



USAID Basic Education Program

Year 2, Quarter 2: January 1 – March 31, 2021



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Cover photo taken at Tbilisi Classical Gymnasium #1 by RTI. Permission obtained.

USAID|Georgia

Basic Education Program

Quarterly Report

Year 2, Quarter 2: January 1 – March 31, 2021

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INTRODUCTION

Program Description

The USAID Basic Education Program is a four-year (January 2020 – January 2024) program funded by the United States Agency for International Development (USAID) and implemented by RTI International in partnership with the University of Georgia, seven regional universities, Child, and Family Society (CFS) and the Center for Integration and Inter-ethnic Relations (CCIIR). Through direct collaboration with the Georgian Ministry of Education and Science (MOES¹), the Program seeks to implement sustainable student-centered reform in primary grades. As a system-wide reform, the Program will impact all stakeholders in the primary education sector in Georgia, including primary grade students and their families, teachers and administrators, universities, local organizations, and the Ministry.



Fifth grade student at Tbilisi Classical Gymnasium #1

The USAID Basic Education Program aims to institutionalize student-centered instruction through a far-reaching systemic reform of pre-service and in-service teacher professional development and use of research and data to inform policy and

classroom practice. This goal will be achieved by accomplishing three objectives:

- (1) current teachers and administrators implement student-centered curricula
- (2) future teachers acquire student-centered teaching skills and future administrators acquire relevant instructional leadership skills
- (3) educational policies are developed with the use of data and evidence

In April 2021, USAID awarded the Program additional funding to assess the early grade reading and mathematics skills of Grade 2 and Grade 6 students as part of the ongoing efforts to improve the performance of all Georgian primary students. Assessing Georgian, Azeri, and Armenian mother tongue, and Georgian as a Second Language (GSL) proficiencies represents an unprecedented initiative that will provide rich data about the reading and mathematics skills of all Georgian students. The sampling will be administered in 300 public primary schools located throughout Georgia. The baseline assessment will be conducted in September 2021, the midterm in May 2022, and the final assessment in May 2023.



Students at Tbilisi Classical Gymnasium #1

At the end of the Program, the Georgian education system will have the capacity to sustain nation-wide reforms grounded in student-centered instruction. This reform will produce measurable improvements in reading and math learning outcomes as well as the critical thinking and problem-solving skills for all girls and boys in Georgia, including those with different learning needs and those whose mother tongue is not Georgian.

¹ During this quarter, the Ministry changed its name to Ministry of Education and Science (MOES). It is no longer the Ministry of Education, Science, Culture, and Sports (MOESCS).

ACTIVITY IMPLEMENTATION PROGRESS

Progress Narrative

Despite the government-mandated two-week holiday for Georgian staff, enacted to limit the spread of Covid-19 during the Orthodox Christmas celebrations, the Program succeeded in signing an MOU with TPDC on Jan 28, its first accomplishment of 2021. The MOU ensures teachers will receive professional development recognition for participation in Program trainings.

Program specialists focused on preparing materials for the second online training for university/NGO trainers. The second TOT in February focused on critical thinking and problem-solving activities, differentiated instruction, Teaching and Learning Circles (TLC) facilitation, and inclusive education. Immediately after the last TOT session on Feb 25, trainers began to prepare for the virtual training of teachers, which began the last weekend in March.

While preparing for the February TOT, Program math specialists also conducted training for the ethnic minority math trainers, which began immediately following the extended holidays. During this quarter, the Program's math team delivered two TOTs for ethnic minority math trainers. The ethnic minority math teachers were trained immediately following the TOTs.

Program staff continued to engage MOES counterparts in the New School Model Team and EMIS departments. On Jan 23, the COP, with assistance from the Reading Specialist for interpretation, presented an overview of the Program at the New School Model (NSM) Forum. Program staff also met with a variety of stakeholders and beneficiaries, as recorded in Annex B.

Following the pilot conducted in December 2020, the Learning Management System was presented to all partner university trainers during the February TOT. The trainers, in turn, introduced it to the Lead Teachers in Georgian schools during Spring 2021 training sessions. By the end of the quarter the number of registered users was 7,786. The Program continues to closely collaborate with EMIS to resolve routine technical backup issues as they arise.

The Program analyzed survey data from the partner universities that had been collected during December and January. Program staff surveyed partner universities on the 300-credit master's degree program for prospective teachers and the 60-credit program for professionals to enter the teaching profession to inform the content development of the Program Institute sessions on best practices for university degrees in education. Program staff also surveyed the IT capacities of the partner universities to inform LMS development.

To assess teachers' attitudes of gender equity, the Program, through its eight university partners, surveyed Grade 1-6 reading/language arts and math teachers in Georgia's eleven regions November 2020-January 2021 to determine their attitudes toward gender roles and status. Among the Georgian teachers, 229 males and 5,269 females responded. Among the Armenian teachers, 29 male and 786 females responded; among the Azeri teachers, 95 male and 597 females responded. A total of 7005 teachers responded to the online survey, exceeding the sample needed. (Attached with quarterly report: Gender Survey Report)

Both CCIIR and CFS completed Y1 grant deliverables during the January extension period. CFS proceeded with posting the two-hour training module on inclusive education on the LMS. CCIIR's delay in submitting deliverables remains a Program concern.

The Program initiated the Regional Teacher Recognition Award competition. In three regions, the Program cooperates with the Gudavadze-Patarkatsishvili Foundation to award

the winners. The Program will recognize winning teachers in the remaining eight regions. The Program is eliciting private sector support to provide awards to the teachers.

This report covers Year 2 (Y2) Quarter 2 (Q2) of the Basic Education Program's operations—January 1 through March 31, 2021.

Y2 Q2 Implementation Successes

Technical Activities

Training

- Program staff delivered the second TOT to 114 university and NGO trainers on February 9-25, 2021
- Partner universities began to conduct lead teachers' training virtually from the end of March
- The first TOT conducted for eight ethnic minority math trainers (four Armenian and four Azeri) on January 18, 21, 25, 28 and February 1, 2021
- Second TOT for ethnic minority math trainers conducted on March 23, 25, 30 and April 1, 2021
- 1,173 (622 Azeri, 551 Armenian) of the 1,278 ethnic minority math teachers participated in trainings which began on February 5 and finished on March 13, 2021 (Make up trainings will be finished in April)
- CCIIR conducted TOT for principals' workshop to eight ethnic minority trainers on March 29, 2020
- CFS presented a two-hour segment on inclusive education during the TOT organized by the Program on February 11.
- Ilia State University introduced the mini-action research project to university grantees
- Ilia State University presented the university's program in GSL to university grantees

Materials Development

- Five videos for math instruction and the Grade 2 math unit prepared and translated into Azeri and Armenian
- Bank of test items developed for Georgian and ethnic minority trainers, lead teachers, and ethnic minority math teachers to comply with TPDC recognition requirements of training efforts
- The offline (local) version of the diagnostic assessment tool, originally created by the USAID Georgia Primary Education Project (G-PriEd) and posted on kargiskola.ge, was finalized and stored on EMIS el.ge under "Projects", with the link uploaded on the Program's LMS under "Student Centered Instruction Resources/Assessment"
- Write a Story, a mobile application in Georgian created by G-PriEd that was posted on kargiskola.ge, was adapted to Azeri and Armenian and posted on Google Console with the three language options

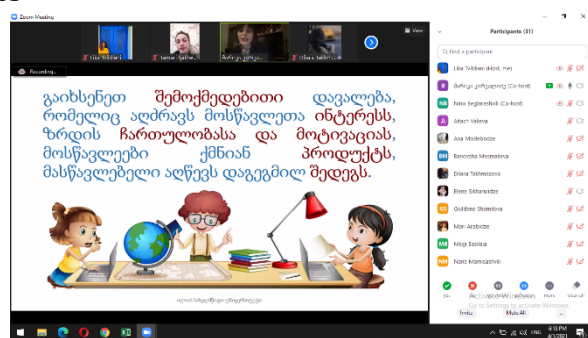
Learning Management System (LMS)

- Following the pilot in December, the Program, in consultation with EMIS, fixed technical bugs before the launch during the February TOT for partner university trainers.

