



FIRST STEP
since 1998

A STEP TO THE VICTORY

NEWSLETTER
2023-2025



“First Step” – the organization that turns challenges into opportunities and small progress into great victories. Small victories for great changes - “The journey of a thousand miles begins with one step” - We believe that even small, tiny victories can change the world into a better place and a victory that may seem tiny for one person, can be a huge success for another. That’s why we do our best to take even the smallest steps in the right direction to achieve our ultimate goal.

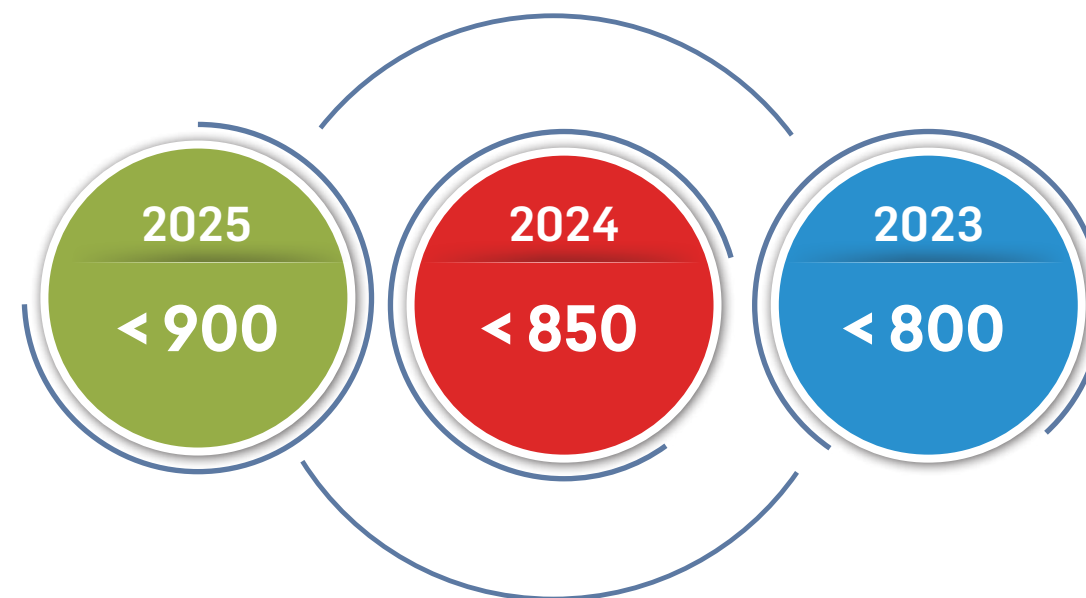
OUR MISSION

Ensure a decent life for children with special needs and their families

OUR VALUES

dignity, love, equality, and strength - guide us toward meaningful progress

HOW MANY CHILDREN AND ADOLESCENTS DID WE SUPPORT DURING THE LAST THREE YEARS?





“FIRST STEP” –

3 years filled with challenges, exploration,
discovery, and positive news

Over the past three years, as usual for our organization, First Step has been distinguished by the introduction of series of new initiatives. These developments became a response to the needs that emerged among children and adolescents over this time.

WHAT DETERMINED THESE CHANGES, WHAT EXPERIENCE DID THE ORGANIZATION BUILD UPON, AND HOW DID IT ADDRESS THE CHALLENGES IT FACED?

First of all, it should be noted that the process of renewal and continuous modernization is not new for the organization. The 27 years of experience in caring for children with special needs has always been based on a commitment to continuous progress, which, in turn, is reflected in the improvement of the quality of life of the beneficiaries of First Step and their families.

Although the “First Step” has offered children of different ages and needs and their families a variety of services over the years—including therapies for behavior, speech, feeding, physical, cognitive-behavioral, group, academic, sensory, early development, FLOORTIME and Denver, challenging behavior management, personal assistant services, Home-based Care, and Daycare Center programs- most of these programs have required updating and modernization over time.

Among the children, in their early adolescence, two types of challenges emerged. On the one hand, for adolescents who were progressing quickly, additional services were needed to support greater indepen-

dence, socialization, and self-expression. On the other hand, it was important to plan how to integrate the strategies used with adolescents into their home and educational environments within the new services.

In some cases, adolescents with slower developmental progress could no longer benefit from one-on-one therapy in a single room, focused only on skill development. They required new and multiple programs, differently arranged spaces, and alternative communication styles.

One of the main needs revealed by our experience and confirmed by feedback from families using our services was the opportunity to access different programs in a single location.

Another important challenge to highlight was staff turnover:

This was often most noticeable among specialists and may have been caused by routine work or professional burnout. In response to these challenges, First Step retrained a significant portion of its internal staff when introducing new programs. Preparing staff for different new directions equipped them with new skills, knowledge, and experience, which in turn significantly increased their motivation and effectiveness.

