the teacher becomes less authoritarian. The main function of the teacher is not to give the prepared knowledge to the learner, but to help them to acquire knowledge and **adjust to self-learning.** The guide suggests helping the learners in the process to adapt to self-learning. For this, it is valuable for the teacher and the learner to understand what is the motivation for studying Georgian.

In addition to language learning, the guide suggests helping students adapting to the local cultural context, which is connected to usage of **precise actions and phrases in concrete situations.** The ultimate goal of learning the language and the elements of context with it is to enable the learner to orientate in a foreign language environment, to take adequate linguistic action, to learn about a foreign culture, to appreciate and to promote intercultural dialogue.

Chapter 2. Qualitative and Quantitative Study Results

Executive Summary of the Study

1. Experts (representatives of relevant organisations¹⁸) believe that target groups' motivation to learn the Georgian language is linked with their long-term plans to stay in Georgia, and more specifically, to their plans to find employment, start entrepreneurial activities, pursue education (secondary, vocational, and higher) as well as to access different services. According to the experts, reason for not applying or dropping out can be **uncertainty regarding migrants' legal status**. Since migrants do not know whether they will be granted the status or not, they are not willing to make an effort to learn a difficult language that can only be used in Georgia.

On the other hand, according to the experts, the study of the Georgian language by migrants is conditioned by such social and demographic features as the level of education and age: both motivation and ability to learn the language are higher among educated migrants and the youth.

As per the experts and the representatives of Zhvania School, the State Language Teaching and Integration Programme faces a number of serious challenges, such as:

- The programme is not specifically tailored to the social and linguistic needs of representatives of target groups because the direct beneficiaries of the programme are ethnic minorities living in Georgia;
- Zhvania School Administration cannot participate in the recruitment of migrants for the programme as the contact information of representatives of target groups living in Georgia is not disclosed to them due to confidentiality reasons;
- The programme has insufficient educational materials in the form of video and audio lessons, as well as visual aids;
- Transition to remote learning due to the COVID-19 pandemic has created a number of problems: decrease in the frequency of communication with beneficiaries, decrease in the group work opportunities, impediment in terms of migrants' access to material and technical means needed for remote learning and relevant social environment;
- Obtaining formal (documented) feedback from migrants remains an issue as relevant questionnaires are available only in Georgian;
- Quite common are the cases of programme dropouts caused by the following factors: the programme not being tailored to the needs of migrants, general education level of students, the complexity of programme requirements, lack of time due to employment, long distance to the school, inadequate conditions at home, etc.

2. Migrants, who have graduated the State Language Teaching and Integration Programme (since 2017) believe it is important to learn Georgian as it will facilitate their integration into the social environment, namely, it will help them to:

- Take care of their basic needs
- Improve relations with the local population

¹⁸ See list of organizations in methodology (Table #1)

- Find employment
 - Obtain a better education
- Etc.

The majority of the State Language Teaching and Integration Programme graduates feel positive about the Programme. This attitude applies to different aspects of the learning/teaching process: registration procedures, programme duration, curriculum, course load, qualification of teachers, learning materials, provision of material and technical resources, students' evaluation criteria, student feedback, social environment, etc.

However, the survey has revealed the main challenges of the State Language Teaching and Integration Programme:

- The level of Georgian proficiency achieved not being sufficient for getting a job
- Lack of methods to assess the knowledge and progress of the Programme students
- Inadequate technical equipment in the classrooms
- The Programme being too difficult for students

Etc.

As it turned out, the majority of migrants graduate the Programme with a lower level of Georgian language proficiency than expected (Most of beneficiaries applied for the language course to graduate B1 level, though, majority covered A1-A2 levels).

It should also be noted that remote learning during the pandemic has not had any significantly negative or positive impact on the functioning of the Programme.

3. Migrants who have enrolled but have not completed the Georgian Language Teaching and Integration Programme cite the same motivations for enrollment as those who have completed the program. These are the following: meeting daily needs, finding employment in Georgia and improving relations with the local population.

As research shows, impossibility to reconcile education and employment is the main reason why migrants dropped out of the program. On the other hand, those members of the given target group of migrants who were employed in parallel with their studies are more aware of the practical value of this program and, consequently, are more satisfied with it (compared to the unemployed ones). Considering that the majority of respondents (56%) were employed while studying the program, it is precisely because of the need to reconcile employment and learning that the respondents consider evening classes, individual classes and online classes to be the preferred learning formats for the program. It should also be considered in this context, that the respondents who are employed in parallel with studying are precisely the ones who are satisfied with switching to remote learning

As the survey shows, respondents regret dropping out of the Georgian Language Teaching and Integration Programme, and the majority are willing to re-enroll in this program. Such an intention of the given target group of migrants is apparently motivated by the fact that, due to their own language proficiency, they find it difficult to carry out the following activities: receiving social protection and healthcare services, interacting with state institutions to access state provided services and finding employment. According to the respondents, carrying out these activities requires a relatively high level of proficiency of the Georgian

language - at least, B1 (threshold level) - while their real proficiency is mainly limited to the beginner (A1) level.

Although the main reason for dropping out of the program was not directly related to the contents of the program, the study revealed a certain group of respondents (up to 15%) who were dissatisfied exactly with the components of the program, such as: the number of classes per week, engaging classes and school management.

4. There is a considerable lack of information about the programme among those representatives of target groups who **have not applied for the State Language Teaching and Integration Programme** – the majority (76%) state they are uninformed. Even those who have information about the programme have heard about it mainly from informal sources (family members/acquaintances/ friends). On the other hand, the majority of those who have not been enrolled in the programme (57%) express willingness to receive more information about it.

The research reveals that the State Language Teaching and Integration Programme has the potential to attract more students to fill the available slots: the majority (74%) of the migrants (who have not been enrolled in the programme) intend to either learn or improve their Georgian. This intention must have an objective basis since a quarter of these migrants (not enrolled in the programme) cannot speak Georgian at all, whereas a core portion (43%) know the language only at the basic (A1) level.

The main motivations to learn Georgian in the category of migrants who have not applied for the State Language Teaching and Integration Programme are largely similar to those of other migrants from other categories (those who have completed or dropped out of the programme). These are: to improve relations with the local population and take care of daily needs in Georgia.

Although more than half of those migrants (52%) who want to learn/improve Georgian (who have not applied for the programme) plan to apply for the programme, learning/improving their language skills through Georgian-speaking friends or alternative courses proved to be more preferred. The primary reason for the reluctance to enroll in the State Language Teaching and Integration Programme is the duration/timetable of the studies and the requirements of remote learning. On the other hand, the respondents have identified its advantages too. The main advantage is that the programme is free, followed by quality education.

As per the study results, knowledge of the Georgian language is a significant predictor of social integration of the target groups: there is a correlation between the level of Georgian language proficiency and participation in socio-cultural events. The majority of the representatives of target groups manage to have daily interactions with locals and access basic services using their linguistic skills; however, communication with state agencies and finding employment remain an issue.

2.1. In-depth (Expert) Interviews and Focus Groups Data Analysis

Key Findings

Migrants' needs and awareness about services

- According to the surveyed stakeholders, learning the Georgian language is among other primary needs target groups have, such as employment, need of increasing access to various services (healthcare, education), housing, protection of fundamental rights, and integration into the social environment.
- As per the main stakeholders, for the most part, representatives of target groups obtain information about services designated for them from the staff of various agencies, such as the Ministry of Internal Affairs, Internally Displaced Persons, Ecomigrants and Livelihood Agency; community organization World Vision plays a major role in providing information too;
- The Re-integration Service at the Internally Displaced Persons, Ecomigrants and Livelihood Agency employs text messages as a means of communication. Namely, they provide their target groups with useful information and news via text messages in English. If necessary, they call their beneficiaries too;
- It should be noted that the services designated for migrants complement each other and do not overlap, i.e., services are not duplicated;
- Service providers, including employees of healthcare facilities, are not fully aware that target groups have the right to use various services, which hinders the provision of these services;
- Given that neither the public nor the non-governmental sector is able to provide target groups with all the necessary services, it is crucial that the referral mechanism works properly.
- The Policy Division under the Ministry of Health is working on mapping state services to detail the criteria beneficiaries should meet. Based on the mapping, an information portal will be developed that will allow any interested individual, including target groups, to obtain information about the available services;
- Next year, the Policy Division under the Ministry of Health will start developing a policy document aiming to increase the motivation of migrants to learn the Georgian language. Namely, the target groups will be involved in employment and vocational education programmes that will encourage them to learn the language.

Motivation to Learn Georgian

- Experts believe that the general motivation to learn Georgian is determined by whether or not migrants associate their future plans with Georgia. The specific motivation to learn Georgian differs among the target groups and includes the following: desire to find employment, start entrepreneurial activities, get an education (secondary, vocational and higher), and access different services;
- According to the experts, the duration of status determination procedure affects the motivation of target groups to learn Georgian language. When they are uncertain of granting the status which allows them to stay in the country for a long period, this hinders their motivation;

- Motivation for learning Georgian is decreased if target groups know other foreign languages, such as English and/or Russian since they can handle everyday issues using the latter;
- Experts think that the ability and capacity to master Georgian depends on the level of education of target groups; some representatives of target groups do not even have a secondary education. Therefore, learning Georgian might prove to be an impossible challenge for them;
- Motivation to learn Georgian also depends on the age of migrants, namely young people are more motivated because they want to pursue higher education. Unlike the latter, representatives of target groups of advanced and retirement age have lower levels of motivation or ability to master a new language;

Evaluation of the State Language Teaching and Integration Programme

- As per the experts, **ethnic minorities** living in Georgia are the direct beneficiaries of the State Language Teaching and Integration Programme at Zurab Zhvania School. Consequently, the programme is tailored to the needs of ethnic minorities and does not consider the peculiarities of target groups;
- Communication between Zurab Zhvania School and potential beneficiaries (migrants) of the programme is limited because the school does not have access to the contact information of the beneficiaries. Target groups are referred to the school by the Re-integration Service at the Internally Displaced Persons, Ecomigrants and Livelihood Agency. The latter does not provide Zurab Zhvania School with the contact information of the target group members. The reason for refusing to share this information is to protect the confidentiality of target groups; In case Zurab Zhvania School had direct contact with the beneficiaries, this would ease the communication with the beneficiaries and possibility of prompt feedback;
- Zurab Zhvania School usually offers its beneficiaries the possibility to work in mixed groups in terms of ethnicity and gender; however, the school tries to take the interests of migrants into account as well when developing courses. Namely, representatives of Arab countries, for the most part, refuse to be part of mixed groups and prefer to learn the Georgian language in ethnically **homogeneous** and gender-specific groups;
- Because beneficiaries were not prepared for remote learning at the early stages of the COVID-19 pandemic, no groups were formed in a certain period of 2020. However, late on, due to the prolonged pandemic, programme beneficiaries were more or less able to adapt to online learning;
- Some of the beneficiaries find online lessons less appealing as compared to attending classes in the physical environment where students participate in group activities and have the opportunity to interact with each other. On the other hand, the representatives of the programme state that online learning has its **advantages** too. Namely, the latter makes it possible to share a variety of learning materials through the screen. Furthermore, it saves the beneficiaries from spending time and money on transportation, and makes it possible to attend classes from anywhere in the country provided one has adequate technical resources;
- Access to **equipment and the internet** remains an issue for some beneficiaries during remote learning. Besides, some of them (for example, members of large families) lack a suitable environment at home from where they could attend online classes;
- Experts are in favour of using **hybrid** – in-class and remote – learning methods since both have their advantages and disadvantages;
- Due to the difficulties created by the COVID-19 pandemic, Re-integration Service at the Internally Displaced Persons, Ecomigrants and Livelihood Agency developed a special programme that covers the internet costs of those migrants who are involved in the Georgian Language or Cultural Orientation programmes;
- Representatives of Zurab Zhvania School state that, for teachers, in the framework of remote learning, **communication with the beneficiaries**, especially those taking the beginner level of Georgian, proved to be particularly hard; The major challenge of distance learning is less control over the teaching process and gaps in communication;
- UNHCR plays an important role in teacher training. In 2017, several videos about the cultural peculiarities of foreigners in Georgia and their integration were prepared with the support of

this organization. When families started to migrate from the Middle East to Georgia, it became necessary to train teachers. The latter were trained according to the adaptation course developed in cooperation with UNHCR and TPDC;

- Representative of Zhvania School state that the beneficiaries of the State Language Teaching and Integration Programme have access to digital versions of all learning materials.
- According to the representatives of Zhvania School, one of the main challenges they face is the limited number of existing **video and audio lessons**. It is essential that the recording be realistic and of high quality. Another pressing issue in terms of teaching resources is the lack of **visual aids**.
- Experts have talked about the success stories of the programme graduates who learned Georgian so well that they managed to enroll in a higher education institution, find employment, and pass the Georgian language exam at the Justice Hall to obtain legal status.

Monitoring and Feedback Mechanism

- Given the Georgian language lack of proficiency of target groups, it is hard to obtain formal (documented) feedback from them as feedback questionnaires are in Georgian;
- According to the Zhvania school representatives, the programme beneficiaries have never expressed dissatisfaction towards the school administration;
- Reasons why some beneficiaries quit the State Language Teaching and Integration Programme include the following: the programme not being tailored to the needs of the migrants, low levels of general education among the students, difficulty in meeting the programme requirements, (attending lessons, completing assignments) lack of time due to employment, long distance to the school in case of in-class instruction, staying in the country only temporarily, and inadequate conditions in the families of programme beneficiaries;
- Zhvania School plans to develop a feedback mechanism that will enable them to obtain detailed information about the programme and its drawbacks from the beneficiaries of the State Language Teaching and Integration Programme;
- From next year, the Ministry of Education and Science itself will be the initiator of representative research to study the performance of the State Language Teaching and Integration Programme itself. This will enable the Ministry to directly evaluate the progress of the programme (up until now, the Ministry depended on reports and survey results prepared by third parties).

Target groups

Assessment of Target groups' Needs and Available Services

Interviews and focus groups conducted with the experts reveal that learning Georgian, employment, an increase of access to various services (healthcare, education) constitute the primary needs of target groups. The experts participating in the research talk about services designated for the target groups. Representatives of World Vision stated that the project implemented with the support of UNHCR provides various services for migrants and refers them to relevant responsible agencies. The experts emphasize that services are not being duplicated. Internally Displaced Persons, Ecomigrants and Livelihood Agency, as well as World Vision, refer those wishing to learn Georgian to Zhvania School, which implements the State Language Teaching and Integration Programme. Given that one of the main challenges for target groups is that they do not speak Georgian, the state covers the costs of the Georgian Language Programme for them. Representatives of the above-mentioned agency emphasize other needs of target groups too, such as healthcare needs. The experts note that access to services designated for migrants depends on their legal status. Consequently, services provided by the state might be different for target groups depending on the legal status they hold.

The Re-integration Service at the Internally Displaced Persons, Ecomigrants and Livelihood Agency implements a cultural orientation course that aims to provide the target groups with information about Georgian traditions and culture. In addition, a civic education course is also offered to inform target groups about their rights and responsibilities in Georgia, and various services provided by governmental and non-governmental organisations.

An important part of the work of World Vision and the Re-integration Service is to redirect target groups to various state agencies based on their needs. According to the experts, target groups are mostly referred to the Ministry of Health, the State Employment Support Agency and Zhvania School.

„Referrals are important, for example, as you may know, there is a State Employment Support Agency. They offer consultations, creating a CV, they prepare them for interviews, etc.’ (Representative of the Re-integration Service)

While discussing the provision of services to migrants, the experts particularly emphasize the importance of cooperating with UNHCR because persons with various statuses receive vital services, such as an employment programme, with the financial and expert support the latter.

„It is true that the Pandemic held us back in many ways but we found jobs for 15 representatives of target groups under international protection. We got them to participate in various cultural activities.’ (Representative of the Re-integration Service)

The experts have talked about some of the key needs that target groups currently have. Due to the limited resources available to the state, **providing migrants with housing is a problem**, especially that Georgia already has a sizeable number of Internally Displaced Persons who have not been given housing as of yet.

„You know that we have our IDPs, about 50 000 families who do not own a house and therefore, regrettably, the state does not have resources to give a flat. Housing to a person under the international protection.’ (Representative of the Re-integration Service)

Based on the difficulties created by the pandemic, the Re-integration Service developed a special programme to **cover the internet costs** of those migrants who are involved in the Georgian Language or Cultural Orientation programmes

„We pay the internet fees which is 30 laris a month. But we only pay if the number of times they miss the class does not exceed 25%. We have been employing this component for a month now and have paid the internet fees for 18 beneficiaries.’ (Representative of the Re-integration Service)

Experts note that Internally Displaced Persons and refugees receive the same amount of monthly allowance/ pension (45 GEL), which is not enough to meet their basic needs. Consequently, given their dire socio-economic conditions, it is essential to support representatives of target groups by offering them different services.

Experts also emphasize that **realization of the fundamental rights** of migrants and their **integration** into the host community is one of the primary needs representative of target groups have.

‘The rights of our target beneficiaries are rather well regulated at the legislation level. According to the law, their social, healthcare, educational, employment, etc. rights are protected. Their rights are the same as those of Georgian citizens. But the problem is that beneficiaries do not know about the rights they have and service providers are also unaware that these people are eligible for services.’ (Representative of World Vision)

According to the representatives of World Vision, the situation in terms of realization of target groups’ rights is improving every year. However, the country also receives a new influx of migrants every year, which is why **the target groups must be constantly informed about available state and international programmes**. The main services that target groups need information about include social, healthcare, educational programmes and the rules of enrolling children in pre-school education facilities.

Experts note that the primary need and challenge for target groups is their lack of knowledge of the state language. More effective measures need to be taken to address this in particular.

‘Learning the Georgian Language is one of the main ways for target groups to easily integrate into Georgian society and consequently, continue their studies and achieve their professional goals.’ (Representative of the Ministry of Education and Science)

Respondents also have discussed ways of providing target groups with information. Target groups mostly receive information about available services from the employees of various agencies and organisations, such as the Ministry of Internal Affairs, Internally Displaced Persons, Ecomigrants and Livelihood Agency, World Vision, UNHCR, etc.

‘The situation has changed and we managed to more or less raise awareness through information meetings, printing and distributing brochures and often beneficiaries are able to exercise their rights, such as, for example, enrolling in school and kindergarten without our help.’ (Representative of the Ministry of Education and Science)

An important component of the project implemented by World Vision is community mobilization carried out by 15 facilitators.

‘We think of target groups as community leaders that we trained through various training courses, provided with complete information and now are our staff.’ (Representative of World Vision)

Facilitators who work with different communities, depending on the language they speak, meet community members at least once a month. During these meetings, on the one hand, the leaders collect information about the target groups' needs, and on the other – provide them with useful information about services, planned activities, etc.

As per the representatives of the Re-integration Service of Internally Displaced Persons, Ecomigrants and Livelihood Agency, they have access to the contact information of target groups that they obtain from the Ministry of Internal Affairs and the Ministry of Justice. **This agency uses text messages as a means of communication. Namely, they provide their target groups with useful information and news via text messages. If necessary, they call their beneficiaries too.**

'We have one such privilege - we have access to databases, consequently, we can contact those who hold or seek a status.' (Re-integration Service)

Representatives of the Re-integration Service note that they have close ties with World Vision. They exchange updated information about available services and, if needed, refer beneficiaries to one another.

'Let's say, we complement each other. We are not competitors but rather – colleagues and partners.' (Re-integration Service)

According to the experts, the **services designated for target groups, complement each other and do not overlap. Services are not being duplicated.** Furthermore, **due to the limited resources available to them, neither public nor non-governmental organisations can offer representative of target groups all necessary services. That is why it is crucial for the referral mechanism to function properly.** Because the language barrier is a considerable challenge for target beneficiaries, redirecting them alone is not always sufficient and target groups require translation services too.

'They require more help than just provision of simple information. We have had few healthcare-related cases when our colleague accompanied them to a healthcare facility. As for telephone communication, it is a common practice to help them in this manner.' (Re-integration Service)

It should be noted that target groups are an ever-changing group - many leave and conversely enter Georgia during the year. Therefore, it is crucial to provide them with guidance at an early stage of their lives in Georgia. It is also advisable to provide transportation for the beneficiaries when implementing various activities.

'If there is transport available, we will better manage to involve beneficiaries in various integration activities, such as workshops, events, etc. They need to be provided with transportation because they belong to such a vulnerable group that many of them have no financial means'. (Re-integration Service)

The representative of the Policy Division under the Ministry of Health notes that **it is planned to map health and social services.** This includes making a list of necessary documents to be submitted, describing the criteria for using services, and other useful information. In the end, based on the collected information, an information portal will be created that will be used by migrants too. An online consultation mechanism will also be added to the portal.

'Nowadays, if anyone wants to obtain information, they can go on the internet and find it there. If they cannot find, then they will resort to other means, be it calling, visiting the place or finding out, etc. This is why the information portal is important.' (Representative of the Policy Division under the Ministry of Health)

According to the representative of the Ministry of Education, their main obligation is to make sure every PoC student has access to school education. Specialized schools with the majority of migrant students are also operated. Those who do not attend a school can enroll in a special programme to help them learn Georgian as fast as possible and achieve age-appropriate proficiency.

'Besides attending lessons in the classroom, a student also has an individual teacher who helps them improve Georgian and study other subjects.' (Representative of the Ministry of Education)

Motivation and Willingness to Learn the Georgian Language Among Target Groups

It was interesting for the research to find out experts' opinions on whether or not target groups have motivation and willingness to learn Georgian. According to the surveyed experts, motivations for learning the language differ and include a desire to find employment, start entrepreneurial activities, get an education (secondary, vocational and higher) and use different services. **The motivation to learn Georgian is also affected by whether the representative of target groups associate their future with Georgia or not.**

Interviews with the experts reveal that **the ability and capacity to master Georgian depends on the level of education of target groups.** The experts have observed that people from the post-Soviet countries (Ukraine, Russia, Belorussia, Kazakhstan, etc.) find it easier to learn the language due to their good educational background. Migrants from other regions, for example, the Middle East and Africa, tend to be less educated - **some of them have not even gone to school. Consequently, learning Georgian poses challenges for them.**

Compared to the migrants from other regions, representative of target groups from post-Soviet countries are also much more motivated to learn Georgian – they see a practical purpose in knowing the language as it can be the key to their success.

'Apart from being rather fast learners, representatives of post-Soviet countries are very motivated and try their best to learn the language. Before the lessons, I have observed that they try to speak Georgian with each other, meaning that they are really interested.'
(Representative of Zurab Zhvania School)

It should also be noted that the attitude of the local population towards those from post-Soviet countries is much better than towards the migrants from other countries. Shared historical past and cultural proximity greatly facilitate integration and make language acquisition easier. Experts suggest that the **motivation to learn the language may depend on the age of representative of target groups;** namely, young people are motivated to learn Georgian because they want to obtain a higher education.

'People aged 18-20 want to study at our higher education institution and try to learn Georgian.' (Representative of Zurab Zhvania School)

Unlike the youth, representative of target groups of advanced and retirement age have lower levels of motivation or ability to master a new language.

Experts have noted that service providers, such as staff of various healthcare facilities, are not aware that target groups have the right to use services, which often leads to misunderstanding. **Informing service providers about the rights of target groups is a significant issue.** This is why, knowledge of Georgian would make it easier for the target groups to access various services.

Based on their observations, experts point out that persons holding different statuses, as a rule, interact with people of the same nationality. For example, they work at food and accommodation facilities where the majority of customers come from the same country. The same goes for the tourism sector, where

target groups from different countries work as guides and conduct tours in their native languages. Consequently, the motivation to learn Georgian in this category is low.

According to the experts, the motivation for learning Georgian is decreased if representatives of target groups know other foreign languages – English and/or Russian since they can manage everyday activities using these languages.

‘Knowing English and Russian in our country is a guarantee that you can make the locals understand what you want, you can communicate when you need to use a service. Employees of various agencies and ministries know, like other sectors, know these languages for the most part.’ (Representative of World Vision)

Opportunities to Learn the Georgian Language

As per the experts, non-formal education classes are available where underage representatives of target groups are taught different subjects in their native languages. As for formal education, in addition to Zurab Zhvania School, TPDC offers a programme for underage migrants – *‘Georgian as a foreign language’*. World Vision has prepared a brochure that contains information about various opportunities to learn Georgian. Organisation ‘Echo of Diversity’ offers classes to interested target groups as well. Furthermore, there are phone apps available for free. Multiservice Centre at World Vision runs a language exchange club where beneficiaries of different ethnic and national backgrounds teach their native languages to one another using non-formal methods. While discussing non-formal education, it has been noted that the focus of any activity should be integration. It is particularly important for children living in a foreign country and culture to befriend members of the local community. A significant component of non-formal education is organizing outdoor activities and field trips.

‘We often organise outings, such as a picnic in nature, a visit to a museum, etc. During these trips, the target groups first identify themselves, present their culture, and then try to identify with the local community, which in turn, will help their integration.’

Developing/Assessing the State Language Teaching and Integration Programme

Zurab Zhvania School started developing the integration component in 2017-18, namely, courses tailored to specific needs, such as conversational Georgian and basic level courses, were created. The programme at the Zhvania School offers courses in Georgian for specific purposes designated for beneficiaries with a higher level of language proficiency. These courses combine various fields with the study of the language. To be eligible, an applicant must know the language at the B1 level. The courses are offered in 16 different fields, including jurisprudence, nursing, accounting, etc.

Experts note that target groups are not **direct beneficiaries of the Zhvania School Programme. The main target groups of the programme are ethnic minorities living in Georgia, and thus, the programme is primarily tailored to their needs.** Experts state that the local ethnic minorities display more willingness to learn the language and have better basic knowledge as compared to the target groups.

‘Georgian sounds more natural to ethnic Armenians who have lived in Georgia all their lives, their ears are used to specific sounds, their eyes are accustomed to it at the perception level, they know and have heard some phrases. This does not mean that they know the language but they do have a good base for learning it, unlike those people for whom Georgia is foreign in every respect.’ (Representative of Zurab Zhvania School)

Those representative of target groups who wish to learn Georgian must take a test that determines their level of language proficiency. However, based on the data from expert interviews, the proficiency level is almost always zero.

‘Actually, we know that this is zero level, almost none of them know the alphabet, reading or writing and thus, there is nothing to check. Otherwise, applicants normally take a pre-test and then do an interview too.’ (Representative of Zurab Zhvania School)

While talking about the procedures of registering for and starting the courses, representatives of Zurab Zhvania School noted that **communication between the school and potential beneficiaries of the programme is limited since they do not have access to the contact information of beneficiaries**. Target groups are referred to the school by the Re-integration Service, which refuses to provide the school with the contact information of the target groups in order to protect their privacy.

‘We have had a few attempts to obtain contact information but they explained that it is confidential information and it is not advisable for us to contact them directly. Therefore, the agency acts as an intermediary between us and them and if we need anything, they deal with it on our behalf.’ (Representative of Zurab Zhvania School)

Zhvania School administration creates email accounts for beneficiaries so that they can register on Microsoft team and attend online classes. Experts believe that the programme should not have any requirements other than registration to enable target groups to benefit from it. The Georgian language courses should be as accessible as possible to facilitate the social integration of target groups.

‘There should be no additional requirement other than the desire to learn. On the contrary, a member of the target group who lives in Georgia and wants to learn Georgian, should be encouraged regardless of their formal status.’(Representative of the Ministry of Education)

Representatives of Zurab Zhvania School state that they take the interests of target groups into account when making lesson plans. Namely, even though migrants are put in mixed groups to facilitate adaptation and integration in this cluster, some beneficiaries refuse to participate in such groups and prefer to learn Georgian in homogeneous (ethnic and gender-wise) environment. For example, migrants from Arab countries want the groups to be gender-specific due to their socio-economic and religious norms. The integration centre, where Georgian language classes were held, even had a prayer corner for representatives of target groups. To the question of whether or not considering the interests of migrants to this extent facilitates language acquisition and social integration of target groups, representatives of the Zurab Zhvania School replied that if their interests are not taken into account, beneficiaries might lose interest in learning the language altogether.

‘Learning process is organized in a way that it does not interfere with language acquisition. They could get up and go to the prayer corner to perform their rituals any time. This did not interfere with the process.’ (Representative of the Ministry of Education)

Transition to Remote Learning

After the COVID-19 pandemic started, the programme switched to online teaching but not immediately. **Groups were not created in a certain period of 2020 due to target groups’ lack of readiness to study online**. However, with the pandemic continuing, programme beneficiaries decided to join online classes.

'They were totally against online lessons and then, because the pandemic continued for too long, we were gradually able to make groups, however, I would not say that they are very enthusiastic about it now too.' (Representative of Zurab Zhvania School)

Experts discuss the advantages and disadvantages of in-person and remote learning. They state that some beneficiaries find it **less interesting and appealing to attend online lessons** and prefer in-class instruction where they not only participate in group activities and learn but casually interact with other students other too. However, some beneficiaries do find remote learning convenient due to lack of time.

'The majority of them have jobs and start classes after they come back from work. Classes finish at 10 p.m.' (Representative of Zurab Zhvania School)

It was interesting to find out how remote learning affected the teachers at Zhvania School. The data reveal that **communication with beneficiaries**, especially those at the beginner level, **was the most challenging for the teachers in the beginning**.

'Students themselves try to keep their cameras off, whereas I do my best to be visible to them, but it is difficult for me to see whether they understood what I said or not.' (Representative of Zurab Zhvania School)

However, remote learning/teaching has certain advantages too. Namely, it is possible to share a variety of materials through the screen without the need to print anything out. Furthermore, it saves the beneficiaries from spending time and money on transportation; it makes it possible to attend classes from anywhere in the country provided one has adequate technical resources. On the other hand, as the representatives of Zurab Zhvania School have noted, **access to equipment and the internet is an issue for some beneficiaries. Besides, some of them do not have a suitable environment at home from where they could attend online classes**. This is particularly the case with large families.

Representatives of World Vision note that face-to-face interaction between teachers and students is of great importance. However, if a lesson is planned correctly by a professional teacher, online learning can prove to be very effective too.

'For example, we had various classroom activities at the Martkopi Reception Centre which we then started conducting online due to the pandemic. It was very effective and participation was high too, because if a programme is planned out correctly and is delivered to students in an interesting way, I think it will be just as effective.' (Representative of World Vision)

To sum up, **experts support employing hybrid – in-person and remote – methods of instruction because both have advantages, as well as disadvantages**. Representatives of the Re-integration Service noted that they are thinking of introducing a hybrid method of instruction in the future. Those who prefer remote learning should have the choice to do so.

'We are thinking to keep it and allow beneficiaries to choose a hybrid method of learning in the future. Whoever wants, they can learn Georgian in the classrooms, the rest – online.' (Representative of the Re-integration Service)

Teacher Training

While talking about teacher training, representatives of the Zurab Zhvania School note that, before the pandemic, meetings were held twice a year where teachers shared their experiences with each other - *'We shared our experiences with each other, what worked, what difficulties we faced, etc. We received recommendations from each other.'* (Representatives of the Zurab Zhvania School). Meetings are held online during the pandemic.

Zurab Zhvania School actively cooperates with the **State Agency for Religious Issues**. Teachers attended trainings about the peculiarities of communicating with people of different faiths at this agency.

'Teachers were trained by Muslim, Lutheran, Evangelist, etc. representatives of the agency on what to consider when interacting with people of different faiths.' (Representative of Zurab Zhvania School)

Relevant training courses are organized for teachers whenever there is a need. The representative of the TPDC note that **one of the responsibilities of the teacher is to create an inclusive environment in the classroom. The Teacher Professional Development programme includes a number of trainings courses on this topic. The trainings** referred to intercultural skills, tolerance, acceptance of different customs and more.

'It is important that everyone feels equal in the classroom. It does not matter what subject or level it is, everyone has an equal right to what general education is, what Georgia offers its citizens and foreigners with different statuses staying in Georgia.' (Representative of TPDC)

UNHCR plays a major role in teacher training. In 2017, several videos about the cultural peculiarities of foreigners in Georgia and their integration were prepared with the support of this organization. Furthermore, a training module based on the Convention for the Protection of Human Rights and Fundamental Freedoms was developed. About 300 teachers were trained according to this module. The module has been updated with the support of UNHCR, and teacher training is planned to be held again.

School-age representative of target groups fall under the category of **students with special educational needs** for the Georgian educational system, and the state allocates additional resources to them. When families started to migrate to Georgia from the Middle East, it became necessary to train teachers because the latter found it difficult to communicate with students with different cultural, ethnic and religious backgrounds; a number of ethical issues emerged that had to be addressed. In collaboration with UNHCR, teachers were trained according to the adaptation course, which was developed together with UNHCR.

Availability of Learning Materials

As it has been mentioned above, the State Language and Integration Programme has been mainly designed for ethnic minorities living in Georgia. Therefore, textbooks, as well as additional support materials, are tailored to their needs.

'For example, Armenian and Azerbaijani names are used in the textbooks more often. Even this provides a kind of stimulus – when one hears the name of his/her country, it further motivates them to study.' (Representative of Zurab Zhvania School)

Representatives of Zurab Zhvania School note that **digital versions of learning materials for all programmes are readily available.**

'Access is ensured as they use the Microsoft Team and teachers always upload all materials to the group. Everyone can download, view and forward the relevant book and assignment. All these materials are available to them.' (Representative of Zurab Zhvania School)

Although teachers try to make amendments during lessons and adapt the programme to the interests and needs of the target group, it would be more effective if **a programme with its learning resources is developed specifically for migrants. The programme must be tailored to students who find learning Georgian more challenging than the ethnic minorities living in Georgia.** Currently, teachers themselves have to find materials that are suitable for the needs of the target group. In terms of resources, representatives of Zurab Zhvania School note that one of the **main challenges they face is the lack of audio and video teaching materials.** It is essential that the recording be realistic and of high quality.

'We are in need of video and audio materials the most. But these have to be realistic for sure. Textbooks come with recordings which sound very artificial. Such artificial language is not used in public in general.' (Representative of Zurab Zhvania School)

Audio lessons are also important to ensure that beneficiaries hear not only the teacher and fellow students talking but others as well. According to the representatives of Zurab Zhvania School, all resources are available to the students – practical assignments, mid-term and final exam materials. **However, lack of visual aids is another issue they face.**

'Visual aids will be very useful, such as tables or other visuals, because visualization is very important.' (Representative of Zurab Zhvania School)

When talking about the success stories of migrants learning the Georgian language, experts first of all mention those **beneficiaries who learned the language at the level that enabled them to enroll in a higher education institution and pass the Georgian language exam at the Justice Hall to obtain legal status.**

'A Ukrainian lady called me and thanked me over the phone. Although we could have used Russian to communicate, she talked to me in Georgian. She was very happy. She wanted to express her gratitude towards our school.' (Representative of Zurab Zhvania School)

Monitoring and Feedback

Representatives of Zurab Zhvania School note that specialists at school regularly revise existing teaching materials. Feedback consisting of several components is also obtained from trainers and students who are surveyed using questionnaires. Zhvania School has experience in conducting qualitative research. Experts believe **that it is important to obtain in-depth information when it comes to a group with a language barrier.** It should be noted that the feedback is mostly obtained from the main target group of the school – ethnic minorities. However, **the school plans to develop a feedback mechanism and employ research methods that will enable them to receive comprehensive feedback from target groups too in the future.**

'In my opinion, it will be easier to survey migrants through focus-groups in order to obtain in-depth information. Focus groups will be actively used in obtaining feedback from next year.' (Representative of Zurab Zhvania School)

Representative of the Strategic Planning and International Relations Department of the Ministry of Education notes that **from next year, the ministry plans to implement a research component** that will be commissioned by the ministry itself. Up until now, the latter depended on reports and survey results prepared by third parties that did not cover all issues of interest. The research conducted at the initiative of the Ministry of Education and Science will include topics that are of interest to the Ministry.

'We would like specific topics to be identified and the Ministry to be able to conduct additional research through outsourcing.' (Representative of the Ministry of Education)

Although Zhvania School has limited resources, it still strives to consider the needs of target groups in terms of learning Georgian as much as possible. **It should be noted that the programme beneficiaries have never expressed dissatisfaction towards the school administration.**

'There have been no talks about target groups not liking something at our school or something being discouraging for them, they do not actually talk about negative aspects at all.' (Representative of the Ministry of Education)

Causes of Programme Dropouts

Representatives of the Zhvania School note that the school environment is calm and comfortable for the beneficiaries. The school administration tries its best to adapt the learning environment to the interests of students. To engage students in the learning process, teachers employ a variety of teaching methods, such as role games, group activities, presentations, etc. Despite the comfortable environment at the Zhvania School, the dropout rate among beneficiaries from Asia and the Middle East is still high.

While talking about the reasons, experts note that the **Programme is not tailored to the needs of this target group. Namely, migrants lose motivation to continue their studies due to the complexity of the Programme.** As it has already been mentioned, there is a significant difference among target groups in terms of language acquisition skills. Especially those beneficiaries who have not received a general education in their countries find it hard to learn Georgian. Representatives of World Vision share this viewpoint. In 2019, World Vision offered language courses for adolescents. In their experience, in the case of some of the representatives of target groups, the acquisition was indeed the issue.

'Some of them found the material difficult, especially those who had not received any education at all in their countries. Some of them could not even read and write and started to learn Georgian as the first thing; this is why, they needed to go through the material slower, the teacher had to dedicate more time to them, which, of course, was the case, however, regrettably, some could not pass the final exam because of the requirements of the course.' (Representative of World Vision)

Other causes of dropouts identified by the experts **include lack of time due to having a job, having to travel a long distance to the school in the case of in-person instruction, target group members staying only temporarily in the country;** in the case of asylum seekers, the reason for dropping out can be **uncertainty regarding their legal status.** Since beneficiaries do not know whether they will be granted the

status or not, they are not willing to make an effort to learn a difficult language that can only be used in Georgia.

'Target groups do not consider it necessary to invest a lot of their resources, attend classes regularly, because they do not know whether they will be granted the status or not. And they are reluctant to make a proper effort to learn Georgian in this uncertain situation. I think this is one of the obstacles.' (Representative of World Vision)

Another reason for termination of studies can be beneficiaries not having adequate conditions at home to study. Namely, members of large families cannot always find time to study. Therefore, some support may be given to this type of families. For example, the school could dedicate a special space for school and pre-school children to spend a few hours under supervision while their parent attends Georgian classes.

Representatives of Zhvania School note that, **given their level of the Georgian language proficiency, it is hard to obtain feedback from those beneficiaries who drop out as questionnaires are in Georgian.** Thus, it is important to conduct in-depth research to identify the needs that target groups have in terms of learning the Georgian language.

'It is necessary that a programme specifically tailored to their needs is developed on the basis of a research. Later the programme will be further refined and teachers – trained accordingly.' (Representative of the Zhvania School)

However, representatives of Zhvania School note that in collaboration with World Vision, as a Pilot project, methodological modifications were made to the Georgian Language Programme specifically for target groups. The aim of these modifications was to make the programme more oriented on certain topics that are relevant to the social life of the target group.

'As part of this mini project, the so called 'field lesson' was to be organized aimed at orientating in a real environment, using various services, such as, for example, buying medication at the pharmacy, etc.' (Representative of the Zhvania School).

Mechanisms to Encourage the Study of the Georgian Language

Experts have talked about the mechanisms that can encourage migrants to learn Georgian. In their opinion, target groups need to see the potential that the knowledge of Georgian holds for them.

'In my opinion, if the members of the target group clearly see that they have potential, for example, learning Georgian is essential for finding a job, this can be a good motivator to make more effort.' (Representative of World Vision)

It is important that migrants realise why they should learn Georgian. Having a specific goal further increases motivation. Therefore, organisations and persons working with target groups should help them orientate, determine how they imagine their lives in Georgia, and given the available opportunities, what they can achieve. They might have plans to find a job or obtain a higher education, etc. **Georgian language courses should be adapted to such plans and goals.**

As per the experts, **teaching methods should be diversified and the programme – complemented with non-formal education components**, which aim at developing knowledge and skills beyond formal education. It is also advisable to create a **simplified course focusing on developing, for example, communication skills**.

'I think it would be good if there were different ways of learning Georgian, faster and non-formal ways. Formal training is also very good and has been tested in time, however, considering the peculiarities of our beneficiaries, I think it would be advisable to create a simplified course focusing on, say, communication skills.' (Representative of World Vision)

According to the experts, those beneficiaries who learn Georgian on their own can communicate but cannot read and write. This category would benefit from a course that focuses on teaching reading and writing. Some beneficiaries, for example, housewives only want to learn conversational language. Other groups experts mention include high school students and those applying for universities. Having a course tailored to the needs of the latter would be useful.

Programme **duration** is another component to be considered when talking about the motivation to learn Georgian. As per the experts, some migrants would prefer if they could finish the programme in a relatively short period.

The main thing that can encourage target groups to learn the Georgian language is if the programme is tailored to their interests. All practical advantages of learning Georgian should be communicated to the target groups. It is important to use a variety of communication channels, for example, presenting success stories to show the role that learning Georgian played in the lives of beneficiaries. Experts think that having access to vocational education may become a motivator for learning the language. The same goes for higher education because English language programmes are usually far more expensive than their Georgian counterparts.

As per the experts, if target groups know Georgian well and use it actively in public, it will contribute to their integration, which means that there will be a positive shift in the attitudes towards migrants in Georgia.

Migrants will be further encouraged to learn Georgian if locations are easily accessible; however, to provide this, additional resources will need to be mobilized. Representatives of the Re-integration Service note that it is not planned to increase the quota of the programme beneficiaries at this stage. In case there is an increase in the number of referrals, the inter-agency working group will reconsider the decision.

It is important for target groups that the so-called 'field lessons' continue to be organized. These activities help not only language acquisition but integration too.

'It will be very effective, if such outings are organized and they are taken to specific places where they can communicate with the Georgian public at least twice within a course.'

Since the needs of migrants are ever-changing, experts believe that **the State Language and Integration Programme must be occasionally monitored and assessed**. The study will also identify the motivation of the beneficiaries for using the programme.

Experts note that it is necessary to have a **strategy at the state level that defines what the state's goals are in relation to target groups**. The strategy will also cover the issue of learning the Georgian language.

'The strategy must determine what goals the state wants to achieve through the integration of target groups, what integration means, what components it should include and who should be responsible for implementing the components.' (Representative of the Re-integration Service)

As per the experts, in terms of teaching Georgian, the strategy should include **the following three main components: quality of education, accessibility, and rules of referrals**. The representative of the Ministry of Education state that information about non-formal education courses should be obtained because it is important for the state to have comprehensive information on non-formal education opportunities.

'Educational activities should not be carried out in the country without the Ministry of Education, which, regrettably, is the case sometimes.' (Representative of the Ministry of Education)

Representative of the Policy Division under the Ministry of Health noted that the **Division is working on public service mapping to identify procedures and criteria that the beneficiaries of the services should meet**. Interested parties, including representatives of target groups, will obtain information about the programmes of the Ministry of Health through the portal.