- In January, when the structure of the LMS was finalized in Georgian language, the Program finalized similar structures in Azeri and Armenian and started to upload resources.
- Currently 7,786 users have registered on the LMS site

Grantees and Subcontractor Activities

- The Program conducted the Year 2 grants signing online ceremony with university partners on Jan 25, followed by orientation on Feb 4
- CCIIR and CFS signed Year 1 grant extensions on Feb 9; Year 2 follow on grants signed on Mar 4
- CFS completed Year 1 deliverables including development of materials for a six-hour self-paced course, translated in Armenian and Azeri, and the Final Report during grant extension period
- CCIIR completed Y1 deliverables during extension period
- Partner universities submitted the assessment of university partner IT capacity and details of their 300- and 60-credit pre-service programs
- [An online platform](#) was created to share all training materials and videos with universities of TOT conducted in February 2021
- [Online platform](#) for Year 2 was created for partners to share reports template, webinars, and videos
- [Online platform](#) for internal use updated for partners to share reports
- Second external networked learning community meeting conducted among 43 representatives from partner universities
- Partner universities conducted two meetings of the internal Network Learning Communities to increase discussion of primary reading and math issues
- After presenting at the Feb TOT, Ilia State University conducted three meetings with partner universities to guide the mini-action research projects; the [Action Research space on Google drive](#) created for universities to post research documents and to elicit feedback from Ilia State
- Ilia State University, with support from CCIIR, conducted three meetings on Georgian as a second language for universities interested in starting a GSL program; [Georgian, as the second language space](#) created on Google drive for universities to receive feedback from Ilia's GSL expert Tinatin Kighuradze



Ilia University's Internal Network Meeting focused on creating NSM complex tasks.

Private Sector Engagement

- Presented Regional Teacher Recognition Awards competition and Business Leaders Round Table during the TOT on February 11.
- Held two meetings with Gudavadze-Patarkatsishvili Foundation to discuss progress with Regional Teacher Recognition Award competition

- University partners announced the Regional Teacher Recognition Awards competition in Georgian, Armenian, and Azeri schools
- Recorded Regional Teacher Recognition Awards competition promotional videos in Georgian, Azeri, and Armenian at UG studio and disseminated them through various media sources

Stakeholder Activities

- COP spoke about the Program's coordination with the New School Model team at the online NSM Forum, January 23
- Memo of Understanding between RTI and TPDC signed in virtual ceremony on January 28
- Program leadership, USAID, and TPDC met to discuss TPDC's proposed course management system

Gender

- 7005 Georgian general and special education teachers, and Azeri and Armenian teachers responded to the Program's online gender attitudes survey

Administration Activities

- Procured and installed Program server
- Engaged a part-time LMS administrator and an Inclusive Education consultant

Activity Progress

Objective 1: Current primary grade teachers and administrators implement student-centered curricula

Program staff spent the first half of the quarter preparing for the second TOT in February. Following the TOT, staff specialists focused on monitoring teacher training and preparing instructional materials for the LMS.

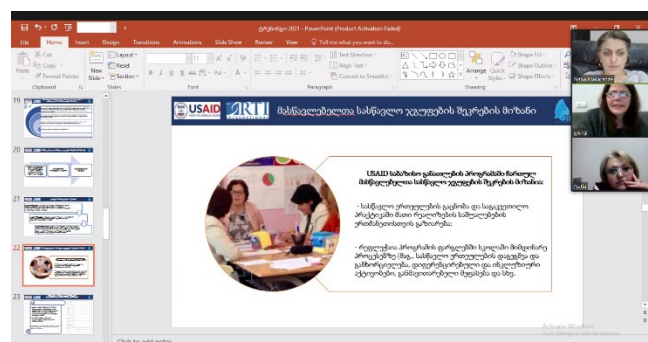
Outcome 1.1: Teachers and administrators currently in-service are trained and mentored by in-service training providers

University partners prepared for the teacher training following the February TOT. Partner universities submitted plans and schedules to Program specialists for review and approval. By the end of March, teacher training began.

The partners provide training reports which include all necessary information about partner's training activities. They are uploaded in the space designated for universities:

<https://sites.google.com/view/bepreport/report>.

The typical agenda for the twelve-hour teacher training includes:



■ **Batumi trainers preparing training modules for teachers**

- LMS – purpose and overview; how to register; how to navigate; how trainers and Lead Teachers can use “Teacher Learning Circles” space
- Problem-solving and critical thinking:
 - Intro to critical thinking and how it relates to classroom activities
 - Problem-solving as described in the National Curriculum for reading and math standards
 - Basic Approaches to teaching critical thinking and problem solving in reading and math
 - Critical thinking activities by grade level and subject
 - Developing problem solving and critical thinking activities
 - Examples of integrating critical thinking and problem solving in reading and math units and in complex tasks
- Differentiated instruction and inclusive education

1.1.1 TOT on student-centered methodology, with a focus on reading, math, problem solving and critical thinking

Math and reading teams focused on critical thinking, problem solving, and differentiated instruction during the second eighteen-hour TOT in February.

The agenda for the eighteen-hour TOT included:

- Presentation of the chemiskola.ge portal and LMS
- Memo of Understanding with TPDC
- Collaboration with Gudavadze-Patarkatsishvili Foundation and Business Leaders’ Roundtables
- Critical thinking and problem solving in Literacy and Mathematics
- Differentiated instruction in Primary Mathematics and Literacy
- Addressing students’ special learning needs
- Action research
- Guided practice in developing teacher training plans

The virtual training, delivered six evenings throughout February, included lectures, live discussions, and video clips to illustrate points. Ilia State University conducted a session on RESULT, a program in which faculty and student teachers conduct research together, and CFS presented on addressing the special needs of students.

The average number of trainers who participated in the training was 110 or a 96% attendance rate.

Table 1. Feb 2021 TOT Attendance

Partner University / NGO	Invited			Attendance by TOT days					
	Lead Trainers	Reserved Trainers	Total Invited Trainers	Day 1 Feb 9	Day 2 Feb 11	Day 3 Feb 16	Day 4 Feb 18	Day 5 Feb 23	Day 6 Feb 25
Batumi State University	14		14	14	14	14	14	14	14
Zugdidi State University	11		11	11	11	11	11	11	11
Telavi State University	8	1	9	9	9	9	9	9	9
Ilia State University	11		11	11	11	10	10	11	11
Samtskhe-Javakheti State University	9	1	10	10	10	9	10	10	10
University of Georgia	18		18	18	16	18	16	16	18
Sokhumi State University	4	3	7	6	6	7	7	7	7
Kutaisi State University	16	2	18	17	17	18	18	18	18
CCIR	5		5	4	4	5	5	5	4
CFS	3		3	0	1	3	3	2	2

Program Math Trainers	8		8	8	8	8	7	8	7
Total	107	7	114	108	107	112	110	111	111

On the last training evening, thirty-three university trainers took a test to provide the results to TPDC for recognition as part of their professional development. As specified in the MOU, teachers need a score of 70% or above for successful course completion. The Program used Microsoft Forms which provides the ability to control the time control, limit the number of responses to one per person, and automatically generated scoring. The link to the 30-question test with a one-hour time limit was integrated into the trainers' Microsoft Teams accounts as an assignment and was launched on March 13, 2020. All trainers received test administration instructions in advance. Thirty-one of the thirty-three trainers passed the test.