Clear trends led us to implement significant changes. Several entirely new directions were introduced at First Step:

Psychotherapy (including Art therapy and Group psychotherapy), a comprehensive four-component program for ADHD; Sports and Culinary clubs; a Music Club with therapeutic elements. At the same time, an Alternative Communication Approach was introduced across all types of therapy.

These innovations had a particularly positive effect on children’s motivation. By providing services tailored to their needs, children became more engaged in the therapeutic process. The integration of Alternative Communication across all levels and services helped

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reduce challenging behaviors. Thanks to this approach, children are now much better able to express their needs and desires in a simplified way, and specialists and families have a clearer understanding of children with limited verbal communication skills.

The new directions allowed families to better see their children's strengths, perceive their abilities, understand strategies for managing areas that need improvement, and appreciate the balance between their children's capabilities and challenges.

As children grew older and progressed, families expressed a need to provide them with more opportunities for independence, while ensuring safety. Improvements in children's two-way communication also led to increased family satisfaction with their quality of life.

The implemented changes contributed to staff retention. The specialists were given the opportunity to apply the knowledge they had accumulated over the years through professional development within the organization, while changes in their work profiles refreshed and revitalized their daily work.

Changes implemented at the organizational level have led to greater inclusiveness, a shared vision, and a stronger understanding that, to uphold our core values and remain dedicated supporters of children and their families, we must listen to them and do our best to improve their living conditions.



TAMAR NOZADZE

Head of First Step Programs

Bachelor's degree in Occupational Therapy, Master's degree in Educational Administration

"I was still a student when I first joined the organization 14 years ago, and the Early Childhood Development program was just starting as a pilot. Back then, the organization was quite small and operated with only a few programs. Despite many challenges, we were constantly learning and working, translating and absorbing knowledge and recommendations from our international colleagues. Due to limited resources, we created adaptations ourselves and tested them with families. We were full of ideas, determination, and motivation, driven by the goal of making a real difference in the lives of people with disabilities.

The nationwide implementation of the Early Development program created a need for more specialists, requiring coordination and professional supervision. At that time, I had the opportunity to work as a coordinator and supervisor with various teams. I recall that period as

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Twelve years in this field have passed incredibly fast, with each year bringing both interest and new challenges.

one of professional growth, including leading a team and developing positive communication with specialists. I realized that leadership is not just about assigning tasks—it is about understanding people, supporting them, and building trust. This experience showed me how collaborative teamwork can positively impact systemic processes.

During this period, our organization was among the first to introduce occupational therapy focused on sensory integration in a specially equipped sensory room. As an occupational therapist, I applied all my knowledge and resources while working with children with sensory needs. Later, with the establishment of the Applied Behavior Analysis (ABA) program at the national level, I gained the in-depth insight required for all disciplines involved in working with children with autism. I became familiar with modern approaches in the field, studied child development patterns and characteristics of disorders, and was able to provide qualified consultations to families.

Twelve years in this field have passed incredibly fast, with each year bringing both interest and new challenges. Working as a therapist, supervisor, and coordinator during this time has helped me develop patience, the ability to listen deeply, and an understanding of how to provide support not only through words but through meaningful action.

Although I did not have previous experience in this specific type of managerial role, three years ago, I stepped into a new challenge to take on the responsibility of leading programs. Despite my varied professional background, this level of responsibility initially felt demanding. Over time, I have found that positive communication and consistency have been essential in building respectful relationships with colleagues and in shaping strategic services for families.

In a relatively short period, many positive changes have been imple-

mented within the organization. I hope that the “First Step” will continue to maintain this pace of development in the future and remain a space where people grow, both professionally and personally. I also hope it will continue to be an organization in which warmth, support, and growth are a daily reality for children and families, rather than merely words written in a document.





MARIAM GAKHUTISHVILI

*Head of the First Step Daycare Center
and Home-based Care Programs;*

Coordinator of the ADHD Program

*Master's Degree in Clinical Psychology,
Psychotherapist*

For the past thirteen years, I have worked as a clinical psychologist serving children and adolescents with various needs. It was seven years ago when my relationship with the “First Step” began, during a period when it became especially meaningful for me to observe how teamwork and the professionalism of specialists can transform the lives of individual children and their families. It was here that I was given the opportunity to work within a multidisciplinary team, alongside a developmental pediatrician, psychiatrist, occupational therapist, speech and language therapist, and social work specialist.

The effectiveness of teamwork is most clearly demonstrated in the Day Care Center and Home-based Care Programs of First Step. Both services have a long history and extensive experience in supporting a large number of satisfied children and families. The Day Care Center and Home-based Care Programs often play a vital role in the lives of the children they serve.