'Nowadays, the internet is the main source of information. If they cannot find information there, then they resort to other means, be it calling or visiting the place. This is why, we plan to make most of the information available on the internet. We might even add a mechanism of online consultation as well.' (Representative of the Policy Division)

Furthermore, next year, the Division will start developing a **policy document aiming at increasing the motivation of migrants to learn Georgian**. Namely, target groups will be involved in employment and vocational education programmes that will encourage them to learn the language.

'We should also give representatives of target groups an incentive that if they learn Georgian, it will open doors for them, which will further improve their social conditions or help them in terms of education and employment.' (Representative of the Policy Division under the Ministry of Health)

Based on their own experience, representatives of World Vision note that it is essential that the Zurab Zhvania School administration has regular contact with the beneficiaries in order to identify their attitudes and individual needs.

'When we had Georgian language courses, we followed up on each and every beneficiary, we checked and asked how the learning process was going, what they were satisfied with, what they were dissatisfied with, if anything needed to be changed, etc. We dealt with the situation in the case management style.' (Representative of World Vision)

Recommendations

1. It is crucial to inform representatives of target groups about services, rights, etc. designated for them at the start of their lives in Georgia. Benefits of learning Georgian should also be communicated to them. It would be effective if they learn about some of the success stories to demonstrate the positive role the State Language and Integration Programme played in the lives of its beneficiaries;
2. Given that the State Language and Integration Programme is tailored to the needs of ethnic minorities living in Georgia, to increase the motivation of representatives of target groups to learn Georgian, it is advisable that a programme tailored to the needs of the latter group be developed. The programme should be suitable for beneficiaries with different skills and abilities, such as:
 - Those who have difficulties in terms of language acquisition;
 - Those who can only communicate in Georgian and wish to learn how to read and write;
 - Those who wish to only master conversational Georgian;
 - Those who wish to get higher education;
 - Those who wish to learn the language in a short period due to lack of time;
 - Those who plan to find a job or start a business;
 - Those who cannot enroll in the Programme due to family situations, time restrictions due to employment, studying or other reasons.
3. The State Language and Integration Programme should include both formal and non-formal education methods;
4. Migrants will be further encouraged to learn Georgian if school locations are easily accessible. However, to provide this, additional resources will need to be mobilized;
5. Audio/video learning materials and visual aids must be prepared for the State Language and Integration Programme beneficiaries. Materials must be diverse, realistic and of high quality;
6. Access to free vocational and higher education may further motivate migrants to learn Georgian as English language programmes are far more expensive than their Georgian counterparts;
7. Given that the needs of migrants are ever-changing, it is important to occasionally monitor and assess the State Language and Integration Programme;
8. The Zhvania School administration should be able to contact potential and existing beneficiaries in order to identify their attitudes and individual needs. To achieve this, the school needs to have access to beneficiaries' the contact information;
9. It is necessary to have a strategy that defines the state's goals about target groups. The strategy should include the issue of education, namely the study of the state language, among others. In the field of education, the strategy should cover the following areas: quality of education, accessibility and transparency of referral procedures.

2.2. Quantitative Research Data Analysis

2.2.1. Migrants Who Have Completed the State Language Teaching and Integration Programme

Key Findings

Awareness about the State Language Teaching and Integration Programme

The main source of information about the State Language Teaching and Integration Programme for representatives of target groups is **international organisations** (UNHCR, World Vision Georgia, etc.). Over a quarter of the respondents have heard about the programme from their family members/relatives/friends/other migrants.

Migrants have different experiences in terms of registration procedures. A big proportion of them registered for the classes themselves; however, a referral organization plays a major role too – over a quarter of them were assisted by such organizations. The registration process proved to be very easy for the majority of the respondents (54%), whereas every tenth respondent found the process moderately difficult.

Assessment of Educational Needs

About a quarter of the surveyed respondents say that they decided to learn Georgian to be able to take care of their **basic needs** or **improve relations with the local population**. **Employment** has also been identified as an important factor.

The majority of the migrants (52%) took the Georgian language proficiency test prior to enrolling in the State Language Teaching and Integration Programme. The level of Georgian language proficiency was considered when forming classes. Although a considerable part of the respondents (42%) started the Programme with an intention to reach the B1 (intermediate) level, 45% completed it with A1 level and the third – with A2 or A2+. **Obviously, a sizeable proportion of the representative of target groups did not achieve their goals in terms of learning the Georgian language** (for example, only one respondent among those who enrolled in the Programme with an intention to reach B1 level managed to complete it with the intended level). Interestingly enough, most of the respondents who did not reach the desired level of language proficiency had a job during their studies at the State Language Teaching and Integration Programme.

Curriculum and Syllabi

The majority of the migrants were either more or less (56.5%) or fully (19%) familiarized with the curriculum of the State Language Teaching and Integration Programme before or during their studies; besides, the vast majority of the respondents (91%) think the information/materials provided were appropriate for the level of language proficiency they wanted to achieve. Interestingly enough, every other respondent from those who did not highly rate the Programme (less than 70 points on a 100-point scale) considers the Programme curriculum to be **inappropriate** for the relevant level of language proficiency.

Learning Environment

The majority of the representatives of target groups (56.5%) completed the State Language Teaching and Integration Programme through in-person instruction. The majority of these respondents assess the school infrastructure (77% on average), as well as its social environment (86% on average) positively. However, it should be noted that every third respondent among those who rate the programme with high scores (scores of 81-90 on a 100-point scale) assess the technical equipment available in the classrooms more negatively than positively.

It should be noted that the respondents assess the relations between the students of the State Language Teaching and Integration Programme and other programmes at Zhvania School positively for the most part. However, some respondents (almost 10%) evaluate this aspect of the social environment negatively.

Availability of Educational Materials

Surveyed migrants positively assess the availability of learning materials, including textbooks, video/audio materials, material and technical means, and the internet. However, it should be noted that over a tenth of them only have partial access to the above-mentioned component (excluding the internet at home).

Evaluation of the Learning and Teaching Process

For the most part, respondents assess the education process, qualification of teachers, discipline, theoretical and practical parts of teaching, relations between the school administration and students, etc. extremely positively (a score of 5 on a 5-point scale). Negative assessment is mostly given to the **course-load** component, but the overall rate is rather low – 6% (scores of 1 and 2 on a 5-point scale). Respondents who were employed, as well as those who were not, during their studies assess the frequency of classes positively; however, negative assessments are more common among the unemployed (7%) as compared to the employed (4%).

As per the respondents, the most frequently used **method** of teaching was **conversational instruction**, which incidentally was the most favoured one as well. Presentations and role games were used least frequently. Consequently, positive attitudes towards the latter were less pronounced.

Progress Evaluation

The majority of the respondents (70%) agree that rankings they received during the Programme were consistent with their performance and knowledge. The issue is that different methods of evaluation to track their knowledge and progress were rarely used during their studies. It should also be noted that, based on the experience of over one-fifth of the respondents, they were given the opportunity to have their knowledge assessed only quarterly (every three months).

On the other hand, the data show that the practice of obtaining feedback from students exists. The most common method employed is individual interviews with the beneficiaries; however, feedback is sometimes obtained through focus groups as well. According to the survey results, the feedback had a positive impact, and the learning process was fully or partially improved based on the recommendations and comments of the students. Those respondents who are very satisfied with the State Language Teaching and Integration programme note that their feedback was taken into account to improve the learning process. However, it should also be noted that every tenth respondent states that their feedback did not elicit any response.

Information about the School Services

According to the respondents, public information sources of the school (website, brochure, etc.) are rather informative and cover various topics: prerequisites for enrolling in the Programme, duration of the Programme, location, student evaluation criteria, available support. It should be noted that information about the programme is available in different languages the migrants speak.

Integration issues

The majority of the representative of target groups have not taken any other Georgian language course after completing the State Language and Integration Programme, whereas, among those who have (16%), people with higher education degrees prevail. The reason for taking additional language courses is mainly to improve their knowledge of Georgian, and rarely – not having utilized the opportunities offered within the State Language and Integration Programme fully. The primary source of information about other courses/tutors of the Georgian language is international organisations.

In terms of integration, it should be noted that the majority of the surveyed migrants (67%) interact with locals (native speakers of Georgian) on a daily basis; however, most of them (52%) do not attend social events with locals. The proportion of those who participate in a variety of social events, such as cultural, socio-political, religious, and sporting activities is over 40%.

The survey reveals that the representatives of target groups do use their Georgian language skills in real-life situations, for example, to purchase daily goods and interact with locals. The knowledge of Georgian also helps them in accessing banking and public services. On the other hand, it should also be noted that **almost every other surveyed Programme graduate states that the level of Georgian language proficiency achieved is not sufficient for getting a job.** Interestingly enough, those respondents who were employed (29%) during the State Language and Integration Programme are more likely to have encountered no issues at state agencies while accessing public services as opposed to those who were unemployed (13%).

Assessment of Remote Learning

Half of the surveyed migrants express **neutral** (neither positive nor negative) attitudes towards remote learning. On the other hand, one-third of the respondents feel positive about this form of learning. It should be noted that the majority of those who were not employed during their studies (78%) assess the weekly course load (frequency of classes) during remote learning positively, whereas, in the case of the majority of the employed respondents (60%), remote learning has not significantly affected their assessments of the matter.

One of the reasons for the positive attitude of some respondents towards remote learning may be that the majority of them have stable access to technical means necessary for remote learning.

Final Assessment

None of the surveyed migrants who have completed the Programme is completely dissatisfied with the State Language and Integration Programme (score of 1 on a 5-point scale). On the contrary, the majority

of the respondents (87%) are satisfied with the Programme, almost half of whom are very satisfied (49.3%).

The regression model has revealed that those migrants are more likely to be satisfied with the State Language and Integration Programme who:

- Have seen the learning process improve on the basis of their feedback
- Positively assess the theoretical part of learning (grammar, vocabulary, etc.) during remote learning

Satisfaction with the State Language and Integration Programme is further evidenced by the fact that the majority of the representatives of target groups (80%) would definitely recommend others to enroll in the Programme.

Such a positive attitude has been reflected in the ranking of the Programme as well. The majority of the respondents (71%) rate the quality of the Programme as the 'highest' (scores of 91-100) or 'very good' (scores of 81-90). Based on the survey data, those respondents who were not employed during the Programme are more likely to rate the State Language and Integration Programme with a higher score. This might be due to the employed individuals not being able to find a good balance between work and study.

The regression model confirms that attitudes towards **remote learning impact the assessment of the Programme**: those respondents who feel negative about remote learning are more likely to rate the State Language and Integration Programme with much lower scores.

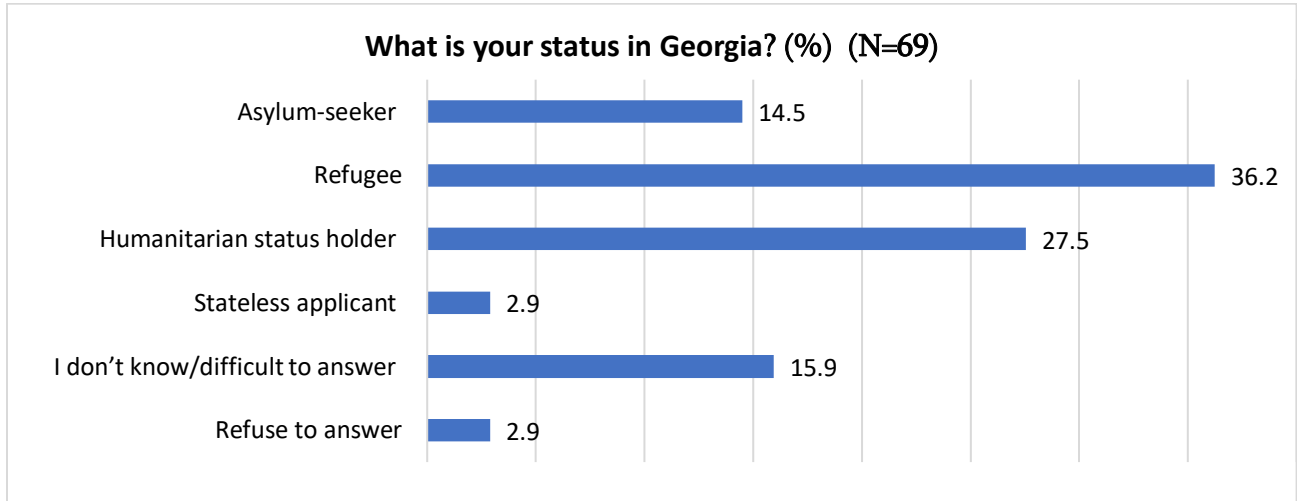
The number of those respondents who have taken part in the civic education course implemented by the Centre for Integration of Persons under International Protection (IDP Agency) is small (9%); nevertheless, all of them found the course useful.

Respondents have identified some activities that would facilitate the integration of migrants into Georgian society, such as workshops, in-person classes, and the development of cultural programmes and courses on the legislature.

Socio-Demographic Profile of Migrants Who Graduated the SLTIP

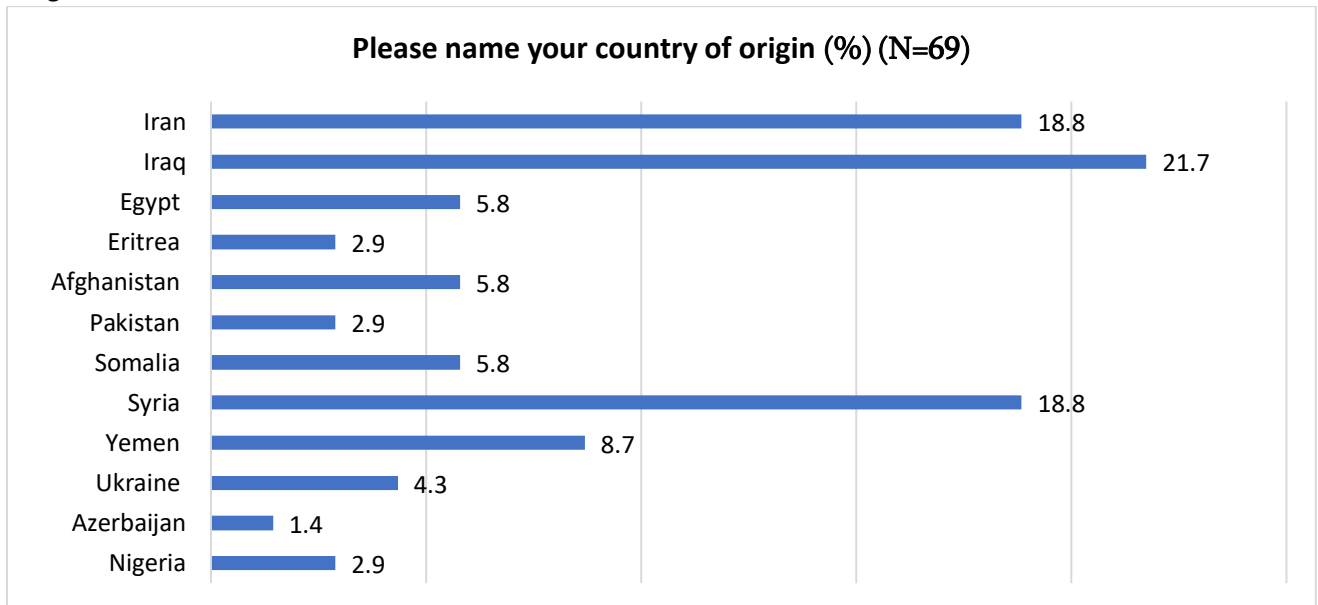
A total of 69 migrants who had completed the State Language Teaching and Integration Programme at the Zurab Zhvania School participated in the survey. Over a third of them (36.2%) hold refugee status, over a quarter (27.5%) – humanitarian status. Seekers of Stateless person status represent the smallest proportion of the respondents - 2.9% (see Diagram #1).

Diagram #1



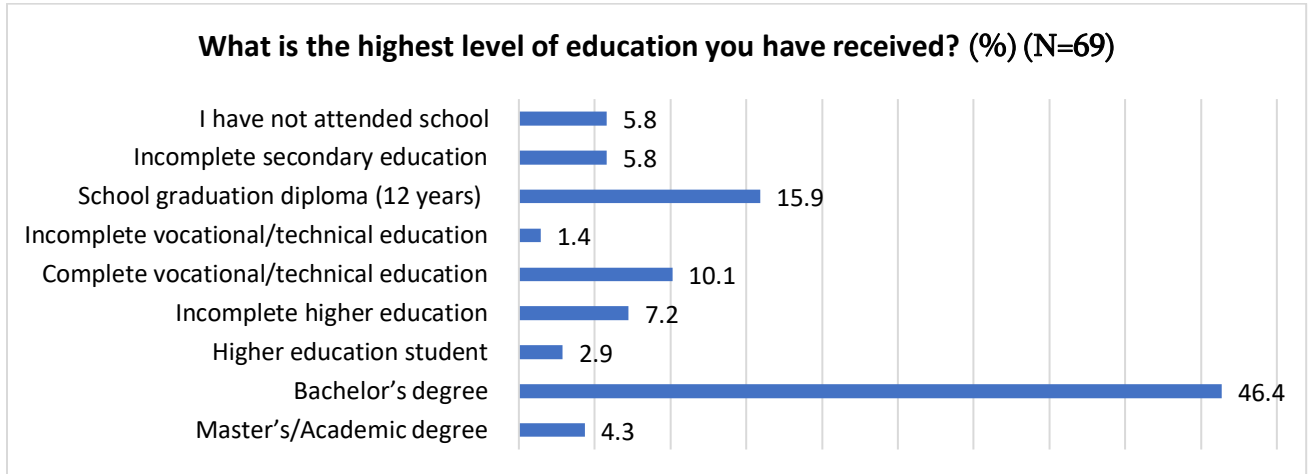
Over a fifth of the respondents (21.7%) are from Iraq, 18.8% - from Iran, and 18.8% - from Syria. The proportion of the migrants from other countries is less than 10% (see Diagram #2).

Diagram #2



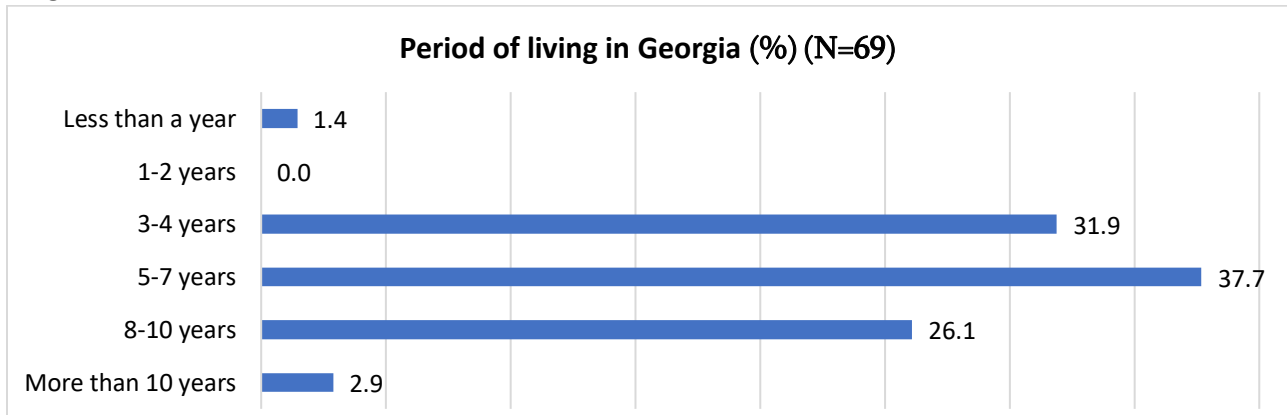
As for the highest educational attainment, a large proportion of the representatives of target groups (46.4%) hold a Bachelor's degree, followed by those who have a complete secondary education (12 years) - 15.9%; one-tenth have a complete vocational/technical education (10.1%). Only one respondent has an incomplete vocational/technical education, and two migrants are students (see Diagram #3).

Diagram #3



37.7% of those migrants who have completed the State Language Teaching and Integration Programme have been **living in Georgian** for 5-7 years. Almost a third (31.9%) of the respondents have been in the country for 3-4 years, one respondent - for 9 months, whereas 2 – for over 10 years (see Diagram #4).

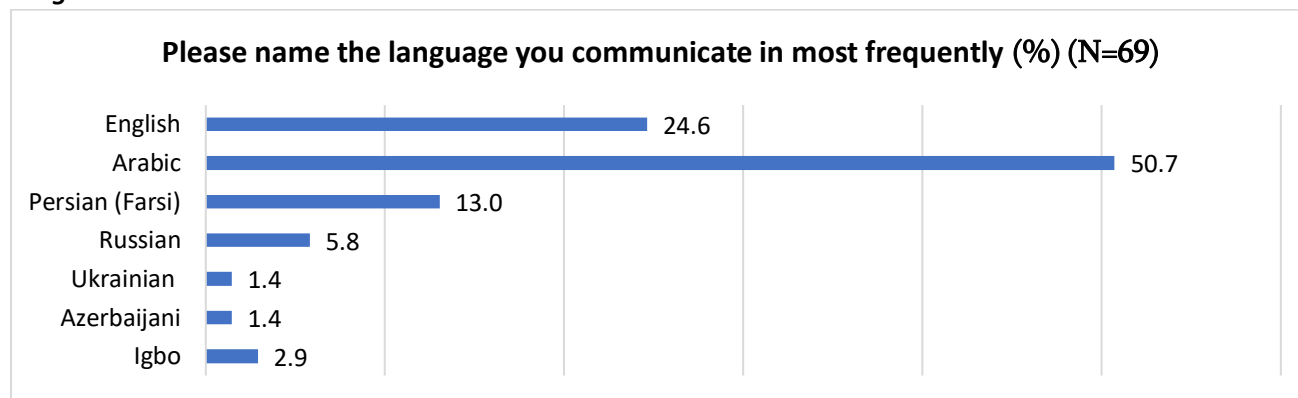
Diagram #4



The majority of the respondents (76.8%) currently live in Tbilisi, whereas over a tenth – in Kutaisi (11.6%), followed by Batumi (5.8%) and Rustavi (4.3%).

Half of the surveyed respondents (50.7%) use Arabic as a **language of communication**, and a quarter – English; over a tenth note that they use Persian (13%) (see Diagram #5).

Diagram #5



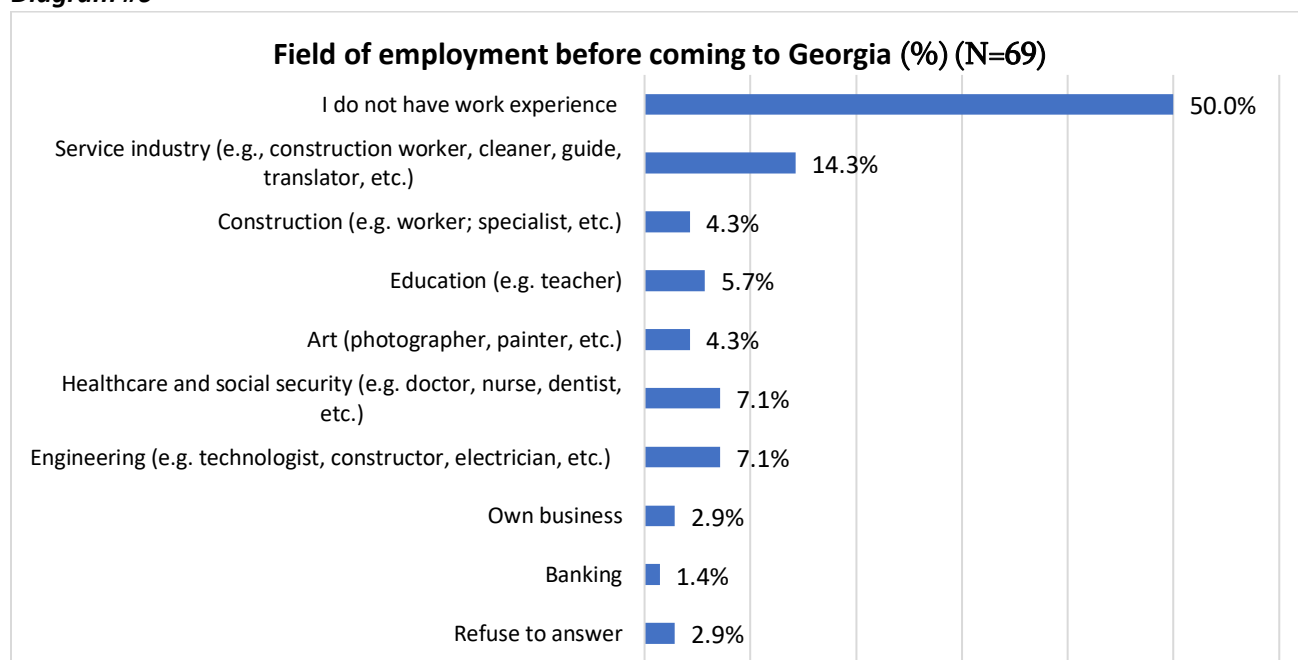
The share of those respondents who speak another language in addition to their native tongues is as follows: Georgian - 47.8%, English - 34.8%, Arabic - 5.2%. The rate of other languages selected is minimal and is less than 3%.

A large proportion of the representatives of target groups (47.8%) speak Georgian, whereas over a third – English along with their **native tongue**.

As for the current **employment status**, the majority of the respondents (65.7%) are unemployed. The largest proportion (17.1%) of the employed migrants work in the service sector, about a tenth (8.6%) are self-employed, 4.3% work in the public sector, 2.9% - in construction. Only one respondent is employed in the education sector.

Half of the respondents (50%) report having no work experience before arriving in Georgia. 14.3% of the migrants had worked in the service sector, equal numbers of migrants (7.1% and 7.1% respectively) - in the health and social security sectors or engineering before they came to Georgia (see Diagram #6).

Diagram #6



The majority of the representatives of target groups (65.2%) **were not employed during their studies** at the State Language Teaching and Integration Programme. Consequently, a little more than one-third have a positive experience - 34.8%.

The majority of the employed respondents think that **studies and a job are combinable**, one-fifth of whom believe that they can be combined easily - 20.8%; 62.5% think that they are more combinable than not, whereas 16.7% of migrants think they are less combinable than combinable. Overall, based on the experience of the respondents, it can be stipulated that a paid job does not interfere with the studies for the most part (nor do the studies interfere with a job).

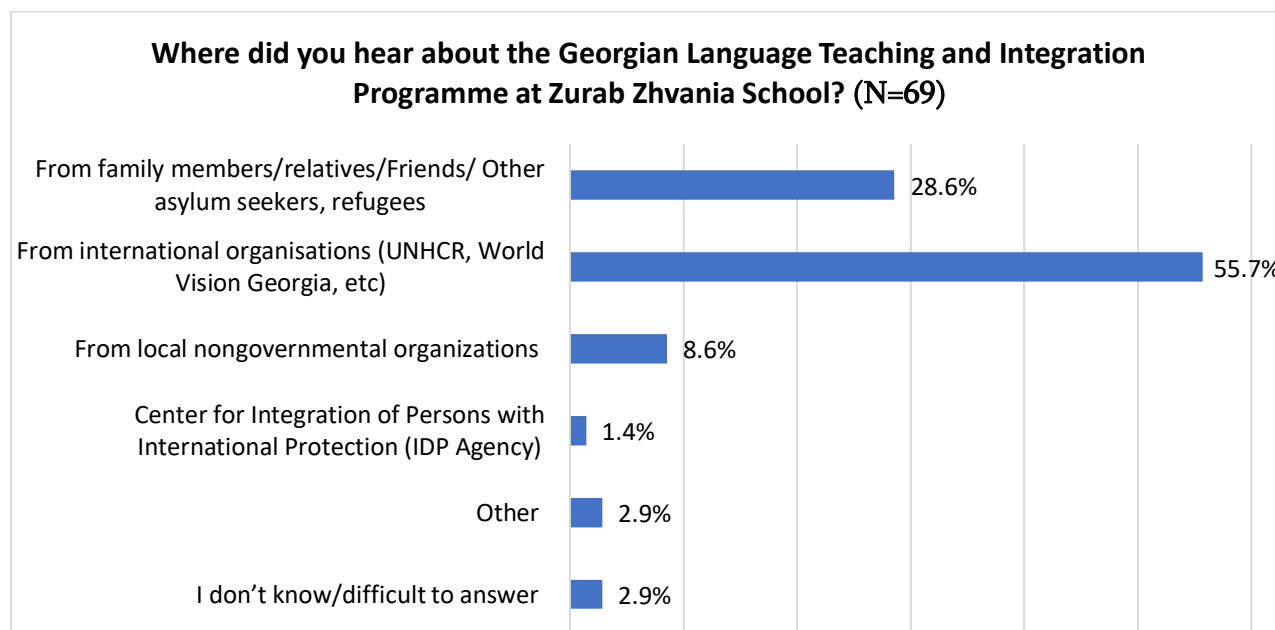
79.7% of the surveyed individuals live in Georgia **with their families (spouse, child, parent, sibling, etc.)**, and 17.4% of them live alone. Only one respondent lives in Georgia with his/her partner.

The majority of those migrants who completed the State Language Teaching and Integration Programme **wish to stay in Georgia indefinitely** (66.7%). One-third of the respondents cannot provide a specific time frame (33.3%).

Awareness about the State Language Teaching and Integration Programme at Zurab Zhvania School

International organisations (UNHCR, World Vision Georgia, etc.) are the primary source of information about the Programme. And the majority of the respondents (55.7%) have obtained information from these organisations. Over a quarter of the representatives of target groups (28.6%) have heard about the Programme from family members/relatives/friends/other migrants. Other answer categories have been chosen by less than one-tenth (see Diagram #7).

Diagram #7



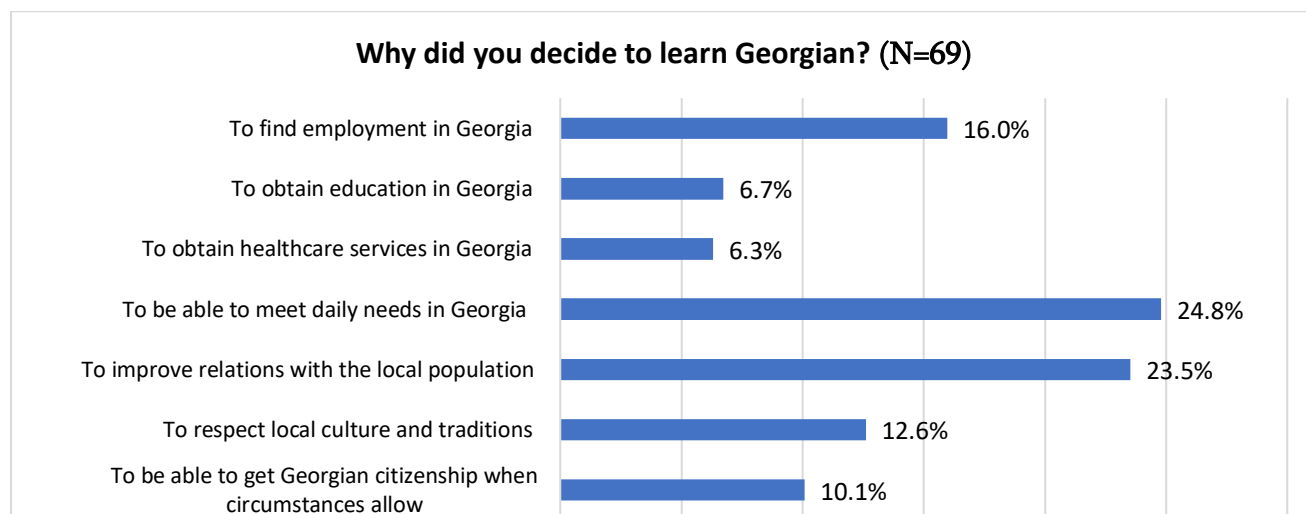
A sizeable proportion (46.4%) of the respondents **registered for the classes** independently, and 29% were assisted by a referral organization, almost one-fifth (18.8%) of the migrants registered with the help of a family member and 5.8% - with the help of a Programme representative. The majority of the respondents

assess the registration procedures as very easy (53.6%), a quarter – as moderately easy (24.6%), a little over one-tenth – as moderately hard (11.6%). 10.1% of the respondents cannot answer the question.

Assessment of Educational Needs

Migrants have identified a **variety of factors for wanting to learn the Georgian Language**. Almost a quarter say their goal is to be able to handle daily needs (24.8%) or improve relations with the local population (23.5%). Employment is an important factor for 16% of the respondents, whereas over one-tenth say it is to show respect for local culture and traditions (12.6%) or to obtain Georgian citizenship (10.1%) (see Diagram #8).

Diagram #8

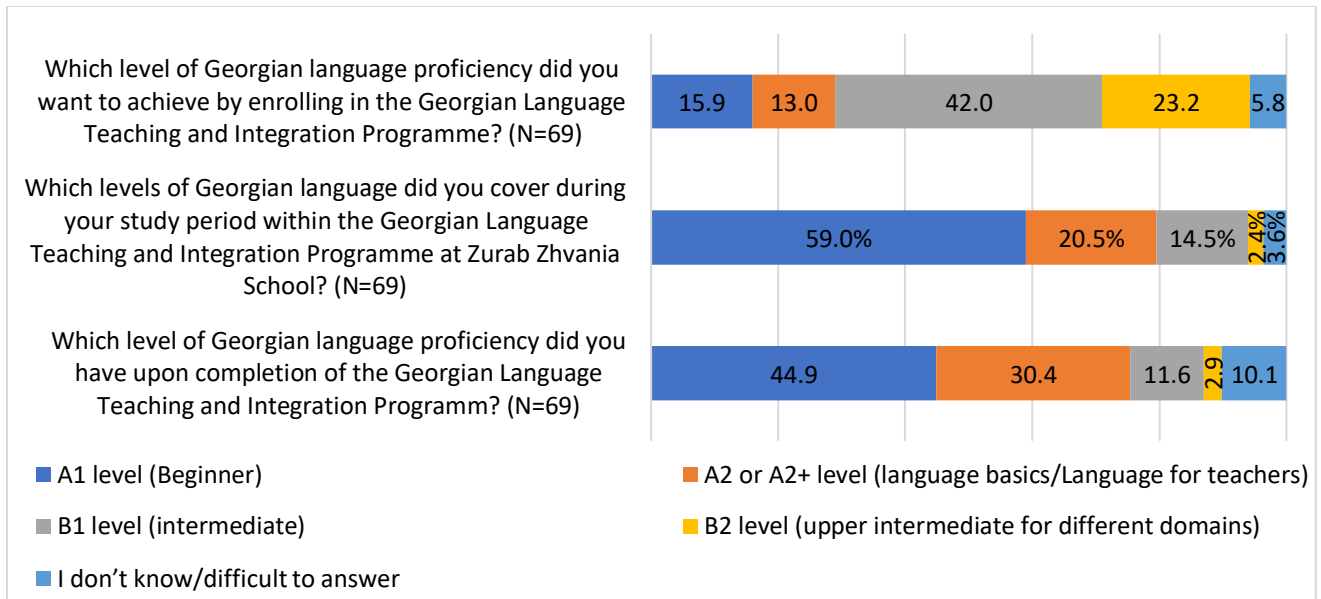


The majority of the representatives of target groups took an **individual** Georgian language proficiency **test** before enrolling in the State Language Teaching and Integration Programme (52.2%); 42% have not taken such a test, and 5.8% cannot answer the question.

Based on the survey data, in most of the cases, students were **grouped according to their level of Georgian language proficiency** (59.4%) by the school administration. Over a fifth of the respondents confirm that they were indeed grouped based on their knowledge, albeit with shortcomings; 7.2% do not have such experience, and over one-tenth of the respondents cannot answer the question (11.6%).

A considerable proportion of the surveyed migrants enrolled in the State Language Teaching and Integration Programme **to reach B1** (intermediate) level, whereas almost a quarter did so to reach B2 level. However, the majority (59%) of the respondents managed to complete only A1 level (beginner), a fifth (20.5%) - either A2 or A2+ (basics/for teachers) during their studies. Relevant to these data is the fact that 44.9% of the respondents **completed** the Programme at the A1 level, and almost a third – at the A2 or A2+ levels. The share of those who completed the Programme at the B2 level is minimal (see Diagram #9).

Diagram #9



Based on the data, **the majority of the representatives of target groups did not achieve their goal in terms of learning the Georgian language.** More specifically, the survey results are as follows:

The majority of those who enrolled in the State Language Teaching and Integration Programme intending to reach the A1 level completed the programme with the desired results (81.8%). However, it should be noted that the higher the level respondents want to achieve, the more difficult it is to achieve it. Those migrants who wanted to learn the language at the A2+ level managed to cover only the A1 level. The majority of those wishing to reach the B1 level reached only the A2 or A2+ levels. Moreover, 28% completed the Programme at the A1 level. The share of those migrants who were able to achieve their goals (reached level B1) is 28%.

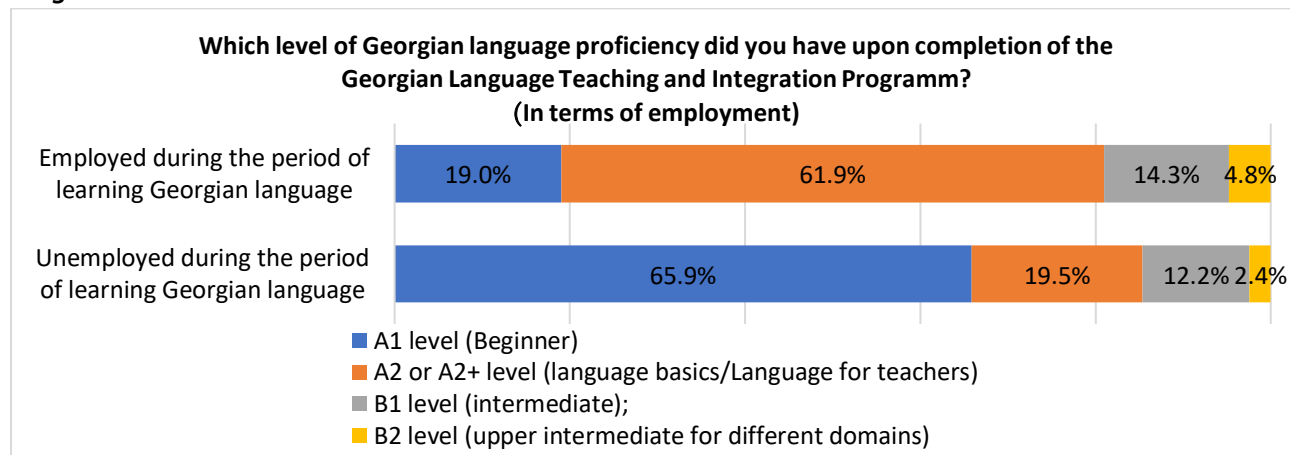
The discrepancy between the desire and implementation of learning the language at a certain level is the most prominent in the subgroup of those target groups who enrolled in the State Language Teaching and Integration Programme with the aim to reach the B2 level. 69.2% of these migrants managed to reach either A2 or A2+ level, almost a quarter – the A1 level, and only one respondent completed the Programme at the B2 level (data are statistically reliable: $p < 0.05$) (see Table #1).

Table #1

	Which level of Georgian language proficiency did you want to achieve by enrolling in the Georgian Language Teaching and Integration Programme?				
		A1 level	A2 or A2+ level	B1 level	B2 level
Which level of Georgian language proficiency did you have upon completion of the Georgian Language Teaching and Integration Programme?	A1 level	81.8%	100%	28%	23.1%
	A2 or A2+ level	9.1%	-	40%	69.2%
	B1 level	9.1%	-	28%	-
	B2 level	-	-	4%	7.7%

The majority (61.9%) of those persons who had a job alongside their studies completed the State Language Teaching and Integration Programme at the A2 or A2+ levels, whereas the majority of the unemployed respondents completed the Programme at the A1 level (65.9%). In both groups of migrants, the main concentration is between A1 and A2 or A2+ levels, although it varies by group (data are statistically reliable: $p < 0.05$) (see Diagram #10).

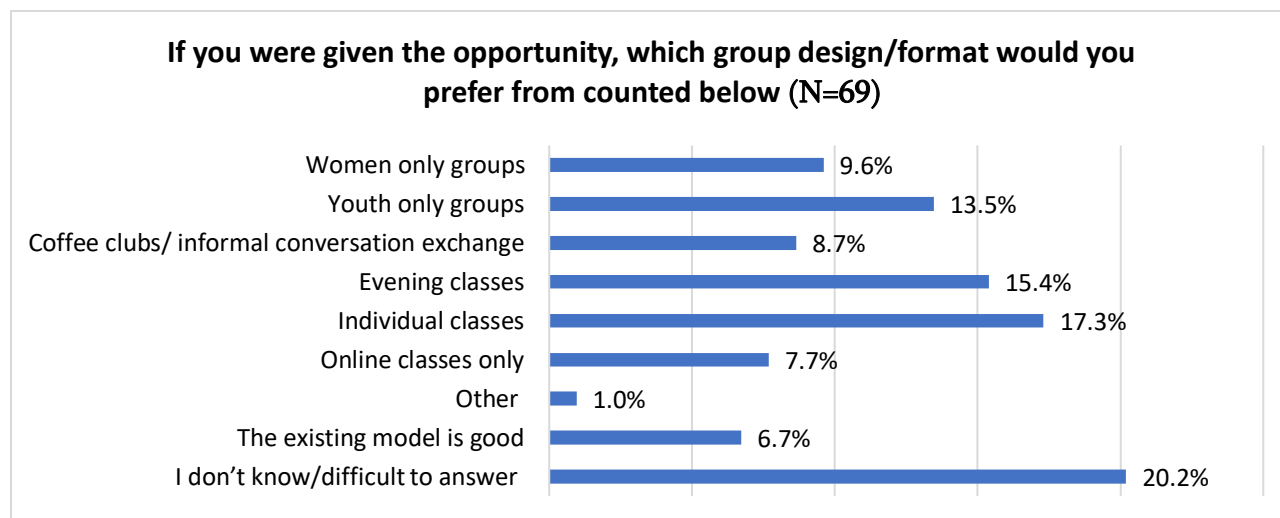
Diagram #10



Equal numbers of respondents - 30.2% and 30.2% respectively - took Georgian language classes in **2019 and 2020**. The number, compared to previous years, is increasing: 2017 – 15.1%; 2018 - 17.4%. The share of the representatives of target groups who took Georgian classes within the programme in 2021 is minimal and equals 7%.

Based on their experiences, respondents have assessed which **design/format of grouping** is the best in the education process. 17.3% of them prefer individual classes, whereas 15.4% think it is particularly important to hold classes in the evenings so that students can easily find time to attend. 13.5% of the respondents believe that young people should be grouped together. Some respondents find the current format/model acceptable and do not think any changes need to be made. It should be noted that one-fifth of the migrants cannot identify a preferred design/format of groups (see Diagram #11).