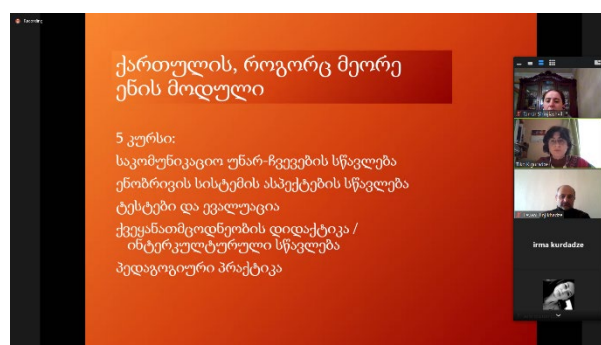
1.1.2 Support for teacher training institutions to revise and institutionalize new curricula and learning resources.

Pre-service Curriculum. Analysis of each university's self-assessment of their 300-credit or 60-credit pre-service programs that was completed in December revealed that the programs were heavy in theoretical pedagogy with little or no emphasis on primary education². However, most universities reported that they were pleased with their programs, finding little reason to change.

In the Year 2 work plan, 2.1.1, the Program proposed to use the results from the self-assessment to address identified gaps during training sessions. Instead, the Program has decided that it would be more useful to present to all partner universities a model master's level degree program, focused on primary education, which incorporates three guiding principles: (1) student teachers need to steadily increase their classroom-based practice over time; (2) faculty need to shift from "lecturing" to modelling effective student-centered instruction; and (3) student teachers should be trained as action-researchers, who through reflective practice, learn from real-time assessment, respond to diverse student needs, improve their practice, and share their professional development with peers. The goal of the Program Institute session is for universities to identify curricular changes in current pre-service programs.

The Program Institute is scheduled to be held in July (if the pandemic situation permits) at the University of Georgia for up to five representatives from each partner university. An international consultant will provide guidance on strengthening pre-service programs for primary education teachers.

GSL. Ilia University delivered a session during the Feb TOT on establishing a Georgian as a Second Language course as part of the pre-service degree program. Ilia followed up with interested universities in a series of meetings. Batumi University and the University of Georgia do not have GSL programs, but both are interested in starting one. Sokhumi and Samtskhe-Javakheti have GSL programs, but they would like to update them. The initiative marks the first time universities have discussed how to have a quality GSL program.



Sokhumi University presentation of their GSL program

² Universities responded in Georgian; therefore, the results are not included in this report but can be provided upon request.

1.1.3 Program partners deliver face-to-face training to lead teachers.

Program partners' training of lead teachers began the last weekend of March and will finish in May or June. Ahead of the training, partner universities sent their training plans and calendars of training activities for Program specialists' approval.

The university partners communicated with the assigned schools in their region through the Educational Resource Centers which became actively involved in the online training management process. The universities' program managers and their trainers also contacted school principals and leader teachers directly.

All universities used the teacher groups previously created groups in TEAMS. The universities' teacher training program will be four days of online training, for a total of twelve hours (three hours per day). Table 1 in Outcome 1.1 above details training participation.

Following the training sessions, universities sent training reports using a template provided by the Program's University Collaboration Coordinator. All partners attached attendance sheets downloaded from MS Teams. From March 27, three universities began Lead Teacher Training which will continue until June. Six universities will start the training process in April.

Each university will continue to communicate with lead teachers and principals in the created groups to build a strong network among universities and schools in the region.

1.1.4 Lead teachers mentor their peers through Teacher Learning Circles

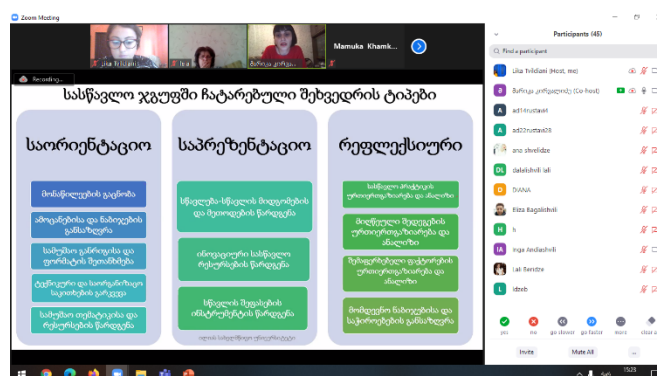
University trainers began mentoring lead teachers this quarter. During the TOTs, the lead teachers received guidance on forming, facilitating, and reporting TLC meetings. Trainers received guidance on identifying key conversation topics during the TLC observations, facilitating reflection and feedback, and using coaching techniques during conversations with the Lead Teachers.

Program specialists also prepared an additional webinar for trainers on the specific aspects of online coaching and to introduce the reporting template. The webinar will be offered in Y2Q3.

During this time of limited face-to-face engagement, trainers communicate with lead teachers by phone, social networks (a Facebook group created especially for teachers by region), TEAMS, etc. All schools provide reports on TLC activities to the partner university coordinators. Details of TLC meeting during this quarter are provided below.

Table 2: TLC Meetings Conducted, Jan-Mar 2021

Region/Municipality	# of TLC conducted			# of participants in TLC meetings			University
	Jan	Feb	March	Jan	Feb	March	
Adjara, Guria	228	203	231	885	727	913	Batumi State University
Rustavi	18	37	20	354	305	297	Ilia State University
Dmanisi	4	2	6	36	12	54	
Bolnisi	4	4	16	40	28	120	



Ilia University introducing TLCs to the Lead Teachers in a school.

Tetritskaro	15	13	9		134	53	54	
Gardabani	10	10	15		177	76	151	
Marneuli	3	0	10		38	0	169	
Tsalka	6	3	8		42	7	63	
Imereti	36	81	99		142	324	320	Kutaisi State University
Samtskhe-Javakheti	102	85	82		290	255	172	Samtskhe-Javakheti State
Mtskheta-Mtianeti	103	184	70		531	536	385	Sokhumi State University
Kakheti	354	227	354		1366	1056	1366	Telavi State University
Tbilisi	131	96	137		2017	1723	2143	
Racha-Lechkhumi & Kvemo Svaneti	36	21	42		197	44	216	UG
Shida Kartli	105	86	114		853	658	861	
Samegrelo-Zemo Svaneti	67	99	98		879	386	1565	Zugdidi State University
	1222	1151	1311		7981	6190	8849	
Total		3684				23020³		

1.1.5 Program partners deliver online/offline training to remaining teachers

University partners offered an additional three hours of make-up training to all participants who were unable to attend the main training.

1.1.6 Program partners deliver training in special education and mother tongue instruction

Training for ethnic minority math trainers. The Program's Math team delivered two online TOTs during this quarter for eight Ethnic Minority Math trainers (4 Armenian and 4 Azeri trainers). The team uploaded all necessary training materials for trainers on a specially created site on TEAMS. Both TOTs included preliminary readings and home assignments for trainees.

The agenda for the first fifteen-hour TOT included:

- The need to improve traditional teaching
- Complex summative assignments
- Guided practice (working on creating complex tasks)
- Student-centered learning strategies - constructivist learning and differentiated instruction
- Analysis of Math thematic units
- Implementing of student-centered learning strategies
- Guided Practice (Creating a Thematic Unit)
- New School Model
- Effective online training

The agenda for the second twelve-hour TOT included:

- Critical thinking and problem solving in the national curriculum and math standards

³ The total number of TLC participants is cumulative and does not represent individuals. An individual may have attended multiple meetings.