Over the years, my professional roles have been diverse. I began my



career as a special education teacher in a school setting and later expanded my roles to include school psychologist, inclusive education consultant, and trainer. Today, I lead the Day Care Center and Home-based Care Programs of First Step, serve as a psychotherapist within the organization’s Consultation and Therapy programs, and am also the initiator and coordinator of the ADHD comprehensive support model at First Step.

I feel a strong sense of alignment with the organization’s development concept and mission, which is deeply important to me.

“First Step” is not just a workplace; it is a space where, each day, I watch opportunities take root for every child where once only difficulties existed.

For me, working in this organization means being part of change - not only in the lives of children, but within the entire system, which is developing and shaped by acceptance, openness, and inclusion.



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NEW PROGRAMS, DIRECTIONS AND APPROACHES

MULTIFACETED ADHD SUPPORT PROGRAM

Based on the practical experience of many specialists, it became evident that supporting children diagnosed with ADHD at the “First Step” was to be a comprehensive and multifaceted process. This understanding led to the development of the concept - “Multidimensional ADHD Support”—a program that integrates the needs arising in the child’s life, the family, and the educational environment.

The service is designed for children aged 5-18 who have been diagnosed with ADHD and often have additional co-occurring difficulties.

The service consists of four mutually supportive components which, while working together, provide stable and consistent support for the child:

- **Psychotherapy** – aimed at identifying and strengthening ways to cope with psycho-emotional challenges.
- **Therapy for cognitive and academic skills** – focuses on developing the child’s learning and cognitive abilities, which directly contribute to self-esteem and a sense of achievement.
- **Family empowerment and psychoeducation** – providing consultations for parents to help them better understand the child’s condition and needs, enabling more effective support in everyday life.
- **Improved communication with schools and support for educational quality** – working with teachers and the school team to create a consistent, supportive learning environment for the child.

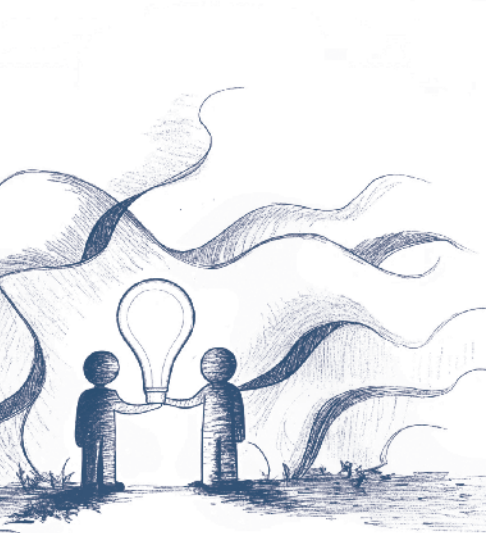
Integrating these four components creates a supportive circle around the child, in which parents, therapists, and the school communicate within a shared framework that promotes balance and continuity.



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THE PSYCHOTHERAPY SERVICE AT “FIRST STEP” - A NEW STAGE WITHIN THE FRAMEWORK OF 27 YEARS OF EXPERIENCE

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development of its
psychotherapy services



“First Step” has been providing services to children and adolescents with diverse needs for over 27 years. Throughout this time, the organization has consistently prioritized the creation and implementation of professional, ethical, and child-centered approaches. In recent years, significant progress has been made in the development of its psychotherapy services — a field that has now become one of the organization’s key innovations and a central component of its work

The psychotherapy service at “First Step” was established in 2021 with the involvement of just two psychotherapists. At the time, it was a small but significant step, as the post-pandemic period saw a sharp increase in children’s emotional regulation difficulties, behavioral challenges, anxiety, and social adaptation issues. The growing needs naturally led to the expansion of the service — today, seven psychotherapists and a service coordinator provide support to children and adolescents. The professional team integrates a range of approaches—including Gestalt therapy, emotion-focused therapy, psychodynamic and cognitive-behavioral therapies, as well as creative techniques and art therapy—resulting in a multidimensional, holistic, and highly integrated service.

Psychotherapy gives children and adolescents a safe space to express their thoughts and emotions, understand their behavior, and develop the social skills essential for relationships and daily life. It helps them

practice using their strengths to face challenges that can be difficult to manage alone. Support is important not only during clear emotional or behavioral difficulties, but also during times of change, stress, anxiety, or uncertainty, or simply when a child needs to better understand themselves. Psychotherapy focuses not just on solving problems, but also on promoting overall development, building emotional resilience, and strengthening social functioning.



INDIVIDUAL PSYCHOTHERAPY

Individual therapy is currently one of the most in-demand services at “First Step.” The process is based on emotional safety, the gradual building of trust, and exploring topics that are often difficult for children to express, even in words.

THROUGH INDIVIDUAL THERAPY, CHILDREN CAN:

- Improve emotional self-regulation
- Develop or strengthen skills to manage anxiety, fears, aggression, confusion, and stress
- Increase self-esteem and confidence
- Enhance adaptation in social and educational environments
- Process traumatic experiences

The growth of this service has made it possible to support more children and, based on their needs, refer them to specialists in the most appropriate therapeutic approach.