Diagram #11

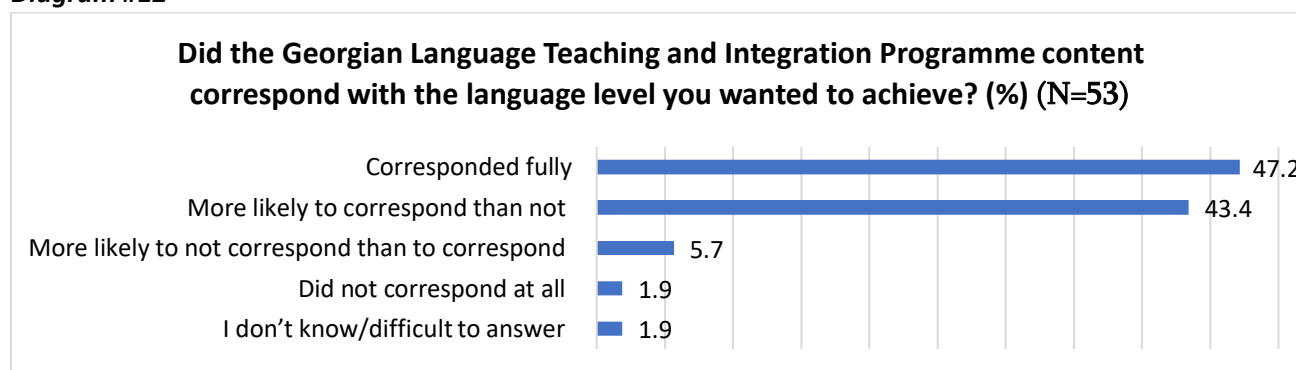


Curriculum and Syllabus

The majority (56.5%) of the representatives of target groups got more or less acquainted with the **content of the State Language Teaching and Integration Programme** either before or during their studies, almost a fifth (18.8%) did so in detail. Over a tenth of the migrants either did not get acquainted with the Programme content at all (13%) or could not answer the question (10.1%).

Those respondents who got familiarized with the Programme content assess **to what extent the provided information/materials corresponded with the level of language proficiency they wanted to achieve**. A vast majority of the respondents (90.6%) believe it corresponded, among whom 47.2% think it did so fully. The total number of those migrants who think that the programme content did not correspond with the proficiency level they wanted to achieve is minimal and is just over 7% (see Diagram #12).

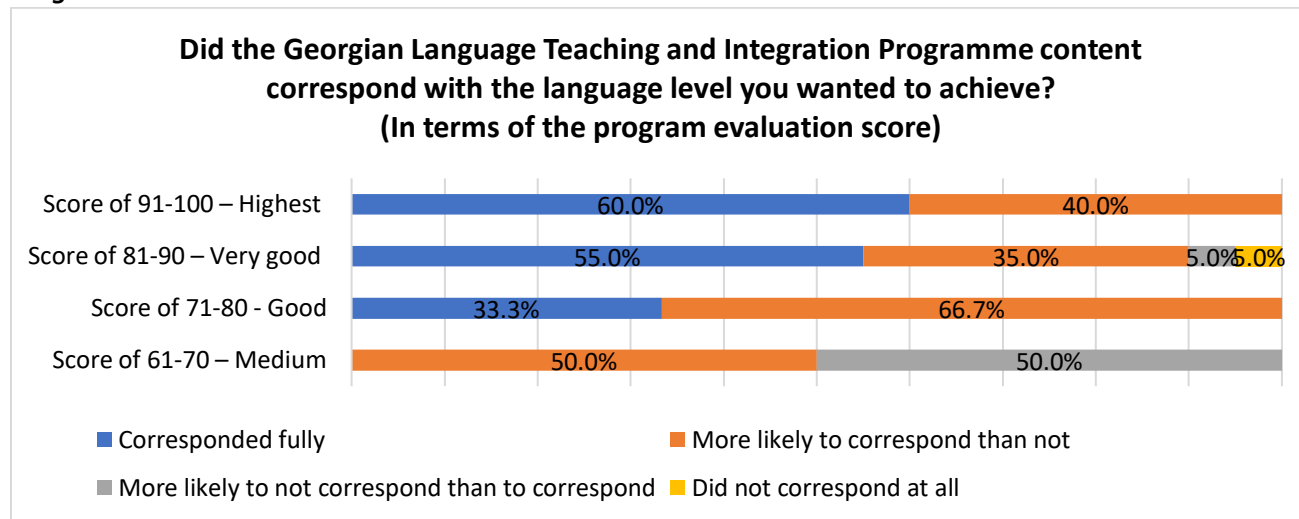
Diagram #12



Analyzing the relationship between the variables revealed that the factor of relevance between the programme content and the level of proficiency changes among different score categories of programme evaluation. The majority of those respondents (60%) who rate the Programme with the highest - 91-100 scores note that the Programme content corresponded with the proficiency level they wanted to achieve. The decrease in scores is accompanied by the decrease in the rate of the 'fully corresponded' category:

scores of 81-90 - 55%, scores of 71-80 - 33.3%. The majority of those respondents (66.7%) who assess the State Language Teaching and Integration programme with scores of 71-80 are more likely to say that the programme content corresponds with the proficiency level than not (score of 2). Half of those who assess the Programme as average are the respondents who are more likely than not to think that the Programme does not correspond with the relevant language proficiency (data are statistically reliable: $p < 0.05$) (see Diagram #13)

Diagram #13



Learning Environment

In the case of the majority of representatives of target groups, the State Language Teaching and Integration Programme was fully conducted in the **physical environment** (56.5%); for 30.4% it was a mixture of remote and in-class instruction, whereas a small proportion of 13% took the Programme fully online.

Those respondents who attended the State Language Teaching and Integration Programme in a physical environment either fully or partially assess the school infrastructure on a 5-point scale where a score of 1 is 'extremely negative' and a score of 5 – 'very positive'. The data reveal that a vast majority of the respondents assess the infrastructure positively. The distribution among the various categories (scores of 4 and 5) is as follows:

- Classroom renovation - 96.6%
- Technical (audio/video) equipment in the classrooms - 71.2%
- Size of classrooms - 89.8%
- Classroom inventory (table, chairs, etc.) – 94.9%
- Provision of the internet - 77.6%
- Website of the Centre for Integration of Persons under International Protection - 62.7%
- Toilets - 81.4%

The majority (42.4%) of the respondents positively assessed the accessibility of the building of the Centre for Integration of Persons under International Protection being adapted for Persons with Disabilities;

however, it should be noted that 45.8% do not have any information about the matter. The share of those who have not heard about the website of the Centre for Integration of Persons under International Protection is relatively high and equals 22% (see Table #2).

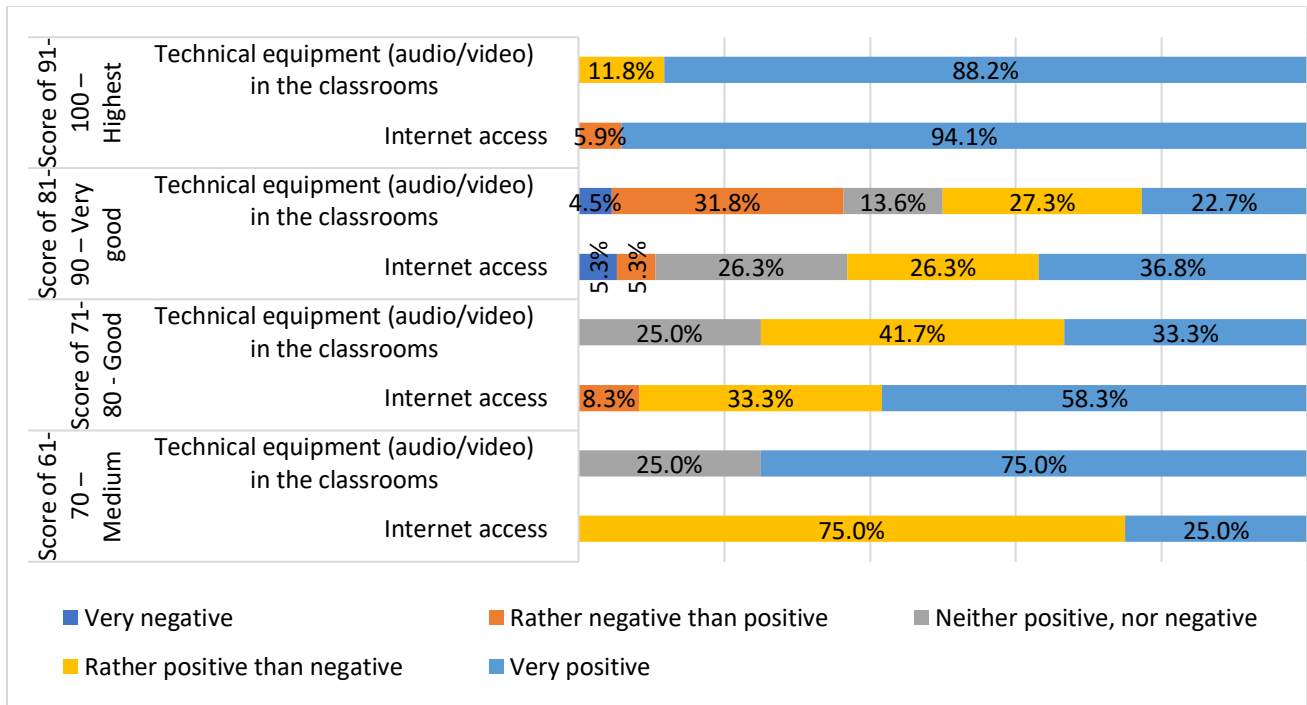
Table #2

School infrastructure - Please assess each component from your experience at the Center for Integration of Persons with International Protection (IDP Agency) (N=60)	Very negative	Rather negative than positive	Neither positive, nor negative	Rather positive than negative	Very positive	Don't know/ Refuse to answer
Renovation of classrooms	1.7%	-	1.7%	35.6%	61%	-
Technical equipment (audio/video) in the classrooms	1.7%	11.9%	11.9%	25.4%	45.8%	3.4%
Size of the classrooms	3.4%	1.7%	5.1%	27.1%	62.7%	-
Classroom inventory (table, chairs, etc.)	-	-	1.7%	23.7%	71.2%	3.4%
Internet access	1.7%	5.2%	8.6%	20.7%	56.9%	6.9%
Website of Center for Integration of Persons with International Protection (IDP Agency)	1.7%	1.7%	11.9%	18.6%	44.1%	22%
Accessibility of the Center for Integration of Persons with International Protection (IDP Agency) building for people with disabilities	-	-	11.9%	15.3%	27.1%	45.8%
Toilets	-	8.5%	6.8%	16.9%	64.4%	3.4%

Assessments of the State Language Teaching and Integration Programme vary according to the attitudes towards different aspects of infrastructure. The majority of representatives of those target groups who rate the Programme with the highest scores evaluate the technical equipment in the classrooms very positively (88.2%). Nearly every third migrant who rates the Programme with scores of 81-90 offers a more negative than positive attitude (score of 2) towards the technical equipment in the classrooms.

On the other hand, a similar tendency has been observed in terms of the provision of the internet at school. The majority (94.1%) of representatives of those target groups who rate the Programme with the highest scores (91-100) assess the component of the internet very positively too. Such evaluation changes in a zigzag pattern in terms of score categories (data are statistically reliable: $p < 0.05$) (see Diagram #14).

Diagram #14



At the following stage, the respondents (who attended the Programme in the physical environment either fully or partially) assess the **social environment at school** on a similar 5-point scale. Positive tendencies have been observed in this case too. Again, a vast majority of the respondents offer positive assessments about the social environment – relations with the administration, teachers, other students (scores of 4 and 5):

- Relationships between school administration and students - 90%
- Relationships between school teachers and students - 100%
- Relationships between the Programme students - 91.5%
- Relationships between the students of the State Language Teaching and Integration Programme and other programmes at Zhvania School - 61.7%

A score of 2, which describes a more negative than positive attitude has been observed in only one case - relationships between the students of the State Language Teaching and Integration Programme and other programmes at Zhvania School (11.7%). However, it should be noted that over a tenth of the respondents do not know, i.e., do not have experience in this regard or refuse to answer (13.3%) (see Table #3).

Table #3

School social environment - Please assess each component from your experience at the Center for Integration of Persons with International Protection (IDP Agency) (N=60)	Very negative	Rather negative than positive	Neither positive, nor negative	Rather positive than negative	Very positive	არცცოც/ყოფნა პასუხზე
Relations between the staff of Center for Integration of Persons with International Protection (IDP Agency) and students	-	-	3.3%	25%	65%	6.7%
Relations between school teachers and students	-	-	-	18.3%	81.7%	-
Relations between programme students	-	-	8.5%	33.9%	57.6%	-
Relations between students of the Georgian Language Teaching and Integration Programme and other programmes of Zhvania school	-	11.7%	13.3%	25%	36.7%	13.3%

Respondents both with and without higher education¹⁹ assess the relationships between school teachers and students positively (scores of 4 and 5); however, it should be noted that among the respondents without higher education a score of 5 prevails (84.2%), whereas a score of 4 is more prevalent among those who have received higher education (66.7%). It is possible that different levels of education lead to different experiences in the education process (Data are statistically reliable: $p < 0.05$).

Availability of Educational Materials

Each respondent has assessed **the availability of Educational Materials**. To do so, they were presented with a number of provisions related to the issue. Apparently, the majority of the representatives of target groups positively assess this aspect (answer category – ‘yes’):

- Digital and/or printed materials (textbooks, audio/video materials, methodological guidelines, etc.) are available at the the Centre for Integration of Persons under International Protection - 76.8%
- Material and technical resources are available at the school (computer, projector, printer, copier machine, etc.) - 73.9%
- Internet is available at the school - 65.2%
- I have access to the internet at home - 94.2%

¹⁹ To analyze different issues in terms of respondents' educational attainments, the education variable was recoded and two groups - created:

1. **No higher education** – this will include the following categories: I have not gone to school, incomplete secondary education, school diploma, incomplete vocational/technical education, complete vocational/technical education, incomplete higher education, student at a higher education institution
2. **Higher education** – includes the following categories: Bachelor’s Degree, MA/PH.D

- Educational materials (textbooks, audio/video materials, methodological guidelines, etc.) help students complete courses successfully - 85.5%

The proportion of those respondents who evaluate the above-mentioned categories (excluding home internet) as partially available is a little over one-tenth. As it turns out, the availability of material and technical resources and the internet is relatively problematic (answer category ‘no’):

- Material and technical resources are available at the school (computer, projector, printer, copier machine, etc.) – 10.1%
- Internet is available at the school - 8.7% (see Table #4).

Table #4

Availability of Educational Materials (N=69)	Yes	Partially	No	I don't know/difficult to answer	Refuse to answer
Educational materials are available in digital or printed form (textbooks, audio/visual materials, methodological guidelines, etc.) at Center for Integration of Persons with International Protection (IDP Agency)	76.8%	10.1%	5.8%	5.8%	1.4%
Material and technical resources are available at school (computer, projector, printer, copier, etc.)	73.9%	11.6%	10.1%	2.9%	1.4%
Internet is available at school	65.2%	11.6%	8.7%	13%	1.4%
I have access to internet at home	94.2%	1.4%	4.3%	-	-
Educational materials (textbooks, audio/visual materials, methodological guidelines, etc.) help students complete the courses successfully	85.5%	10.1%	4.3%	-	-

Assessment of Education Processes

Considering the evaluation of the above-mentioned issues, it is only logical that respondents assess the **teaching-learning process** positively. An identical 5-point scale was used in this case too. The majority of assessments are mainly accumulated in the 4- and 5-score categories. Moreover, the respondents assess the qualification of teachers, discipline, theoretical and practical parts of teaching, relationships between the administration and students, etc. extremely positively (a score of 5). The distribution of the positive assessments given by the representatives of target groups across each category is as follows (scores of 4 and 5):

- Qualification of teachers - 98.6%
- Teacher discipline (giving lectures, punctuality, etc.) - 88.4%
- Teachers’ sensitivity to the cultural peculiarities of various ethnic groups - 87%
- Teachers’ communication skills - 97.1%
- Theoretical part of teaching (grammar, vocabulary, etc.) – 88.4%

- Practical part of teaching (exercises) – 94.2%
- Engaging lessons - 87%
- Frequency of classes per week - 85.5%
- School administration/management - 84.1%
- Relationships between the Centre for Integration of Persons under International Protection - 82.6%

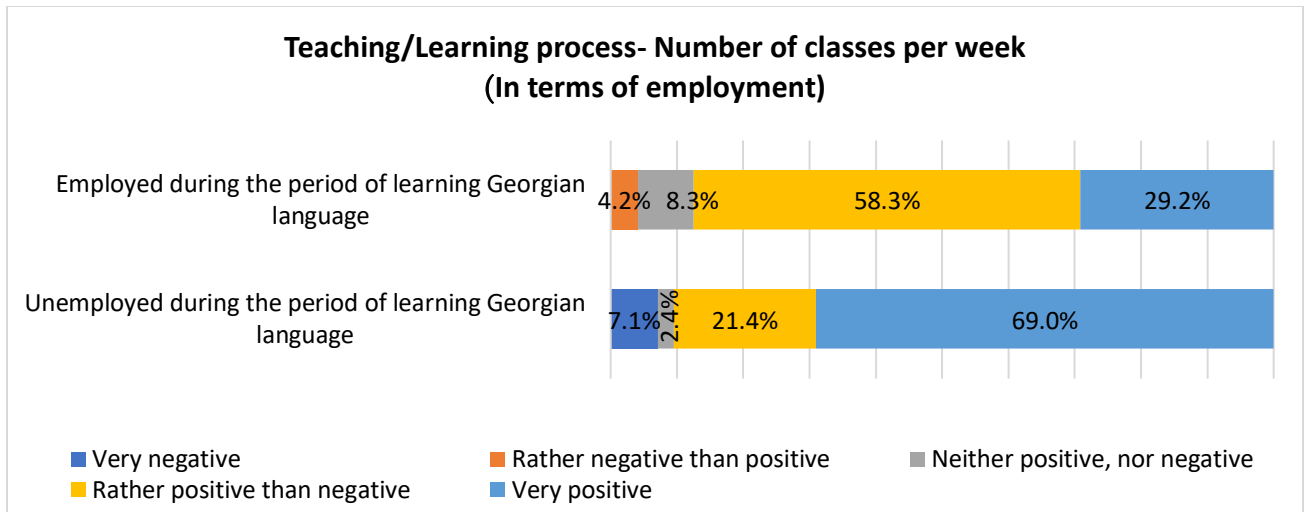
Negative assessments mainly occur in relation to the course load; however, the rate is low - 5.8% (scores of 1 and 2). It should be noted that over a tenth of the respondents have no information about the school administration/management (13%) or their relationship with students (15.9%) (see Table #5).

Table #5

Teaching/Learning process - Please assess each component from your experience at the Center for Integration of Persons with International Protection (IDP Agency) (N=69)	Very negative	Rather negative than positive	Neither positive, nor negative	Rather positive than negative	Very positive	I don't know/ Refuse to answer
Teachers' qualification	1.4%	-	-	17.4%	81.2%	-
Teachers' discipline (giving lectures, punctuality, etc.)	-	-	10.1%	13%	75.4%	1.4%
Teachers' sensitivity to the cultural peculiarities of various ethnic groups	1.4%	-	-	20.3%	66.7%	11.6%
Teachers' communication skills	1.4%	-	1.4%	13%	84.1%	-
Theoretical part of teaching (grammar, vocabulary, etc.)	1.4%	-	7.2%	20.3%	68.1%	2.9%
Practical part of teaching (exercises)	1.4%	-	-	26.1%	68.1%	4.3%
Engaging classes	1.4%	-	2.9%	20.3%	66.7%	8.7%
Number of classes per week	4.3%	1.4%	4.3%	33.3%	52.2%	4.3%
School management	1.4%	1.4%	-	14.5%	69.6%	13%
Relations of the Center for Integration of Persons with International Protection (IDP Agency)personal with the students	1.4%	-	-	17.4%	65.2%	15.9%

It should be noted that the majority of both employed and unemployed respondents during their studies positively assess the course load; however, employed persons mostly tend to choose a score of 4 (58.3%), and the unemployed – a score of 5 (69%). The rate of the neutral category is higher among the employed (8.3%) as compared to the unemployed (2.4%). The unemployed are also more prone to offer a negative assessment of the course load (scores of 1 – 7.1%) (data are statistically reliable: $p < 0.05$) (see Diagram #15).

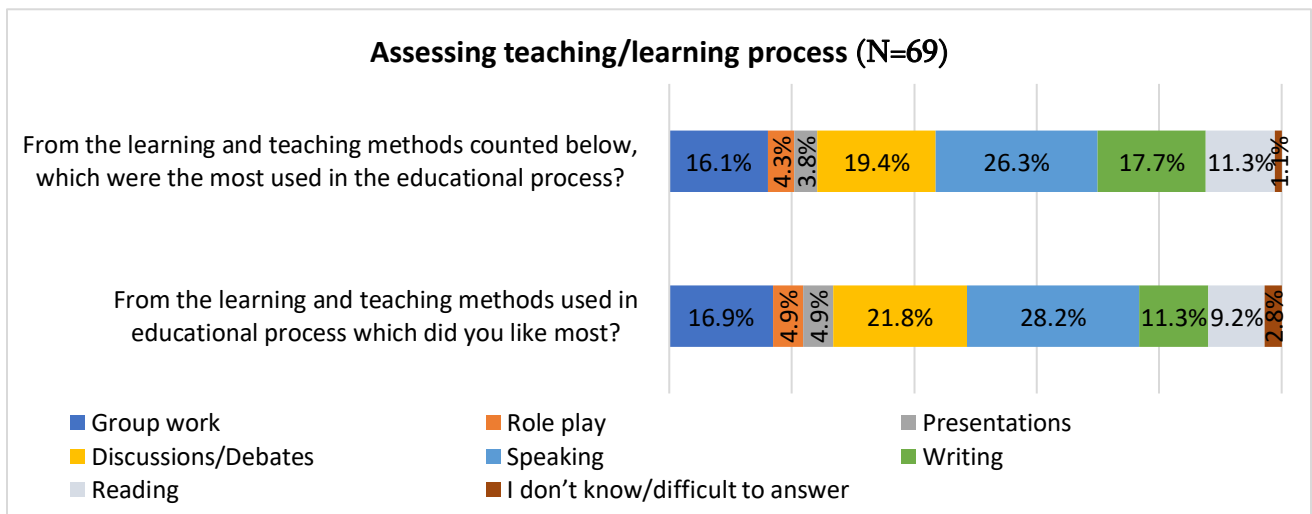
Diagram #15



When describing the teaching process itself, over a quarter of the respondents state that a conversational instruction **method** was used most frequently (26.3%), followed by discussions/debates (19.4%). According to the experience of 17.7% of the respondents, writing was the most frequently used method, and group work – according to 16.1%. Presentations and role plays were used the least frequently.

Migrants favour the methods of conversation (28.2%) and discussions/debates (21.8%) the most; 16.9% state they like group work. Because presentations and role plays were rarely used, the rate of positive attitudes towards them is also low and equals 4.9% (see Diagram #16).

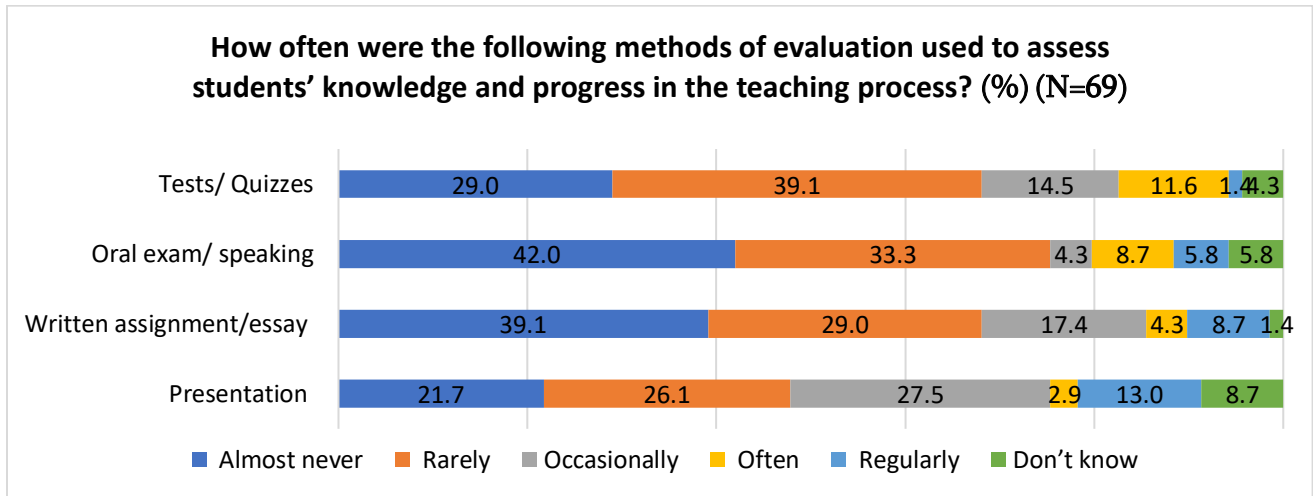
Diagram #16



Evaluation of the Progress

Respondents were asked how often **various methods to evaluate knowledge and progress during the educational process** were used. The results show that this is not a common practice as the following answers prevail in the case of both components: 'almost never' and 'rarely'. Presentations seem to have taken place relatively more regularly - 27.5% of respondents say this method was used sometimes, 13% report that it was used regularly, which is the highest rate among other components (see Diagram #17).

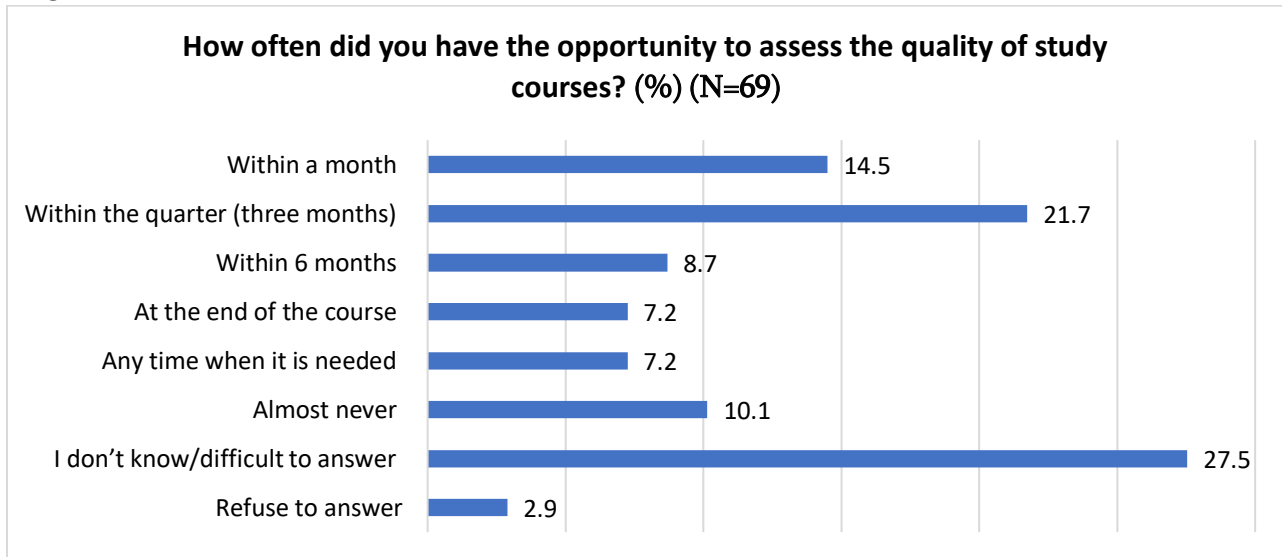
Diagram #17



Respondents assess whether or not evaluation results they had received corresponded with their knowledge and performance on a 5-point scale, where a score of 1 is 'did not correspond at all' and 5 is 'corresponded completely'. Based on the experience of the majority of the representatives of target groups (69.6%), evaluation results corresponded with their knowledge and performance, including 36.2% who report that they corresponded completely. 15.9% offer neutral assessments (a score of 3), whereas equal numbers of respondents -1.4% and 1.4% chose scores of 1 and 2 respectively, which indicates contextual discrepancy.

Over one-fifth (21.7%) of the respondents report that they were given the opportunity to assess the quality of courses **quarterly (three month)**, whilst 14.5% say it was every month. It should also be noted that according to one-tenth of the surveyed migrants, they have almost never had such an opportunity – 10.1%. Over a quarter cannot answer the questions - 27.5% (see Diagram #18).

Diagram #18

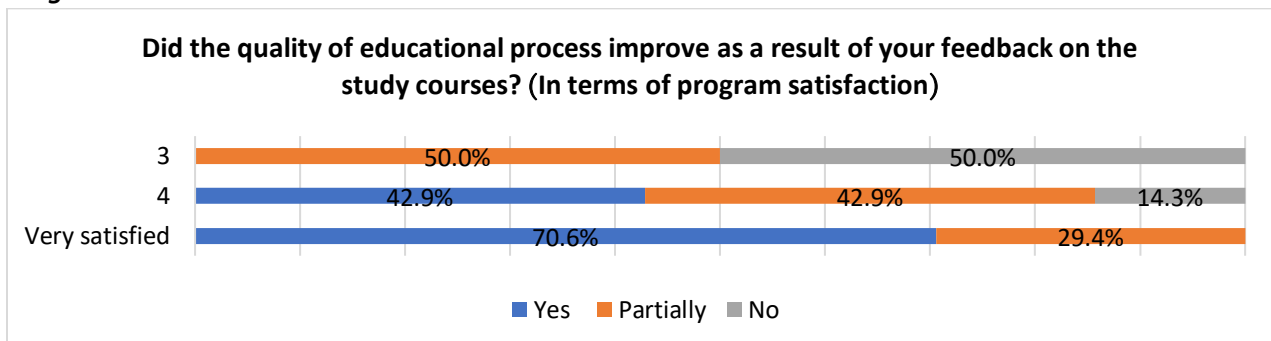


Those respondents who have had the opportunity to assess the quality of the study courses at different times, describe the ways how **feedback was obtained from students**. As it turned out, the most common practice is to conduct an individual interview with students (29.8%); focus groups are also used frequently - 19.1%. Surveys at the end of each semester and year are reported relatively rarely - at the rate of 12.8% and 12.8% each. A quarter of the migrants either cannot answer the question or do not have information about the matter (25.5%).

Survey data reveal that feedback received from students served its purpose. A considerable part (43.9%) of the representatives of target groups report that the **quality of the educational process** improved based on their recommendations and comments, whilst 39% say it happened only partially. Nearly every tenth respondent indicates that the school did not respond to their feedback (9.8%). 7.3% of the surveyed migrants cannot answer the question.

A statistically reliable correlation has been identified between the facts of improving the quality of courses based on feedback and the satisfaction with the State Language Teaching and Integration Programme in general ($p < 0.05$). The majority of those (70.6%) respondents who are very satisfied with the Programme report that their feedback was considered while making improvements. Half of those migrants who rank the Programme with a neutral score (a score of 3) state that their feedback was taken into account only partially, whereas the other half report that their feedback was not taken into account (see Diagram #19).

Diagram #19

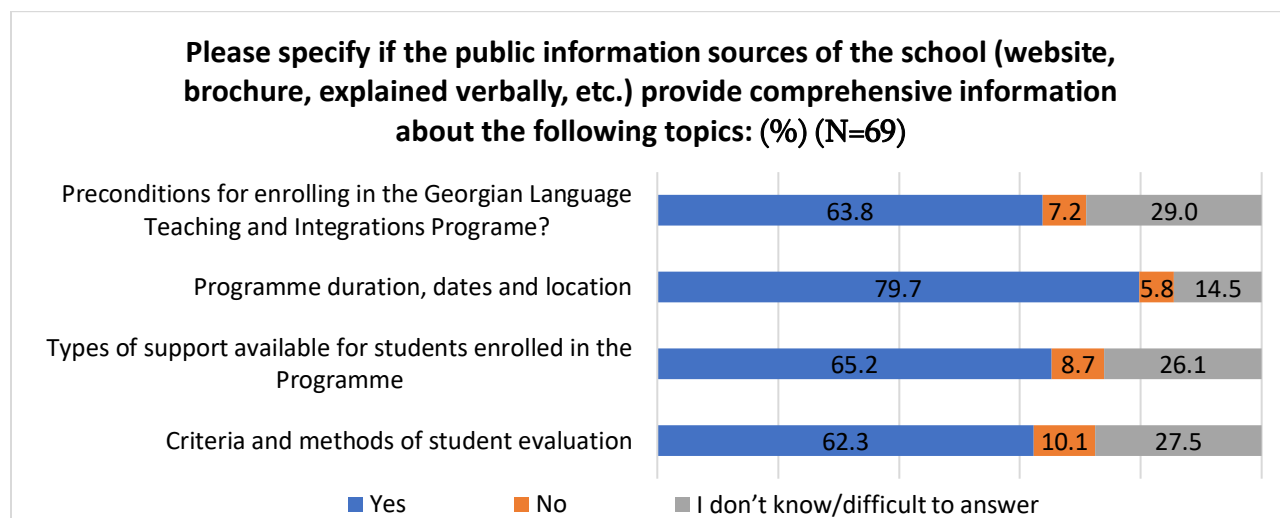


Information about School Services

To identify the level of awareness about the services offered by the school, the respondents were asked to assess whether or not **public information sources of the school (website, brochure, etc.) provide comprehensive information about different topics**. As per the participants, they have received complete information from the above sources about (answer category ‘yes’) the following:

- Preconditions for enrolling in the State Language Teaching and Integration Programme - 63.8%
- Programme duration, dates and locations - 79.7%
- Types of support available for students enrolled in the Programme - 65.2%
- Criteria and methods of student evaluation - 62.3% (see Diagram #20).

Diagram #20



As per the majority (72.5%) of the respondents, **information about the Programme is available in the language they speak**. Only 10.1% stated otherwise. Interestingly enough, 17.4% of the surveyed migrants either do not know or cannot answer the question.

Issues related to Integration

The research also assessed whether or not **migrants took any other Georgian language courses**, be it formal or non-formal, at the Centre for Integration of Persons under International Protection **after completing the State Language Teaching and Integration Programme**. The majority (75.4%) of the respondents have not taken any courses, whereas 15.9% have. Less than one-tenth cannot answer the question (8.7%).

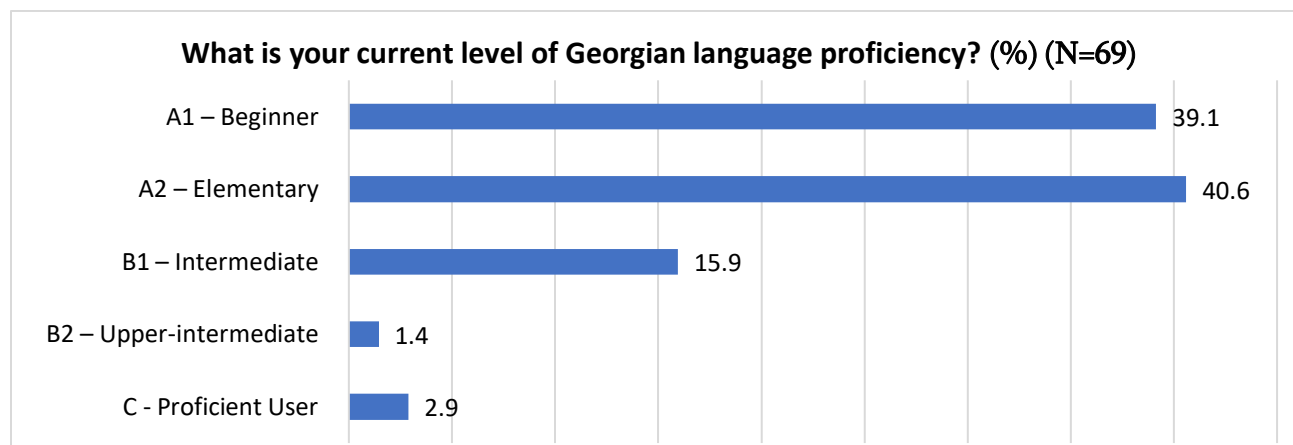
Analyzing the issue at hand in terms of educational attainment reveals that mainly persons with higher education have taken additional Georgian language courses: no higher education – 15%; higher education - 66.7%. Consequently, the majority of those without a higher education degree report otherwise (85%), whereas only 33.3% of the migrants with higher education fall into the latter category (data are statistically reliable: $p < 0.05$). Presumably, someone who considers education important takes learning Georgian seriously too, i.e., the educational process is important to him/her, in general.

The majority of those who took additional Georgian language courses after completing the Programme report they did so **to improve their knowledge of Georgian** – 90%. 10% state that they could not utilize all resources offered by the State Language Teaching and Integration Programme as they had to miss classes, failed to complete all assignments, etc., and thus had to take additional classes to make up for them.

International organizations (UNHCR, World Vision Georgia, etc.) have been identified as **the primary source of information about other courses/tutors of Georgian language** – 63.6%. For over a quarter of the respondents (27.3%), the source was family members/relatives/friends/other migrants, and internet resources (social networks, news websites, etc.) for 9.1%.

A considerable part of the respondents state that **their level of Georgian language proficiency** after completing the State Language Teaching and Integration Programme is A2, which is equivalent to the ‘basic’ category. The share of those migrants whose level of proficiency is a beginner (A1) is relatively small - 39.1%. Only one respondent among the surveyed migrants knows Georgian at B2 – upper intermediate level (see Diagram #21).

Diagram #21



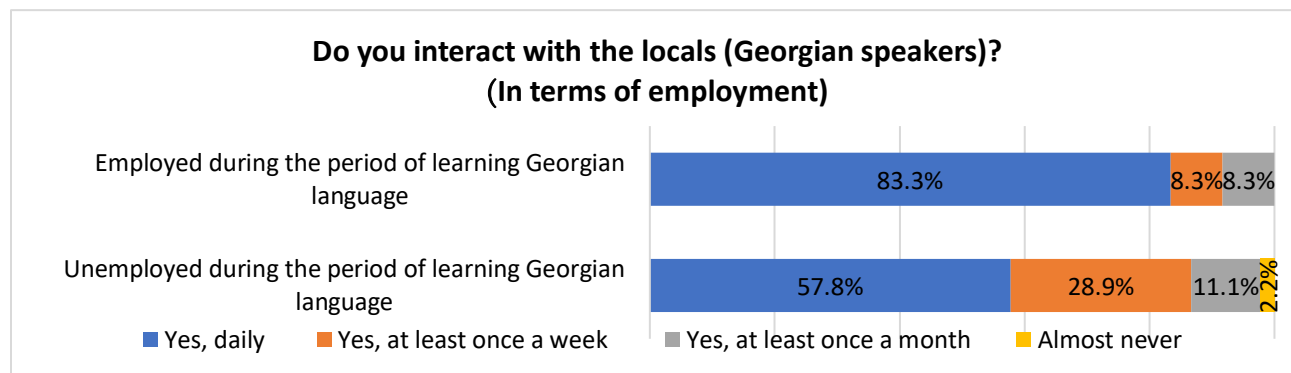
To assess integration-related issues, **experience and frequency of interactions with locals (native Georgian speakers)** have been analyzed. The majority of the respondents interact with locals every day (66.7%); over a fifth – at least once a week (21.7%), and a tenth - at least once a month (10.1%). Only one respondents says he/she almost never interacts with locals.

Data show that a person may interact with locals but not necessarily participate in **social events** with them. Every other respondent (52.2%) confirms this is the case. However, it should be noted that a considerable part of the migrants (41.3%) do have experience of attending various social events (sporting events, concerts, movies, etc.) with the Georgian-speaking population.

Respondents have identified some **specific activities** they attend with locals. The majority (65.5%) of the representatives of target groups take part in cultural events and 17.2% - in socio-political activities. Over a tenth attend sporting events (13.8%). The smallest share of the respondents take part in religious events (3.4%).

According to the data, respondents who had a job alongside their studies (83.3%), are more likely to interact with locals (Georgian-speaking population) every day as compared to those who did not have a job (57.8%). The frequency of interactions with locals prevails in the case of both groups, however, over a quarter of unemployed migrants interact with Georgian-speaking population at least once a week. The rate has decreased among the employed respondents to equal 8.3% (data are statistically reliable: $p < 0.05$) (see Diagram #22).

Diagram #22



The majority of those respondents who were employed during their studies have attended social events together with locals (66.7%). The rate has decreased to 28% among the unemployed. The majority of the latter group do not have experience of participating in events with locals - 72%, whereas only a third of the employed respondents fall into this category (33.3%) (Data are statistically reliable $p < 0.05$).

In order to assess the **use of Georgian in a real-life situation**, it was analyzed how well the respondents, depending on their language skills, can manage to carry out various activities. Assessments were made on a 4-point scale where 1 is 'I can manage completely' and 4 – 'I cannot manage'. The data show that the majority of the respondents can handle daily activities, as well as receive various services for the most part (scores of 1 and 2):

- Purchasing everyday products (grocery, medication, etc.) - 88.4%
- Accessing bank services - 72.5%
- Accessing social and healthcare services - 69.6%
- Communicating with state agencies to access public services (except social and healthcare services)– 72.5%
- Interacting with the local population - 76.8%

However, on the other hand, it should be noted that the current level of Georgian language proficiency the migrants have, is not sufficient to get a job in most cases. Almost every other respondent states that they cannot find a job because of their language skills (scores of 3 and 4).

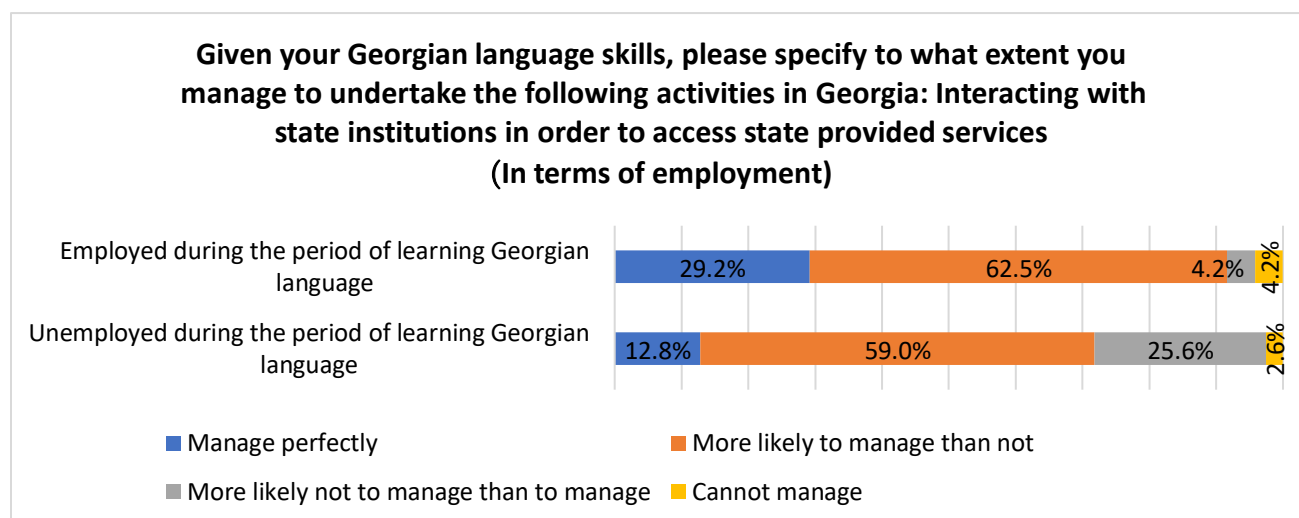
An identical scale was used to assess the ability of the employed respondents to interact with their colleagues. The majority of the migrants manage to interact, 30.4% among them manage it perfectly, whilst 47.8% choose the score of 2 ('more likely to manage than not'). The proportion of those migrants who cannot interact with their colleagues is minimal - 4.3% (score of 4) (see Table #6).