- The best pedagogical strategies for developing critical thinking and problem-solving skills
- Tools for developing critical thinking and problem-solving skills in mathematics
- Differentiated instruction and scaffolding strategies, with activities
- Presentation of the chemiskola.ge portal and LMS

On the last training evening, eight math trainers took a test to provide the results to TPDG for recognition as part of their professional development. Results will not be available until Y2Q3.

Training for math teachers of ethnic minority students. Ethnic Minority math trainers (4 Armenian and 4 Azeri trainers) delivered online training to 1173 Ethnic Minority Math teachers in Spring 2021. The Program engaged two Armenian and two Azeri assistants to liaise with the assigned schools through the Educational Resource Centers, which became actively involved in the online training management process. They also contacted school principals and teachers directly to increase participation and teacher motivation.

Using the TEAMS groups, assistants helped teachers to register and enter trainings through TEAMS using computers and mobile phones. The assistants uploaded all necessary training materials for teachers.

The agenda for the twelve-hour teacher training mirrored the topics introduced in the TOT. Ethnic Minority Math teachers will receive the second twelve-hour teacher training April-May 2021.

Inclusivity training. CFS developed the six-hour self-paced course for Georgian general teachers of primary grades during Y2Q1. The course is divided into eight 45-minute sessions and covers topics such as the foundation of inclusive education and its development history; content and procedures for teaching students with special needs; and creation of equal conditions for all students at school and during lesson activities. Finalizing the video in Azeri and Armenian was not finished until February due to a transportation ban in December which did not allow for ethnic minority translators to travel to Tbilisi for filming. As part of its modification of the grant, CFS submitted all the materials, including video materials, recommended supplementary materials, and quizzes, all translated into the three target languages in January. In late March, the newly contracted LMS Administrator worked with CFS to organize the materials into a Moodle-compatible course design. Once the Georgian course is drafted, presented, and finalized, similar courses in ethnic minority languages will be developed.

1.1.7 Partners provide individualized coaching to the lead teachers and administrators after training

Most university trainers have rudimentary knowledge and experience in conducting school visits. During the February TOT, the Program introduced its approach and model of observing TLC meetings and delivering feedback sessions with Lead Teachers. The program plans to organize a webinar for university trainers to provide them with additional materials on organizing, facilitating, and reporting of the school visits. Coaching of Lead Teachers will begin in Y2 Q3 following the training of Lead Teachers.

Outcome 1.2: Contemporary learning resources and materials are accessible

1.2.1. Map and adapt existing classroom instructional resources for the new curricula

UG completed mapping all the resources from the website www.kargiskola.ge and www.inclusion.ge. The mapping was the first step in the process. UG now works with Program staff to categorize each activity, determining which activities should remain and

gaps which need to be filled. This is an ongoing process.

1.2.2 Improve usability of online resources and adapt them for mobile and offline use.

Development of the Program's Learning Management System progressed significantly. The LMS was customized to offer online courses, to house the repository of instructional resources, and to provide a designated space for the Lead Teachers and Trainers to manage Teacher Learning Circles. Specific activities included:

- 1. Platform Integration** - platform integration with Microsoft (MS) Teams and Office 365 (Teams of the MOES) was completed. The platform app has also been published in MS Teams and is accessible to eligible users only (primary teachers of language and math, special education teachers and principals)
- 2. Registration & Signing (SSO)** - registration process was streamlined for both for school and non-school personnel, i.e., teachers and lead teachers, and Program staff, i.e., trainers, coordinators, administrators
- 3. User Interface (UI) structure & Design** - visual design is complete, including the final version of the custom Cascading Style Sheets (CSS) and the other modifications made to the visual themes. All changes have been documented, and source code has been archived for the future reference and use
- 4. Multilingual Platform Interface** - all user experience (UX) components are now available in Armenian, Azerbaijani and Georgian (*some parts are in English as well*); All language sections have been realized using a single instance of Moodle rather than multiple instances of LMS; all content areas are also available in three languages
- 5. Tutorials** - The tutorials (instructional videos) (registration, navigation, TLC space management⁴) are now available in three languages
- 6. Content Search Capability** – The search capability within the repositories is functional both for the desktop and mobile clients, i.e., clients who use a web-browser or mobile application
- 7. Mobile App** – Android version only of the application is fully translated into Georgian and is available on Google Play
- 8. Data analytics** – Since pilot in December 2020, the Program has collected and analyzed data on user engagement in different platform sections
- 9. Platform & Server side** - With EMIS's assistance, load and stress testing of the platform was completed. The Program Moodle consultants configured the server back-ups (both of the database and website), which happens automatically on daily basis.⁵
- 10. LMS launch phase** – The LMS was introduced to the trainers during the February TOT. With EMIS's assistance, the Program resolved minor login issues for trainers from Telavi State University. Currently there are 7,786 active users on the platform, who are logging and using the platform, without issues.
- 11. After-launch phase** – Program provided necessary technical assistance during the after-launch phase, including collecting feedback and adjusting, as appropriate
- 12. The Program staff capacity building** – The Moodle Administrators worked intensively with the Program's LMS Administrator to provide on-the-job coaching and mentoring with the aim of transferring LMS administration to the Program

⁴ Three tutorials have been uploaded in Georgian, but in two in the ethnic minority languages. The Program continues to translate all tutorials.

⁵ At any given time, the back-ups are available only for the last seven days.

13. Interface strings translation – The Program translated and/or revised all internal strings of Moodle LMS into Georgian and submitted the request to make these changes at the central Moodle level. Currently, these strings are being translated into Armenian and Azeri. Once completed, a similar request for a central change will be sent to the Moodle. Following that, a new version of LMS will be released on Google Play

14. Content upload (multilingual content) – All available content prepared by the Program, CCIIR and CFS has been uploaded to the platform and is accessible to all users. By the end of the reporting period, the Program uploaded a total of 1,807⁶ links to the resources on LMS's different spaces, as summarized in the table below:

Table 3: Resources on LMS

Language	Math	Native language	Student Centered Instruction	TLC	Total
Georgian	218	505	17	4	744
Armenian	218	254	7	0	479
Azeri	218	300	7	0	525
Total	654	1,059	31	4	1,748

The Program completed adaptation of two online resources, previously developed by G-PriEd, including an offline (local) version of the diagnostic assessment tool (ref. 1.3.3) and a mobile version of “Write a Story” application, now in all three languages.

A sample of the analytics is in Annex A: LMS Basic Analytics

Outcome 1.3: Classroom instruction is informed by continuous assessment of students

1.3.1. Carry out TOT on continuous classroom assessment

Program Specialists covered formative assessments during the TOTs in the previous quarter. Consequently, all units which the universities have developed include formative assessments. Formative assessments will be the focus of the Fall 2021 TOT.

1.3.2. Develop formative assessment curriculum for Teacher Learning Circles

Formative assessment will be the focus of the Sep 2021 TOT during which the trainers will receive guidance on presenting formative assessments to TLCs. The Program is also developing a course on formative assessments which teachers can take to earn professional development recognition from TPDC.

1.3.3. Adapt continuous assessment resources for offline use.

The Program began to adapt an online diagnostic assessment tool, developed by the USAID G-PriEd project, into a local (offline) version last quarter. The purpose of this activity was to create an assessment resource, to be used formatively or diagnostically, which a teacher can use on her/his computer with no dependency on internet connectivity and speed. The offline version has all the same features of the original tool, such as registration of students per class, generation of a test form per grade (1-6), per subject (Georgian language or math) and by complexity (a short quiz per competency or an in-depth assessment), entry of student(s) responses, automatic generation of the assessment report and archiving for future reference by a student, a group of students, or a class. During the quarter, the Program tested the software and finalized a video tutorial and a textual instruction on installation. The Program collaborated with EMIS to store the software on el.ge under Programs

⁶ Please note that this number is not equal to the actual number of instructional resources created and/or adapted, as some of the same resources can be found in several tiles/sub-categories of the LMS, for example a resource in formative assessment created for grade 3 can also be used in grades 2 and 4 and therefore is placed in these sub-categories as well and counted 3 times.