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Group work supports children's social development, reduces stress related to bullying, fosters emotional regulation skills...

GROUP PSYCHOTHERAPY

The group therapy service was first introduced in 2021–2022 as a pilot format. At that time, the groups operated for a short period of time but were already showing significant results: children began to develop a better understanding of their own emotions, practice appropriate social behavior, assertive patterns, and recognize others' perspectives within group interactions. This experience laid the foundation for the current, stable, and expanded service.

From October 2024, group psychotherapy has been operating in a fully structured and enhanced format. Currently, sessions are held only at the Dighomi branch; however, the organization plans to introduce them at the Isani and Rustavi branches as well. Groups are designed for children aged 8 and above, considering their developmental stage, cognitive and communication abilities, and the overall goals they wish to work on.

Group work supports children's social development, reduces stress related to bullying, fosters emotional regulation skills, builds confidence, and provides a safe space for sharing and reflecting on personal experiences with peer support. Group work helps children grow socially, reduces stress caused by bullying, supports the development of emotional regulation skills, boosts confidence, and provides a safe space to share and reflect on their own stories with the support of others. It also encourages teamwork, broadens experience in solving problems together, and helps children understand and consider other people's perspectives.

ART THERAPY - A SPACE FOR CREATIVE SUPPORT

Since March 2025, our Art Therapy service has been available at both the Dighomi and Isani branches, representing one of the most innovative initiatives in our organization.

The service is designed for children and adolescents with typical development as well as those with special needs. We also offer group art therapy sessions for parents, where they can share their emotions and experiences through creative techniques. This helps them see life's challenges from different perspectives.

In the Art Therapy program of “First Step”, we use painting, sculpting, sand therapy, and metaphorical cards. Through these techniques, children can express their emotions, develop creative skills, improve fine motor skills and hand-eye coordination, reduce stress and anxiety, and explore creativity to solve problems.

Art therapy also nurtures imagination and symbolic thinking, making it especially beneficial for children with speech, behavioral, or sensory challenges.

“The Art Therapy session was a pleasant process for me. On the one hand, it took me on a journey into the past, and on the other, it brought me a sense of peacefulness. I found myself in a completely different environment, and for a while, I forgot about routine and the rush of everyday life. It encouraged me to think about aspects of life that we, as humans, often overlook due to lack of time” – Nino Akhvelidiani, participant of the “Art Therapy for Adults” session



PROFESSIONAL STANDARDS AND INTERVIEWS

The psychotherapy team regularly participates in professional development and quality assurance activities. Twice a month, they hold inter-visions where cases are discussed, theoretical and practical workshops are conducted, a shared professional perspective is developed, and ethical issues are addressed.

In addition, each team member receives individual supervision and periodically attends—or is involved in—professional trainings and workshops. This process ensures that every child has not only a therapist but a whole team dedicated to their well-being.



“First Step” Daily Life Skills Development program has been running for three years, helping children develop skills in three main areas: sports, culinary activities, and music.

The sports and culinary activities have already established themselves as examples of high engagement and motivation, where children practically learn social, communication, and self-help skills.

This year, the program added a new component – a music circle with



therapeutic elements – further expanding opportunities for emotional regulation and self-expression.

The program's impact is especially evident for children with sensory challenges, who benefit from continuous stimulation. In this environment, they receive stimuli that are not only enjoyable but also functionally beneficial.

Today, this program provides children with disabilities a rich, integrated, and joyful daily experience, offering each child the chance to grow not only during therapy but also through real-life, everyday activities.



ALTERNATIVE AND AUGMENTATIVE COMMUNICATION

COMMUNICATION – A RIGHT OF EVERY CHILD

“First Step” actively uses Alternative and Augmentative Communication (AAC) systems across its therapeutic services.

Since 2023, AAC has been introduced as part of a pilot program to provide communication options for children who have not yet developed oral speech. The main goal of the program is to ensure that all children have the opportunity to communicate, regardless of their diagnosis or level of language and communication development.

AAC is successfully integrated into the activities of the First Step DayCare Center, both in individual and group interventions. This approach ensures that every child can access communication according to their abilities and needs. A multidisciplinary team of specialists actively applies AAC strategies to strengthen children's functional communication, social interaction, and independent skills, supporting their overall development and improving quality of life.



ააკ-ისადმი მიძღვნილი
კონფერენცია 19 დეკემბერი, 2025.