Table #6

Given your Georgian language skills, please specify to what extent you manage to undertake the following activities in Georgia: (N=69)	Manage perfectly	More likely to manage than not	More likely not to manage than to manage	Cannot manage	I don't know/difficult to answer	Refuse to answer
Purchasing everyday products (groceries, medication, etc.)	49.3%	39.1%	11.6%	-	-	-
Accessing bank services	24.6%	47.8%	17.4%	5.8%	4.3%	-
Accessing social protection and healthcare services	21.7%	47.8%	21.7%	4.3%	4.3%	-
Interacting with state institutions in order to access state provided services (other than social protection and healthcare)	17.4%	55.1%	15.9%	2.9%	8.7%	-
Interacting with the local population	29%	47.8%	18.8%	-	4.3%	-
Finding employment	18.8%	15.9%	30.4%	17.4%	17.4%	-
Interacting with colleagues (N=23)	30.4%	47.8%	8.7%	4.3%	4.3%	4.3%

Interestingly enough, those respondents who had a job during the State Language Teaching and Integration Programme are more likely to have had perfect interactions with state agencies when accessing various public services (29.2%), as compared to those who did not have a job (12.8%). The following category - 'More likely to manage than not', which corresponds to the score of 2 prevails in both groups: employed respondents - 62.5%, unemployed respondents - 59%. The component of employment seems to be closely linked to the ability to access services: a quarter of those who were unemployed during their studies are less likely to manage interactions with state agencies to access public services; the figure is only 4.2% among the employed respondents (data are statistically reliable: $p < 0.05$) (see Diagram #23).

Diagram #23

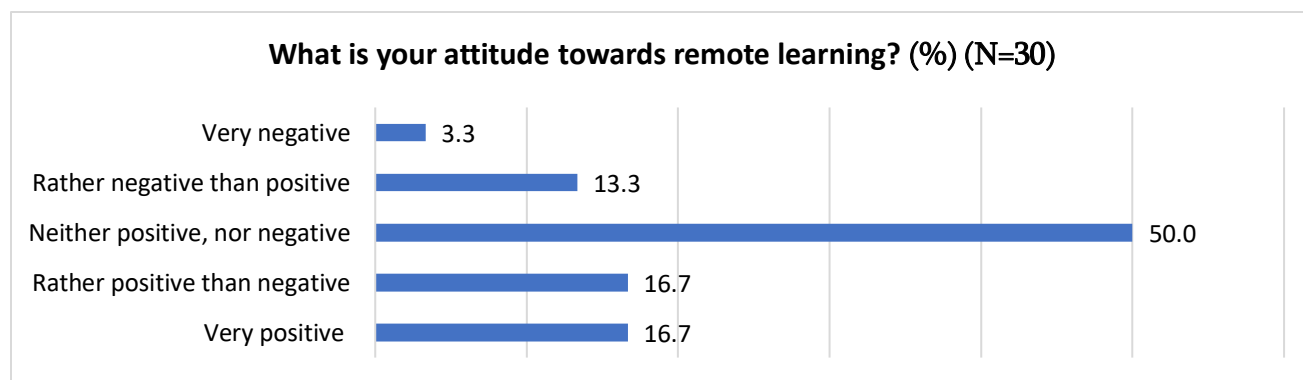


Assessment of Remote Learning

Those respondents who completed the Programme online, fully or partially, assessed some issues related to remote learning.

Half of the surveyed migrants feel neutral about **remote learning** (a score of 3 on a 5-point scale). On the other hand, a third (33.3%) have more positive attitudes towards this form of teaching (scores of 4 and 5) (see Diagram #24).

Diagram #24



After assessing general attitudes, the respondents also evaluate **the impact of remote learning** on various aspects of the Georgian Language Programme. Based on the data, the impact has been positive. On a 5-point scale where a 1 is 'very negative' and 5 – 'very positive', scores of 4 and 5 (especially 5) prevail in the evaluation of each aspect:

Scores of 4 and 5:

- Teacher Performance – 86.7%
- Teacher discipline (giving lectures, punctuality, etc.) – 83.3%
- Teachers' sensitivity to the cultural peculiarities of various ethnic groups - 76.7%
- Teachers' communication skills - 90%
- Theoretical part of teaching (grammar, vocabulary, etc. – 90%
- Practical part of teaching (exercises) – 80%
- Student performance – 66.7%
- Methods of teaching and learning - 66.7%
- Engaging lessons - 63.3%
- Number of classes per week - 56.7%
- Management by the school administration - 60%
- Relations of the School administration with students - 56.7%

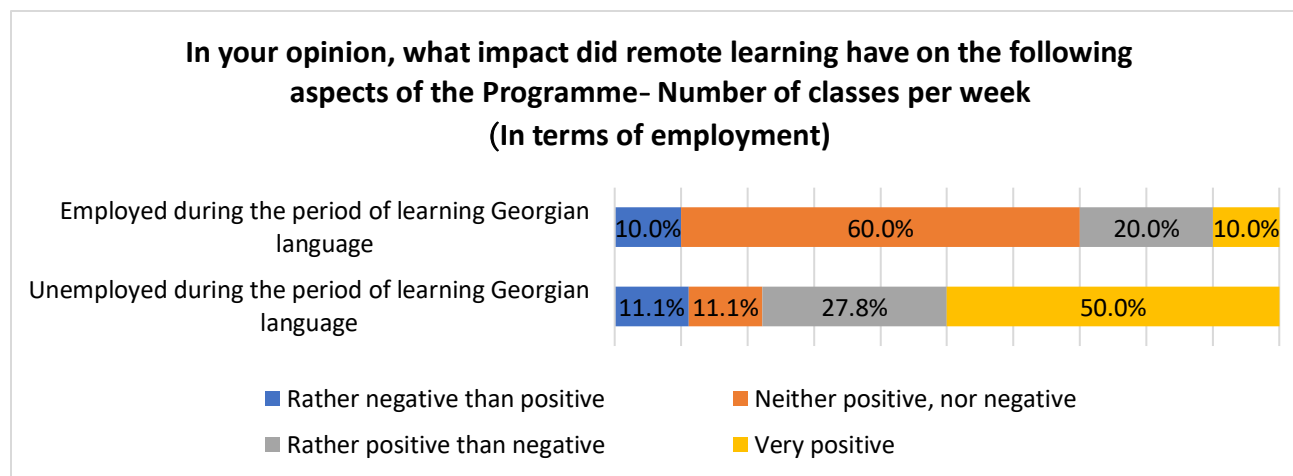
It is interesting to note that a score of 1 has been chosen only for the component of performance: teacher performance – 6.7%; student performance - 13.3%. Presumably, remote learning did not allow for fully demonstrating the skills and knowledge one has. A small number of negative assessments are also observed in the case of practical components of teaching and learning (see Table #7).

Table #7

In your opinion, what impact did remote learning have on the following aspects of the Programme? (N=30)	Very negative	Rather negative than positive	Neither positive, nor negative	Rather positive than negative	Very positive	I don't know / Refuse to answer
Teacher performance	6.7%	-	3.3%	20%	66.7%	3.3%
Teacher discipline (giving lectures, punctuality, etc.)	-	-	6.7%	20%	63.3%	10%
Teachers' sensitivity to the cultural peculiarities of various ethnic groups	-	-	10%	13.3%	63.3%	13.3%
Teachers' communication skills	-	-	6.7%	23.3%	66.7%	3.3%
Theoretical part of teaching (grammar, vocabulary, etc.)	-	6.7%	-	36.7%	53.3%	3.3%
Practical part of teaching (exercises)	-	6.7%	3.3%	30%	50%	10%
Students' performance	13.3%	-	6.7%	33.3%	33.3%	13.3%
Methods of learning and teaching	-	6.7%	13.3%	30%	36.7%	13.3%
Engaging classes	-	6.7%	23.3%	23.3%	40%	6.7%
Number of classes per week	-	10%	26.7%	23.3%	33.3%	6.7%
School management by the administration	-	-	13.3%	23.3%	36.7%	26.7%
Relations of the school administration with students	-	-	16.7%	33.3%	23.3%	26.7%

It should be noted that the majority of those who were not employed during their studies assess the weekly course load positively (scores of 4 and 5) - 77.8%, whereas only 30% of the employed respondents express this sentiment. The majority of the employed migrants tend to be neutral (60%), whereas a tenth - more negative than positive (data are statistically reliable: $p < 0.05$) (see Diagram #25).

Diagram #25

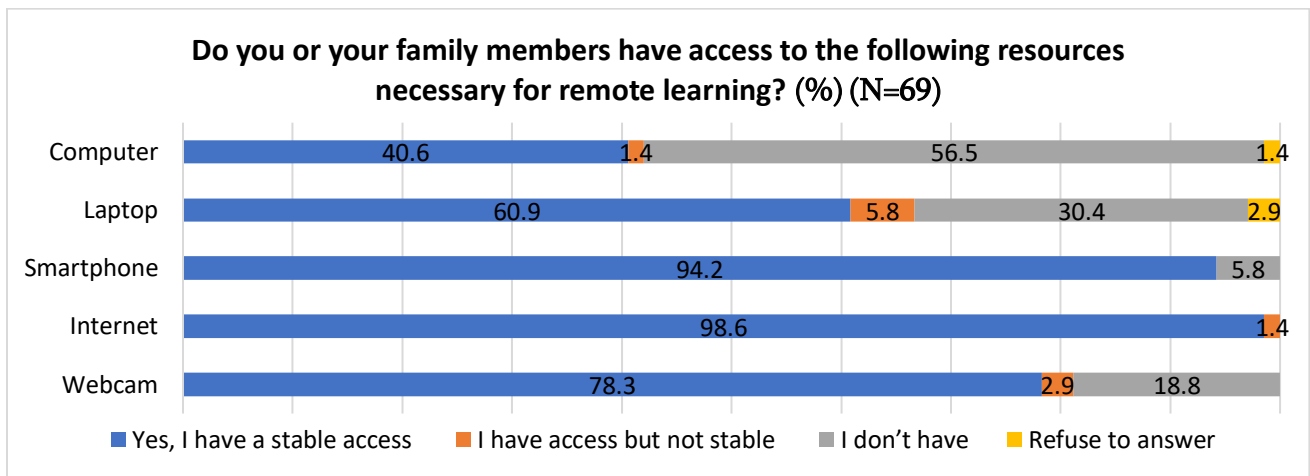


One of the reasons for positive attitudes towards remote learning may be the fact that the majority of surveyed representatives of target groups own the following **technical means necessary for online learning**:

- Laptop - 60.9%
- Smartphone - 94.2%
- Internet - 98.6%
- Webcam - 78.3%

It is only a computer that is not owned by the majority of migrants – 56.5%. Presumably, these respondents use laptops and smartphones instead to participate in the learning process. However, the rate of owning a personal computer is still high and equals 40.6% (see Diagram #26).

Diagram #26

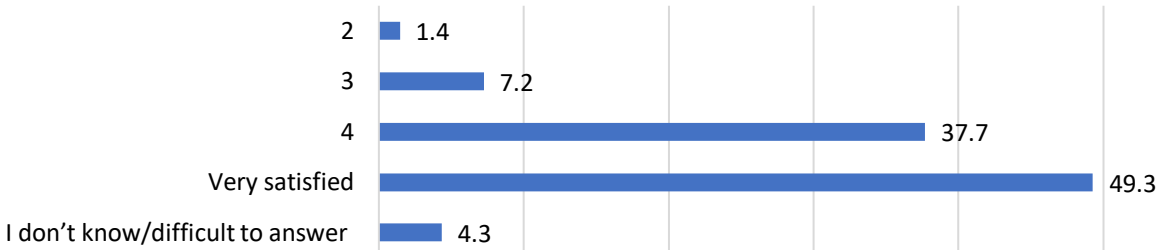


Final Assessment

A 5-point scale where 1 is ‘completely dissatisfied’ and 5 – ‘very satisfied’ was used to assess **satisfaction with the Georgian Language Teaching and Integration programme**. It should be noted that a score of 1 has not been recorded. The majority of respondents (87%) are satisfied with the programme, with half of them being very satisfied (49.3%) (See Diagram #27).

Diagram #27

Overall, how satisfied are you with participating in the Georgian Language Teaching and Integration Programme? (%) (N=69)



The regression analysis reveals that two factors impact **satisfaction with the Georgian Language Teaching and Integration Programme**: 1) improving the quality of courses based on student feedback; 2) Assessing the theoretical part of teaching (grammar, vocabulary, etc.) during remote learning.

According to the analysis, those individuals are satisfied with the Georgian Language Teaching and Integration Programme who:

- State their feedback was considered to improvements to the educational process
- Positively assess the theoretical part of teaching (grammar, vocabulary, etc.) during remote learning (see Table #8).

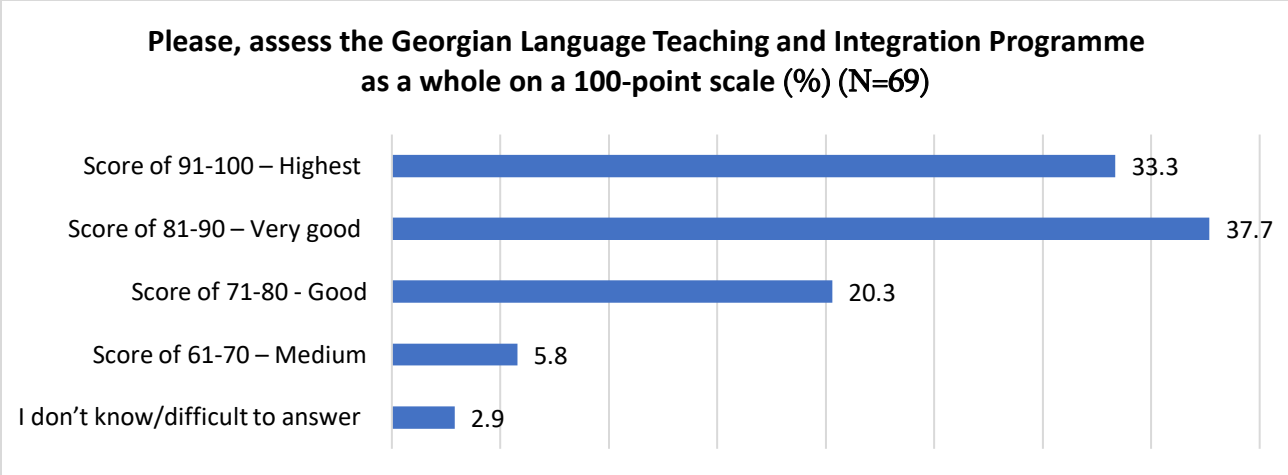
Table #8

	Overall, how satisfied are you with participating in the Georgian Language Teaching and Integration Programme?	
	Beta	Sig
Improving the quality of the process by providing feedback on training courses	-0.575	0.005
Remote learning - Theoretical part of teaching (grammar, vocabulary, etc.)	0.431	0.025

Satisfaction with the Programme is also reflected in the fact that the majority of the migrants (79.7%) would **definitely recommend** the Georgian Language Teaching and Integration Programme to others. 17.4% of the respondents are more likely to recommend than not. Only two of the surveyed individuals would not recommend the programme.

On the other hand, the survey also used a **100-point scale to assess the programme**. One-third of the surveyed representatives of target groups rate the programme with the highest scores (scores of 91-100); relatively more respondents (37.7%) choose the category 'very good' (scores of 81-90). It should be noted that none of the respondents have rated the programme with scores below average (see Diagram #28).

Diagram #28

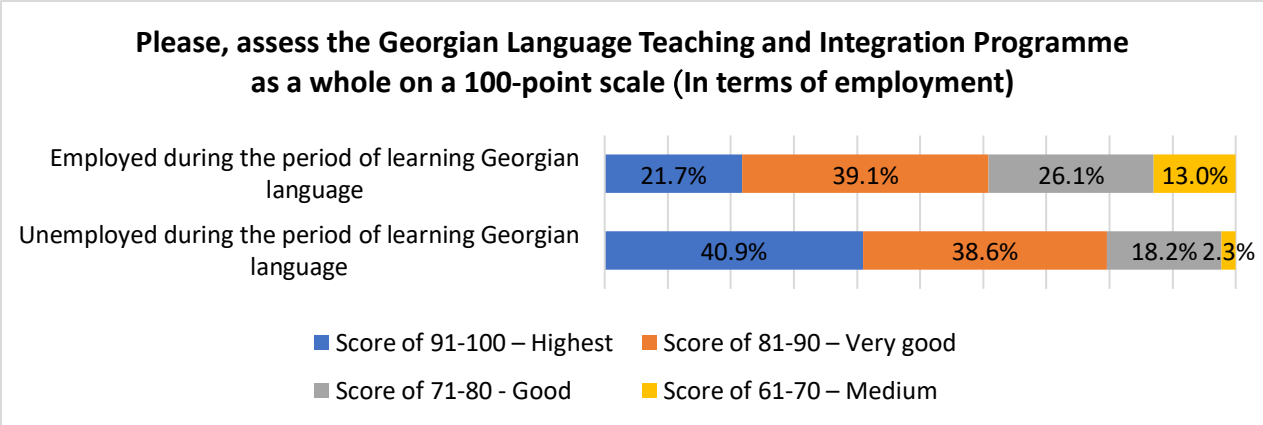


The data reveal that those individuals who were unemployed during their studies rate the Georgian Language Teaching and Integration Programme with higher scores:

- Scores of 91-100 (highest): employed - 21.7%, unemployed - 40.9%
- Scores of 81-90 (very good): employed - 39.1%, unemployed - 38.6% (data are statistically reliable: $p < 0.05$)

Although positive assessments prevail in both groups of the respondents, the highest scores are more frequent in that of the unemployed migrants. This might be due to the fact that employed individuals were unable to manage work and studies simultaneously, which, on its part, might have affected their performance at the School (see Diagram #29).

Diagram #29



Regression analysis reveals that attitude towards remote learning affects **ratings of the programme**. The regression model confirms that remote learning has a negative effect on the assessment in general. Those who feel negatively about remote learning rate the Georgian Language Teaching and Integration Programme with far lower scores. This is due to the fact that respondents base their opinions on their

own experiences – because of remote learning, some learning materials were not clear for them, they could not demonstrate their knowledge and skills fully, etc. (see Table #9).

Table #9

	Please, assess the Georgian Language Teaching and Integration Programme as a whole on a 100-point scale	
	Beta	Sig
Attitude towards remote learning	0.143	0.002

Only a small number of representatives of target groups (8.7%) took part in the **Civic Education Course** offered by the Centre for Integration of Persons under International Protection (IDP agency). Each of them finds the course useful. The majority (88.4%) of the respondents have not taken this course.

None of those migrants who did not have a job alongside the Georgian Language Teaching and Integration programme have taken the above-mentioned course, nor have the majority (75%) of the employed respondents. However, 25% of the latter group did take the course (data are statistically reliable: $p < 0.05$).

A considerable proportion (52.2%) of the respondents find it hard to identify what **other courses/activities** should the Centre for Integration of Persons under International Protection (IDP agency) offer them to **facilitate the integration of migrants into Georgian society**; 30.4% refuse to answer. Some of the proposed activities include: workshops, in-person classes, and the development of cultural programmes and courses on the legislature. The respondents also advise the course should focus more on integration issues.

2.2.2. Migrants Who Have Enrolled but Have Not Completed the State Language Teaching and Integration Programme

Key Findings

More than half of the migrants were **employed** while studying the Georgian Language Teaching and Integration Program at the Zurab Zhvania School. The assessments of the respondents employed during the study period are equally divided: according to one part (47%), study and work are reconcilable, according to another part (47%) – irreconcilable.

As the study showed, the target groups learned about the Georgian Language Teaching and Integration Program mostly (70%) from **international organizations** (UNHCR, World Vision Georgia). At the same time, the majority of respondents (64%) were assisted in the registration process by a referral organization. Half of the migrants assess the registration process as difficult.

The respondents mostly mentioned the following, as the aims for learning Georgian language: meeting **daily needs in Georgia (25%), finding employment in Georgia (25%) and improving relations with the local population (22%)**.

More than half of the respondents (57%) state that they enrolled in the Georgian Language Teaching and Integration program to achieve B1 level. On the other hand, the majority of participants (74%) completed **A1 (beginner) level** within the program. There are only 3 respondents who have completed B1 level for Georgian language.

A relatively large part of respondents (33%) indicate that they dropped out within **the first month** after enrollment in the Georgian Language Teaching and Integration Program. The main reasons for dropping out were the **impossibility to reconcile employment and learning (27%), switching to remote learning during the pandemic period (16%), dissatisfaction with the quality of education (14%) the curriculum requirements proved to be difficult (14%)**.

The vast majority of migrants (87%) **regret** that they dropped out of the Georgian Language Teaching and Integration Program and state (95%) that if they **were given the opportunity, they would re-enroll in the program**.

The respondents **mainly named evening classes (26%), individual classes (25%) and online classes (19%)** among the preferred formats / designs of the student groups in the learning process.

The majority of the target group of migrants (79%) think that the content of the Georgian Language Teaching and Integration Program **corresponded** with the level of Georgian language proficiency they wanted to study. If we look at the individual socio-demographic characteristics, the correspondence of the program content to the desired level of the Georgian language is most confirmed by the respondents who were employed during the study of the Georgian Language Teaching and Integration Program and / or by those who received non-higher education. **This indicates that the higher the level of education of**

migrants, the more demanding they are towards the program, while, on the other hand, employed respondents (compared to the unemployed) are more aware of the practical value of the program.

Respondents positively assess the school infrastructure (mean = 4.6, on a five-point scale), as well as the social environment (mean = 4.4, on a five-point scale) and the teaching and learning process (mean = 4.4, on a five-point scale). On the other hand:

- In the section of infrastructure, the website of the Center for Integration of Persons Granted International Protection and the accessibility of the school building for persons with disabilities are positively rated, although less positively compared to other components (59%).
- In terms of social components, almost a third of respondents (32%) find it difficult to assess their relationships with students in other programs, which probably indicates that such contacts are not close.
- The following components are less positively assessed: engaging classes, number of classes per week, school management, and relations of the Integration Center's administration with the students. More specifically, **a certain group of respondents (up to 15%)** is dissatisfied with the number of classes per week, lack of engaging classes and school management.

Respondents positively assess the availability of **study materials** within the program. On the other hand, almost one-fifth (18%) of the participants had partial access to **digital or printed educational materials**, while 16% had only partial access to the **Internet** at home.

The most commonly used and liked methods in teaching and learning are in agreement with each other, these are: speaking, writing, discussion / debates and reading.

More than half (53%) of this target group of migrants have **contact with the local population** on a daily basis, or at least once a week. Nevertheless, the majority (58%) state that they have not participated in social events together with the locals, and those who have the experience of participating in social events with locals, point out joint participation in cultural events.

Based on their language proficiency, the respondents can relatively easily purchase everyday items, receive banking services and interact with the local population. **However, it is more difficult for them to receive social protection and healthcare services (57%), to interact with state institutions in order to access state provided services (54%) and to find employment (57%).**

Respondents positively assessed the impact of remote learning on various aspects of the program (teacher performance, discipline, communication skills, theoretical and practical parts of teaching, teaching and learning methods, etc.). Respondents adopted a **relatively critical position** on the following three components of remote learning: a) **number of classes per week** - every fifth respondent (21%) evaluates this component negatively, and another 7% - neutrally; B) **lack of engaging classes** - almost every fourth (24%) expresses neutral assessment, and up to 7% - negative assessment; c) **student performance** - every fifth respondent (20.7%) neutrally evaluates this aspect in the context of remote learning.

Additionally, remote learning was found to be particularly preferable for respondents **employed** during the study period. It should also be noted that respondents are **technically** equipped for remote learning.

Overall, the majority of respondents (59%) are **satisfied** with the Georgian Language Teaching and Integration Program. However, satisfaction with the program is expressed more by those with non-higher education (78%) than those with higher education (37%). This proves once again that migrants **with a better education are more critical of the program**. This is also demonstrated by regressive analysis. Furthermore, it was once again confirmed that the respondents who were **employed** during the study period are more satisfied with the Georgian Language Teaching and Integration Program. In addition, the majority of respondents (85%) rate the Georgian Language Teaching and Integration Program on a **100-point scale with above-average scores** (71 points and above). Also, the vast majority (95%) mention that they would recommend others to enroll in the program.

According to the **regression analysis**, the following persons are satisfied with the Georgian Language Teaching and Integration Program:

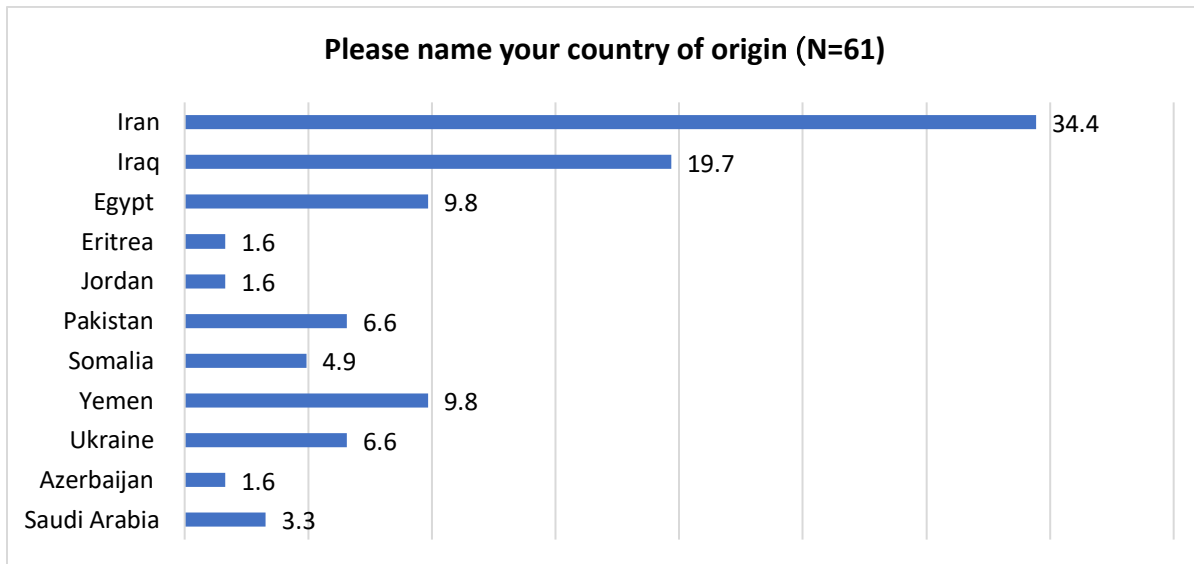
- Those who positively evaluate the teaching and learning methods employed by the program
- Those who positively assess the school infrastructure
- Those who were grouped according to the level of the Georgian language proficiency

Socio-Demographic Profile of Migrants Who Have Not Completed the SLTIP

According to their status, one third (32.8%) of the surveyed **migrants who have enrolled in the Georgian Language Teaching and Integration Program, but have not completed their studies**, are asylum seekers and the number of refugees is the same. Almost one fifth of the respondents (18%) are humanitarian status holders. One respondent is a stateless person and one respondent is person seeking the stateless person status.

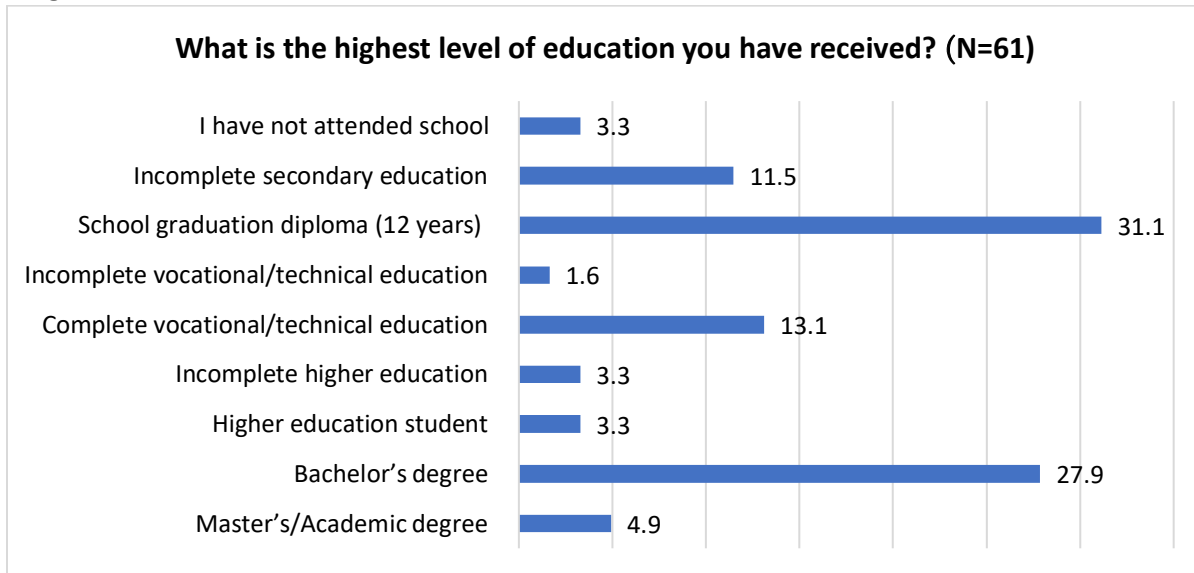
By **country of origin**, a significant part of migrants (34.4%) is from Iran and about a fifth (19.7%) are from Iraq. 6 respondents are from Egypt and the same number - from Yemen. 4 respondents are from Ukraine and another 4 respondents – from Pakistan (See Diagram #1).

Diagram #1



One in three (31.1%) respondents indicates that the **highest level of education** they have received is a school graduation diploma; More than a quarter (27.9%) say they have received a Bachelor's degree. Certain part of respondents has received full vocational / technical (13.1%) or incomplete secondary education (11.5%) (See Diagram #2).

Diagram #2

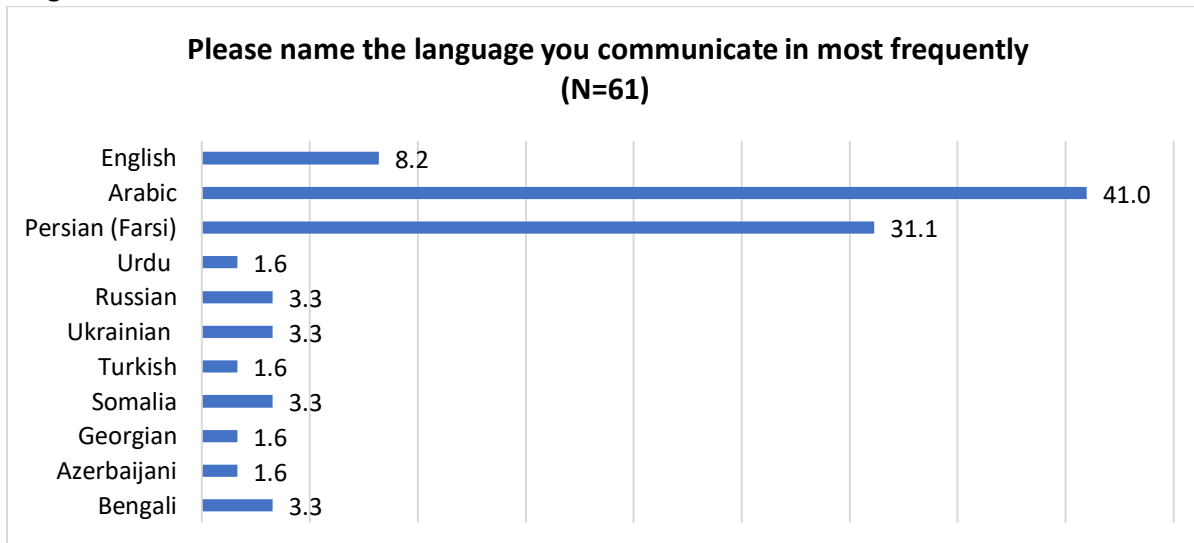


The majority of the respondents (44.3%) have been in Georgia for 8-10 years. Additionally, there is a significant share of those (39.3%) who arrived in Georgia 3-4 years ago. 16.4% say they have spent 5-7 years in Georgia. The number of those who have been in Georgia for 1-2 years (9.8%) or less than 1 year (1.6%) is relatively low.

The **place of residence** for the majority of migrants surveyed is Tbilisi (71.1%). For almost a quarter (24.6%) - Batumi. One respondent lives in the village of Martkopi and one – in the village of Badiauri.

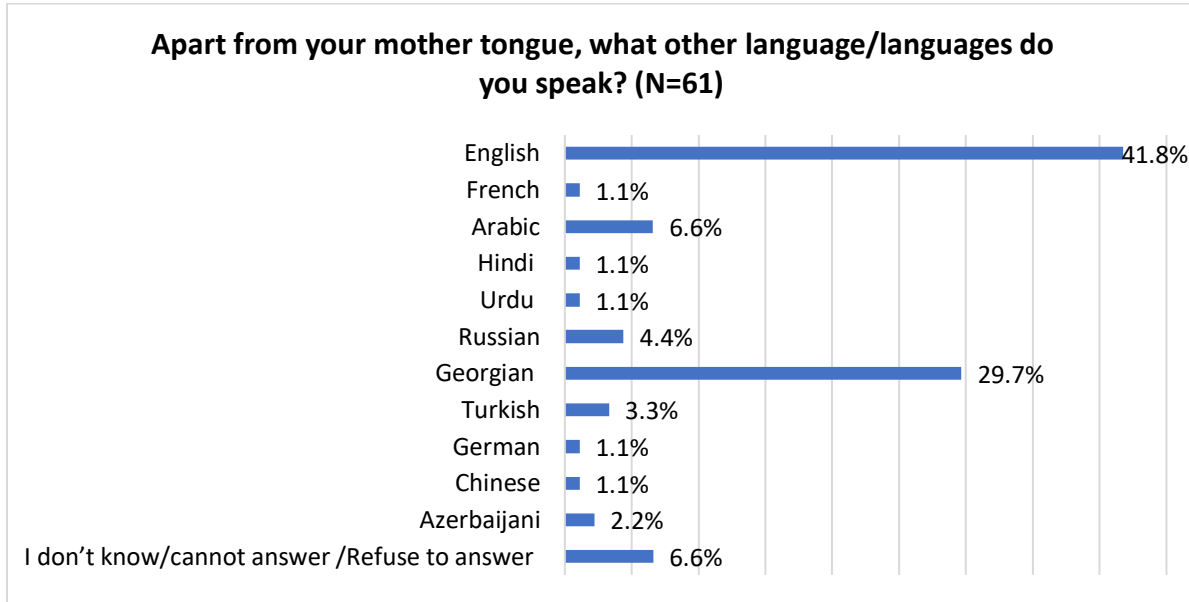
In terms of **spoken language**, most often used by respondents, Arabic is the most widely spoken language (41%); Nearly a third (31.1%) name Persian as their spoken language. Only 8.2% of the respondents cite English as the most often used language (See Diagram #3).

Diagram #3



On the other hand, study participants were asked to **name another language / languages they speak in addition to their mother tongue**. Apart from the mother tongue, English (41.8%) is actively mentioned among other languages used. It should be noted that almost 30% of respondents name Georgian among other spoken languages (See Diagram #4).

Diagram #4



Migrants named **fields of employment** in which they were currently employed full-time or part-time and before arriving in Georgia. As it is revealed, currently a significant part of respondents (42.9%) is unemployed, while almost a third (31.7%) work in the service sector. A certain number of respondents work in the field of education (1 respondent), art (2 respondents), agriculture (1 respondent), transport / communications (2 respondents), tourism (5 respondents), trade (3 respondents), real estate (1 respondent), or is self-employed (1 respondent).

On the other hand, as the study shows, 27% of respondents did not have any work experience before coming to Georgia, while almost a quarter (23.8%) worked in the service sector (See Table #1).

Table #1

Field of Employment (N=61)	Field of current employment in Georgia (%)	Field of employment before coming to Georgia (%)
Unemployed /I do not have work experience	42.9	27
Service industry (e.g., construction worker, cleaner, guide, translator, etc.)	30.2	23.8
Construction (e.g. worker; specialist, etc.)		3.2
Education (e.g.: teacher)	1.6	6.3
Art (photographer, painter, etc.)	3.2	4.8
Healthcare and social security (e.g. doctor, nurse, dentist, etc.)		1.6
Engineering (e.g. technologist, constructor, electrician, etc.)		3.2
Science		3.2
Transport/Communication	3.2	3.2

Civil Service		1.6
Tourism	7.9	1.6
Self-employed	1.6	1.6
Agriculture (e.g. agronomist lumber specialist)	1.6	
Trade	4.8	3.2
Export Company		3.2
Own business		4.8
Communications Agency		3.2
Real Estate	1.6	
Chef	1.6	
I do not know/cannot answer		4.8

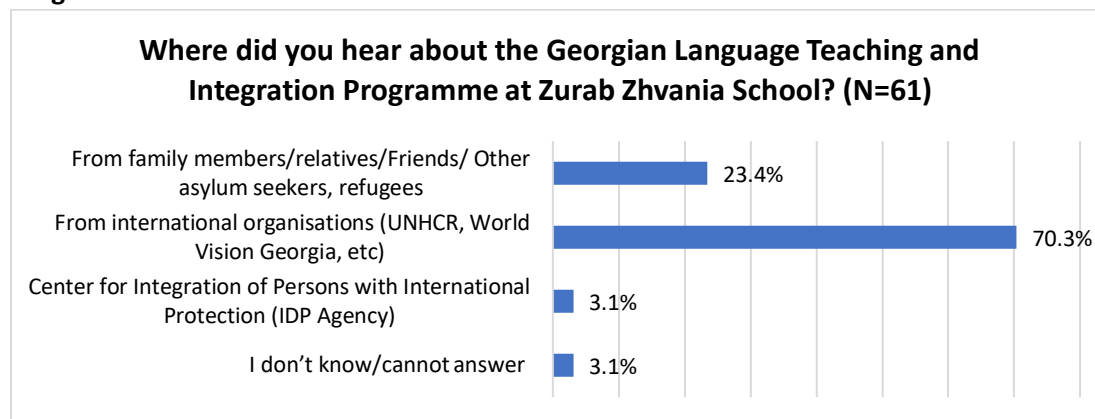
More than half of the respondents (55.7%) were employed while studying the Georgian Language Teaching and Integration Program. Interestingly, in terms of reconciling the learning and work processes, assessments are equally divided, with 47.1% of respondents supporting each assessment. The difference is that the **complete reconciliation** of learning and work is stated by 2.9% of respondents (44.1% are in the position of "more reconcilable than not"), while up to 18% of respondents indicate a **complete irreconcilability** of learning and work (29.4% say it is more irreconcilable than reconcilable). 2 participants refrain from answering.

The majority of this target group of migrants (63.9%) **lives in Georgia with family members**. A significant part of respondents lives alone (14.8%) or with other migrants (13.1%). Some respondents live with a partner (1 respondent) or with non-immigrants (2 respondents). 2 respondents refrain from answering. It should be noted that the vast majority of respondents (83.6%) **would like to stay in Georgia indefinitely**. Almost 15% found it difficult to determine for how long they want to stay in Georgia. Only one respondent states that they want to stay in Georgia for 5-10 years.

Awareness about the Georgian Language Teaching and Integration Programme at Zurab Zhvania School

Respondents named the sources from **which they learned about the Zurab Zhvania Georgian Language Teaching and Integration Program**. As it was revealed, the sources of information were most often international organizations (UNHCR, World Vision Georgia) - 70.3%. Almost a quarter of respondents (23.4%) received information from informal social circles - family members, relatives, friends, other migrants. Only 3.1% of the migrants received information about the program from the Center for Integration of Persons Granted International Protection (Agency for IDPs) (See Diagram #5).

Diagram #5



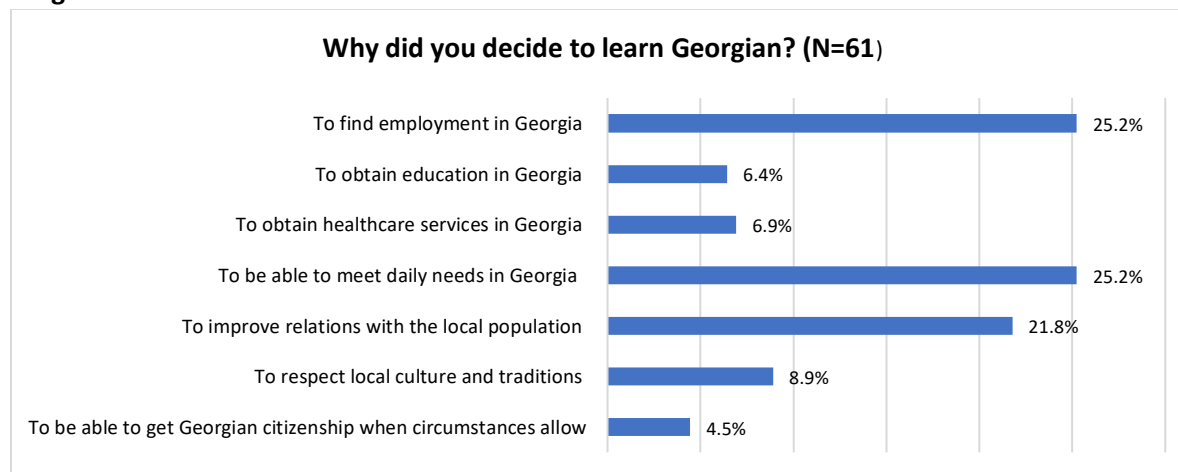
The majority of respondents (63.9%) were assisted by a **referral organization in the registration process** for the State Language Teaching and Integration Program, while almost a fifth (18%) registered themselves. There are few cases when the respondent was assisted in the registration process by representatives of the language program (6.6%), a family member (3.3%), a person informed about the program (3.3%) or a friend (3.3). 1 respondent refrains from answering.

It should be noted that half of the migrants (50.8%) assess the registration process as difficult (moderately difficult -41%; very difficult -9.8%). On the other hand, this process turned out to be easy for 37.7% (moderately easy -21.2%; very easy 16.4%). 11.5% find it difficult to answer.

Assessment of Study Needs

Respondents named the reasons **why they decided to study Georgian language**. More than one answer to the question was permitted. As the study showed, for a quarter of respondents, the motivation for learning the Georgian language is to meet the daily needs in Georgia (25.2%) and to find employment in Georgia (25.2%). A significant part of respondents also indicates a desire to improve relations with the local population (21.8%). A relatively small share of respondents cited respect for local culture and traditions (8.9%), access to healthcare services (6.9%), and access to education (6.2%). Interestingly, learning the language in order to obtain Georgian citizenship, was found to have the lowest rate (4.5%) (See Diagram #6).