(<https://el.ge/projects/usaaid-sabaziso-ganatilebis-programa>) and also uploaded the link to the soft and the tutorials on LMS/Student Centered Instruction Resources/Assessment. During the February TOT, the Program informed the University trainers about this new product and its location with the request to share the information among Lead Teachers.

Outcome 1.4: Reading and math practice is established outside school hours

Activities in 1.4 are on hold until the MOES permits after-school activities to resume.

1.4.1. Implement Project: Next Generation camps.

There were no activities during this reporting period due to COVID-19 restrictions. This activity is on hold until the implementers can meet directly with students. Until that time, the Program continues to gauge private sector interest.

1.4.2 Promote community and private sector engagement in Book Buddies

Although Book Buddies as described in the work plan cannot be offered this year due to COVID-19 restrictions that preclude after-school activities, the Program developed a sustainable online version of Book Buddies which can be used by teachers or parents. The Program has identified well-known Georgian personalities (one for each grade level) to be filmed reading a leveled supplementary book from the G-PriEd book collection. The films would then be posted on YouTube and on the LMS. Filming will begin in April.

1.4.3. Conduct training on remediation in reading and math

The teacher resource kits contain activities and tips for remediation. The Program produced a video focused on remediation during this quarter, which the Program will include in Y2 Sep training sessions.

Objective 2: Future teachers acquire student-centered teaching skills and future administrators acquire relevant instructional leadership skills

Outcome 2.1. University curricula are reformed to reflect student-centered learning

In December, universities received a self-assessment to reflect on the current pre-service program of studies. After analysis of the data, Program staff decided that universities needed expert guidance on compiling a quality pre-service program of studies for prospective teachers. The Program expects an international expert to present the model at the Program Institute in July. (Additional details provided in 1.1.2 above).

Outcome 2.2 University faculty is trained to educate future teachers in student-centered methodologies

The majority of university trainers who participate in Program trainings are from the university faculty. Out of the 98 university trainers, 63 are faculty, and 35 are from outside the university. These faculty members will be instrumental in advocating for change in the pre-service programs. Many of the trainers that are from outside the university formerly worked as trainers on the USAID G-PriEd project.

The partner NGOs use the services of 16 NGO trainers and the Program's eight ethnic minority math trainers. The total number of trainers is 114.

Table 4: University Faculty who participated in training

Partner University / NGO	Faculty Members	External Trainers
Batumi State University	10	4
Zugdidi State University	6	5
Telavi State University	4	5

Ilia State University	8	3
Samtskhe-Javakheti State University	7	3
University of Georgia	9	9
Sokhumi State University	7	0
Kutaisi State University	12	6
Total for Universities	63	35

Outcome 2.3 Future teachers have better opportunities for school-based practice and research at universities

During the Feb TOT, Ilia State University introduced the mini-research project that universities could conduct in the remaining months of the 2020-2021 academic year. Research topics should focus on gender equity and inclusivity issues. After presenting at the Feb TOT, Ilia State University conducted three meetings with partner universities to guide the mini-action research projects; the Action Research space on Google drive created for universities to post research documents and to elicit feedback from Ilia State.

Universities will present the results from the mini-research project at the Program Institute in July. The Program plans to invite an international expert to promote the concept of action research. The mini-research (two-three months) prepares the universities to conduct a year-long study next academic year.

Objective 3: Educational policies are developed with the use of data and evidence

The MOES has not convened meetings of the Policy Working Group during the pandemic. When meetings resume, the Program will share data from the gender attitudes survey. (Referenced below in Integration of Crosscutting Issues and USAID Forward Priorities: Gender Equality, Female Empowerment, and Social Inclusion.)

Outcome 3.1. Policy Working Group is informed with data and evidence.

3.1.1 Coordinate activities under objectives 1 and 2

No activities during this reporting period.

3.1.2 Provide training and support to Policy Working Group on interpreting education data

When the latest Trends in International Math and Sciences Study (TIMSS) results were posted last fall, the scores showed that Georgian students had significantly improved their math scores, particularly in the regions, as compared to the TIMSS results four years ago. Students scored 40 points higher in math, which is a statistically significant improvement. To identify the reasons for the improvement, NAEC contacted the Program's Teaching/Learning Director Gia Nozadze to provide the NAEC research team with details about G-PriEd math activities. NAEC's hypothesis was that the G-PriEd math activities were the most influential contributors to the increased scores as there were no other primary level efforts implemented during the period. After the Program's Teaching and Learning Director provided NAEC with all of G-PriEd's math activities, resources, and strategies, NAEC concluded that G-PriEd's math interventions improved student math competencies more than any other activities, such as teacher certification state exams or the new textbooks approved by the Ministry.

The NAEC team plans to research this hypothesis. NAEC will request access to G-PriEd's information about schools and regions covered by G-PriEd and impact assessment data. NAEC believes that they will be able to show that G-PriEd strategies and approaches were effective, and that the MOES must incorporate the same approaches into its planned reforms.

The significance for the USAID Basic Education Program is that the same approaches and strategies employed by G-PriEd are being introduced to all primary math teachers during Program training sessions. Although the Program does not have direct contact with the teachers as G-PriEd had, the partner universities' efforts could result in similar improvements.

3.1.3 Provide training and support to the Policy Working Group on generating brief, user-friendly research-based policy reports.

No activities to report during this period.

3.1.4 Support the Policy Working Group to communicate with external stakeholders

No activities to report during this period.

Implementation Challenges

- The Y2 SOW of CCIIR included training for ethnic minority teachers, training for principals, and training for selected proactive teachers. Preparing all three training modules simultaneously proved difficult for the NGO. CCIIR requires much support to complete all deliverables.
- University trainers received feedback that teachers are confused by structural differences between NSM units and the units developed/uploaded by the literacy team and partner universities. Due to the numerous revisions made by the NSM team, the Program is halting work on the NSM units until the template has been finalized by the MOES.
- TPDC has been conducting training among ethnic minority teachers which often conflicts with Program training sessions. Based on partners' information, some school principals and teachers complained of the time spent on both training programs. To ensure active participation of lead teachers, the Program will coordinate activities with TPDC.
- The Program team encountered several challenges in developing the LMS:
 - **Course/Section enrollments:** Moodle provides a capability for automatic users' enrollment based on their roles that they self-identify (from the drop-down list) at the registration stage. Nevertheless, there is no guarantee that a user selects the correct role assigned by Program. Therefore, instead of relying on this feature, the section enrollments have been delegated to Lead Teachers (TLC Facilitators), who communicate all necessary information (including enrollment key) to the teachers in the TLCs.
 - **Content Search Capability** – standard Moodle does not have a search feature, as it is not designed to also serve as the repository of resources (e-library). To provide an extra level of comfort for the teachers, the Program implemented a customized search function in both online and mobile formats. All changes have been documented and along with source code.
 - **Multilingual User Interface** – while Moodle has an advanced plugin for content translation, it does not support switching between different web-links, e.g., links to different language sections and instructional videos, depending on the interface language chosen. To address this, the Program implemented a customized solution on the theme side. All changes are documented for future reference when LMS upgrades are needed.
 - **Integration of LMS with EMIS e-School System** - As reported earlier, EMIS's eSchool System, which is essentially a SIS/Student Gradebook system, is the EMIS-customized software that does not have any support for the existing

standards/protocols for external tools inter-operability. Integration of the Moodle-based LMS with e-School for teacher registration would have required EMIS to create at least one of the basic protocols to connect LMS with eSchool and update it on a regular basis. To overcome this challenge, the registration and sign-in was realized using a single sign-on (SSO) solution (Microsoft Office 365), which provides a teacher or principal (who use the EMIS e-mail system) easy access to the system.