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According to observations from parents and specialists, children also began using new words and symbols independently

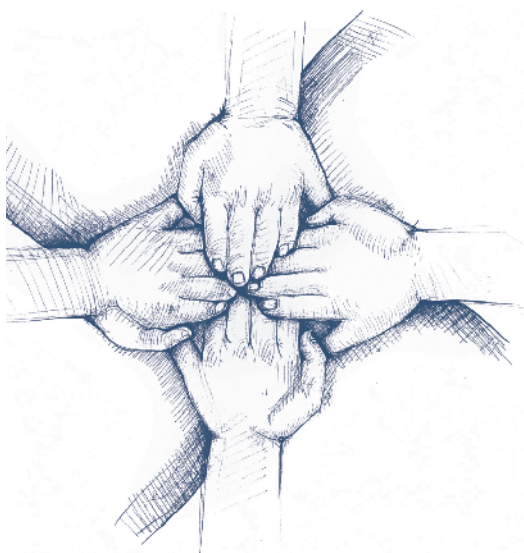
WHAT IS ALTERNATIVE AND AUGMENTATIVE COMMUNICATION (AAC)?

Alternative and augmentative communication (AAC) is a combination of strategies and technologies that support people find ways to communicate. According to international literature, AAC includes both low-tech tools, such as communication boards, photos, and gestures, and high-tech devices, including speech-generating systems, tablets, and eye-tracking devices (Beukelman & Mirenda, 2013; Light & McNaughton, 2012).

Historically, AAC was considered a “last resort” for those who could not speak using traditional methods. However, modern approaches have completely changed this perspective. Today, it is understood that AAC does not replace speech; rather, it supports and enhances it, promoting a child’s communication independence and increasing social participation (Millar et al., 2006; Light & Drager, 2007).

The results showed that using AAC systems significantly improved children’s communication skills, enhanced their ability to make requests, increased their communication initiative, and strengthened their emotional self-regulation.

According to observations from parents and specialists, children also began using new words and symbols independently indicating that the intervention supports not only reactive communication but also the initiation of communication.



BEHAVIORAL THERAPIST:

“Integrating AAC completely changed not only our work process but our entire work philosophy. For years, I felt like something was missing. When we started using AAC systematically, children’s emotional difficulties decreased, behavioral problems were reduced, and our motivation increased. The children became happier, and we became more creative.”

SPEECH AND LANGUAGE THERAPIST:

“AAC is not just a technological tool—it is a way for a child to share their existence, emotions, and choices, even when spoken sounds are not present.

AAC does not change the child; it changes the environment around them. It teaches us to listen in a way that seems silent, but in reality, every gesture and symbol becomes a bridge to understanding.”

BEHAVIORAL THERAPIST:

“Alternative communication showed me that every child can communicate. I will never forget the day a child first told me they wanted a break—their mother and I were crying tears of joy. That moment gives meaning to my entire professional life.”



EXPERIENCE AND EMOTION

Specialists' experience in the program shows that AAC is more than a technical tool—it is a philosophical approach that reshapes the culture of practice.

RESULTS AND PERSPECTIVE

During the program, children began expressing requests, making choices, and sharing emotions—even in situations where they previously communicated only through crying or behavior. Their behavioral regulation, initiative in social contact, and overall engagement improved.

According to specialists, AAC has genuinely improved the quality of interactions between children and therapists.

The success of the pilot program has laid the foundation for broader research and practical application. Since 2025, nearly 80 new children have joined the program. Most importantly, AAC is now fully integrated into all ongoing services provided by “First Step,” implemented consistently and successfully.



SERVICE FOR DEVELOPING DAILY LIVING SKILLS

As children grow, independent functioning becomes increasingly important, especially in performing activities that are an integral part of their daily lives. With a focus on developing these skills, “First Step” introduced the Service for Developing Daily Living Skills in September 2025. Led by an occupational therapist, this service is designed for children and adolescents aged 7 to 18 who require support in performing everyday activities independently.

Examples of such activities include:

SELF-CARE ACTIVITIES

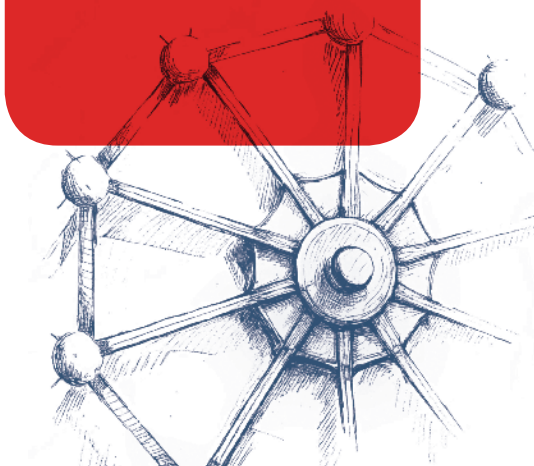
washing hands, brushing teeth, toilet skills, dressing and undressing, etc.