Diagram #6



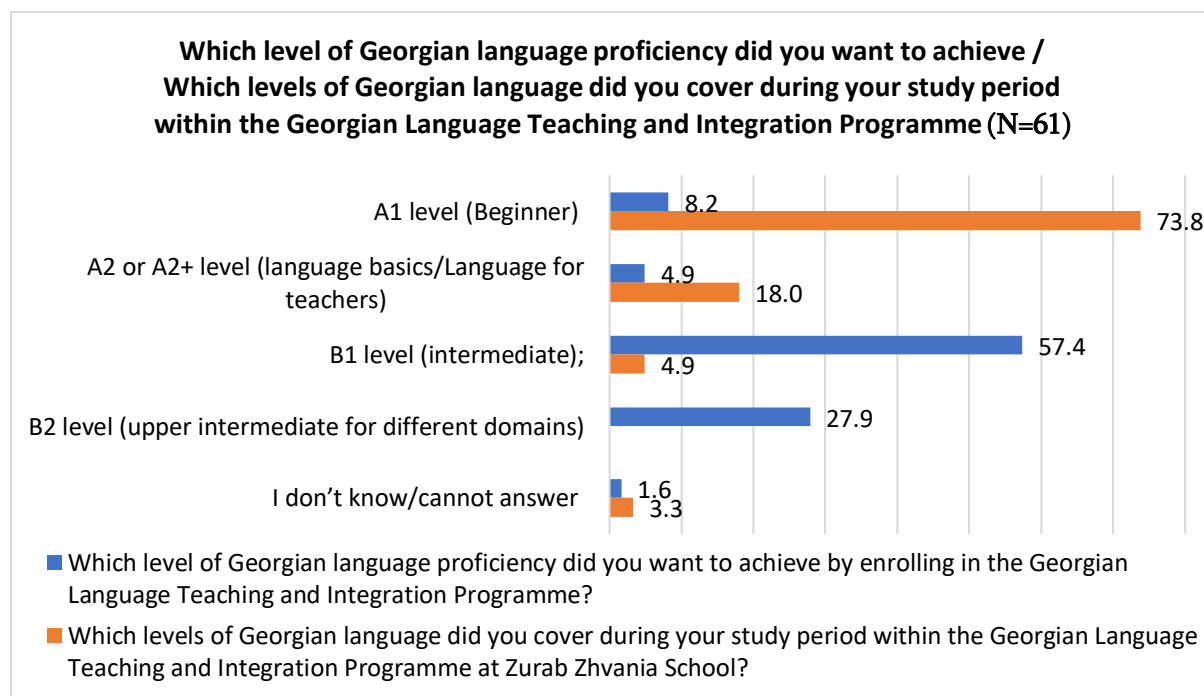
Most of the respondents (70.5%) **have not taken the individual test for language proficiency assessment** before enrolling in the Georgian Language Teaching and Integration Program. Less than a fifth (16.4%) say they have taken such a test. 13.1% cannot answer or refuse to answer.

One third of the respondents (32.8%) stated that the administration of Zhvania School **grouped the students according to their level of knowledge of the Georgian language**. On the other hand, about the same number of migrants surveyed (31.1%) said that the grouping of students took place, although this was done with shortcomings. A relatively small part of the respondents (11.5%) reported that the grouping of students was not carried out. It is noteworthy that almost a quarter of the participants (24.6%) find it difficult to answer the question.

The majority of respondents (57.4%) say they enrolled in the Georgian Language Teaching and Integration Program to achieve B1 level. On the other hand, for more than a quarter of the respondents (27.9%) the goal was to study the Georgian language at a higher level, B2, which means language proficiency according to specific areas / directions. There is a smaller part of respondents whose target was achieving A1 (8.2%), A2 or A2 + levels (4.9%). 1 respondent refrains from answering.

As it was mentioned, although the majority of migrants enrolled in the program to achieve B1 level, it is revealed that the **majority (73.8%) completed A1 (beginner) level** within the program. Nearly one-fifth (18%) of respondents said they had passed the A2 or A2 + (Language Basics) level. Only 3 respondents have completed B1 level for Georgian language. 2 respondents refrain from answering (See Diagram #7).

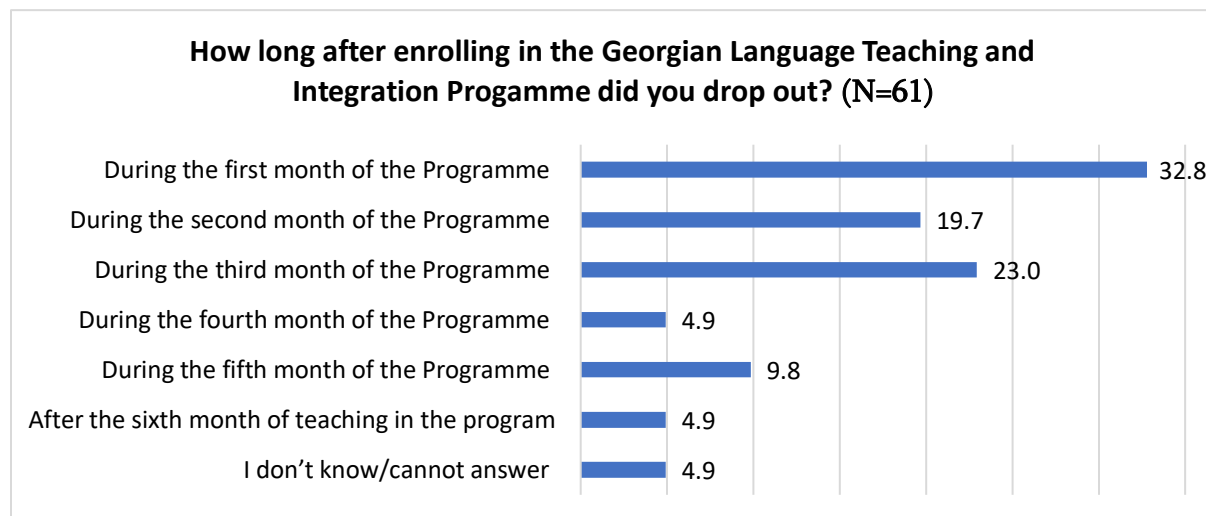
Diagram #7



Almost every third (31.1%) of the survey participants attended Georgian language classes within the program in 2020. Also there is a significant share of respondents who studied Georgian in the period of 2019 (29.5%). In 2018, almost one fifth of the respondents (19.7%) studied. Relatively few respondents who studied the program in 2017 (11.5%) and 2021 (8.2%) were included in the survey.

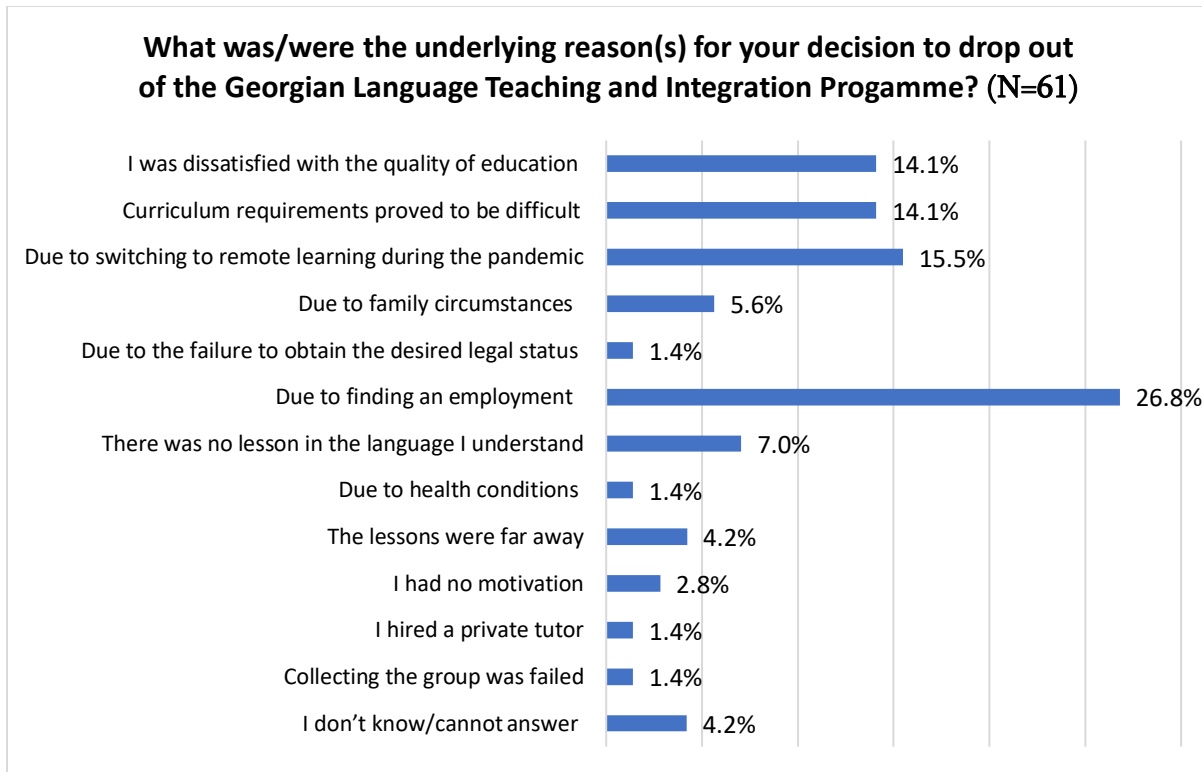
One third of the respondents (32.8%) indicate that they dropped out in the first month after enrolling in the Georgian Language Teaching and Integration Program. For almost a quarter of the participants, the period of dropping out of studies is the third month of study of the program (23%), and for almost a fifth (19.7%) - the second month of study. It is noteworthy that there are relatively few cases of dropping out afterwards - in the fourth (4.9%), fifth (9.8%) and sixth (4.9%) months. 3 respondents refrain from answering (See Diagram #8).

Diagram #8



This target group of migrants was asked **why they decided to drop out of the Georgian Language Teaching and Integration Program.** Respondents were permitted to name several reasons. As the study showed, the reason named relatively often was the irreconcilability of employment and studies (26.8%). A significant share of responses (15.5%) indicate switching to remote learning during the pandemic period. Additionally, dissatisfaction with the quality of education (14.1%) and the reason that the requirements of the curriculum proved to be difficult (14.1%) were named with significant percentages. The responses of several respondents were noteworthy, who indicated that the lessons were not conducted in a language they understood (7%). Other reasons include family situations (5.6%), long distance from lessons (4.2%), lack of motivation (2.8%), etc. (See Diagram #9).

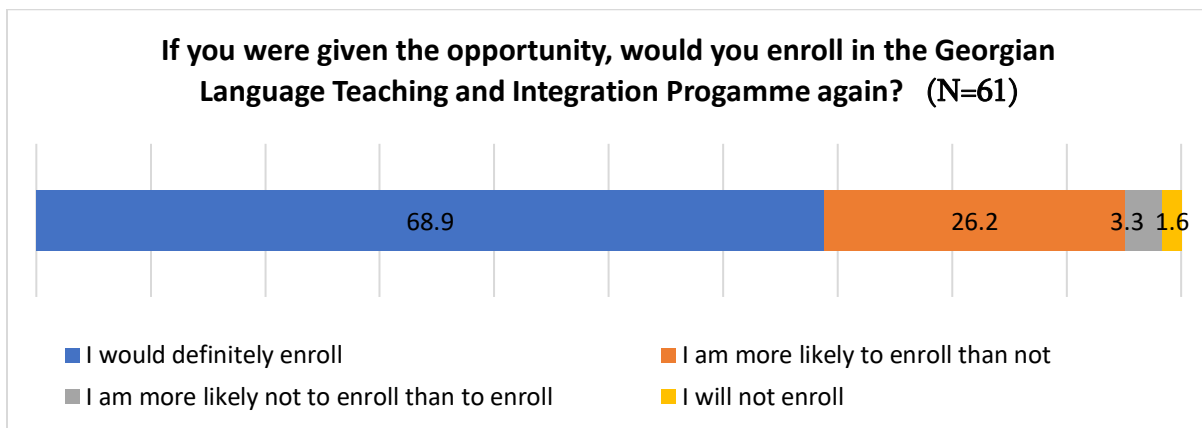
Diagram #9



The vast majority of respondents (86.9%) regret dropping out of the Georgian Language Teaching and Integration Program ("I regret very much" - 49.2%; "I am more likely to regret than not" - 37.7%). 13.1% are those who say they do not regret dropping out of the program.

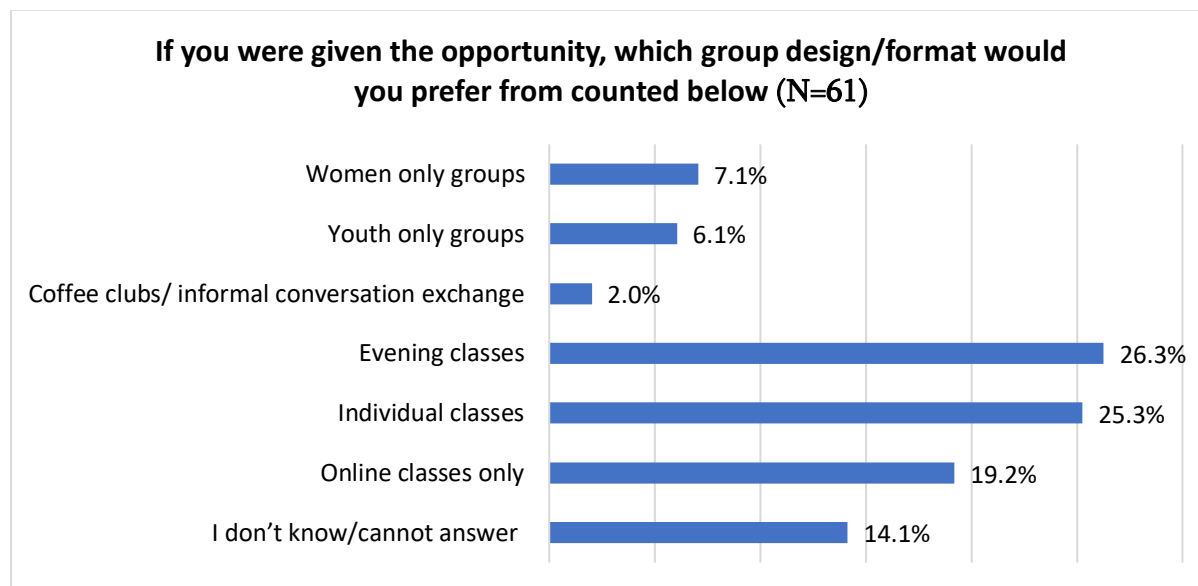
It should be noted that the vast majority of respondents (95.1%) would enroll in the Georgian Language Teaching and Integration Program again if given the opportunity ("I would definitely enroll" - 68.9%; "I am more likely to enroll than not" - 26.2%). Only 4.9% are those who say they will not enroll in the program again if given the opportunity (See Diagram #10).

Diagram #10



Respondents answered the question **about what design/format they would choose for grouping the program students**. They were permitted to give several answers. As the study revealed, scheduling lessons in the evening (25.3%) and conducting individual classes (26.3%) are the preferred designs for a quarter of respondents. Interestingly, among the preferred formats of classes, conducting only online lessons is named by almost one-fifth (19.2%) of the respondents. The respondents are less likely to mention the grouping formats such as women's only group (7.1%), youth only group (6.1%) and coffee clubs / informal conversation exchange (2%) (See Diagram #11).

Diagram #11



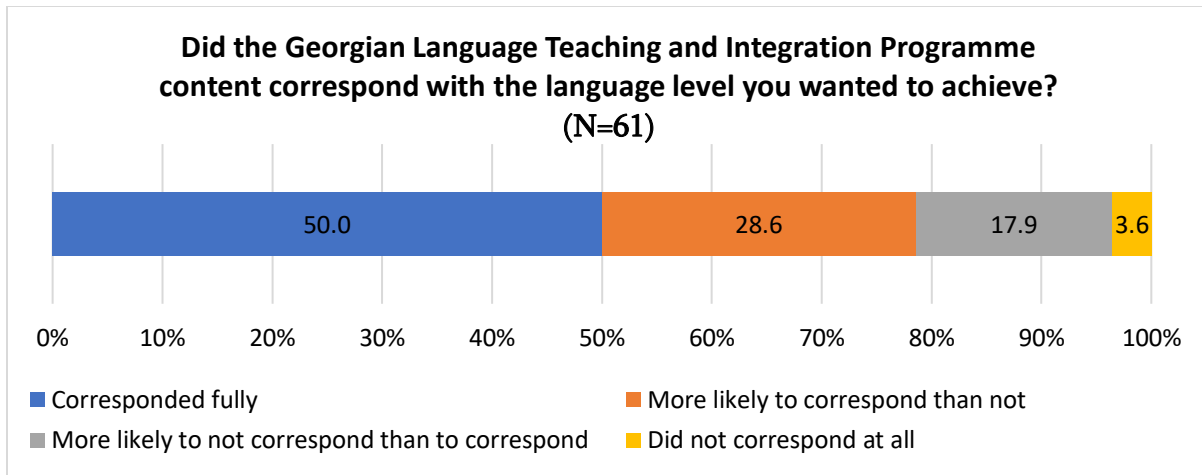
Half of the respondents (50.8%) **have not informed** the Center for Integration of Persons Granted International Protection about the decision and reasons for dropping out of the program. On the other hand, the share of participants who informed the Agency about the decision and the reasons is also large (44.3%). 4.9% refrain from answering.

Curriculum and Syllabus

Half of the respondents (50.8%) did not get acquainted with the content of the program in detail before / during their studies (I got acquainted superficially - 14.8%; I did not get acquainted - 36.1%). The share of participants, who say that they got acquainted with the content of the program more or less (29.5%) or in detail (1.6%) is relatively low. Almost one fifth of the respondents (18%) find it difficult to answer.

The majority of the target group of migrants (78.6%) believe that the content of the Georgian Language Teaching and Integration Program corresponded with the level of language proficiency they wanted to study (it corresponded fully -50%; more likely to correspond than not - 28.6%). On the other hand, it should be noted that more than one fifth of the respondents (21.4%) believe that the content of the program did not correspond with the level of Georgian language they wanted to achieve (it was more likely not to correspond than to correspond - 17.9%; did not correspond at all -3.6%) (See Diagram #12).

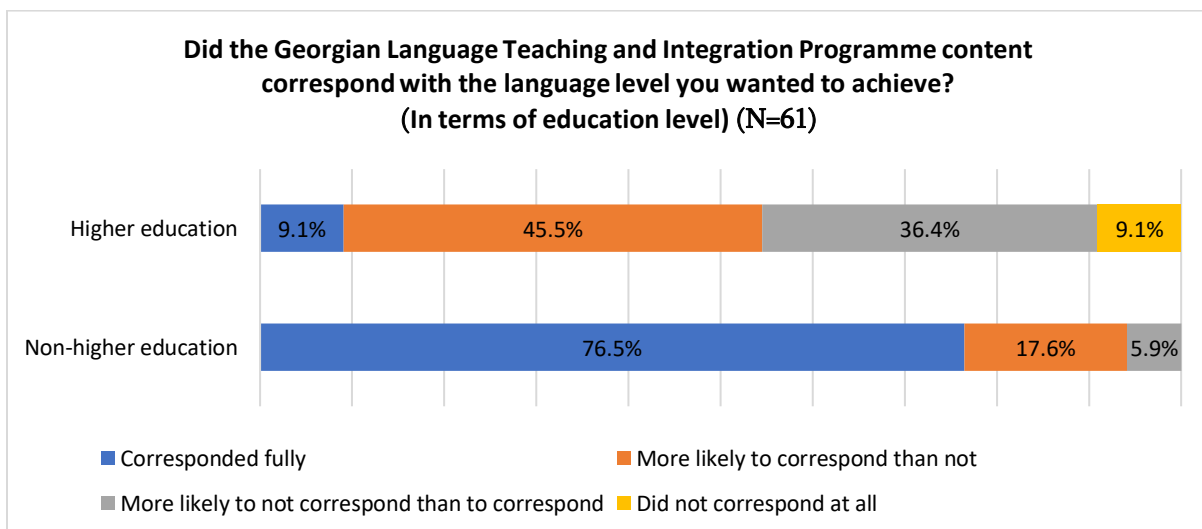
Diagram #12



Correlation analysis shows that:

a) The level of education of migrants determines their perception of whether the content of the program corresponded with the level of Georgian language they wanted to achieve; The majority of respondents with non-higher education (76.5%) consider the content of the program to be completely corresponding with the level they wanted to study. For respondents with highest level of education, the answers are divided between two main assessments – it was more likely to correspond than not (45.5%) and it was more likely to not correspond, than to correspond (36.4%). **This indicates that the higher the level of education of migrants, the more demanding they are towards the program** (data are statistically significant: $p < 0.05$) (see Diagram #13).

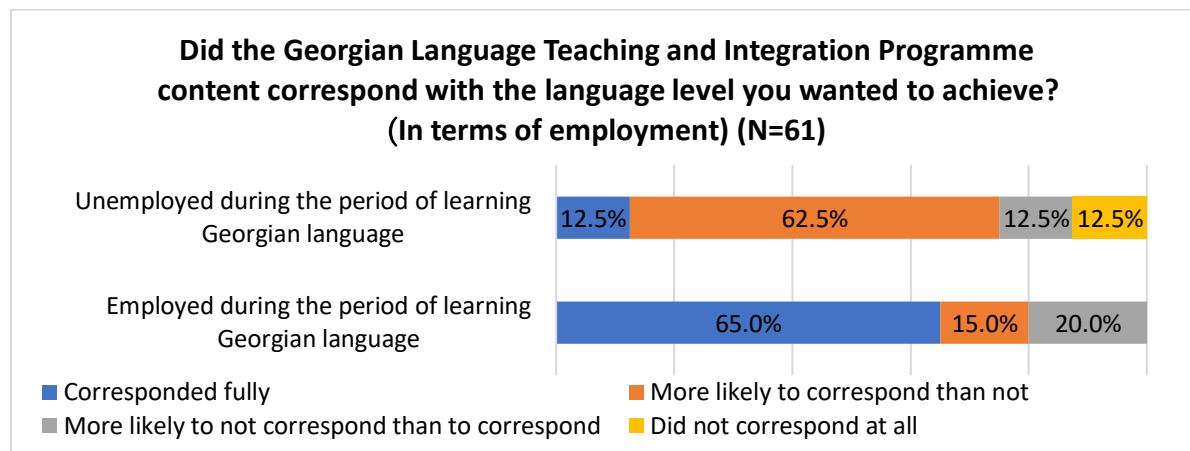
Diagram #13



b) **Among those who were employed during the study of the Georgian Language Teaching and Integration Program**, the majority (65%) believe that the content of the program corresponded with the level of the Georgian language they wanted to study. Those who were not employed during this period rated the content of the program as more corresponding, than not (62.5%). This indicates that **employed**

respondents (compared to the unemployed) are more aware of the practical value of the program (data are statistically significant: $p < 0.05$) (See Diagram #14).

Diagram #14



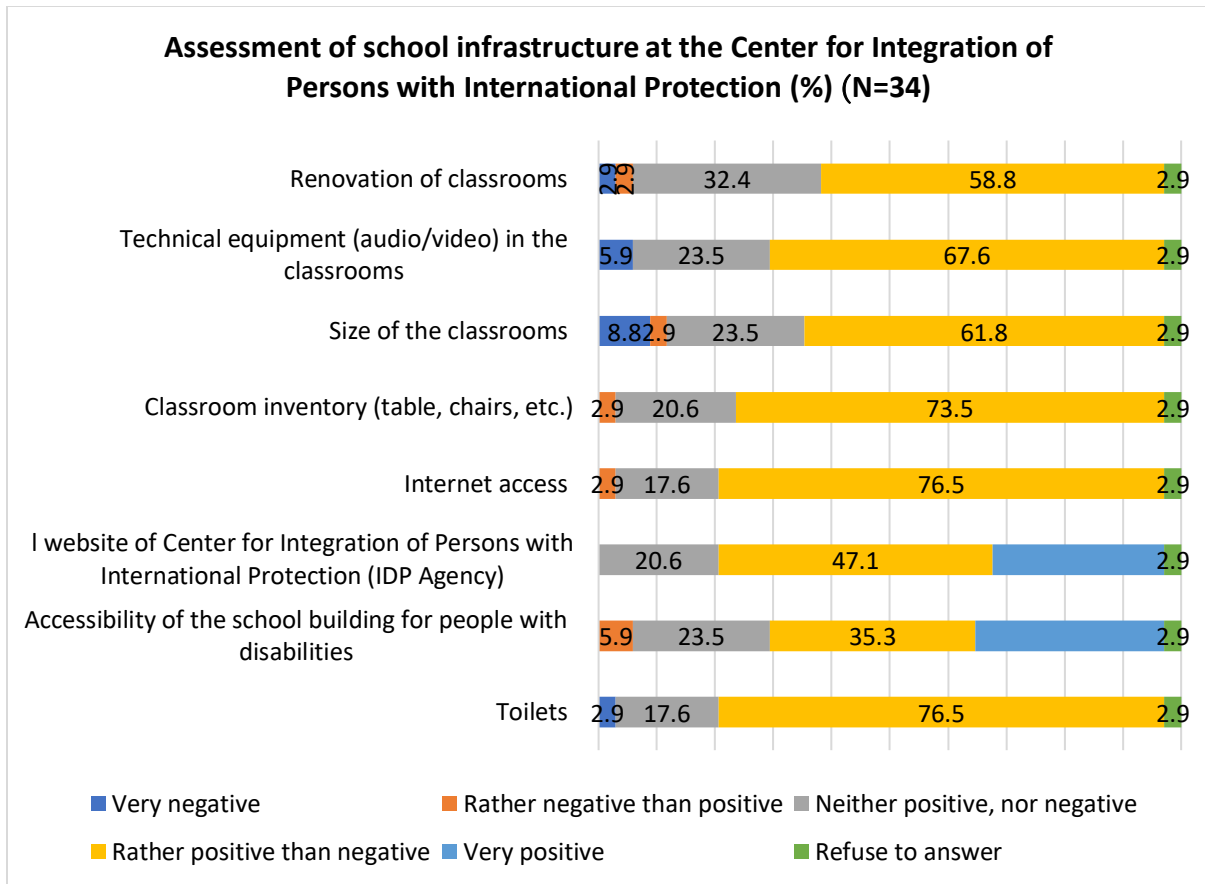
Learning Environment

More than half of the respondents (52.5%) attended the program completely in a physical environment, although there is also a large share of participants who attended the teaching process completely online (44.3%). There were only 2 respondents who attended the program partly online and partly in physical format.

Respondents who completed all or part of their Georgian language classes in the physical environment were asked to evaluate the school's infrastructure and social environment:

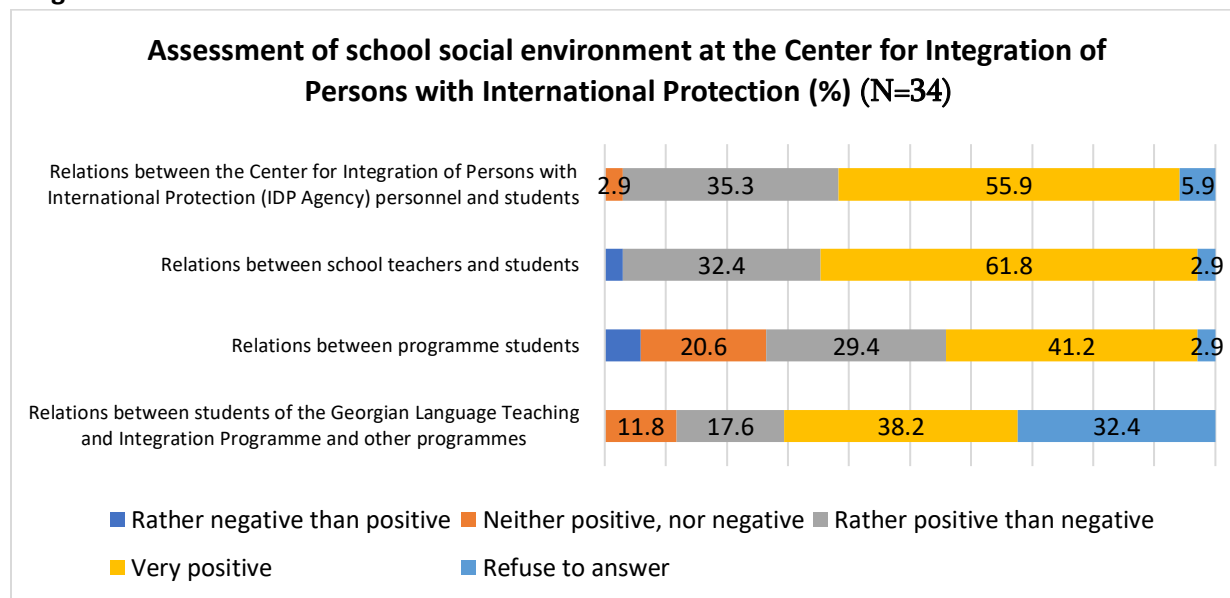
The vast majority of respondents positively assess the infrastructural environment of the Integration Center for Persons Granted International Protection, such as classroom renovation - 91.2% (very positive - 58.8%; more positive than negative - 32.4%), technical (audio / visual) equipment of classrooms - 91.2% (very positive - 67.6%; more positive than negative - 23.5%), classroom size - 85.3% (very positive - 61.8%; more positive than negative - 23.5%), classroom inventory - 94.1% (very positive - 73.5%; more positive than negative - 20.6%), internet access at school - 94.1% (very positive - 76.5%; more positive than negative - 17.6%) and toilets - 94.1% (very positive - 76.5%; more positive than negative - 17.6%). The website of the Integration Center for Persons Granted International Protection is also positively evaluated - 67.6%, although less positively compared to other components (very positive - 47.1%; more positive than negative - 20.6%), the same is true for the accessibility of the building of the Integration Center for Persons with Disabilities - 58.8% (very positive - 35.3%; more positive than negative - 23.5%) (See Diagram #15).

Diagram #15



Similar to the infrastructural environment, respondents positively assess the school's social environment. Specifically, the vast majority of participants positively assess the relationship between school administration and students - 91.2% (very positive - 55.9%; more positive than negative - 35.3%) and the relationship between school teachers and students - 94.1% (very positive - 61.8%; more positive than negative - 32.4%). Relationships between students of the program are also mostly positively evaluated - 70.6% (very positive - 41.2%; more positive than negative - 29.4%) and relations between students of the Georgian Language Teaching and Integration Program and other school curricula - 55.9% (very positive - 38.2 %; more positive than negative - 17.2%). It is noteworthy that almost a third of respondents (32.4%) cannot evaluate their relationships with students of other programs, which probably indicates **that such contacts are not close** (See Diagram #16).

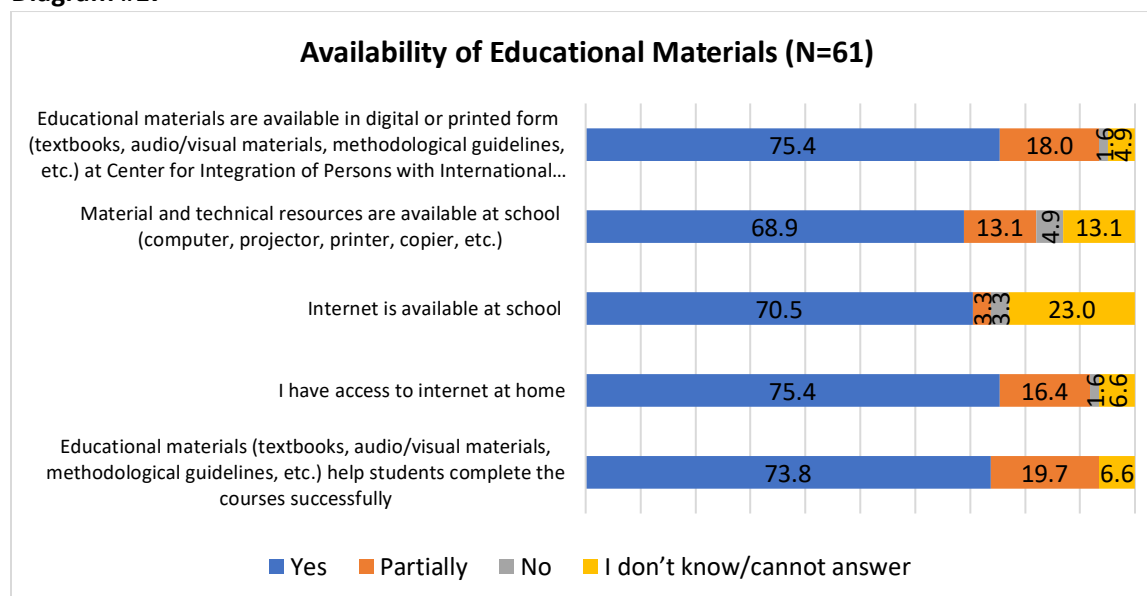
Diagram #16



Availability of Educational Materials

Respondents positively assessed the **availability of study materials** within the Georgian Language Teaching and Integration Program. Specifically, the majority of participants agree that they can fully access the educational materials in digital or printed form (75.4%) in the center, the school provides full access to material and technical resources (68.9%) and Internet access (70.5%). As for personal access to the Internet, 75.4% of respondents said they have adequate access to the Internet at home. On the other hand, it should be noted that almost one fifth of the participants (18%) had partial access to digital or printed educational materials. Also, a significant number reports that they only have partial internet access at home (16.4%) (See Diagram #17).

Diagram #17



Altogether, according to the majority of respondents (73.8%) the study materials help the students to fully master the training courses. On the other hand, one fifth of the respondents (19.7%) partially agree with this provision.

Assessment of the Learning and Teaching processes

The target group of migrants **evaluated the learning and teaching process** based on different components. The vast majority of participants positively assess the qualifications of teachers - 86.9% (very positive -62.3%; more positive than negative -24.6%), teachers' discipline - 86.9% (very positive -65.6%; more positive than negative -21.3%), teachers' sensitivity to cultural peculiarities of various ethnic groups - 90.2% (very positive -67.2%; more positive than negative -23%), teachers' communication skills - 86.9% (very positive -65.6%; more positive than negative - 21.3 %), theoretical part of teaching - 85.2% (very positive -50.8%; more positive than negative -34.4%), practical part of teaching - 82% (very positive - 49.2%; more positive than negative - 32.8%). The following components are also positively evaluated: engaging classes - 73.8% (very positive - 39.3%; more positive than negative -34.4%), number of classes per week - 62.2% (very positive - 34.4%; more positive than negative -27.9%), school management - 73.8% (very positive - 37.7%; more positive than negative -36.1%) and the relations of Integration Center administration with the students - 78.7% (very positive -55.7%; more positive than negative -23%), however compared to other components these have slightly less positive assessments.

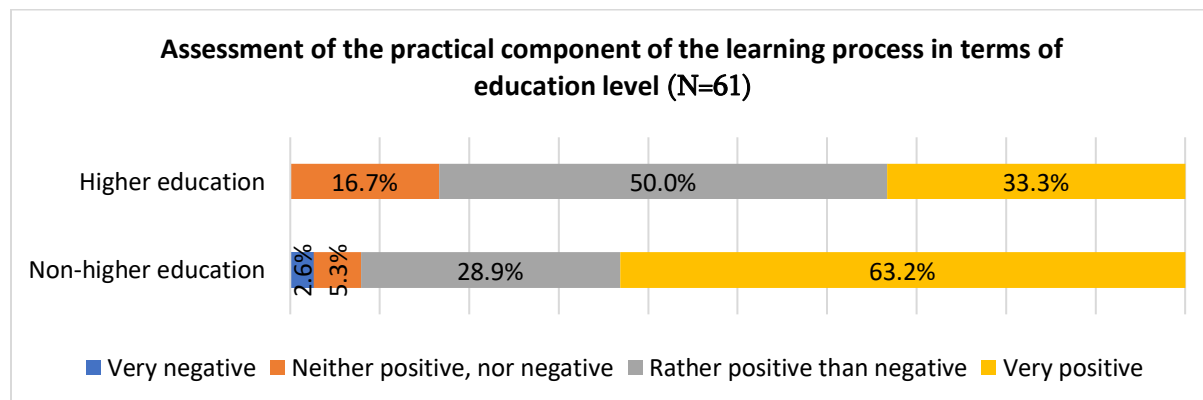
It should be noted that a) **there is a certain group of respondents that is dissatisfied with some components of the educational process.** In particular, 13.1% of the given target group of migrants are dissatisfied with the number of classes per week; 8.2% are dissatisfied with the lack of engaging classes, while 6.5% are dissatisfied with the school management; b) Respondents found it most difficult (up to 15%) to assess the administrative component of the educational process. This may be due to the fact that program participants have more frequent contact directly with teachers than with representatives of the administration (See Table #2):

Table #2

Assessment of the Learning and Teaching Processes (N=61)	Very Negative (%)	More Negative, than Positive (%)	Neither Negative, nor Positive (%)	More Positive, than Negative (%)	Very Positive (%)	I don't know / Refuse to answer (%)
Teachers' qualification	1.6	1.6	3.3	24.6	62.3	6.6
Teacher discipline (giving lectures, punctuality, etc.)		1.6	3.3	21.3	65.6	8.2
Teachers' sensitivity to the cultural peculiarities of various ethnic groups	1.6			23.0	67.2	8.2
Teachers' communication skills		4.9	1.6	21.3	65.6	6.6
Theoretical part of teaching (grammar, vocabulary, etc.)		1.6	4.9	34.4	50.8	8.2
Practical part of teaching (exercises)	1.6		8.2	32.8	49.2	8.2
Engaging classes	1.6	6.6	9.8	34.4	39.3	8.2
Number of classes per week	4.9	8.2	16.4	27.9	34.4	8.2
School management	1.6	4.9	4.9	36.1	37.7	14.4
Relations of the integration center personal with the students	1.6		6.6	23.0	55.7	13.1

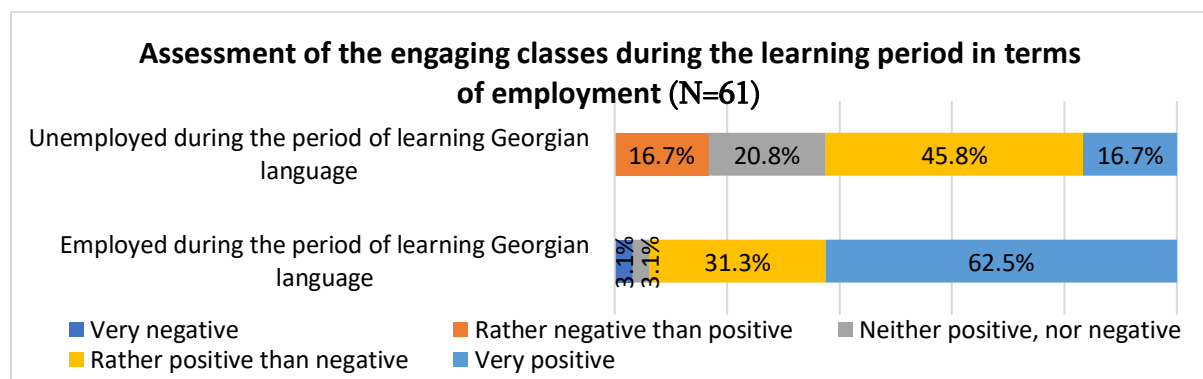
Correlation analysis shows that the respondents' level of education affects the evaluation of the **practical part of the learning process**. In particular, respondents with higher education are more inclined to answer "more positive than negative" (50%), while respondents with non-higher education are more likely to assess the practical part as "very positive" (63.2%) (data are statistically significant: $p < 0.05$) (See Diagram #18).

Diagram #18



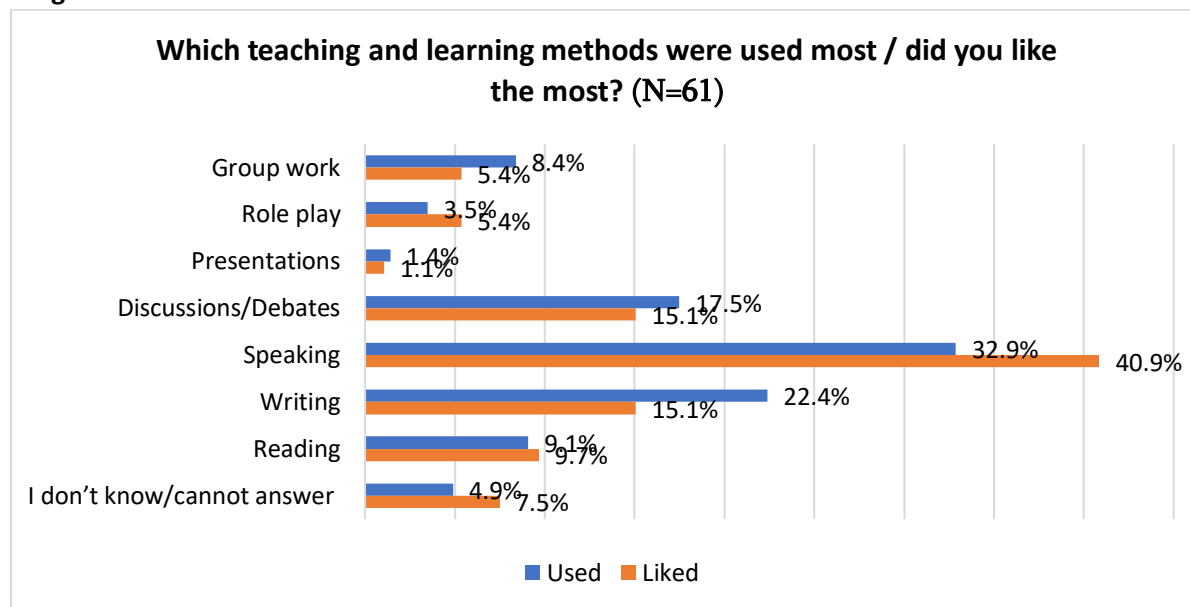
Respondents who were **employed during the study period** of the Georgian Language Teaching and Integration Program rated the engaging classes more positively (93.8%) than those who were not employed during that period (62.5%). In addition, it should be noted that most of the responses according to the employed account for the category of very positive assessment (62.5%), while the responses of those who were not employed, account for more positive than negative assessment (45.8%) (data are statistically significant: $p < 0.05$) (See Diagram #19).

Diagram #19



Respondents answered the question about **which of the teaching and learning methods were used most often in the educational process and which of the methods used they liked the most**. As the study showed, in both cases the 4 most often used and liked methods were identified and they are in agreement with each other. Specifically, these are: speaking (most used -32.9%; liked - 40%), writing (most used - 52.5%; liked -23%), discussions / debates (most used -17.5%; liked -15.1%) and reading (most used -9.1%; liked- 15.1%) (See Diagram #20).