- The uncertainty of face-to-face interaction with students necessitated the postponement of Next Generation Camps and Book Buddies. The Program found a creative way to offer Book Buddies, but with the MOES' restriction on after-school activities, Next Generation Camps are on hold until the next academic year.

ANNUAL MONITORING, EVALUATION, AND LEARNING PLAN (AMELP) UPDATE

No.	Indicator	Indicator type	Definition of Indicator	Reporting Frequency	Data Sources and Collection Method	Disaggregation	Target	Actual	Target Rationale	Critical assumptions and risks
							Year 2	Year2 Q1		
							(2020-2021)	(2020-2021)		
USAID Basic Education Program GOAL: Institutionalize student-centered reading and math instruction through a far-reaching systemic reform of pre-service and in-service teacher professional development and use of research and data to inform policy and classroom practice										
IR 1: Current primary grade teachers and administrators implement student-centered curricula										
4	Number of primary or secondary textbooks and other teaching and learning materials (TLMs) that are inclusively representative provided with USG assistance	USAID ES 1- 49	Textbooks and other teaching and learning materials (TLMs) include reading and math modules, teacher manuals, reading materials, training courses, supplementary reading books, manuals and guides for coaches and teacher trainers and reference material in electronic formats and/or media format. TLMs are counted only once, in its final stage of USG support.	Annually	USAID Basic Education Program Reports	Subject, Grade level, Language of instruction, General Education teachers, Special Education Teachers	8	16	The Program plans to create 6 reading and 6 math modules (one/grade level) for a total of 12 TGUIs (in reading and math in each of the three languages (Georgian, Armenian, Azeri), or a total of 36 TGUIs over the LOP.	Modules, which follow the NSM competency-based template, will be completed in coordination with university partners, NGOs, and teachers
Note for indicator #4: The Program Math team created: 1 math unit for grade 2, translated into Azeri and Arm; 5 training modules: one for TOT of partner university and NGO trainers and 2 for ethnic minority math trainers and 2 for ethnic minority math teachers translated into Azeri and Arm languages. All these training modules have their test item banks and summative tests as needed. The program math team created 4 videos on different topics for grade 1-5 and grade 1-6, translated into Azeri and Armenian. The Program Literacy team created 1 video and 2 training modules for TOT of partner university and NGO trainers. All these training modules have their test item bank for read part and summative tests as needed. As for the partner NGOs, CCIIR created 3 training modules for ethnic minority reading trainers and teachers and ethnic minority school principals.										

7	Number of educators, education administrators and officials accessing online resource portal	Custom indicator	Educators are in-service teachers of math, mother tongue (Georgian, Azeri and Armenian) and special education, principals, and Program partners' (universities and NGOs) trainers, who are registered on the Program's online platform and access its content on a regular basis to use online or download resources created by the Program. Each educator is counted once on for the year being reported.	Annually	USAID Basic Education Program reports	Sex, Subject area, Language of instruction, Mainstream/Special Education teacher	18,500	7,786	The program will reach teachers indirectly through trained teacher facilitators and online modules, the program expects to target up to 75% of all school-level educators	Poor internet connectivity, limited or no access to IT equipment and lack of IT skills may limit the number of teachers who access the portal
Note for the indicator #7: Currently there are 7,786 registered users on the platform: 111 trainers, 100 principals, 2709 lead teachers, 4787 mainstream teachers, 71 special education teachers and 8 training providers. Among the registered users, 7558 are female and 228 are male. Accessing online resource portal is the main topic for ongoing teacher trainings, thus increased number of users is expected for the end of the school year.										
9	Number of host country higher education institutions receiving capacity development support with USG assistance	USAID ES 2-1	Host country higher education institutions are the Program partner state universities. Capacity development support is comprised of a range of activities, interventions, processes, and approaches that may include, but are not limited to institutional partnerships, professional development, training and coaching, each institution is counted once for the year being reported.	Annually	USAID Basic Education Program records	Type (public/private), Region	8	8	8 Universities will participate in the Program	Target will be updated annually
Note for the indicator #9: The Program signed Y2 grant agreements with eight partner universities. Capacity development support with USG assistance for Year 1 is comprised of professional development and training. Among eight partner universities one main partner is the private university and others are public.										
10	Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance	USAID ES 2-52	Individuals affiliated with higher education institutions are partner university faculty members and trainers. Capacity development support is not a single event such as a training or a workshop. It is sustained and may be comprised of a range of activities, interventions, processes, and approaches that may include, but	Annual	USAID Basic Education Program records, Partner University reports	Sex, Type (public/Private), Region, Faculty/trainer	90	114	8 Universities will participate in the Program	Faculty members and trainers will be counted. Target will be updated annually

			are not limited to professional development, training, coaching, technical assistance, etc. Each individual is counted once for the year being reported.							
Note for the Indicator #10: The Program has eight education institutions and two NGOs as partner organizations to participate in the Program. Based on the operating region and the number of schools, the higher education institutions recruit trainers and engage their faculty members. While the Program defined the number of required trainers per university, partners decided to recruit "reserve trainers" to be on a safe side, which led to a higher number of actual trainers (114). The TOT for the partners' trainers began on February 9 and was completed on February 25, 2021. Also, Partner NGO, CCIIR conducted one-day TOT for ethnic minority school principals' workshop on March 29, 2021 and the Program conducted two TOTs for ethnic minority math trainers. Among these 114 trainers 98 are partner university trainers: 63 are university faculty members and 35 are invited trainers; NGOs' (5 CCIIR, 3 CFS) and the Program ethnic minority trainers (8 trainers) are invited ones as well. Besides, 93 are female and 21 are male trainers.										
Cross-Cutting Issues: Gender Equity and Inclusivity Considerations										
12	Percent of teachers who demonstrate increased awareness of gender equity issues in teaching practice	Custom indicator	Teachers are in-service general education teachers, ethnic minority, and special needs teachers. Demonstrate increased awareness means that teachers are gender aware in their teaching practices.	Annual	Survey compiled by RTI specialists	Sex, Grade level Region	20%	85%		Y2 will be considered as the baseline.
Note for the Indicator #12: The Program conducted an online Gender survey for Georgian and ethnic minority schoolteachers, but due to the low response rate of ethnic minority schoolteachers, for Y2Q1, only Georgian schoolteachers were reported. Later, during the ethnic minority teacher trainings, the survey was stressed again resulting in the increased number of responses for ethnic minority teachers. The percent reported in Q1 and Q2 of Y2, represents the response rate, i.e., 85%, of teachers who demonstrate increased awareness of gender equity issues in teaching practice will be reported for the annual report of Y2.										

INTEGRATION OF CROSSCUTTING ISSUES AND USAID FORWARD PRIORITIES

Gender Equality, Female Empowerment, and Social Inclusion

Georgian teachers unconsciously or consciously transfer their attitudes regarding the roles and status of women and men to students during classroom instruction. To assess teachers' attitudes, the Program worked with RTI gender specialists to develop a gender attitudes survey. The eight university partners participating in the USAID Basic Education Program surveyed Grade 1-6 reading/language arts and math teachers in Georgia's eleven regions from November 2020-January 2021 to determine their attitudes toward gender roles and status. Among the Georgian teachers, 229 males responded, and 5,269 females responded. Among the Armenian teachers, 29 male and 786 females responded; among the Azeri teachers, 95 male and 597 females responded.