PRODUCTIVE ACTIVITIES

organizing personal belongings, tidying up, washing dishes, preparing meals, washing and folding clothes, shopping for groceries, and more

LEISURE ACTIVITIES

hobbies such as coloring, listening to music, dancing, and more



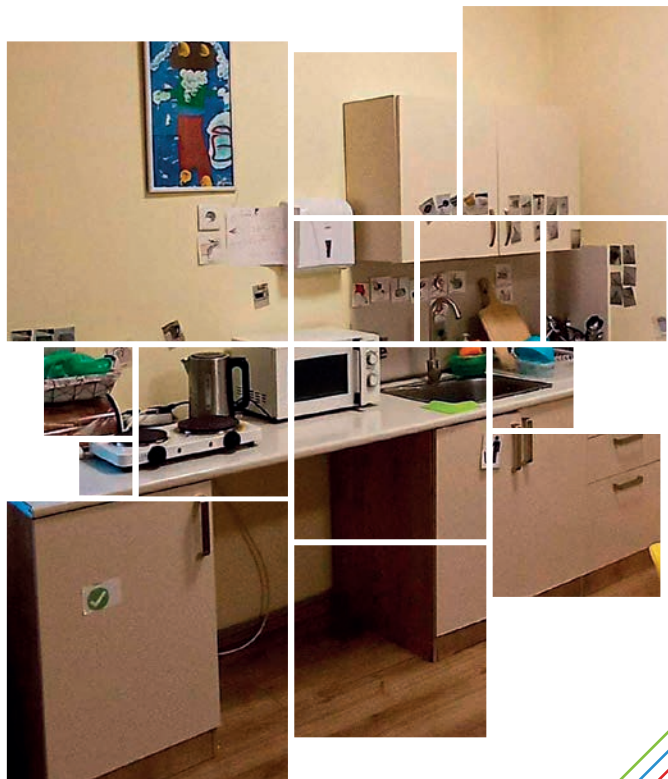
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The therapist and the child's family collaboratively develop an age-appropriate, individualized work plan tailored to the child's needs.

The therapist and the child's family collaboratively develop an age-appropriate, individualized work plan tailored to the child's needs. This plan is implemented in both a specially designed therapeutic space and the child's natural environment.

By allowing children and adolescents to participate in daily activities to the fullest extent of their abilities, this service fosters the acquisition of new roles and strengthens self-esteem.

The new service has had a positive impact not only on the children and adolescents involved but also on their families. Parents have become more motivated to engage in the therapeutic process and to provide their children with opportunities to perform daily living activities independently.



FEEDING THERAPY AND THE IMPORTANCE OF PLAY WITH FOOD IN EARLY CHILDHOOD

Feeding difficulties in early childhood remain one of the most common challenges for both typically developing children and those with developmental delays. International research indicates that nearly 53% of children experience various types of feeding difficulty during the first years of life.

In children, feeding difficulties may appear as prolonged mealtimes, food refusal, disrupted or stressful feeding processes, lack of independent feeding, or the need to use distracting actions or objects to encourage eating. These difficulties affect both independence and overall functioning.

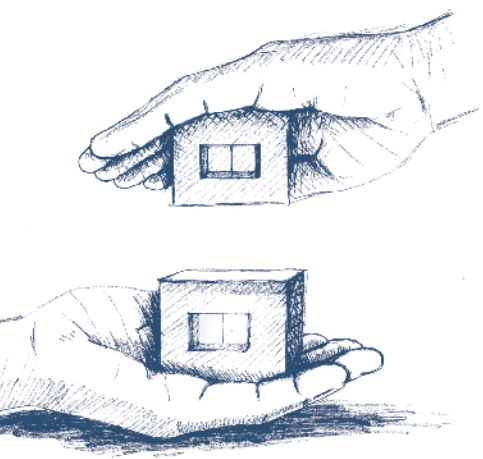
According to Ledford and Gast (2006), about 25–30% of typically developing children experience feeding difficulties, while the prevalence among children with developmental delays rises to 40–80%. For children on the autism spectrum, the rate reaches as high as 90%.

FEEDING THERAPY AT “FIRST STEP”

“First Step” was one of the first organizations in Georgia to introduce a systematic approach to feeding therapy.

Since 2016, the organization has been translating literature, adapting materials into Georgian, and implementing interventions with a multidisciplinary team that includes developmental pediatricians, speech and language specialists, occupational therapists, psychologists, and early childhood specialists. Under “First Step,” training sessions have been conducted for specialists to develop both theo-





retical knowledge and practical skills. The combined efforts of the organization and its specialists have established evidence-based standards for managing feeding difficulties, which continue to evolve and draw on international experience.

Our Feeding Therapy Service supports children: in developing oral-motor skills, accepting new foods, and enjoying mealtime through play-based activities. The program also focuses on organizing the environment and involving parents.

A multidisciplinary team—including developmental pediatricians, speech and language therapists, occupational therapists, early childhood specialists, and psychologists—works together to make mealtime safe, enjoyable, and motivating. Interventions are tailored to each child’s abilities and emotional state, helping them get the nutrition they need for growth and development.