Diagram #20



Issues Related to Integration

The vast majority of respondents (88.5%) stated that after dropping out of the program, **they have not taken any other Georgian language course** formally or informally. There were only 9.8% of those who addressed other formal or informal sources to study the Georgian language. 1 respondent refrains from answering.

Respondents who took an alternative (formal or informal) Georgian language course were asked to name the reasons for doing so. The reason for 4 respondents was to study Georgian language; According to 2 respondents, they needed to maintain the level of language proficiency acquired in the Georgian Language Teaching and Integration Program. 1 participant said that they could not benefit from the opportunities of the Georgian Language Teaching and Integration Program (because they had to miss lessons, could not complete all assignments, etc.). 5 respondents who took the alternative learning course said that they learned about the alternative source from family members, friends or relatives. 1 participant refrains from specifying.

Currently, the majority of respondents (57.4%), according to them, speak Georgian at A1 level, about a third (34.4%) - at A2 level. Only four respondents know Georgian at B1 level. 1 participant refuses to answer.

More than half (52.5%) of the given target group of migrants say that they **have daily interaction with the local (Georgian-speaking) population**, while almost a third (31.1%) interact with the locals at least once a week. The share of respondents who indicate that they have such interaction only once a month is relatively low (13.1%). One respondent says they have almost no contact with locals, while 1 respondent refrains from answering.

Respondents who mentioned that they periodically interact with the Georgian-speaking population were asked **if they had participated in social events together with them**. The majority of respondents (57.6%)

say they have not participated in social events with locals. However, a significant part (37.3%) confirms that such an occasion has taken place. 5.1% refrain from answering.

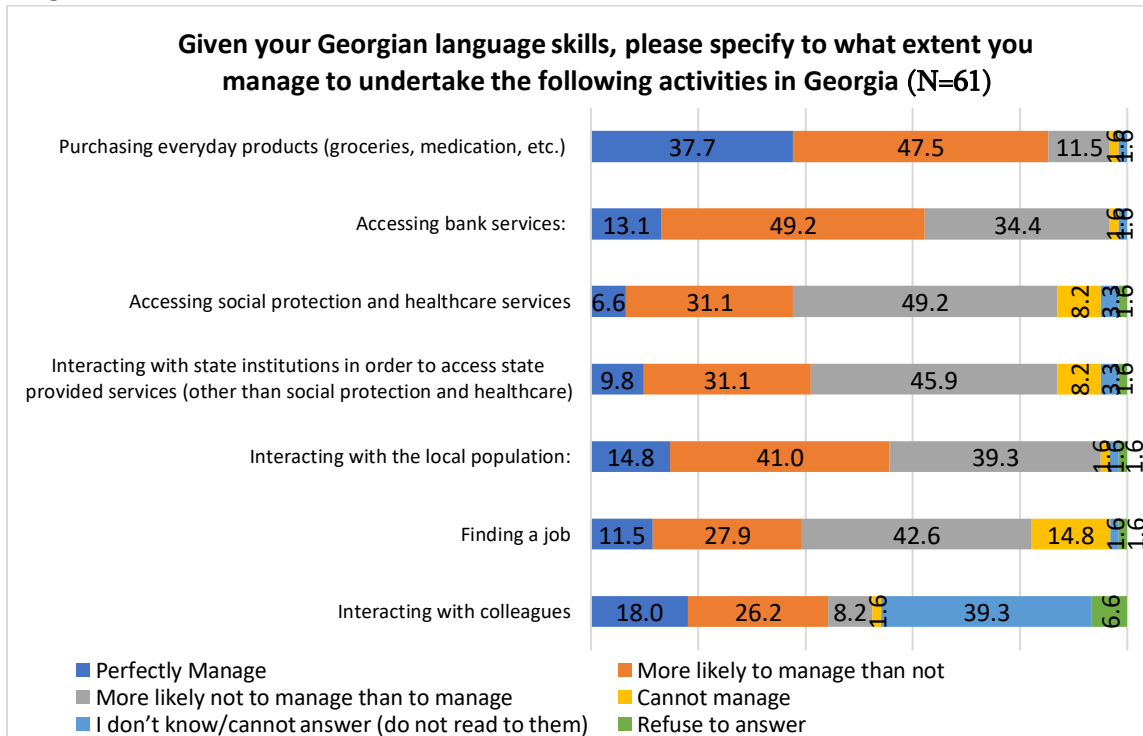
Those who mentioned that they had participated in the events with the locals **named the type of these events**. Respondents were permitted to give several answers. As it was revealed, these were mostly cultural events (71%); In some cases, migrants participated in joint sports (16.1%) or socio-political events (12.9%).

Based on their Georgian language skills, respondents specified **to what extent they manage to carry out specific activities in Georgia**. According to the study, the vast majority of participants (85.2%) manage to buy everyday products (food, medicines, etc.) (manage perfectly -37.7%; more likely to manage than not - 47.5%), access banking services - 62.3% (manage perfectly - 13.1 %; more likely to manage than not - 49.1%), and interact with the local population - 55.7% (manage perfectly -14.8%; more likely to manage than not - 41%).

On the other hand, **the research identified activities that most of the respondents cannot carry out / have difficulty carrying out**, due to their language proficiency. In particular, these are the following: a) receiving social protection and healthcare services - 57.4 (cannot manage -8.2%; more likely not to manage than to manage - 49.2%); b) interacting with state institutions in order to access state provided services - 54.1 (cannot manage - 8.2%; more likely not to manage than to manage - 45.9%) and c) finding employment - 57.4% (cannot manage -14.8%; more likely not to manage than to manage - 42.6%).

Respondents who are employed were asked **to what extent they manage to interact with their colleagues at work**. The majority (58.3%) state that a) they perfectly manage to interact with their colleagues (25%), or b) they are more likely to manage than not (33.3%). 16.7% of employed respondents say that a) they cannot interact with their colleagues (2.8%) or b) they are more likely not to manage than to manage interaction (13.9%). It is noteworthy that a quarter (25%) refrains from answering (See Diagram #21).

Diagram #21

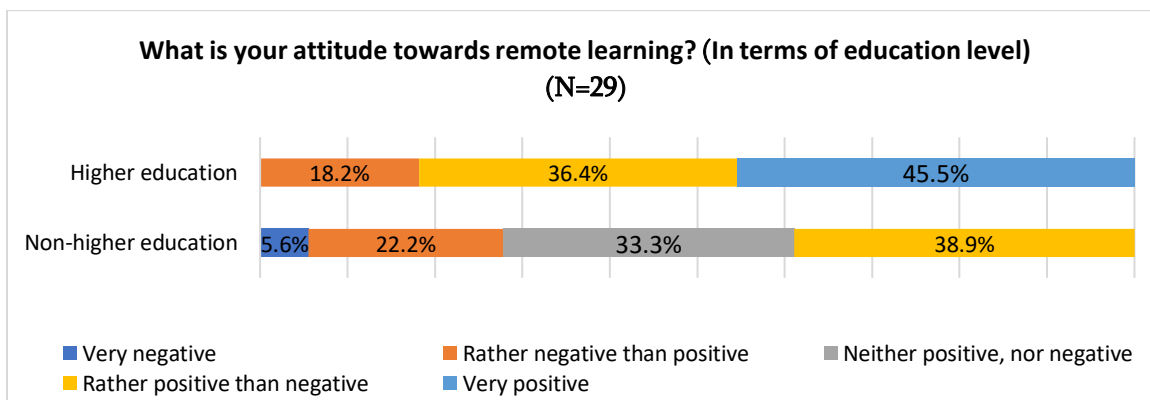


Assessment of Remote Learning

Those who have studied remotely (in full or in part) in the Georgian Language Teaching and Integration program were asked to evaluate the remote learning process. **Overall, the majority of respondents (55.2%) have a positive attitude towards remote learning** (very positive -17.2%; more positive than negative -37.9%).

Correlation analysis shows that the respondents' level of education affects the assessment of remote learning: A large part (45%) of respondents with higher education rate remote learning very positively, while there are no respondents with unequivocally positive attitudes among those with non-higher education. (in this sub-group moderately positive (38.9%) and neutral (33.3%) positions are leading) (data are statistically significant: $p < 0.05$) (See Diagram #22).

Diagram #22



Respondents assessed **the impact of remote learning on various components**. The research shows that the positions of the respondents are unequivocally positive in many aspects. In particular, according to the respondents, remote learning had a positive impact: a) on the performance of teachers - 89.7% (very positive - 51.7%; more positive than negative - 37.9%); b) on the discipline of teachers - 89.7% (very positive - 55.2%; more positive than negative - 34.5%); c) on sensitivity of teachers to different ethnic groups - 93.1% (very positive - 48.3%; more positive than negative - 44.8%); d) on teachers' communication skills - 89.7% (very positive - 55.2%; more positive than negative - 34.5%); e) on the theoretical part of learning - 82.8% (very positive - 48.3%; more positive than negative - 34.5%); f), on the practical part of teaching - 82.8% (very positive - 41.4%; more positive than negative - 41.4%); g) on teaching and learning methods - 82.8% (very positive - 37.9%; more positive than negative - 44.8%); h) on school administration management - 89.7% (very positive - 31%; more positive than negative - 58.6%); i) on relations of the school administration with students (very positive - 31%; more positive than negative - 58.6%).

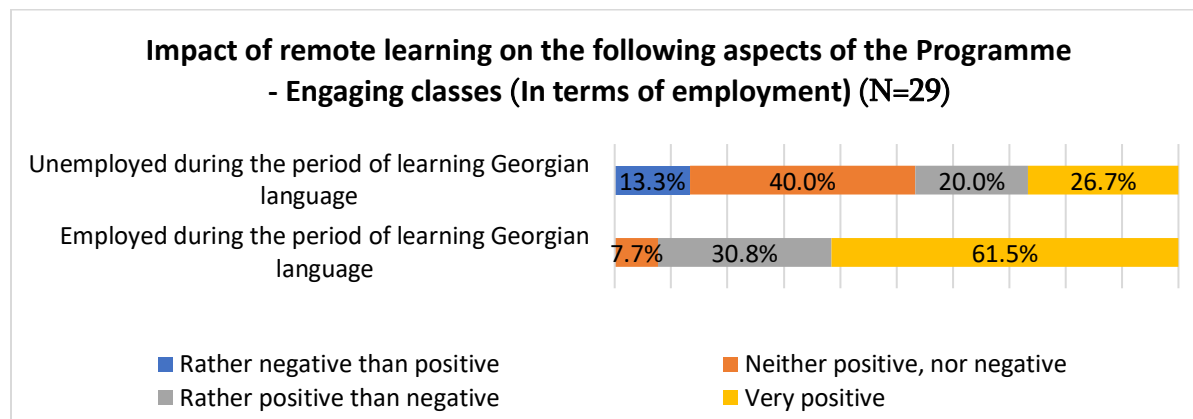
Respondents **adopted a relatively critical position** regarding the impact of remote learning on the following aspects of the program: a) **number of classes per week** - despite a positive assessment by the majority (68.9%), up to 21% of respondents rated this component of remote learning negatively, while 7% rated it neither negatively nor positively; b) **engaging classes** - it is true that the majority (65.5%) are positively inclined in this direction, but almost every fourth (24.1%) expresses a neutral, and up to 7% of respondents - a negative assessment ("more negative than positive"); c) **student performance** - although the majority (75.8%) expresses a positive attitude towards this component, every fifth respondent (20.7%) evaluates this aspect of remote learning as neutral ("neither negative nor positive") (See Table #3):

Table #3

The impact of remote learning on the aspects of learning and teaching (N=29)	Very negative (%)	More negative than positive (%)	Neither negative nor positive (%)	More positive than negative (%)	Very positive (%)	I don't know (%)
Teacher performance		6.9		37.9	51.7	3.4
Teacher discipline (giving lectures, punctuality, etc.)			6.9	34.5	55.2	3.4
Teachers' sensitivity to the cultural peculiarities of various ethnic groups				44.8	48.3	6.9
Teachers' communication skills			6.9	34.5	55.2	3.4
Theoretical part of teaching (grammar, vocabulary, etc.)		3.4	6.9	34.5	48.3	6.9
Practical part of teaching (exercises)		3.4	6.9	41.4	41.4	6.9
Students' performance			20.7	44.8	31.0	3.4
Methods of learning and teaching	3.4		10.3	44.8	37.9	3.4
Engaging classes		6.9	24.1	24.1	41.4	3.4
Number of classes per week	6.9	13.8	6.9	31.0	37.9	3.4
School management by the administration				58.6	31.0	10.3
Relations of the school administration with students				58.6	31.0	10.3

Correlation analysis confirms that remote learning was found to be particularly preferable for respondents who were employed during the study period. In particular, the vast majority of employed respondents (92.3%) believe that remote learning had a positive impact on the component of engaging classes. Among the respondents who were not employed during the mentioned period, engaging classes is mentioned by less than half (46.7%) (data are statistically significant: $p < 0.05$) (See Diagram #23).

Diagram #23



Respondents named **what technical resources they have for remote learning**. As it is revealed, 60.7% of respondents do not own a personal computer. In contrast, more than half of respondents (52.5%) steadily owns a laptop and the vast majority (90.2%) own a smartphone. Also, the vast majority of participants have stable access to internet (83.6%) and video webcam (90.2%).

Concluding Remarks

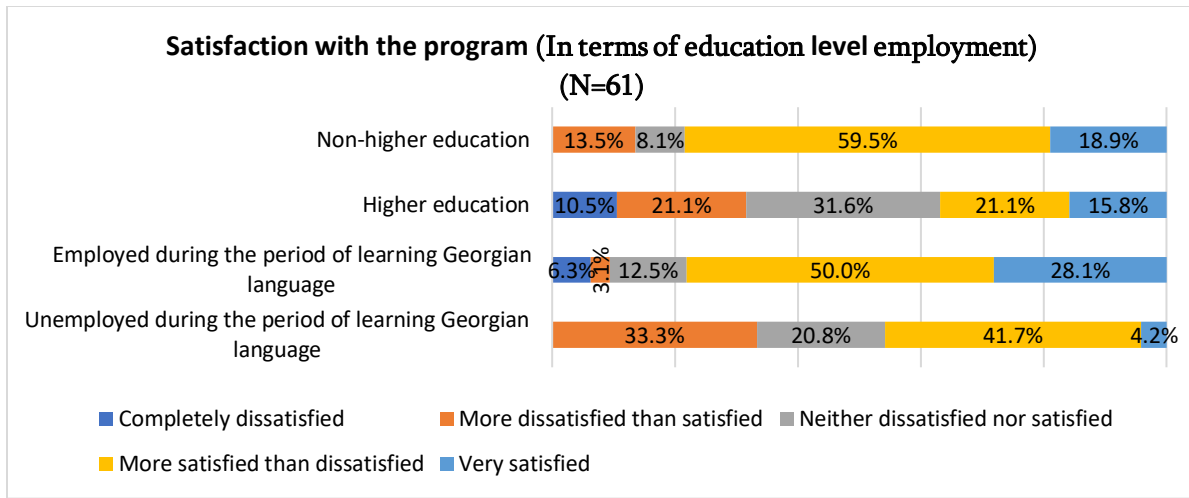
In total, the majority of respondents (59%) are satisfied with the Georgian Language Teaching and Integration Program (very satisfied 16.4%; more satisfied than dissatisfied - 42.6%). On the other hand, almost one fifth of the participants (18%) report dissatisfaction with the program (completely dissatisfied - 3.3%; more dissatisfied -14.8%). 14.8% maintain the neutral position and 8.2% refrain from answering.

Correlation analysis shows that:

a) The level of education received affects the satisfaction of the respondents with the mentioned program: the majority of respondents with non-higher education (78.4%) are satisfied with the program (very satisfied -18.9%; more satisfied than dissatisfied - 59.5%). In contrast, only more than a third of respondents with higher education are satisfied - 36.8% (very satisfied - 15.8%; more satisfied - 21.1%). **This once again shows that migrants with better education are more demanding toward this program.**

b) Respondents who were **employed** during the study period of the Georgian Language Teaching and Integration Program were more satisfied with the program (78.1%) than those who were not employed during the period (45.8%) (data are statistically significant: $p < 0.05$). This proves once again that this program is **beneficial for employment** (See Diagram #24):

Diagram #24



The regression analysis also shows that the **level of education received has impact on the satisfaction** with the Georgian Language Teaching and Integration Program. As a result of the analysis, it was determined that with the increase in the level of education, the satisfaction with the Georgian Language Teaching and Integration Program decreases (See Table #4).

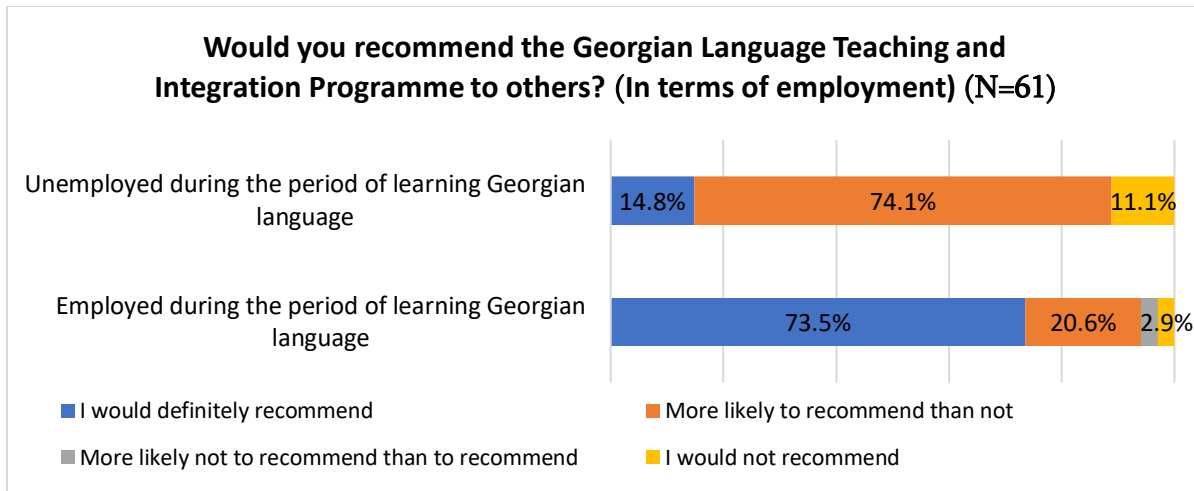
Table #4

	Overall, how satisfied are you with participating in Georgian Language Teaching and Integration Programme?	
	Beta	Sig
Highest level of education received	-0.496	0.015

The vast majority of respondents (91.8%) state that they would recommend others to benefit from the Georgian Language Teaching and Integration Program (I would definitely recommend -47.5%; more likely to recommend than not - 44.3%). Only 1 respondent states that they would more likely not recommend than recommend the program. 4 participants refrain from answering.

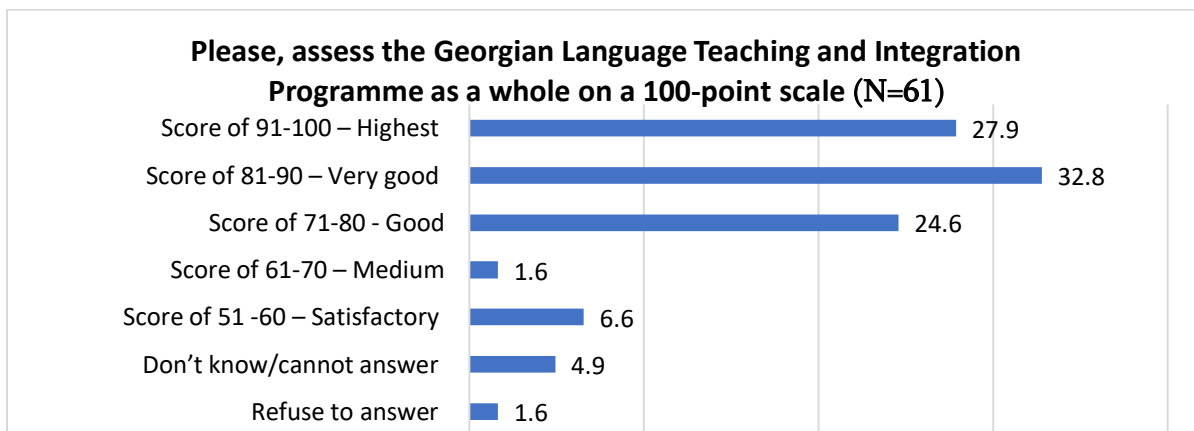
At the same time, the vast majority of those who were employed (73.5%) during the period of studying Georgian language, stated that they would definitely recommend others to use the Georgian Language Teaching and Integration Program. Those who were unemployed during this period are more inclined to answer "I would be more likely to recommend than not" (74.1%). Overall, the share of the employed (94.1%) who would recommend the program is slightly higher than the share of unemployed respondents (88.9%) (data are statistically significant: $p < 0.05$) (See Diagram #25).

Diagram #25



The survey participants assessed the Georgian Language Teaching and Integration Program on a 100-point scale. The majority of them (85.2%) rate the program with above-average (more than 70 points) scores (91-100 points - 27.9%; 81-90 points - 32.8%; 71-80 points - 24.6%). There is only one respondent who gives an average score to the program (61-70 points). 4 respondents give the program a "satisfactory" score (score of 51-60). 4 respondents refrain from answering (See Diagram #26).

Diagram #26



According to the regression analysis, the evaluation of the Georgian Language Teaching and Integration Program on a 100-point scale is influenced by three factors: 1) teaching and learning methods; 2) School infrastructure 3) Student grouping (it should be noted that in order to include teaching and learning methods, and school infrastructure into the model of regression analysis, index variables were created based on different variables).

As a result of the analysis, it was determined that the following persons are satisfied with the Georgian Language Teaching and Integration Program:

- Those who positively evaluate teaching and learning methods
- Those who positively assess the school infrastructure

- Those who were grouped according to the level of knowledge of the Georgian language (See Table #5)

Table #5

	Please, assess the Georgian Language Teaching and Integration Programme as a whole on a 100-point scale	
	Beta	Sig
Methods of Learning and Teaching	-0.465	0.002
School Infrastructure	-0.381	0.010
Grouping the students according to their level of knowledge of the Georgian language	0.296	0.014

The vast majority of respondents (93.4%) did not participate in the civil education course provided by the Integration Center of Internally Displaced Persons, Eco-migrants and Livelihood Agency. Only 3 of the respondents have taken the mentioned civil education course. All three of them find the course useful.

Participants were asked to name what other courses / activities the Integration Center for the Persons Granted International Protection should offer that would facilitate their integration in Georgian society. The majority of respondents find it difficult to answer this question or refuse to answer (75.4%). According to 2 respondents, it is desirable to organize Georgian language courses in the native language of migrants. Also, 2 respondents express a desire to add cultural activities, and 1 participant wishes to learn about the history of Georgia. 2 respondents are in favor of introducing the format of individual classes (See Table #6):

Table #6

What are the other courses/activities that Integration Center for Persons Granted International Protection should offer to the migrants? (N=61)	Number of answers
Cultural activities	2
Classes in mother tongue of the participants	2
Practical activities / classes aimed at everyday needs	2
Individual classes	2
Classes in evening hours	1
Classes on history of Georgia	1
Provision of healthcare services	1
Opportunities for internship	1
Professional courses	1
Cannot answer	46

2.2.3. Migrants Who Have Not Applied for The State Language Teaching and Integration Programme

Key Findings

Awareness about the State Language Teaching and Integration Programme

The majority (76%) of representatives of those target groups residing in Georgia who have not applied for the State Language Teaching and Integration Programme at Zurab Zhvania School of Public Administration **are not informed** about the programme, whereas about a quarter are (24%).

Among those who are aware of the State Language Teaching and Integration Programme, every other respondent (51%) has named **informal sources** – family members/relatives/friends /other migrants and every fourth (26%) – **international organisations** as the primary source of information.

It should be noted that the majority of those migrants (56.5%), who have not been enrolled in the said programme, would like to receive more information about the Georgian Language Teaching and Integration Programme. 29% either have no or little interest in receiving more information; reasons for these are as follows: having already learnt Georgian (31%), lack of time (18%), and unwillingness to enroll in the programme (15%).

Level of Georgian Language Proficiency

43% of the surveyed migrants, **based on their estimates**, know Georgian at a basic – A1 level, whereas 24% do not know the state language of their host country at all. The total share of those whose proficiency level is B1 and B2 is not more than 15%.

Data reveal that **frequency of interactions with the local population** correlates with the Georgian language proficiency level of migrants: among those who interact with Georgians on a daily basis, some know Georgian at a proficient (C), upper-intermediate (B2), or intermediate (B1) level (total of 22%).

The majority (59%) of those respondents who know Georgian at a certain level state that the most effective way to learn the language is with the help of a **Georgian-speaking friend**. 41% of those who know Georgian at a certain level are satisfied with the results they have attained in the learning process, while 27% are not.

Desire to Learn/Improve Georgian

The majority of the respondents (74%) plan to learn or improve their knowledge of Georgian. 80.5% of the latter group believe that studies and a job are easily combinable. Almost a quarter of the respondents would like to learn/improve Georgian in order **to improve their relations with the local population** (23%), whereas a fifth (21%) – **to handle daily needs**.

For the majority of those respondents (73%) who wish to either learn or improve their Georgian, the most popular way to do so is with the help of **friends who speak Georgian**; the proportion of those who intend to enroll in the **Georgian Language Teaching and Integration Programme at Zurab Zhvania School** is 52% (37.5% of the respondents do not plan to apply for the programme). The majority of the migrants (62%) plan to take an **alternative course** to learn/improve Georgian.

Among representatives of those target groups (33%) who wish to learn/improve Georgian, one-third prefer **group work**, and almost a fifth (19%) – individual work in the learning process. It should also be mentioned that the core part of the respondents (up to 60%) can dedicate two (28%), three (16%), or four (14%) hours a week to learning Georgian.

It should be noted that the majority of the respondents name the **duration/timetable of studies (26%) and requirements associated with remote learning (20%)** as primary reasons for their unwillingness to enroll in the Georgian Language Teaching and Integration Programme. 13% of the surveyed migrants are reluctant to enroll in the programme at Zhvania School because they are **skeptical about the quality of education**.

Those respondents who **want to enroll** in the Georgian Language Teaching and Integration Programme have identified relevant reasons for it: **the programme being free of charge (33%), quality of education (10%),** and the social environment provided by the programme (8%).

It should be noted that 44% of those respondents who want to enroll in the programme aim to reach the intermediate – B1 level of Georgian language proficiency.

As for the **reasons** for their unwillingness to learn/improve Georgian, **lack of time** has been identified as the primary reason (31%), followed by 27% of the respondents saying they are totally satisfied with **the level of their Georgian language proficiency**.

Integration into the Local Environment/Society

When discussing the frequency of interactions with the native Georgian speakers, the majority of the respondents (71%) note that they **interact** with them **on a daily basis**, whereas 22% do so at least once a week. Moreover, 38% report to have attended social events with locals and 62% state otherwise. The types of social events the majority of respondents from the former group have attended are cultural events (55%), whereas a quarter (25%) have taken part in sporting events.

10% of those respondents who have attended various social events together with locals state they do not speak Georgian at all, whereas at least every third respondent says they know the language at the basic - A1 level. At the same time, the proportion of those who state that their proficiency level is B1 or B2 is 29%. Among those who have no experience attending social events with locals, 33% do not know the Georgian language at all, whilst 46% know the language at A1 level. **This means that there is a correlation between the knowledge of the Georgian language and participation in socio-cultural events.**

It should be noted that at least over half of the respondents, depending on their linguistic skills, can manage to undertake such activities as purchasing everyday products, accessing banking, social and healthcare services, and interacting with the local population. On the other hand, less than half of the respondents can carry out such activities as **communicating with state agencies to access public services** and/or **finding a job** using their language skills.

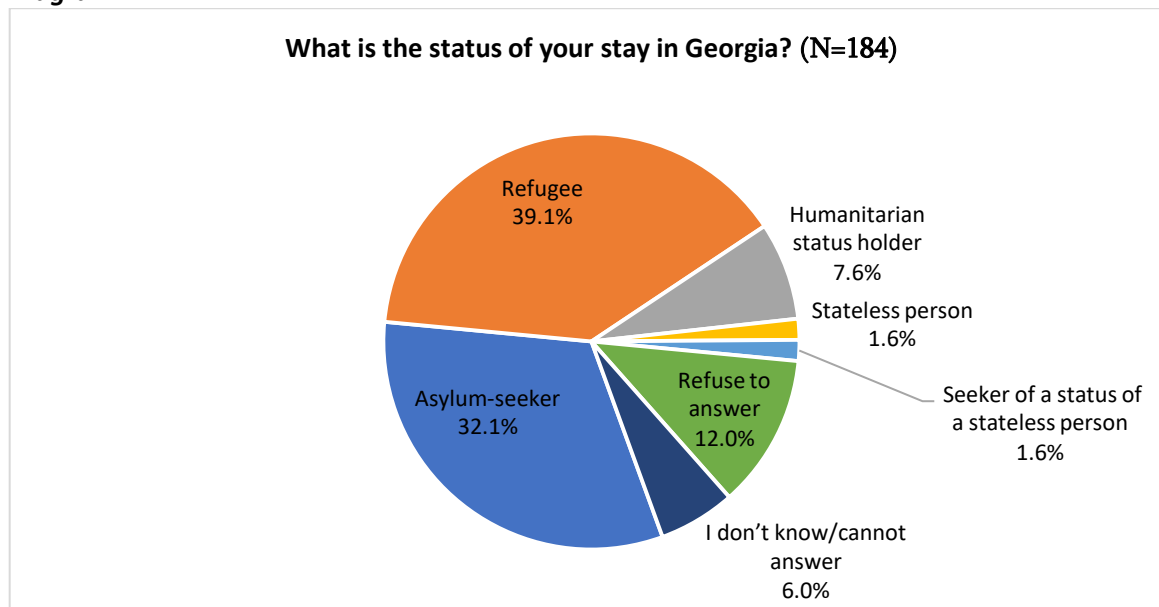
Attitudes towards Remote Learning

The majority of the respondents (54%) express positive and 11% - negative attitudes towards remote learning. As for the material and technical resources required for remote learning, only 30% say they own a desk computer; on the other hand, 54% have stable access to a laptop, 92% own a smartphone, 88% have internet and 86% - a webcam.

Socio-Demographic Profile of Migrants Who Have Not Applied for the SLTIP

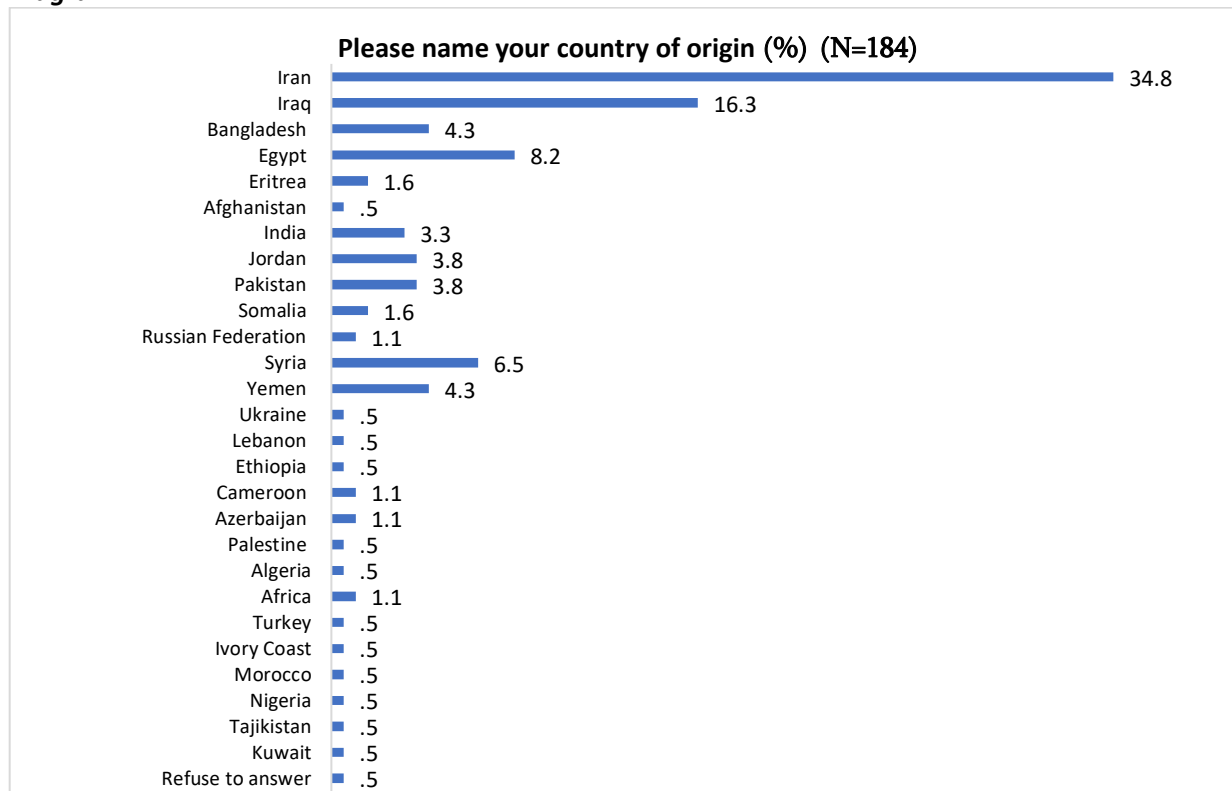
A significant portion of the respondents (39.1%) who have not applied for the Georgian Language Teaching and Integration Programme at Zurab Zhvania School are refugees, and almost a third (32.1%) – asylum-seekers (see Diagram #1).

Diagram #1



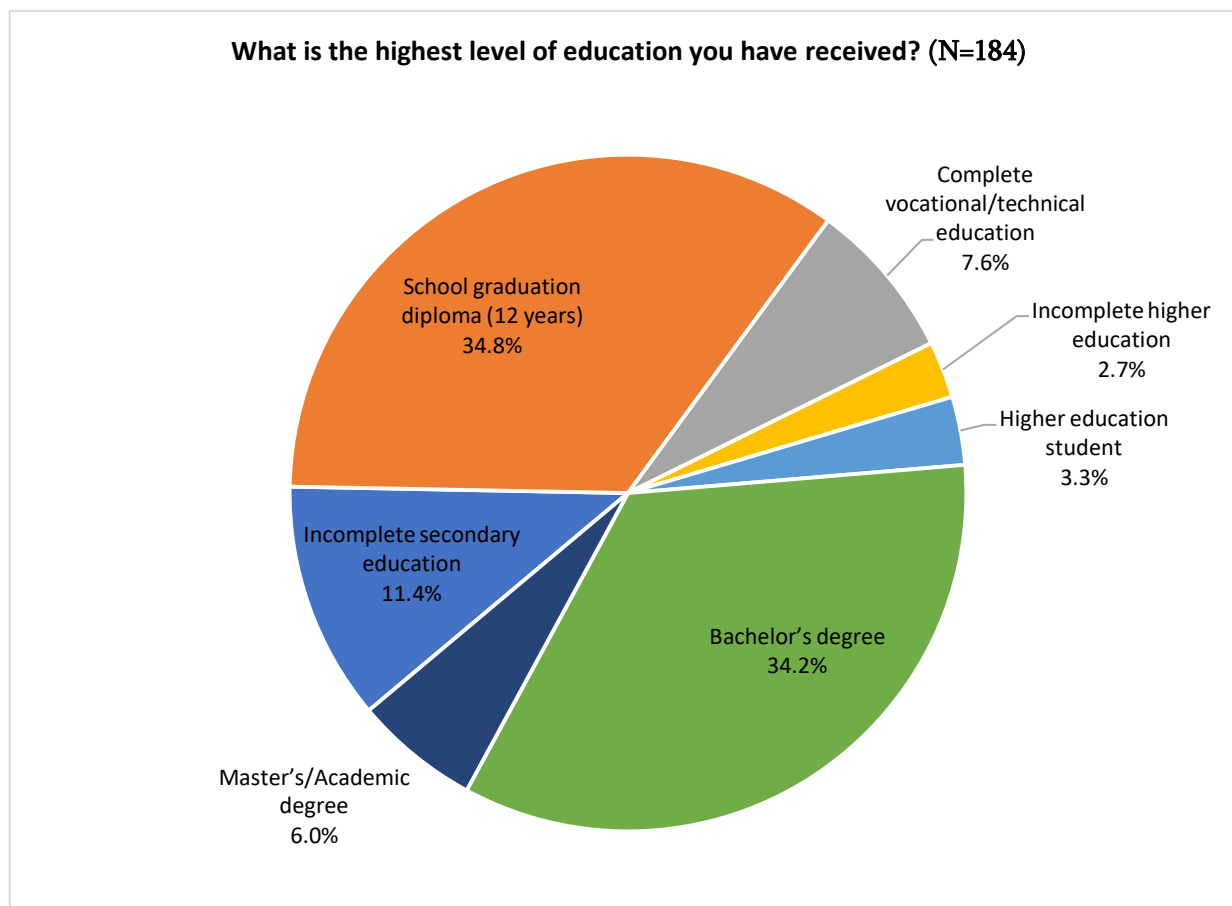
Every third respondent is from Iran (34.8%), 16.3% come from Iraq, followed by those from Egypt (8.2%) and Syria (6.5%) (see Diagram #2).

Diagram #2



At least every third (34.2%) respondent holds a Bachelor’s degree, while 34.8% have a school diploma only and 11.4% have received an incomplete secondary education. The proportion of those who have a complete vocational/technical education, incomplete higher education, MA/PH.D, or are currently studying at a higher education institution ranges between 3.3% and 7.6% (see Diagram #3).

Diagram #3



According to the central tendencies, the average length of stay of the respondents in Georgia is 72 months (MEAN=71.95). It should also be noted that this length for half of the surveyed representatives of target groups is not greater than 57.5 months (MEDIAN=57.5) and, in most cases, it is 48 months (MODE=48) (see Table 1#).

See Table #1

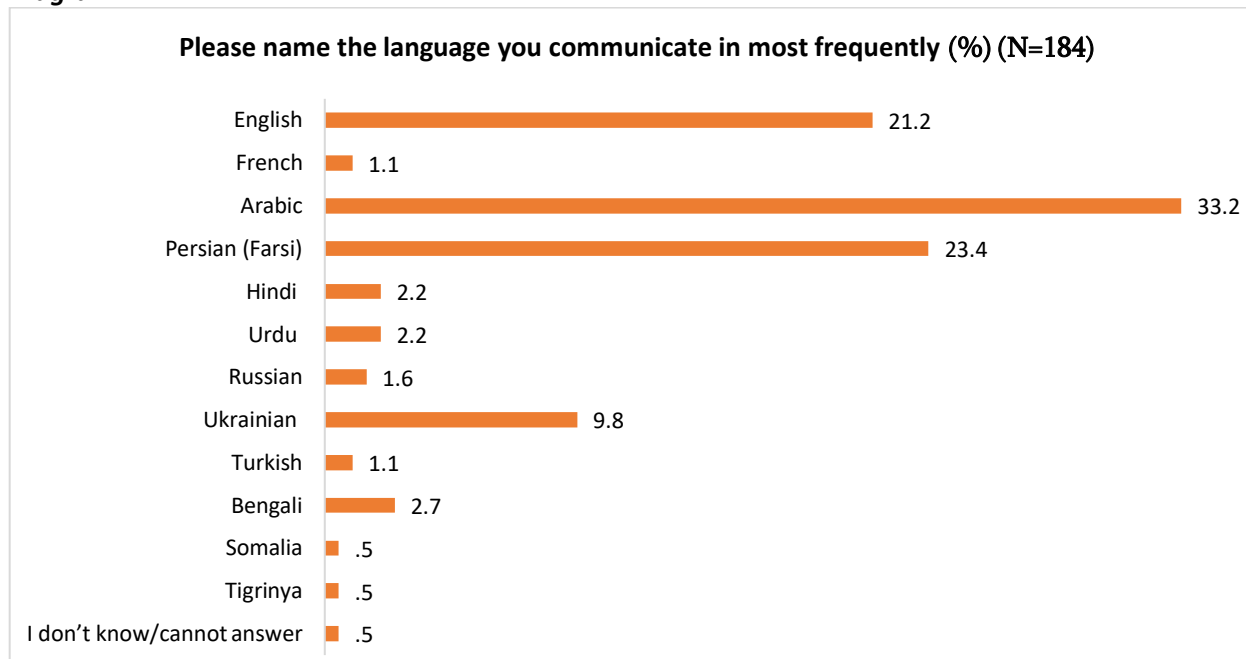
How many months have you been living in Georgia? N=184					
Mean	Median	Mode	Std. Deviation	Minimum	Maximum
71,95	57,50	48	59,752	2	488

As for the current place of residence of the respondents, a vast majority (82.6%) identify Tbilisi as such. The total proportion of the representatives of target groups residing in other geographical units is not greater than 17.4%. The majority of the latter group live in Batumi - 5.4% (10 respondents). Other places of residence named by the respondents include Kutaisi, Zugdidi, Martkopi, Rustavi, etc.

One in three respondents (33.2) states that the language they speak most frequently is Arabic, and over one-fifth report it is either English (21.2%) or Persian (23.4%). As for Georgian, 9.8% (18 respondents) say they use it as the primary language of communication.

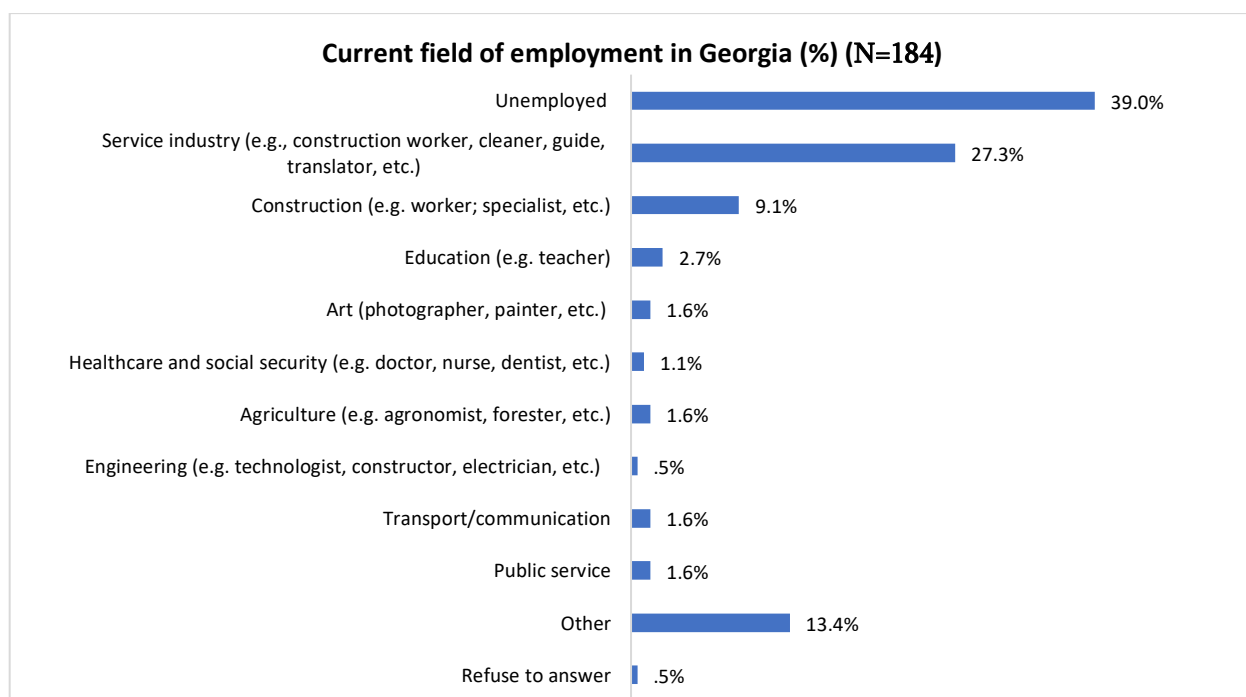
According to the research data, a large proportion of the respondents speak English (38%) and Georgian (34.7%) alongside their mother tongues. 6.2% of the surveyed migrants know Arabic, and 4.2% - Russian. The total share of those who speak other languages, such as Turkish, French, Persian, Urdu, Azerbaijani, Ukrainian, etc., does not exceed 11% (see Diagram #4).