The survey, translated into Georgia, included 36 statements (six statements in six general categories) to which the teachers could respond with "agree," "disagree," or "no response." Indicators from each of the categories were randomly distributed within the survey. Within each category, indicators represented either progressive views of gender equity or traditional views. Results of the survey are included with this report.

Baseline results will be compared to the results from the attitudes' survey administered in the final Program year.

Sustainability Mechanisms

The Program has continued regular engagement of all stakeholders, particularly the New School Model department and the EMIS department. The Program has used virtual meetings to obtain their feedback and agreement on Program activities, as well as their agreement to use the EMIS servers to host the LMS. These engagement efforts support the USAID Journey to Self-reliance initiative by building the capacity of the MOES to plan activities and seek solutions to challenges. Program staff will continue to work with the MOES as well as partner universities and NGOs to build skills in evidence-based decision-making, consultative policy making, and clear communication about Ministry directions and priorities—skills that will make the current national school reform and those that follow more successful and sustainable.

IT Capacity. During January, the Program surveyed universities to assess their IT capacities to deliver online training, to monitor training, and to access the LMS. Results of the survey are provided in Table 4 below.

Table 5. Partner Universities' IT Capacities Survey

N	Question	Number of Universities Responding (Out of 8)			
		Poor	Emerging	Good	Exceptional
1.	The university's ability to access the Program's online resources			3	5
2.	University's use of an online digital resource library for students			3	5
3.	The university's use of Facebook or other social media to engage students		1		7
4.	The university's use of networked learning communities among faculty		1	3	4
5.	University's capacity to offer online courses			4	4
6.	Popularity of online courses among students			4	4

N	Question	Number of Universities Responding (Out of 8)			
		Poor	Emerging	Good	Exceptional
7.	University's capacity to manage the online training program, i.e., attendance statistics, assignments, scores			4	4
8.	University's frequency in using online surveys or questionnaires to collect feedback from students or faculty		1	2	5
9.	University's capacity to offer students connectivity while on campus			2	6
10.	University's capacity to film videos for online training and seminars		2	2	4

The Program will use the survey results to assist universities with building their IT capacities. While the Program cannot assist with hardware, Program specialists can offer guidance in accessing online programs that can facilitate course deliveries.

PPP Impacts

American Chamber of Commerce. The Program continues to collaborate with the American Chamber of Commerce (AmCham). In March, the PPP/Grants Manager reached out to AmCham to request support with dissemination of a private sector survey among its members. The survey will identify the 21st Century skills required by a workforce (Annex C: Survey of Workforce Skills). The Program has also requested AmCham's support to identify private sector companies willing to sponsor prizes for the Regional Teacher Recognition Awards. A meeting with AmCham is scheduled in April.

Gudavadze-Patarkatsishvili Foundation Grant. The Program initiated the Regional Teacher Recognition Awards competition in three regions supported by GPF: Kakheti, Imereti, and Shida Kartli. Competition design, which includes information on the award categories, selection indicators, required documentation, and timeline, was disseminated among schools by the university trainers. University trainers will collect nomination packages and submit to the Program at the end of April. A jury comprised of Program, GPF, and MOES representatives will select the winners in mid-May. Award ceremony tentatively is planned in June in Tbilisi. Winners of the competition will be featured in an advertising campaign in the three regions that will promote the teaching profession. The Program communicates with the Gudavadze-Patarkatsishvili Foundation in monthly progress meetings.

To ensure all primary teachers in Georgia have an opportunity to be recognized, the Program is sponsoring the competition in the eight remaining regions. The Program will recognize the teachers at a ceremony in Tbilisi but will not be able to implement the advertising campaign in all regions. The Program will approach private sector companies to provide the prizes to the teachers.

Table 6. Timeline of Regional Teacher Competition

N	Activity Name	Timeline
1	Trainers announce the competition among schools by informing school principals and lead teachers	February 26
2	Principals and lead teachers inform their assigned teachers and encourage participation	March 1
3	Teachers organize submission packages (refer to Package Specifications for details)	March-April
4	Teachers provide complete packages to principals	April 14
5	Principals send nominations (with supportive documentation) to trainers	April 15
6	Trainers will review and screen the nominations and select outstanding nominees	April 16-29
7	Trainers send their nominations to the Program to bepteacherawards@gmail.com	April 30
8	The Program convenes jury to select regional winners (jury composition: Program, GPF, and MOES)	May 4
9	Winners announced	May 18
10	Award ceremony in Tbilisi	June (TBD)

Private Sector Engagement. As described in 1.4.2, the Program has re-designed Book Buddies as an online activity delivered by well-known Georgians reading G-PriEd leveled supplementary readers. The Program will rely heavily on the private sector for volunteers for the activity.

Stakeholder Engagement

The Program continued to engage stakeholders virtually throughout the quarter. Annex B contains a list of all meetings conducted throughout the quarter.

MANAGEMENT AND ADMINISTRATIVE UPDATES

Short-Term Technical Assistance (STTA)

During the quarter, the Program hired and/or continued to engage several consultants:

- Four Armenian math trainers, four Azeri math trainers, two Armenian training assistants and two Azeri training assistants were engaged starting from January 15 to provide a 4-day (24 -hour) Teams-based online training to approximately 570 Armenian and 710 Azeri teachers during February – May 2021 period
- Salome Charkviani (February – September 2021) was contracted as a short-term Inclusive Education Specialist to work with CFS and provide technical assistance to CFS and the Program on inclusive education component
- Giorgi Zhvania (March 2020 – February 2022) was contracted as a part-time Learning Management System Administrator to provide technical support to the LMS and LMS users, upload content, and design Moodle-compatible online courses

Other consultants, who were engaged in the previous reporting period and continued to support the Program include:

- Giorgi Chauchidze (April 2020 – August 2021), who in collaboration with the Literacy Team, works with CCIIR on development of instructional and training resources
- Lasha Kokilashvili and Ilia Mestvirishvili (September 2020 – September 2021), Moodle Administrators, continue to work on the LMS development, with the focus on training the newly recruited LMS Administrator for the gradual hand-over of LMS related tasks
- Giorgi Molodinashvili (August 2020 – September 2021), Video Production Manager, continues to support the Program to design, produce and finalize various video products
- During the quarter, the Program closed contracts with Mrgsoft Ltd which developed the offline diagnostic assessment and with ArtBrain Ltd, which developed a mobile application “Write a Story” in three languages

Procurement

The Program purchased and installed the server during this quarter.

Grants

Universities: Based on satisfactory performance of the grantees in Y1, the Program proceeded with the follow-on grants. Follow-on (Y2) grants were signed with the universities on January 27 during an online ceremony, followed by an orientation meeting on Feb 4. During this reporting period, the universities completed the first milestone listed under the Y2 grant agreement, which included Submission of Teacher Training Plans and materials for training of teachers initiated in March 2021.

CCIIR. During the extension period, CCIIR submitted new supplementary materials (11 books in Armenian and 11 books in Azeri). The submission completed the Y1 deliverables. The follow-on grant for Y2 was signed on March 4.

The Program requested a meeting with the CCIIR to discuss the delay in producing materials and meeting deliverable timelines. Since that meeting, the pace has improved, but the Program still has concerns over the NGO's ability to meet grant obligations.

CFS. During the January extension period, CFS dubbed the videos in Azeri and Armenian after the government travel ban was lifted. The Year 2 follow-on grant was signed on Mar 4. CFS delivered a two-hour training module on inclusive education (Deliverable 1 in the Y2 grant agreement) during the Feb TOT organized by the Program and developed a bank of illustrative materials and resources for inclusive education in Georgian, Armenian, and Azeri.