The academic program at Ilia State University laid the foundation for professional education, while the clinical experience of “First Step” has established a standardized, evidence-based service provided in Tbilisi and Rustavi.

LITERATURE / SOURCE

Ernsperger, L., & Stegen-Hanson, M. (2004). Just Take a Bite. Toomey, K. (2010). SOS Approach to Feeding. American Speech-Language-Hearing Association (ASHA). Pediatric Feeding Guidelines. Reynolds, A., et al. (2019). Sensory-based feeding interventions. Montreal Children’s Hospital – Pediatric Feeding Assessment Scale.

OUR BRANCHES



CARE FORMULA

Over the past 27 years, “First Step Georgia” has become the leading provider of high-quality services in Tbilisi. When it comes to a child’s development, professionalism knows no boundaries, and the therapeutic processes at the Rustavi branch are the best proof of this.

“Direct, specific, and results-oriented care”—this is the hallmark of “First Step,” a philosophy that the Rustavi branch fully embraces and follows faithfully.

The Rustavi branch has been operating since 2017 and has become an integral part of the city. Over these eight years, our goal has remained the same: to create a space where children’s development is supported at the highest standards.

“FIRST STEP” RUSTAVI BRANCH

 RUSTAVI
13 Guramishvili Street



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The Care Formula is our reliable foundation

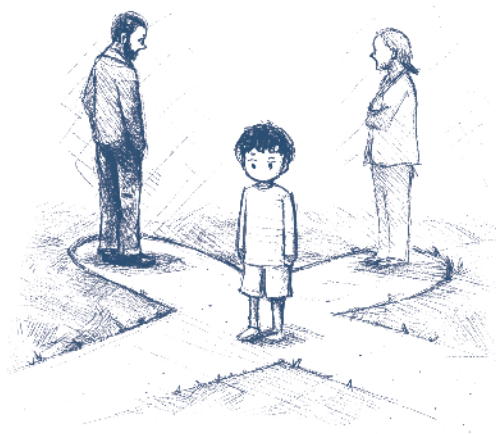
Behavioral, Sensory, Speech, Denver, and Academic Skills therapies, Psychotherapy, FLOORTIME, Early Childhood Development, and ADHD programs all serve children. Nearly 30 specialists across different fields support around 300 children and their families daily, working together to provide care and assistance.

We are a team whose members respect, support, and care for one another—because we know that our collaboration directly affects the well-being of the children and families we serve. One could say that our team operates like a well-organized, precise mechanism.

We are often told that our work is challenging, but in response we can say: when we combine communication with children and collaborative care for their well-being with understanding and support among specialists, we achieve both small and large successes for the children and their families. Ultimately, these successes are victories for all of us—they motivate us and give us daily inspiration. This is the formula for our growth and development.

“How do you manage such challenging work?” The answer becomes clear when, after a session, a specialist reflects on something a child has said “I wish you were my teacher. When I come here, I’m happy.” Or when a parent expresses gratitude: “After leaving, my child holds their head up” or “You are like a second mother to my child,” or “When I enter this place, everyone’s face lights up.” These moments are shared joy and success for all of us. This is why we are here—to support children’s achievements and to celebrate them.

The Care Formula is our reliable foundation, helping us take daily steps toward a better future—for children, their families, ourselves, our organization, and our city.



“EFFECTIVE RESULTS THROUGH PRACTICAL SOLUTIONS”

The Isani branch of “First Step” has been operating since 2019. In this part of the city, “First Step” was the first organization of its kind, and from its opening in January, demand for its services was high.

Initially, the center consisted of just two workrooms, staffed by four employees transferred from the Dighomi branch (1 speech therapist, 2 behavioral therapists, and 1 behavioral therapy supervisor). Today, the Isani branch has expanded to 13 workspaces, employs 34 staff members, and serves around 120 beneficiaries.

“FIRST STEP”
ISANI BRANCH

TBILISI
13 Rusudan Mikeladze Street



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The success of our team is built on the shared values within our organization: commitment to our mission, professionalism, and a culture of collaboration.

Our center has developed gradually over time, gaining greater autonomy and independence. At the Isani branch of “First Step”, various assessments, training sessions, and consultations are conducted across different areas.

Our branch continues the best traditions of “First Step,” approaching its work with love and professionalism. We believe that every small step matters on the path to greater achievements. Our goal is for every child to feel happy, safe, and able to express themselves. We are confident that each child can make progress in a supportive environment that respects their personality and individuality.

The success of our team is built on the shared values within our organization: commitment to our mission, professionalism, and a culture of collaboration. Each member contributes to the team’s strength, and unity is our greatest advantage.



WHAT IS THE CORE STRENGTH OF OUR TEAM AT “FIRST STEP”?