Diagram #4



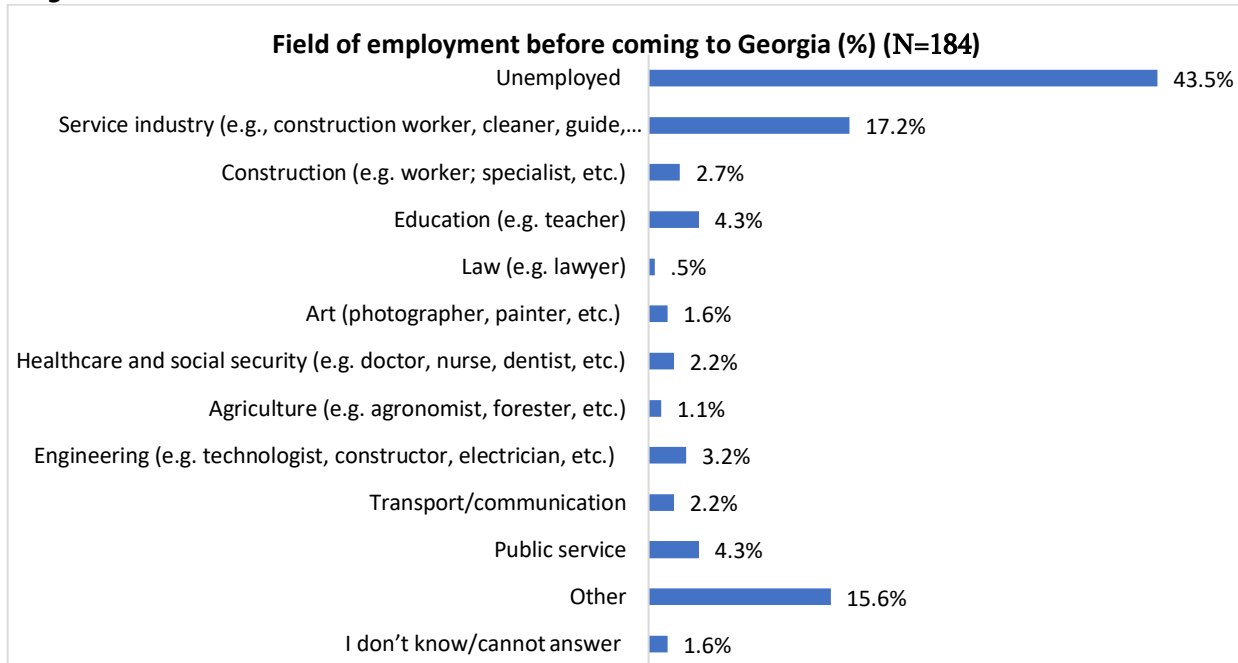
Frequency percentage distribution in terms of the **current employment status** of the respondents reveals that 39% are unemployed, 27.3% work in the service sector, and 9.1% - in construction; the share of those employed in other sectors is almost a quarter of the respondents (24.6%) (see Diagram #5).

Diagram #5



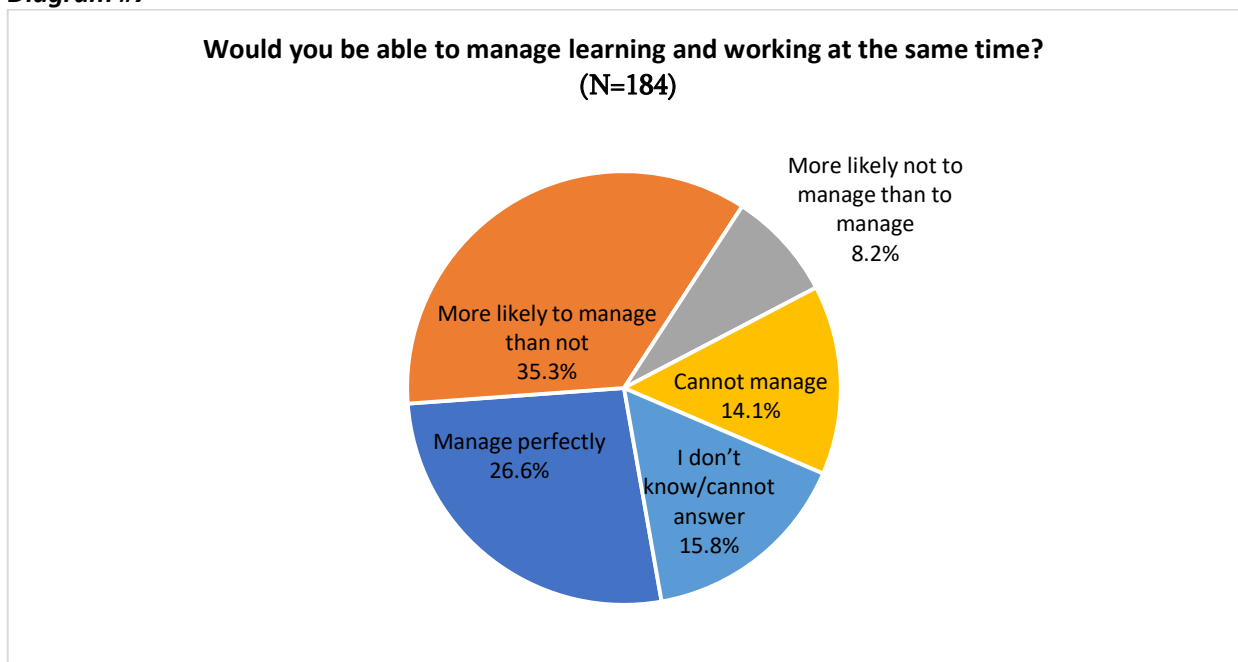
When it comes to **work experience** respondents had received before coming to Georgia, the majority (43.5%) of the representatives of target groups state they have no such experience. 17.2% out of the remaining 56.5% were employed in the service sector, 7% - in private business. Only 4.3% (8 respondents) report having worked in the education sector (see Diagram #6).

Diagram #6



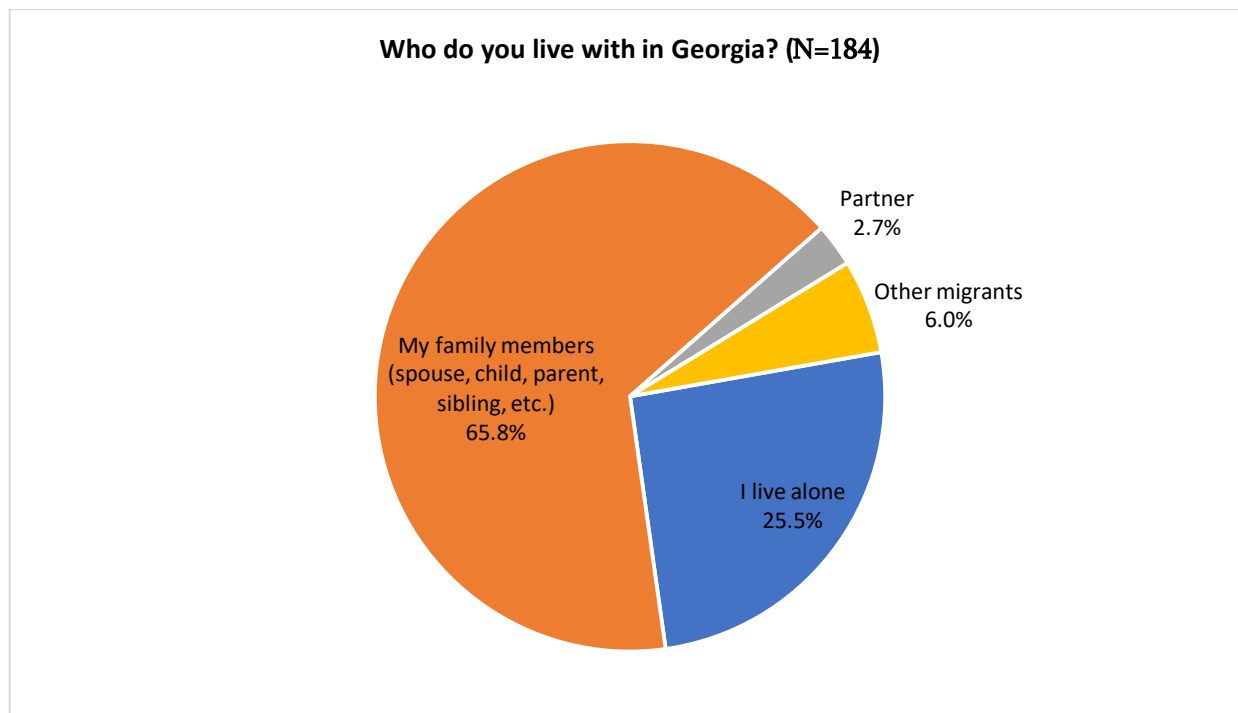
When assessing the **compatibility of work and studies**, over a quarter of the respondents (26.6%) think they are easily combinable, whereas, 35.3% believe they are more combinable than not. The proportion of those who have opposite views about this topic ('more uncombinable than combinable' and 'totally uncombinable') does not exceed 22.3% (see Chart #).

Diagram #7



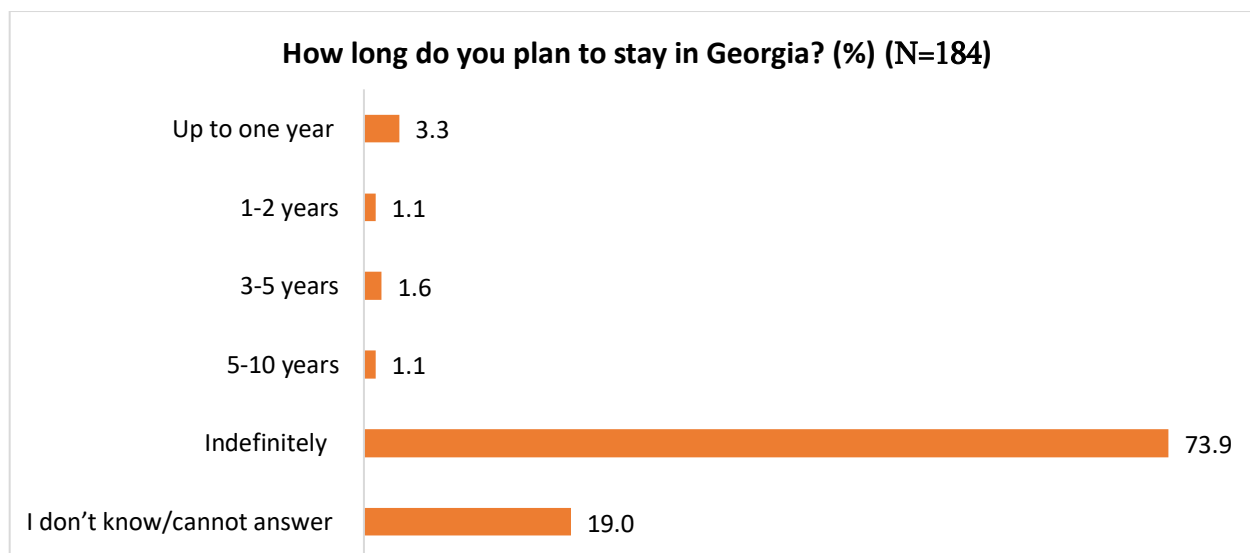
The majority of the migrants (65.8%) state they live in Georgia with their family members, whereas a quarter say they live alone (see Diagram #8).

Diagram #8



Regarding migrants' intentions about staying in Georgia, the majority of them would like to stay here indefinitely (73.9%). Almost one-fifth of the respondents cannot answer the question (see Diagram #9).

Diagram #9

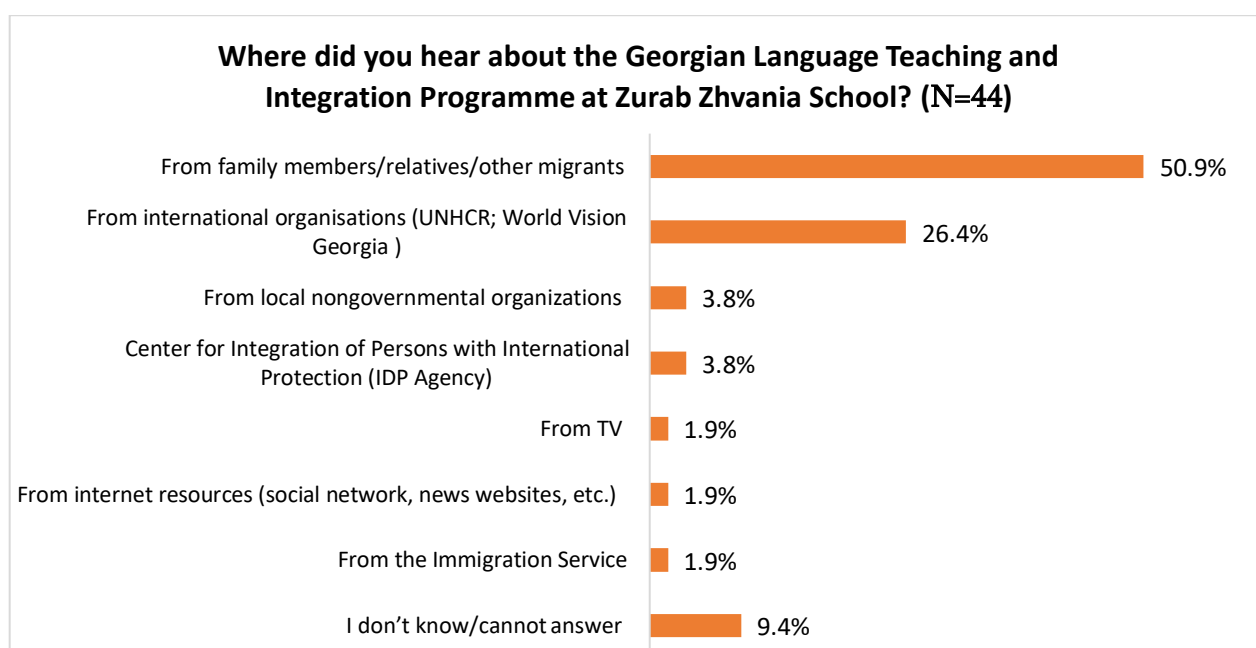


Awareness about the Georgian Language Teaching and Integration programme at Zurab Zhvania School

The number of those respondents who are uninformed about the Georgian Language Teaching and Integration Programme at Zurab Zhvania School is significantly higher (76.1%) than that of the informed respondents (23.9%).

Every other (informed about the programme) respondent identifies family members/relatives/friends/other migrants as the primary source of information, and 26.4% name international organisations as such. The number of the respondents who have named other sources of information, such as local non-governmental organisations, the Centre for Integration of Persons under International Protection, etc. is not more than 13.2% (see Diagram #10).

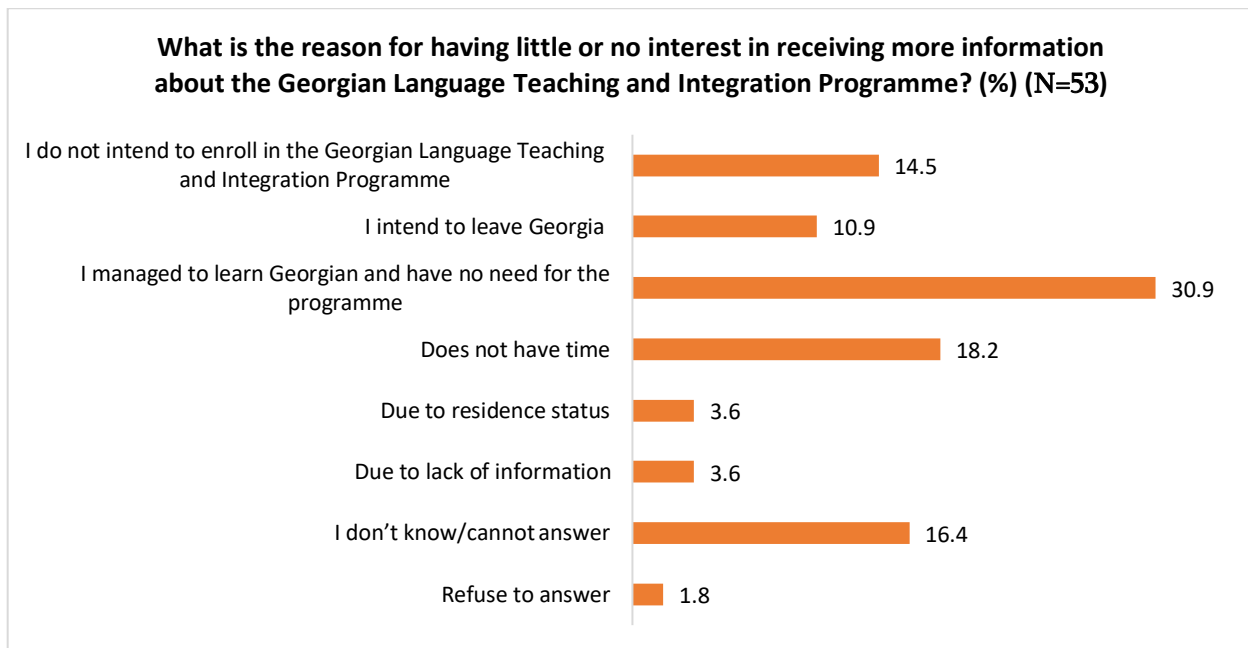
Diagram #10



The majority of the surveyed migrants (65.5%) are **very interested in receiving more information** about the Georgian Language Teaching and Integration Programme, whereas about 15% are somewhat interested. Among the remaining portion of the respondents (about 29%), 19% have no interest, and 10% have little interest in receiving more information about the programme.

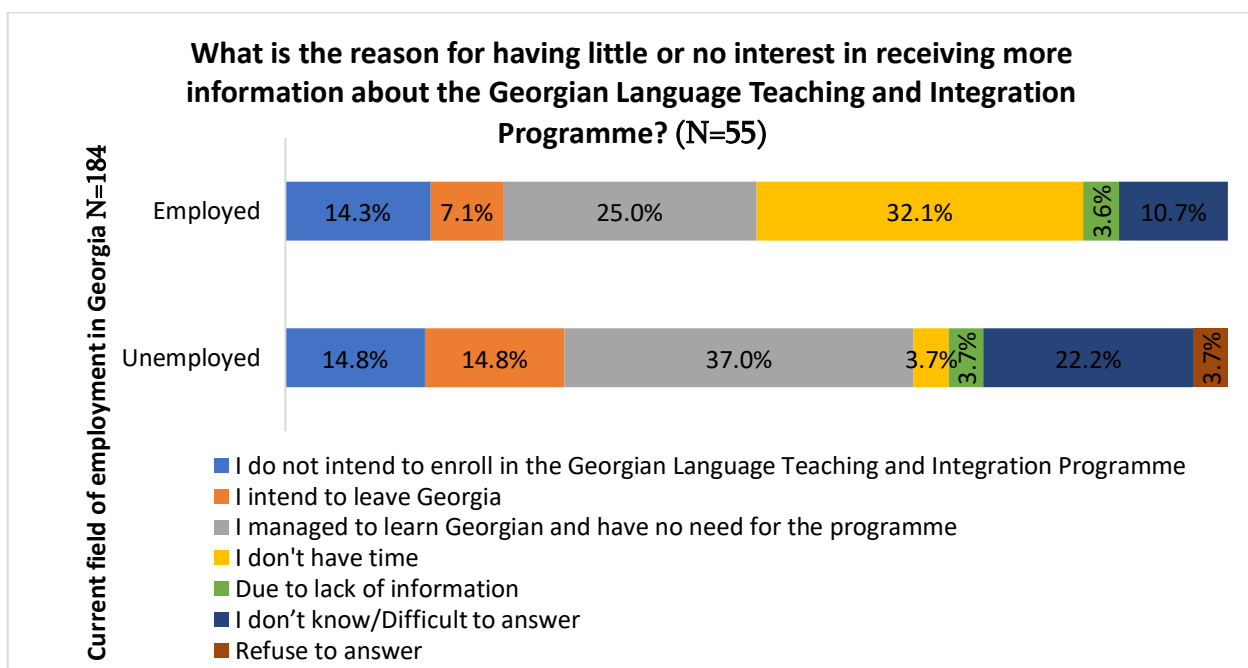
Respondents from the subgroup of those (about 29%) who have no or little interest in receiving further information about the Georgian Language Teaching and Integration Programme identify the **main reasons** for such attitudes. A larger portion of this subgroup (30.9%) state that they have already managed to learn Georgian and, accordingly, have no use for the programme; 18.2% report lack of time as the reason for having no/little interest. 14.5% of the respondents are explicit about having no intentions to enroll in the Georgian Language Teaching and Integration Programme (see Diagram #11).

Diagram #11



It should be noted that the relationship between having no or little interest in receiving more information about the Georgian Language Teaching and Integration Programme and respondents' **employment status** was found to be statistically reliable ($p < 0.05$). Namely, the largest proportion of the unemployed respondents (37%) state they have already managed to learn Georgian and thus, have no use for the programme, whilst the largest share of the employed respondents (32.1%) say lack of time is the reason for having no interest in receiving more information (see Diagram #12).

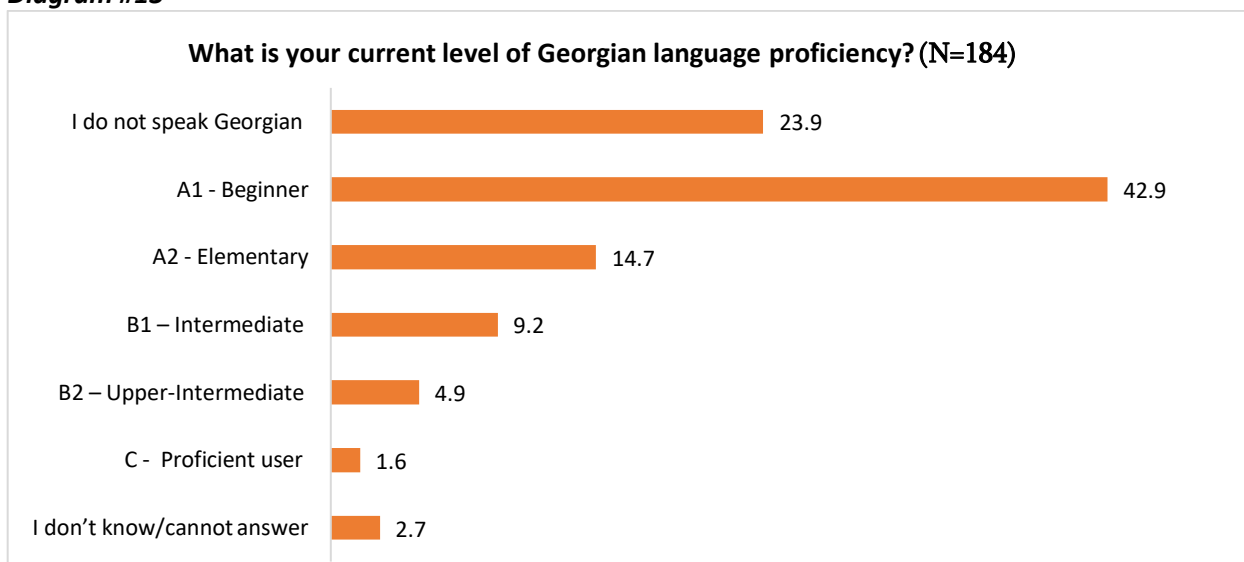
Diagram #12



Assessment of Study Needs

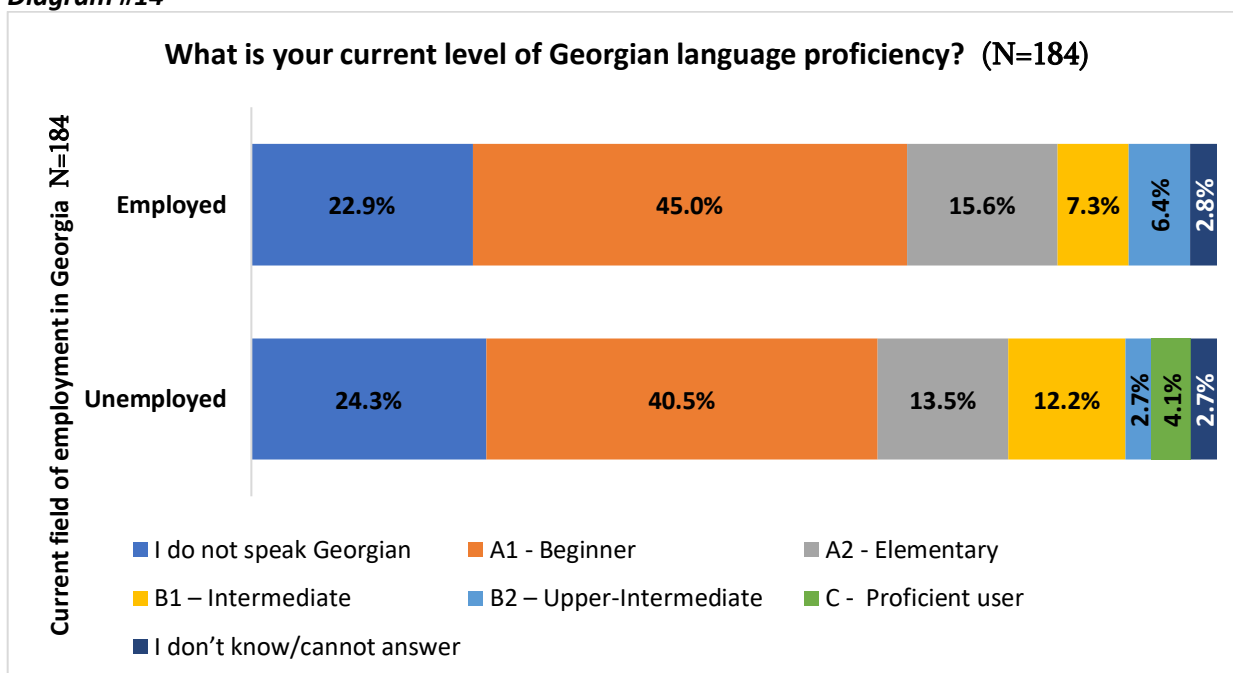
Migrants who have not been enrolled in the State Language Teaching and Integration Programme assessed their **Georgian language proficiency level**: the biggest part (up to 43%) say they know Georgian at the basic – A1 level; a quarter state they do not know the state language of their host country at all. Only three respondents (1.6%) report to be proficient in Georgian (level C). The total share of those who speak the language at B1 and B2 levels is not greater than 15% (see Diagram #13).

Diagram #13



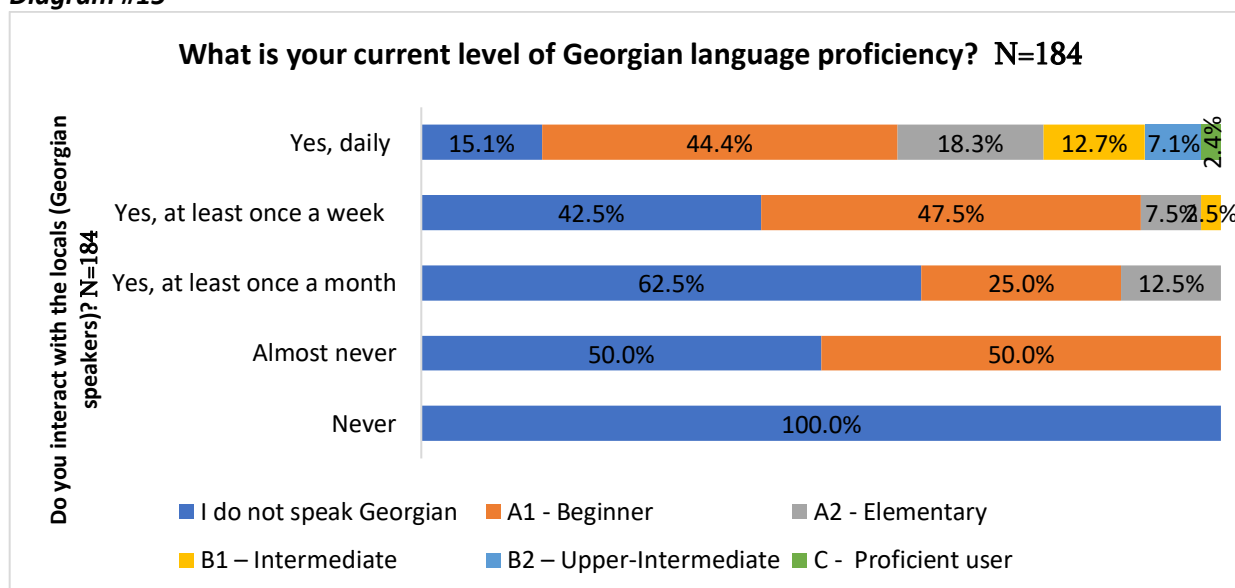
Statistical analysis of the survey data reveals a statistically reliable relationship ($p < 0.05$) between the respondents' Georgian proficiency level and their employment status. It should be noted that 22.9% of the employed respondents do not speak Georgian at all, whereas 45% speak at the basic - A1 level. As for the unemployed respondents, almost every fourth cannot communicate in Georgian, while 40.5% know Georgian at the elementary level (see Diagram #14).

Diagram #14



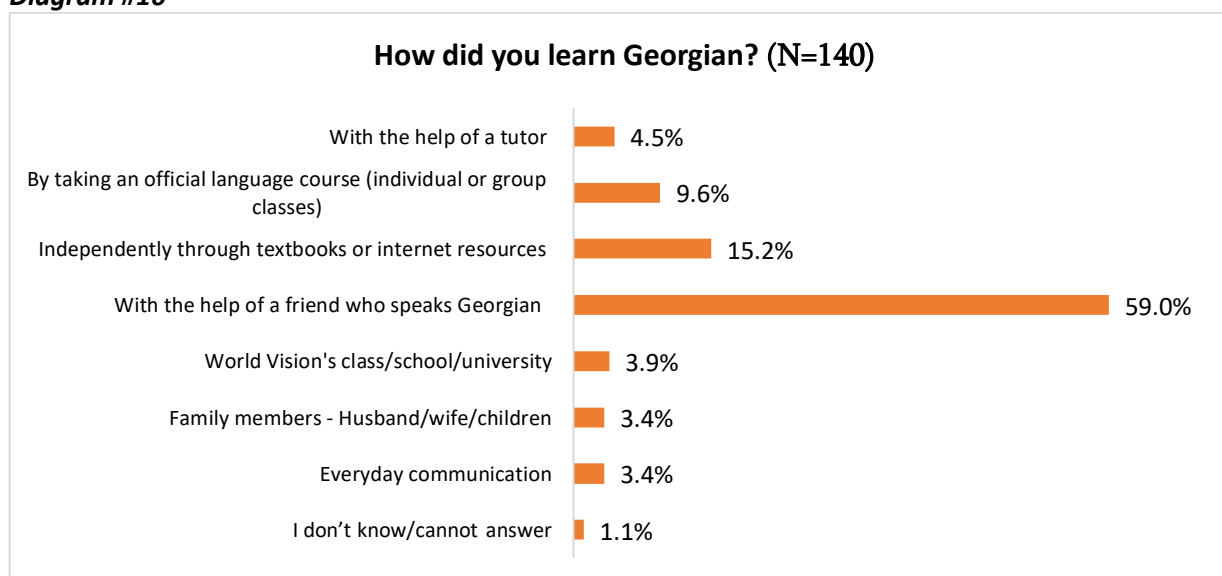
The correlation analysis shows that **the frequency of interactions with the local society affects migrants' knowledge of the Georgian language**. Only a small share of those representatives of target groups who interact with the local population on a daily basis cannot speak Georgian at all (15.1%); at the same time, this subgroup includes those who are fluent (level C) in Georgian or those who know the language at the upper-intermediate (B2) level. These levels of Georgian proficiency have not been observed among those migrants who do not interact with locals daily. Moreover, among those who do not interact with locals at all, no one speaks Georgian, even at the elementary level. A statistically reliable relationship has been found between the level of Georgian language proficiency and interactions with the local population ($p < 0.05$) (see Diagram #15).

Diagram #15



Respondents, excluding those who do not know Georgian at all, have identified **ways/methods of learning the Georgian language**. Namely, as the survey data suggest, for the majority (59%), the most practical way to learn the language is with the help of a Georgian-speaking friend. 15.2% of the respondents have learned Georgian independently through textbooks and internet resources, and 9.6% have taken an official language course (see Diagram #16).

Diagram #16



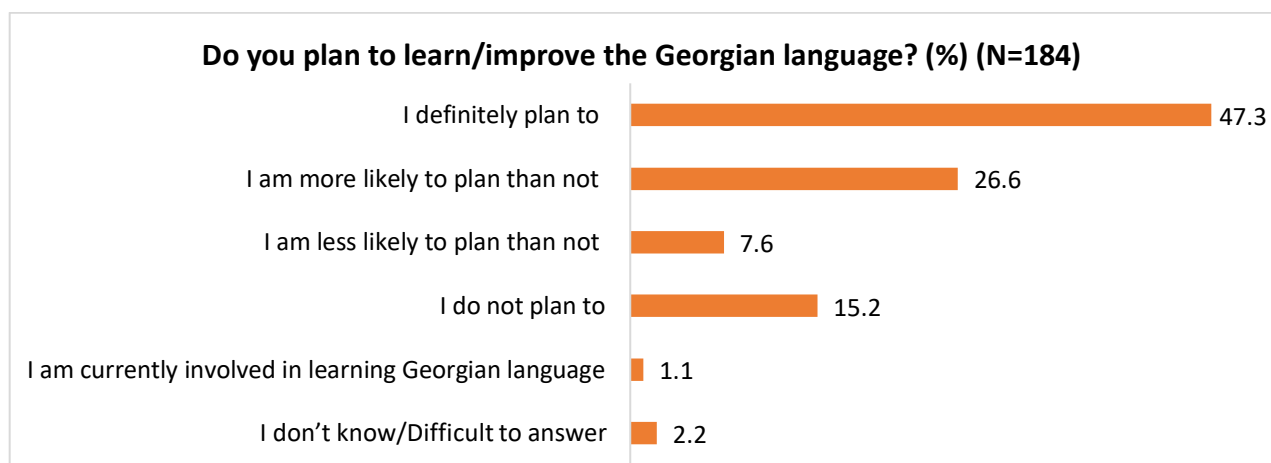
While **assessing their satisfaction with the results** they have achieved in learning Georgian, a large proportion of the respondents who speak the language (41.4%) express satisfaction (*'I am satisfied' and 'More satisfied than not'*); the share of unsatisfied respondents is 27.1% (*'I am dissatisfied', 'More dissatisfied than satisfied'*). 29.3% of the surveyed migrants express neutral attitudes (*'neither satisfied nor dissatisfied'*). According to the central tendencies, the average score of satisfaction with the results achieved in the process of learning Georgian is 3.3 (MEAN=3.26 on a 5-point scale), which slightly surpasses the score of neutral attitudes towards the field of positive attitudes. The median score is 3 (MEDIAN=3), which indicates that half of the respondents tend to choose either a negative or neutral score to assess their satisfaction (see Table #2).

Table #2

Overall, how satisfied are you with the results you achieved in learning Georgian? N=140					
Mean	Median	Mode	Std. Deviation	Minimum	Maximum
3.26	3.00	3	1.131	1	5

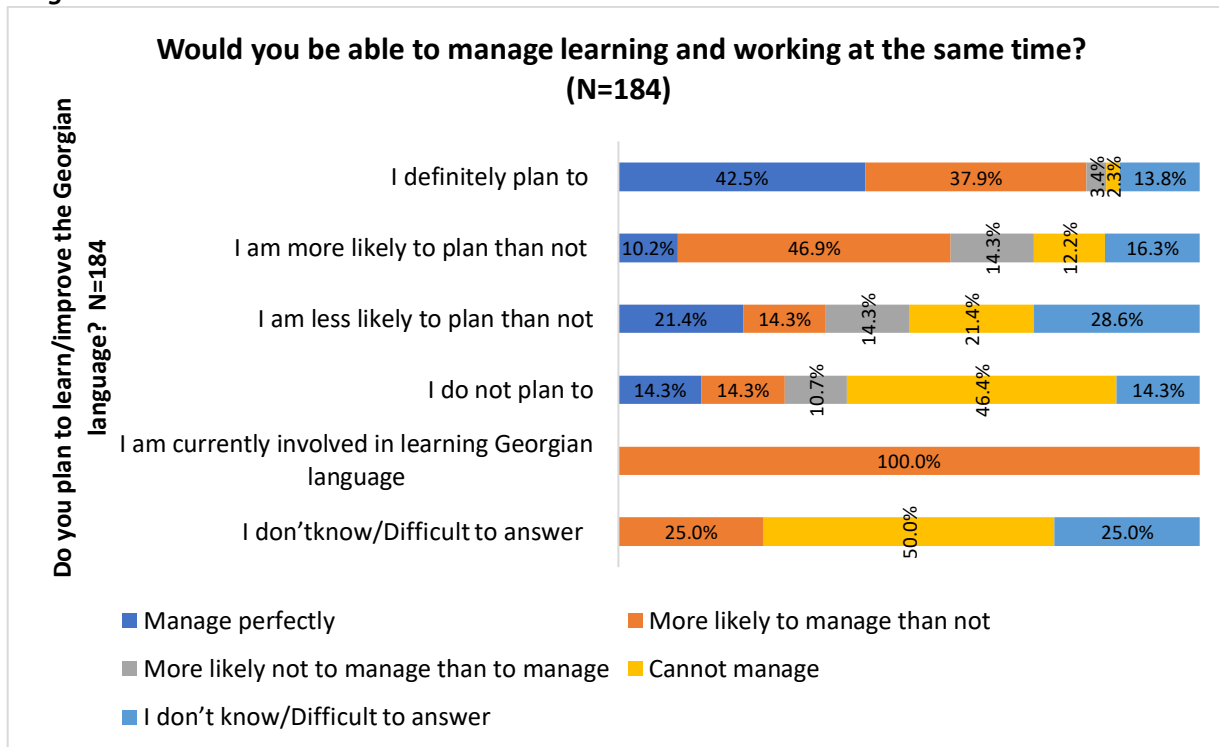
The majority of the respondents (73.9%) plan to either **learn or improve their knowledge of Georgian**. 47.3% are certain about their plans. Almost a quarter (22.8%) do not have such plans (15.2% of whom certainly have no such plans). The number of the respondents currently learning Georgian is only two (see Diagram #17).

Diagram #17



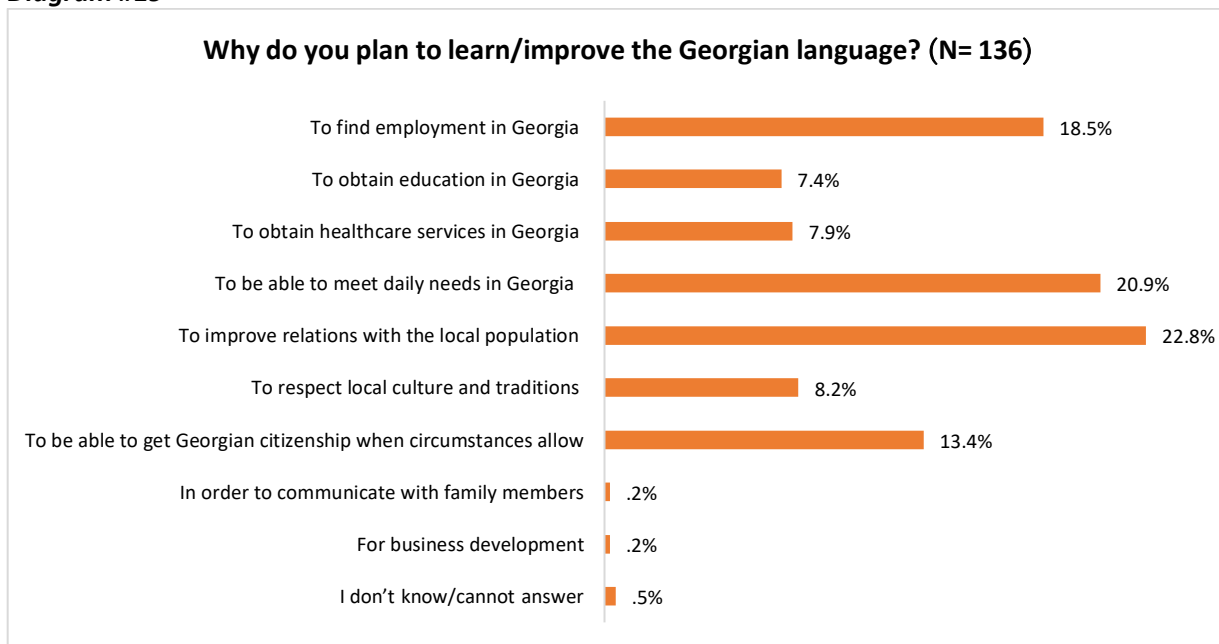
It should be noted that the majority of those respondents (80.5%) who definitely plan to learn or improve their Georgian think that **work and studies are combinable** (42.5% among them think they are 'completely combinable'). Conversely, the majority of those (57.1%) who do not intend to learn or improve their Georgian believe that work and studies are not compatible. A statistically reliable relationship has emerged between these variables ($p < 0.05$) (see Diagram #18).

Diagram #18



Almost a quarter (22.8%) of those migrants who plan to learn/improve their Georgian say **the reason for their decision is to improve relations with the local population**, one-fifth (20.9%) say it is to **manage daily needs in Georgia** and about the same number of respondents (18.5%) state it is to find **employment**. 13.4% have relatively long-term goals, namely the latter wish to learn Georgian in order to obtain Georgian citizenship provided they are given the opportunity (see Diagram #19).

