

## THE GOOD PRACTICE at College “Akhali Talga” (Kobuleti, Georgia)

Element	Description
<b>Title*</b>	Student-Centered English Education Approach
<b>Name of the VET Provider</b>	<p>LepI College “Akhali Talga” – VET Provider, Kobuleti, Georgia</p> <p><b>As an English teacher at VET center and director of language institution, I implement a variety of innovative, inclusive, and student-centered educational activities. My work focuses on improving language skills, developing learners’ creativity, and supporting their personal and professional growth.</b></p> <p><b>The main activities I carry out include:</b></p> <p><b>Student-centered English teaching</b></p> <ul style="list-style-type: none"> <li>Using interactive methods, videos, games, discussions, and real-life tasks</li> <li>Creating a positive and inclusive learning environment</li> <li>Supporting beginners to advanced learners with personalized approaches</li> </ul> <p><b>Creative learning programs</b></p> <ul style="list-style-type: none"> <li>Organizing art, drawing, and creative therapy sessions</li> <li>Combining language learning with creativity to increase motivation</li> <li>Providing safe space for vulnerable youth</li> </ul> <p><b>International cooperation and mobility</b></p> <ul style="list-style-type: none"> <li>Hosting international volunteers through ESC</li> <li>Coordinating cultural exchange activities</li> </ul>

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Preparing teachers and staff for cooperation with partner organizations abroad

### Teacher development and coaching

Training English teachers in modern teaching methods

Sharing good practices, digital tools, and classroom strategies

Organizing internal workshops and peer learning

### Community engagement

Organizing events such as MasterChef, creative workshops, open lessons

Involving parents and local community in educational activities

Supporting youth initiatives and volunteerism

### Career and life skills integration

Developing communication skills, teamwork, leadership

Guiding students in future study choices

Encouraging entrepreneurial thinking and problem-solving

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### Introduction\*

The initial context was characterized by limited access to high-quality, engaging, and inclusive English language education in Kobuleti, especially for young people and vulnerable groups. Many learners lacked motivation, confidence in speaking English, and opportunities to develop communication and life skills in a practical way. Traditional teaching methods were often not sufficient to meet diverse learning needs.

In addition, teachers had limited opportunities for professional development, international cooperation, and the exchange of modern educational practices.

To address these challenges, the practice was implemented from 2021 and has been continuously developed until the present, focusing on

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innovative, student-centered, and creative learning approaches, community involvement, and international cooperation.

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**Stakeholders and Partners**

The main beneficiaries of the good practice are children and young people aged 7-18, including beginners and pre-intermediate English learners, as well as youth from vulnerable and disadvantaged backgrounds. Adult learners and English teachers also benefit through lifelong learning activities and professional development.

The users of the good practice include students, English teachers, volunteers, and educational staff involved in language learning, creative activities, and community-based education.

The good practice is implemented by New Wave College and the Kobuleti Language Centre KLC, with active involvement of teaching staff and management. International partners and implementing agencies include organizations participating in Erasmus+ and the European Solidarity Corps (ESC), which support volunteer mobility, training, and intercultural exchange.

Donors and supporting bodies include Erasmus+ and USAID-supported programmes, which provide financial support, capacity building, and international cooperation opportunities. Local partners, parents, and community organizations support the implementation through participation in events, outreach, and shared activities.

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**Impact\***

The good practice has had a strong positive impact on beneficiaries. Learners improved their English communication skills, self-confidence, and motivation to participate in educational and community activities. Teachers developed new pedagogical skills, increased their professional capacity, and adopted more innovative, student-centered teaching approaches. No significant negative impact has been identified.

Social impact has been significant. The practice promoted inclusion, intercultural dialogue, and equal access to education for young people from different social and economic backgrounds. Community events and volunteer engagement strengthened social cohesion and encouraged youth participation, civic engagement, and lifelong learning.

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Through Erasmus+ and ESC programmes increased the region's resilience by diversifying learning opportunities and strengthening institutional capacity.

Environmentally, the impact has been indirect, through the use of digital tools, reduced paper use, and promotion of responsible resource use during educational activities.

Evidence of impact includes increased student enrolment, regular participation in activities, positive feedback from learners, parents, and teachers, successful implementation of international projects, and continued partnerships with local and international organisations

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**Innovation and Success Factors \***

The good practice contributed to innovation by introducing student-centered, creative, and media-based approaches to English language education combined with community engagement and international cooperation. In addition to traditional learning activities, learners actively participate in photo and video production, digital storytelling, and basic content creation. These activities help students improve communication skills, digital literacy, creativity, teamwork, and self-expression, which are essential future skills.

The integration of English learning with creative media production, volunteering, and real-life tasks represents an innovative educational model in the local context and supports the development of 21st-century competencies such as critical thinking, problem-solving, collaboration, and adaptability.

For successful replication in a similar context, several conditions need to be in place. At the institutional level, committed leadership, trained teachers, and openness to innovative and digital pedagogical methods are essential. Economically, basic funding for equipment (e.g. cameras, smartphones, editing software) and access to international or local support programmes are needed to sustain activities. Socially, strong cooperation with parents, the local community, and partner organisations ensures inclusion and long-term engagement. Environmentally, access to safe learning spaces, digital tools, and responsible use of resources supports sustainable implementation.

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### Constraints\*

One of the main challenges encountered was the different language levels, motivation, and social backgrounds of learners. This was addressed by applying flexible, student-centered teaching methods, small group work, and individual support.

Another challenge was limited resources, including time, funding, and equipment for creative and media-based activities such as photo and video production. This challenge was managed by using existing resources, free digital tools, partnerships with local organisations, and support from international programmes such as Erasmus+ and ESC.

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### Lessons learned\*

The experience shows that student-centered and creative learning approaches significantly increase learners' motivation, confidence, and engagement, especially in language education. Combining English learning with creative, media-based, and project-oriented activities helps develop future skills such as communication, digital literacy, teamwork, and critical thinking.

Another key lesson is that inclusion and equal access to learning opportunities strengthen social cohesion and improve educational outcomes. Working with diverse groups of learners requires flexibility, empathy, and adaptive teaching methods.

The good practice also demonstrates the importance of teacher capacity building and teamwork. Continuous professional development, peer learning, and clear role distribution among staff are essential for successful implementation.

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### Replicability and/or up-scaling

This good practice was developed in **Kobuleti** in response to the limited access young people and teachers have to modern, creative, and practice-based education. Because it is based on real local needs, it can be gradually extended to other municipalities in the region with similar challenges.

For wider application, it is important to keep the **core idea**: combining language education with creativity, digital tools (photo and video), and future skills development. At the same time, each new location should adapt the activities to its own community, space, and learners.

Key conditions for replication include:

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motivated local educators and coordinators;  
basic infrastructure (learning space and simple digital tools);  
cooperation with local schools, families, and municipalities;  
small but stable funding support.

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**Contact details**

**Contact details for further information:**

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**URL of the practice**

Yes, some information about the good practice can be found on the Internet.

Social media pages: Facebook / Instagram  
@KobuletiLanguageCentre

<https://www.facebook.com/GulosSchool/?viewas=100000686899395>

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**Related resources that have been developed**

Training manuals and guidelines for teachers on student-centered and creative English teaching methods.

Technical fact sheets and lesson plans for language and creative learning activities.

Posters and visual materials for classroom activities and community events.

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Photo and video materials documenting student projects, workshops, and international volunteer activities.

Audio recordings of student presentations, language exercises, and creative storytelling.

social media posts highlighting events, activities, and good practice outcomes.

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