PROFESSIONALISM

great competence and a responsible approach

INNOVATIVE THINKING

constant pursuit of new ideas and methods

SUCCESSFUL CASES

experience supported by real results, strengthening trust and reputation

EFFECTIVE COMMUNICATION

transparent, supportive, and results-oriented interactions.

MOTIVATION AND UNIFIED GOAL

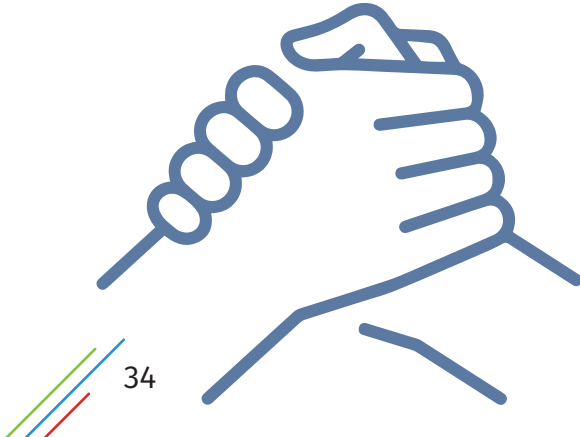
a common vision, enthusiasm, and continuous focus on success.

The Isani branch is continuously evolving. Every day brings a new opportunity to improve our processes and provide support to children and families in need. Each case gives us the chance to achieve results and create real change in their lives. Our goal is for every step to be an initiative that builds a better future for children.





SUPPORTERS PARTNERS SPONSORS GUESTS



Between 2023 and 2025, we made many new friends, and with some, we have continued both friendly and professional relationships. Thank you to all our supporters!

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PMCG

QSI Tbilisi International School

Rezo Arveladze

RMG

Rugby Club "Junkers"

Rustavi Azot

Rustavi Metallurgical Plant

Sandomi

Sante

Sarajishvili

SOCAR Midstream

Sno

Space

Sweet Country

TBC Bank, Technology Department

Tbili Sakhli (Warm House)

Tegeta Motors

Tolia

Tsiskvili Group

UNDP

University Delegation of Finland

USAID

Water MTIS

World Vision

Yolo

"New School" in Bagebi



CONTRIBUTION OPPORTUNITIES

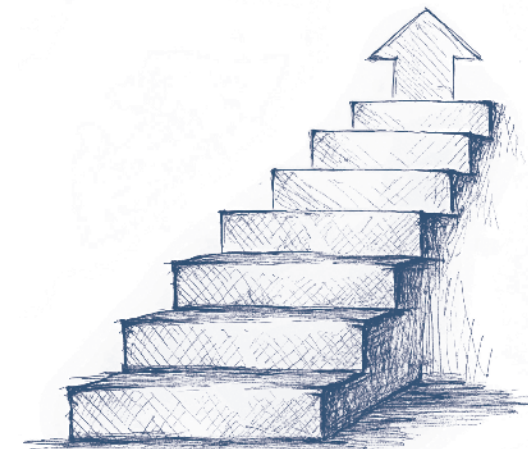
“First Step” exists and operates thanks to the support of our friends. Our goal is to maintain the quality we have achieved and continuously develop the organization so that our services meet the needs of modern individuals and enable us to provide qualified assistance to more children and adolescents. Therefore, support of any kind in terms of financial or program needs is an invaluable gift for us.

SCHOLARSHIP PROGRAM

The scholarship program has been running since 2015 and holds special significance for the DayCare Center. Although the state provides a voucher for children with special needs, the amount covers only about 40% of the costs. The remaining funds must be continuously secured by the organization. This is precisely why the scholarship program was introduced, ensuring that children receive a monthly scholarship. A sponsor can be a circle of friends, a group of colleagues, a company, or even an individual.

THE SCHOLARSHIP COVERS THE FOLLOWING SERVICES

- Educational activities
- Transportation
- Two daily meals
- Participation in various extracurricular groups



Director of “First Step”:

TAMAR ZAALISHVILI

Founders and Members
of the Supervisory Board
of “First Step”:

JANE ANN CORBOY
NINO KADAGIDZE-ZHVANIA
TAKO MEGRELISHVILI
NATO ALKHAZISHVILI
GIORGI BAZGHADZE
RUSLAN KHOROSHVILI
CHARLOTTE EMBORG
NINO KIKNADZE
GIORGI AKHALAIA
LADO KANDELAKI



Name:

NNLE “FIRST STEP GEORGIA”

Identification Code:

202061838

Legal Address:

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Actual Address:

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+995 32 2 603 604 / +995 32 2 603 624

Bank Details:

BANK: TBC BANK/ TBCBGE22
ACCOUNT NUMBERS:
GE56TB0610636080100008 (GEL)
GE52TB0600000033070511 (USD)



The organization holds charitable status.