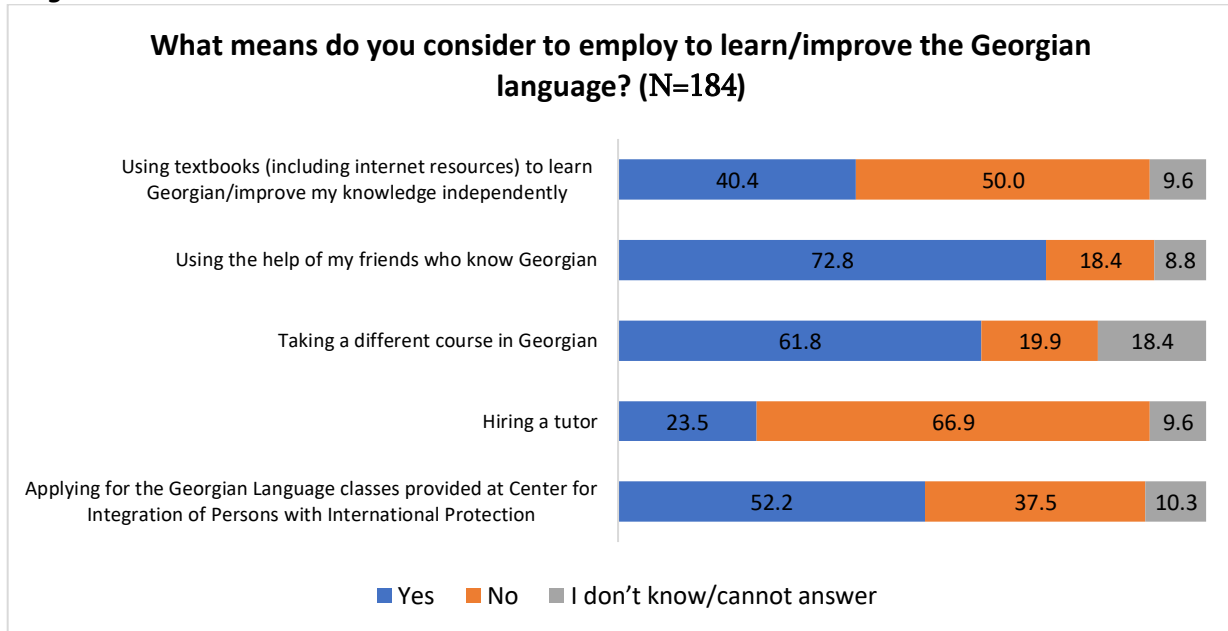
Diagram #19



Migrants **intend to utilize different means** to learn/improve their Georgian language skills. **Using the help of Georgian-speaking friends** proved to be the most popular way, which the majority of migrants (72.8%)

approve of; 52.2% plan to **enroll in the Georgian Language Teaching and Integration Programme at Zurab Zhvania School**, whereas 37.5% do not plan to apply for the programme. It should be noted that the majority of the migrants intending to learn/improve their Georgian (61.8 %), plan to take an **alternative Georgian language course**, and over a third (40.4%) – to use textbooks. **Hiring a private tutor** proved to be the least popular means to learn the language (66.9% do not intend to use this way). (see Diagram #)

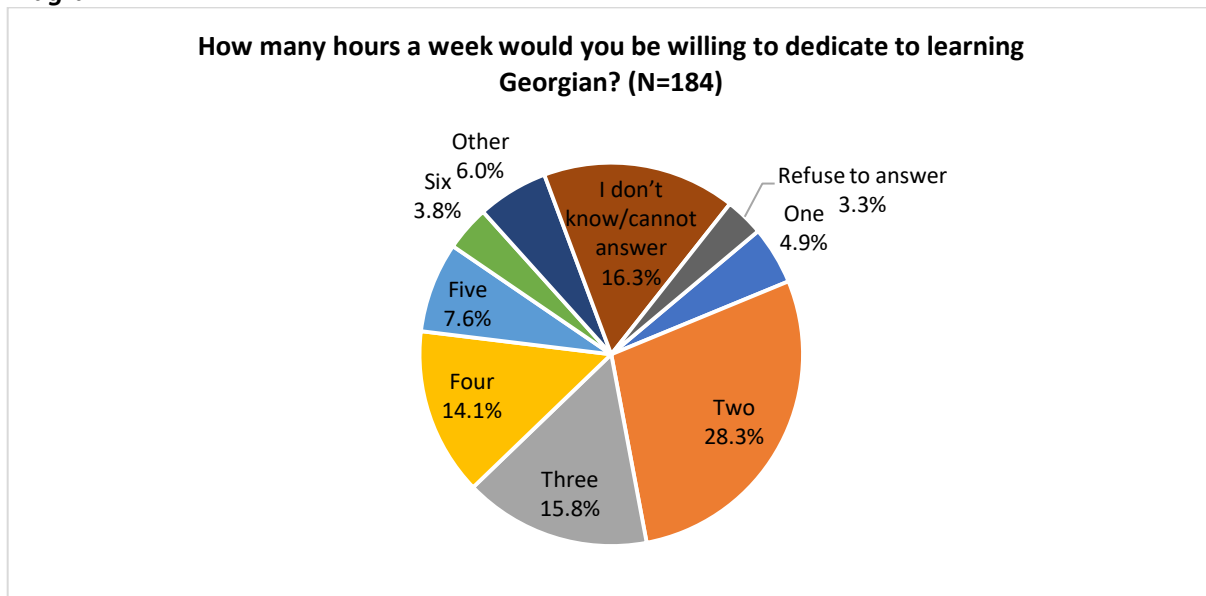
Diagram # 20



A third of representatives of those target groups (32.6%) who wish to learn/improve Georgian prefer **group work** in the learning process, whereas almost one-fifth (19%) say they would rather work **individually**. 30.4% do not have a particular preference in this regard.

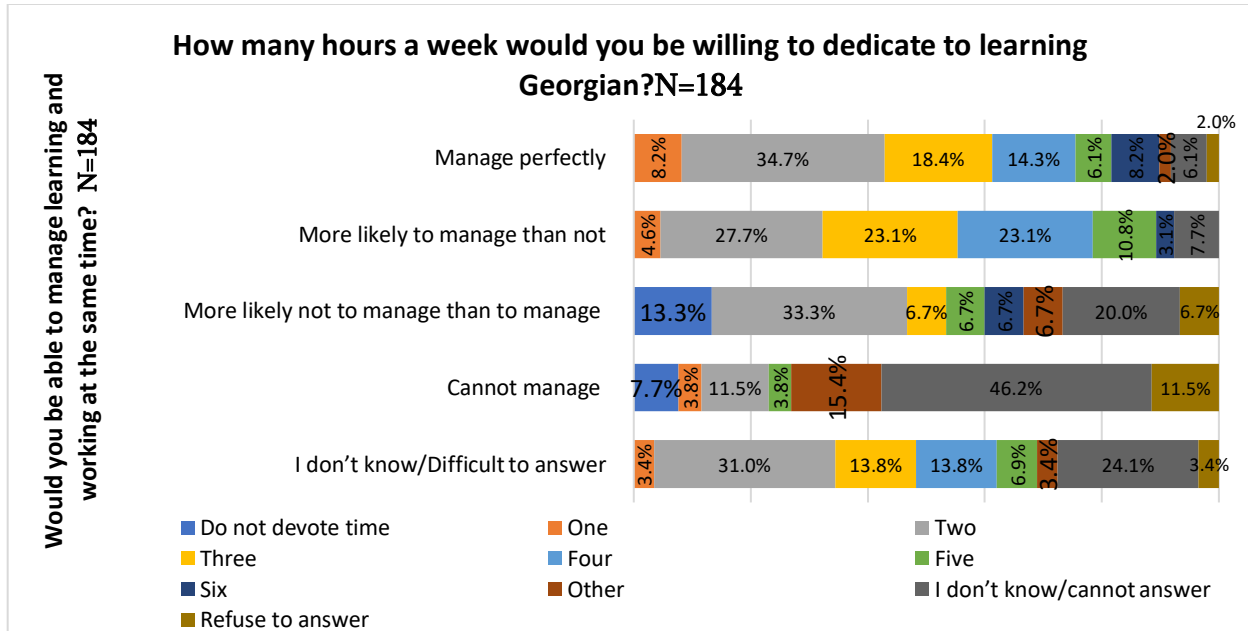
Furthermore, the migrants have specified **how much time they can dedicate to learning Georgian per week**, which is 2 hours for the majority (28.3%), 3 hours for 15.8%, and 4 hours for (14.1%). The proportion of those respondents who cannot provide a specific time is 16.3% (see Diagram #).

Diagram #21



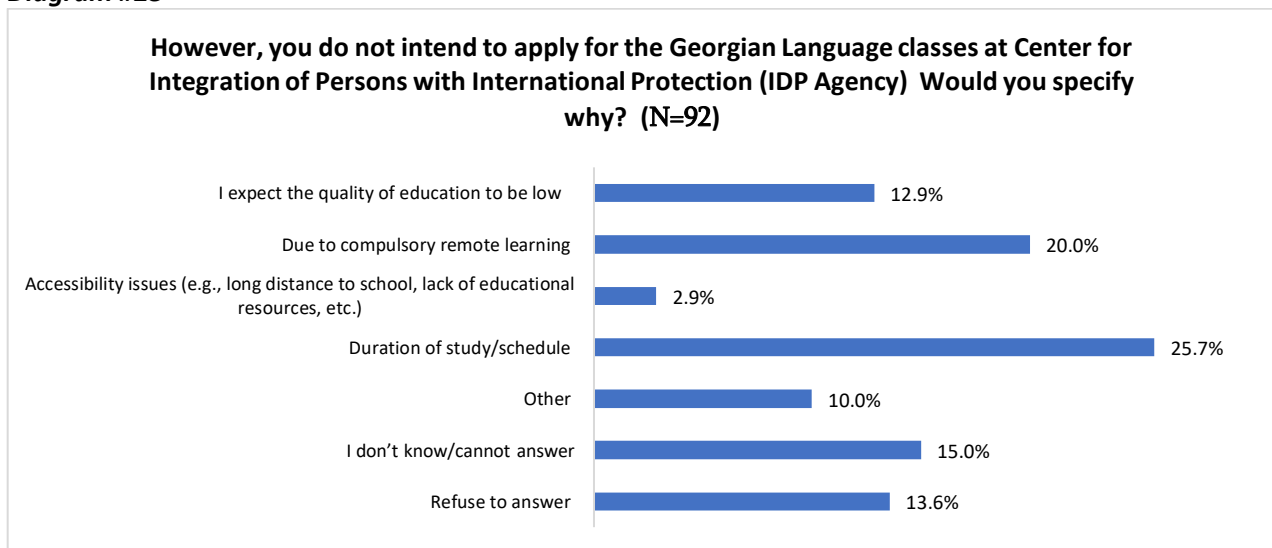
It should be noted that a **statistically reliable relationship** has been established between the issue of work-study compatibility and the estimated time respondents can devote to learning Georgian ($p < 0.05$). Namely, among those respondents who think work and studies can be easily combined, one in three can dedicate two hours and 18.4% - three hours a week to learning Georgian. As for those respondents who think that work and studies are not combinable, a large proportion (46.2%) can not specify the time they could dedicate to learning Georgian, and 11.5% indicate they could allocate 2 hours a week (*see Diagram #22*).

Diagram #22



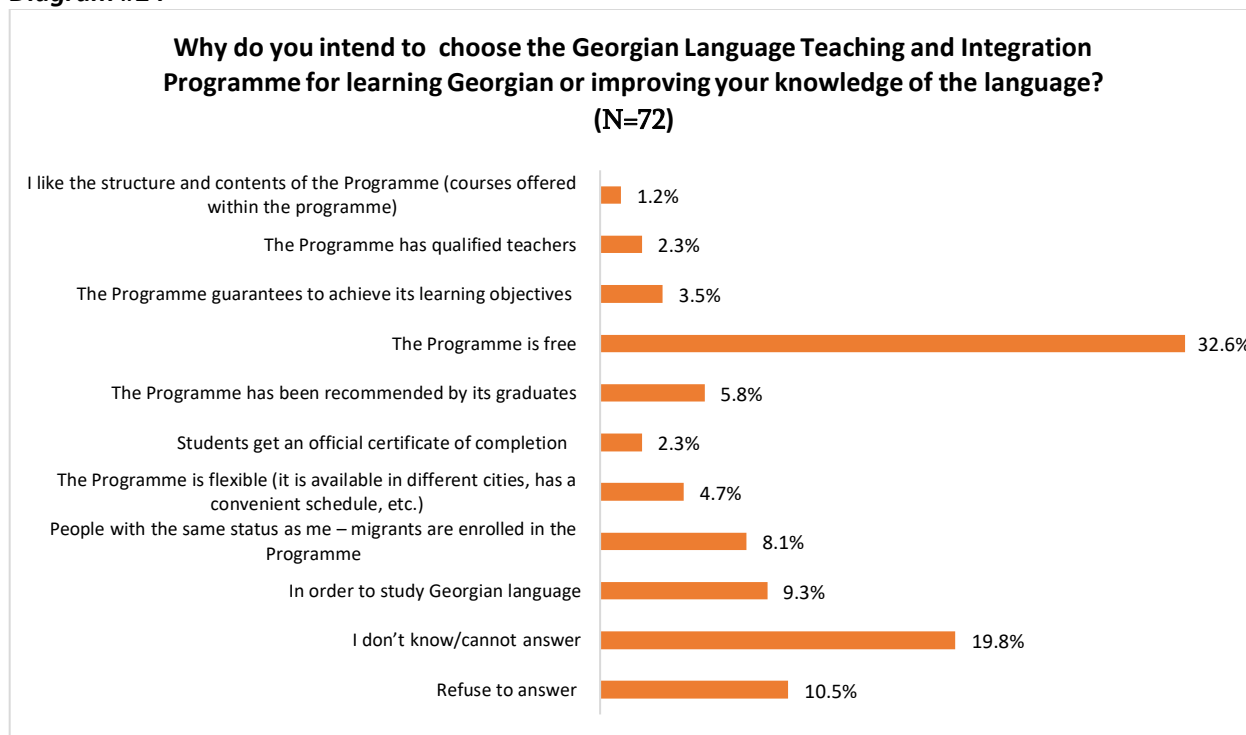
Respondents who do not intend to **enroll in the Georgian Language Teaching and Integration Programme at Zurab Zhvania School identify the reasons for their reluctance**. Over a quarter of them say it is due to the **duration/timetable of studies**; for one-fifth of the respondents, the main reason is the **requirements associated with remote learning**. The proportion of those who are reluctant to enroll in the programme at Zhvania School because they are **skeptical about the quality of education** there is 12.9% (*see Diagram #23*).

Diagram #23



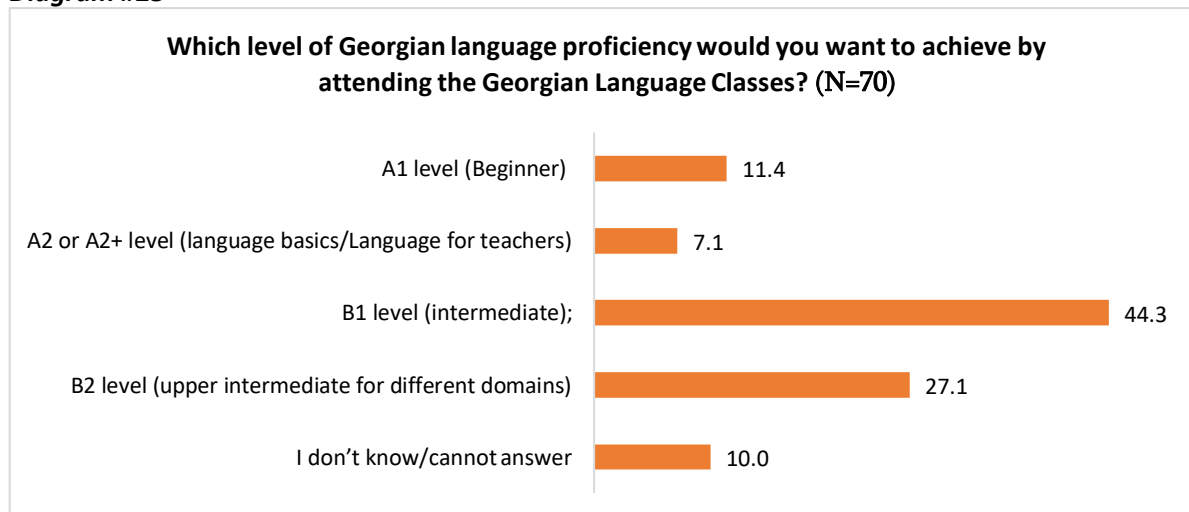
Respondents who **intend to enroll in the Georgian Language Teaching and Integration Programme at Zurab Zhvania School** have identified reasons for their intentions: one-third (32.6%) say it is because the programme is offered **free of charge**, 10% state the reason is the **quality of education** at the school, whereas social environment in the groups turns out to be crucial for 8.1%, i.e., the latter find it important that groups include migrant students. The following reasons have been named by a relatively small proportion of respondents: qualified teachers, recommendations received from programme graduates, the flexibility of the programme, etc. (see Diagram #24)

Diagram #24



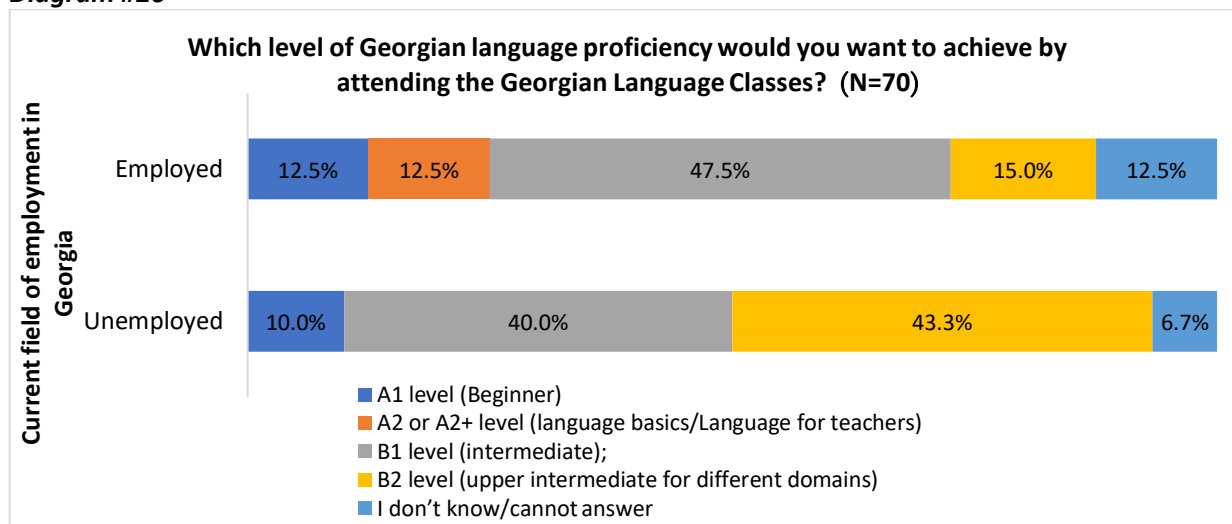
Among those respondents who intend to enroll in the Georgian Language Teaching and Integration Programme, 44.3% wish to reach **B1 level** (intermediate) of Georgian language proficiency, 27.1 – **B2 level**. A relatively small proportion of the migrants want to learn the Georgian language at A1 (elementary) or A2/A2+ levels (see Diagram #25).

Diagram #25



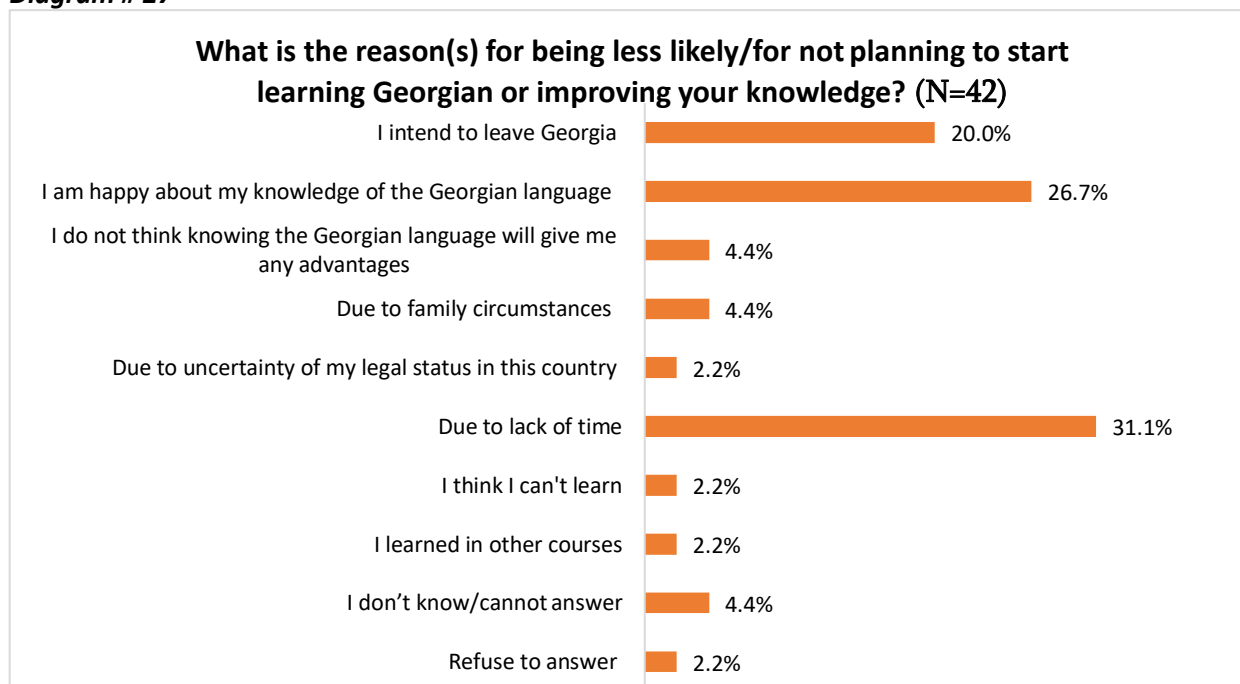
It should be noted that the proportion of those who plan to enroll in the State Language Teaching and Integration Programme to reach B2 level (upper-intermediate) is almost three times larger among the unemployed migrants (43.3%) than among their employed counterparts (15%). This is yet another indication that **one of the primary triggers for learning Georgian is to find employment** (a reliable relationship has been found between the respondents' employment status and their intention to reach a certain level of Georgian language proficiency: $p < 0.05$) (see Diagram #26).

Diagram #26



Almost every third respondent has identified **lack of time** as the primary reason for their decision **not to learn/improve Georgian** (31.1%); 26.7% say it is because they are **satisfied with their current knowledge** of Georgian, whereas a fifth of them state they do not wish to learn/improve Georgian because they plan to **leave Georgia** (see Diagram #27).

Diagram # 27



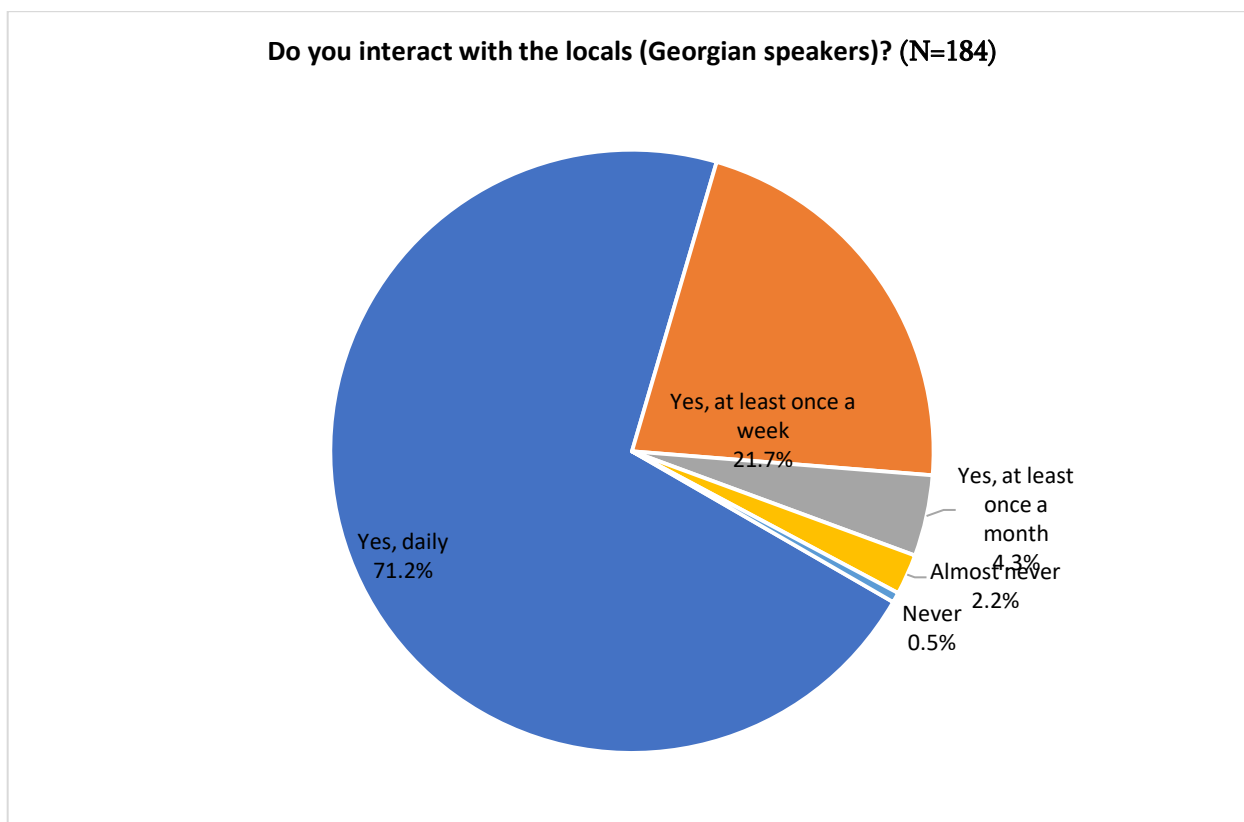
Issues Related to Integration

Migrants participating in the research assessed topics related to their integration and inclusion in the society:

While talking about the **frequency of interactions with the Georgian-speaking population**, the majority of the respondents (71.2%) note that they interact with locals on a daily basis, almost a fifth (21.7%) – at least a week (see Diagram #).

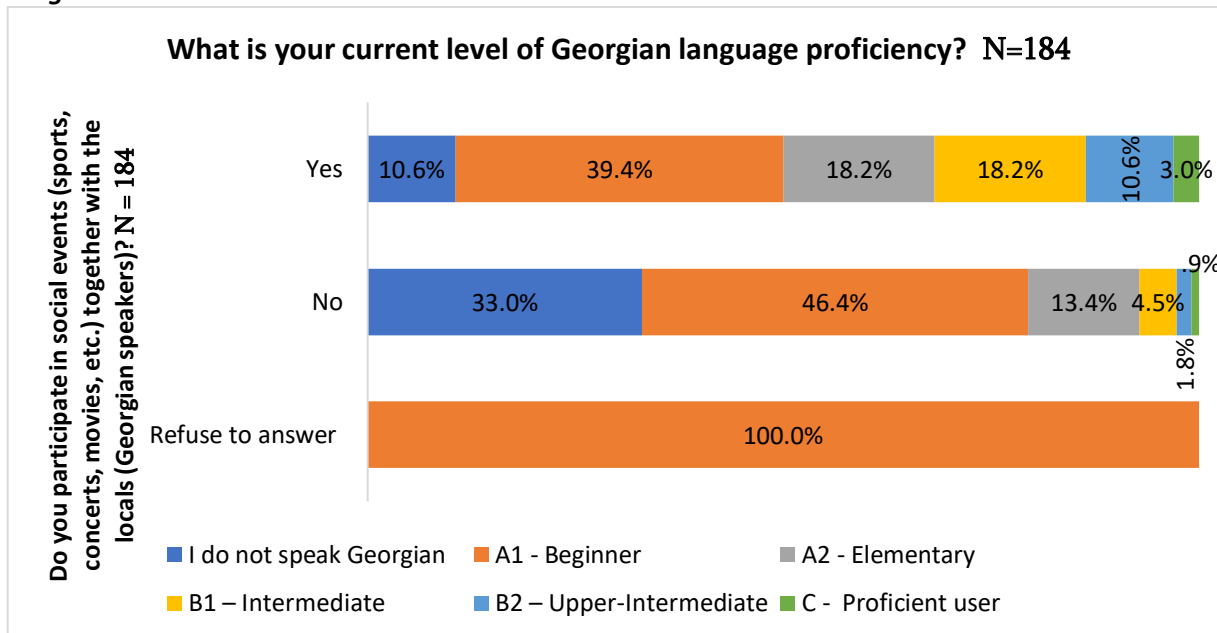
Only 38% of the respondents say they **have attended social events** together with locals, and 61.4% have not. As for the types of social events, the majority (55.3%) have attended cultural events, a quarter (25.4%) – sporting events, and 14.9% - socio-political events. Only a small share of research participants have taken part in other types of social events - 4.4%. (see Diagram #28).

Diagram #28



It should be noted that a statistically reliable relationship has been observed between the level of Georgian language proficiency and participation in social events with locals ($p < 0.05$): of those migrants who attend various social events with locals, 10% cannot speak Georgian at all, and at least one in three speaks the language at the basic - A1 level; moreover, almost 30% know Georgian at B1 or B2 level. As for those respondents who do not have experience of attending social events with locals, 30% of them do not know Georgian at all, whereas 46.4% can speak it at A1 level. (see Diagram #29).

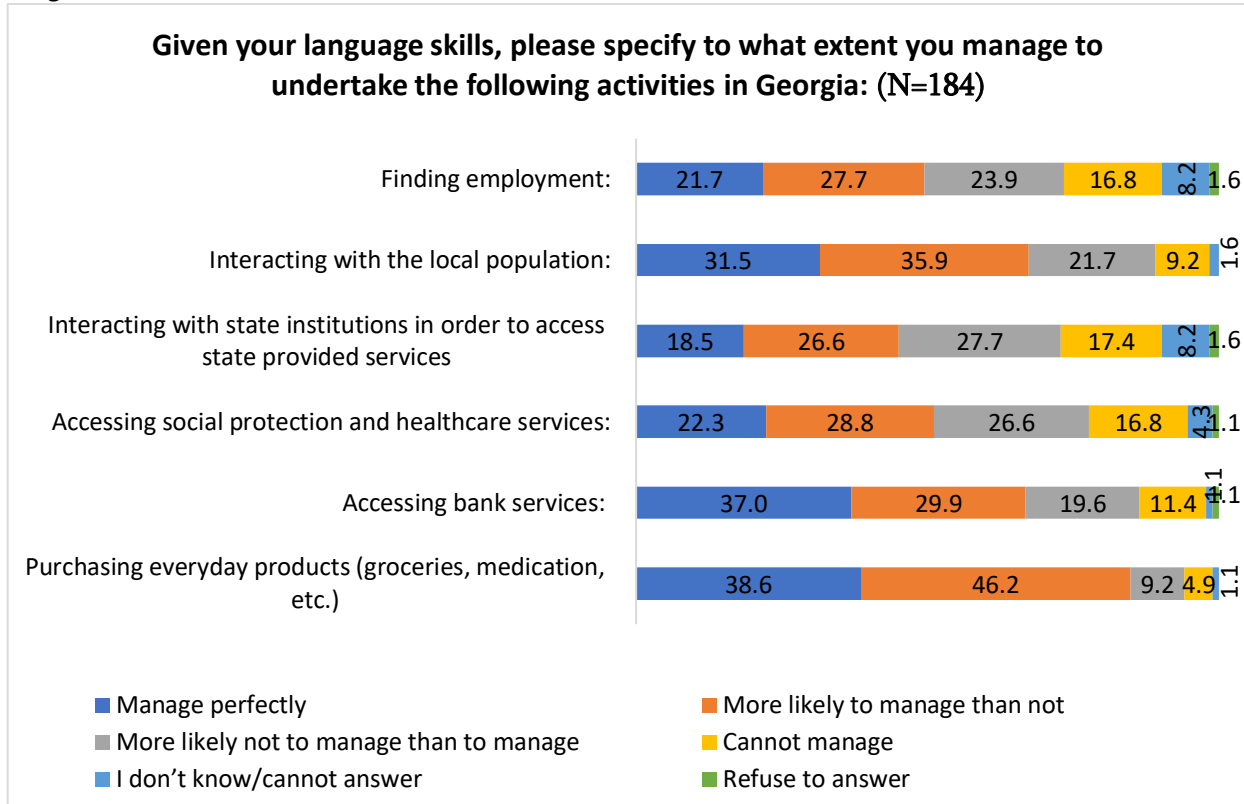
Diagram #29



Respondents, **based on their language skills**, assessed how well they manage to carry out various activities in Georgia, namely:

- A vast majority of the respondents (84.8%) manage to purchase **everyday goods (grocery, medication, etc.)** (38.6% of them manage perfectly). The total proportion of those who have the opposite experience is not more than 15%.
- 66.8% of the respondents report having a positive experience with receiving bank services; 37% of the latter group say they can easily access these services using their language skills. At the same time, almost every third respondent (31%) is less likely or not likely at all to manage to access these services.
- Every other respondent (51.1%) state that they can access **social and healthcare services** using their language skills. However, only 22.3% of the latter can do so fully. The proportion of those who are not able to access these services at all is 16.8%.
- Relatively smaller number of the respondents note they manage perfectly (18.5%), or are more likely to manage than not (26.6%), **to communicate with state agencies to access public services (excluding social services)**. The share of those who cannot manage to obtain these services because of the language barrier is 17.4%.
- 67.4% of the research participants manage to **interact with the local population** (31.5% manage perfectly, 35.9% are more like to manage than not). Given their language skills, 45.1% report encountering certain barriers when communicating with locals.
- As for **employment**, almost half of the surveyed representatives of target groups (49.5%) say their language skills allow them to find a job, whereas 40.8% either cannot or find it hard to get employed (see Diagram #30).

Diagram # 30



It should be noted that **the Georgian language proficiency level of migrants correlates ($p < 0.05$) with the activities they undertake.** Namely, no or low level of knowledge of the Georgian language (A1 and A2 levels) is linked to failure to perform various activities and, on the contrary, the better the migrants speak the language, the better they can carry out different activities (see Table #3).

Table #3

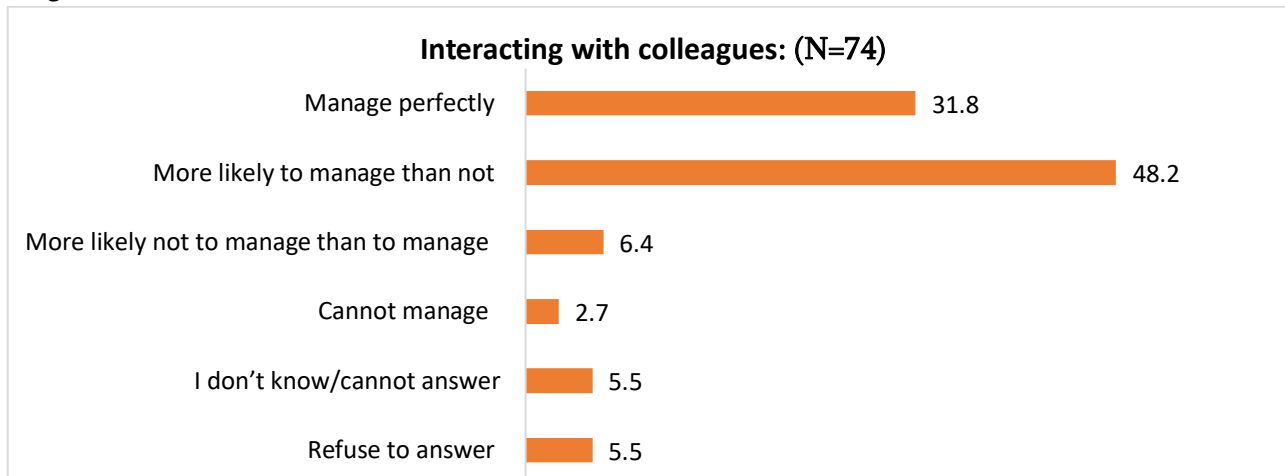
Given your language skills, please specify to what extent you manage to undertake the following activities in Georgia

(N=184)	I do not speak Georgian (N=44)	A1 - Beginner (N=79)	A2 - Elementary (N=27)	B1 - Intermediate (N=17)	B2 - Upper-Intermediate (N=9)	C - Proficient user (N=3)
Purchasing everyday products (groceries, medication, etc.)						
Manage perfectly	6.8%	27.8%	55.6%	100.0%	88.9%	100.0%
More likely to manage than not	59.1%	59.5%	37.0%	-	-	-
More likely not to manage than to manage	20.5%	8.9%	3.7%	-	-	-
Cannot manage	11.4%	2.5%	3.7%	-	11.1%	-
I don't know/Difficult to answer	2.3%	1.3%	-	-	-	-
Accessing bank services:						
Manage perfectly	13.6%	27.8%	44.4%	76.5%	100.0%	100.0%

(N=184)	I do not speak Georgian (N=44)	A1 - Beginner (N=79)	A2 - Elementary (N=27)	B1 – Intermediate (N=17)	B2 – Upper-Intermediate (N=9)	C - Proficient user (N=3)
More likely to manage than not	25.0%	35.4%	51.9%	5.9%	-	-
More likely not to manage than to manage	45.5%	16.5%	3.7%	5.9%	-	-
Cannot manage	15.9%	16.5%	-	5.9%	-	-
I don't know/Difficult to answer	-	1.3%	-	5.9%	-	-
Refuse to answer	-	2.5%	-	-	-	-
Accessing social protection and healthcare services:						
Manage perfectly	6.8%	12.7%	14.8%	76.5%	88.9%	66.7%
More likely to manage than not	18.2%	32.9%	55.6%	11.8%	11.1%	33.3%
More likely not to manage than to manage	52.3%	25.3%	18.5%	-	-	-
Cannot manage	20.5%	22.8%	3.7%	11.8%	-	-
I don't know/Difficult to answer	2.3%	5.1%	3.7%	-	-	-
Refuse to answer	0.0%	1.3%	3.7%	-	-	-
Interacting with state institutions in order to access state provided services (other than social protection and healthcare)						
Manage perfectly	9.1%	10.1%	14.8%	52.9%	66.7%	66.7%
More likely to manage than not	18.2%	26.6%	51.9%	17.6%	33.3%	33.3%
More likely not to manage than to manage	47.7%	30.4%	11.1%	5.9%	-	-
Cannot manage	20.5%	24.1%	0.0%	11.8%	-	-
I don't know/Difficult to answer	4.5%	6.3%	18.5%	11.8%	-	-
Refuse to answer	-	2.5%	3.7%	-	-	-
Interacting with the local population:						
Manage perfectly	11.4%	19.0%	37.0%	76.5%	88.9%	100.0%
More likely to manage than not	18.2%	49.4%	51.9%	17.6%	11.1%	-
More likely not to manage than to manage	50.0%	19.0%	7.4%	5.9%	-	-
Cannot manage	18.2%	11.4%	-	-	-	-
I don't know/Difficult to answer	2.3%	1.3%	3.7%	-	-	-
Finding employment:						
Manage perfectly	15.9%	17.7%	11.1%	35.3%	77.8%	-
More likely to manage than not	20.5%	31.6%	44.4%	23.5%	-	-
More likely not to manage than to manage	25.0%	24.1%	29.6%	17.6%	22.2%	-
Cannot manage	29.5%	16.5%	7.4%	11.8%	-	-
I don't know/Difficult to answer	4.5%	10.1%	3.7%	11.8%	-	-
Refuse to answer	4.5%	-	3.7%	-	-	-

Assessing **the quality of relationships with colleagues** reveals that 31.8% of the employed representatives of target groups manage to interact with them perfectly; almost half (48.2%) are more likely to manage than not. The share of those respondents who report having opposite experience is not greater than 10% (see *Diagram #31*)

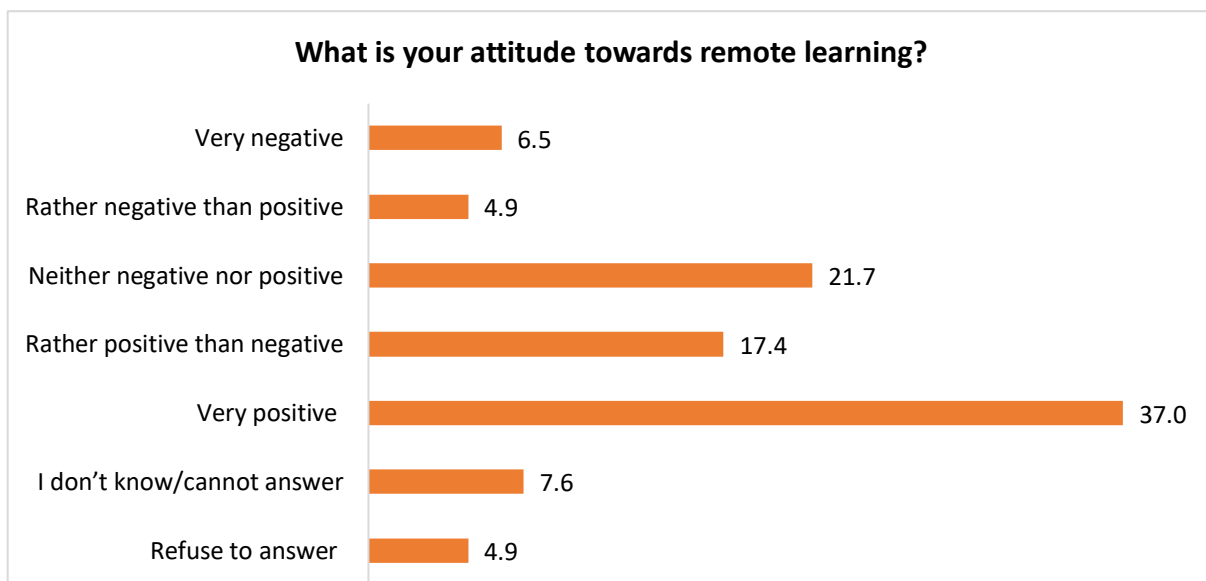
Diagram #31



Assessment of Remote Learning

Respondents assessed their attitudes towards remote learning on a 5-point scale. The majority (54.3%) of them assess remote learning **positively** (37% - very positively; 17.4% - positively), whereas, 11.4% - **negatively** (6.5% - very negatively; 4.9% - negatively). The proportion of the migrants with neutral attitudes is not greater than 2.7% (see Diagram #32)

Diagram #32



As for the material and technical resources necessary for remote learning, a desk computer is the least owned: the majority of the respondents (almost 60%) do not have a computer; 30.4% do). 53.8% have reliable access to a laptop, and the vast majority of the representatives of target groups have a smartphone (almost 92%), internet (88%), and a webcam (86.4%) (see Diagram #33).

Diagram #33