LESSONS LEARNED

Lessons learned from Y2 Q2 include the following:

- The ethnic minority math trainers require additional training to understand all concepts to be introduced to the teachers.
- Partner organizations need guidance in selecting and including instructional materials in their training sessions. There are cases when their products are sub-standard and delivered late. When submitted late or near deadline, the Program's technical staff does not have sufficient time to review materials and check relevancy to program requirements. The program must proactively communicate the need for providing materials on time.
- Challenges resulting from COVID-19 restrictions continue. The Program must remain flexible to adapt to sudden changes in travel within and outside Tbilisi as well as unscheduled, government-mandated holidays.
- The NSM team has not finalized the template for teachers to use to develop instructional units. Therefore, the Program will postpone revisions to the completed units until the template has been finalized. Trying to keep pace with the NSM changes is frustrating to both the Program and university partners.
- The universities require simple tools and specific guidance, provided by the Program, to facilitate their training programs. The Program's University google space became a good platform for effective communication and materials/resources sharing with target groups. For example, Ilia State University created the platform "Pedagogical Studio" based on the Program's Google University space. Ilia's platform was established for professional dialogue development among academic staff of the school of education, students, and graduates. The Platform contains information about the program and the university, as well as resources created by the university within the program.

PLANNED ACTIVITIES AND EVENTS FOR Y2 Q3

Literacy and Numeracy Issues

- Finalize partner universities' math and literacy units and prepare them for uploading on the portal chemiskola.emis.ge
- Plan September TOT sessions and start preparing relevant materials on formative assessments and remediation
- Provide webinars and support materials for effective observation of TLC meetings and coaching of lead teachers
- Organize Teacher Resource Kit materials into the grade folders on the LMS
- Finalize review of the feedback on university units from schools
- Review all literacy training packages developed by CCIIR for ethnic minority schools
- Review all packages produced by CCIIR in Armenian and Azeri before uploading on the portal
- Deliver the Writers' Workshop and review instructional resources developed by participants
- Develop webinar for trainers on coaching techniques, webinars for principals and leader teachers on evaluation of teacher products and uploading of teacher products on the teacher portfolio on the TPDC website.
- Finish developing, translating, subtitling of short videos and upload them on the Portal chemiskola.ge
- Organize meetings with managers and trainer teams of all 8 Universities to help them with overcoming challenges
- Develop detailed plan of the September TOT and begin to develop training materials
- Collaborate with Program team and RTI experts to develop Baseline testing of students
- Prepare packages of Georgian language training materials and translated materials and upload them on the Portal chemiskola.ge
- Collaborate with partner Universities and NGOs to develop study sessions for teachers according to selected training topics for general teachers
- Deliver testing of Ethnic Minority Math teachers

Learning Management System

- Continue to upload resources as they are developed
- Develop a "Courses" section and upload at least one self-paced course; pilot its functionality
- Revise TLC modules per Trainer and Project team feedback, if required
- Change format of uploaded assignments in TLC modules to get direct access to the number of participating teachers and other relevant data
- Finalize the necessary indicators for platform and section/module level engagement. Finalize data collection & analysis protocols
- Program assigned staff is trained in data collection and analysis
- After full launch phase (April–May 2021), collect feedback and adjust, as appropriate
- Finalize the landing page for the mobile app
- Add translated strings (in Armenian and Azerbaijani) to the Mobile App; release a new version on Google Play

- Create a tutorial: “How to download and use the mobile app including in the offline mode”

University/NGO Collaboration and Grants

- Closely monitor delivery of the activities listed under the Y2 grant agreements issued to the universities and NGOs.
- Universities will complete milestones 2 and 3 in April-June period.
- Complete SAM registration process for all universities; two universities and the NGOs already completed the process.
- CFS will complete six-hour self-paced course for special education teachers in May, which is a deliverable under the first milestone in the Y2 grant agreement.
- CCIIR will complete milestones 1 and 2 under the Y2 grant agreement.
- Work individually with each partner to teach the universities to create individualized space in Google for effective communications with their target schools to share materials/resources
- Provide specific recommendations to the universities on each identified gap in communication with the program
- Assist partners to create a calendar of activities to coordinate and support the training and coaching process
- Assist partners in the completion of the mini action research
- Conduct two meetings of the Program Network Learning Communities
- Assist partners in implementation of activities within the Internal Network Learning Communities
- Support universities who wish to start a GLS component with guidance from Ilia University

Private Sector Engagement

- Finalize Regional Teacher Recognition Awards competition and select winners.
- Hold teacher recognition award ceremony in Tbilisi in June (pending on the situation with the pandemic).
- Complete video-recording books for the Book Buddies activity with participation of well-known community members.
- Administer private sector survey focused on identifying skills needed for the 21st century workforce.
- Identify private sector companies who would be willing to fund prizes (tablets) for the winning regional teachers.

ANNEX A: LMS BASIC ANALYTICS

Basic Data Analytics: Currently there are 7,786 registered users on the platform, among them 4,345 are active users, who have accessed the platform on multiple occasions, while 3,441 users logged only once. Among the registered users 7,558 are female and 228 are male.

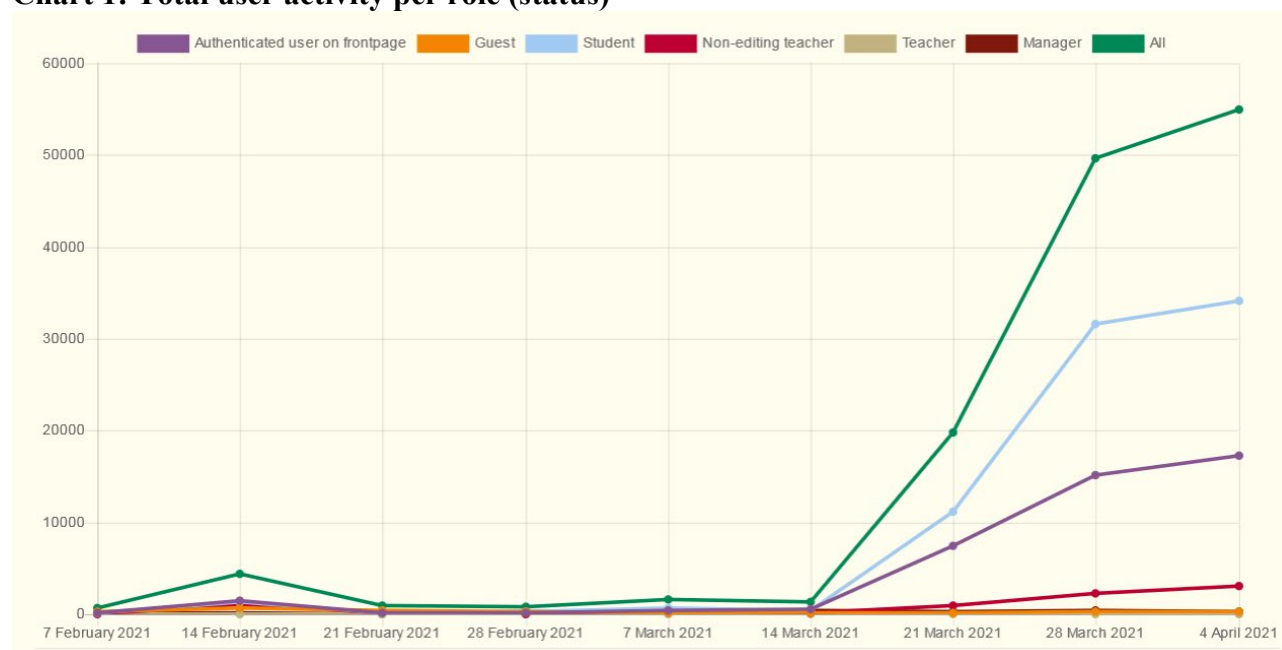
The breakdown of registered users by status is as follows:

- Training Providers (partner Universities): 8
- Trainers: 111
- School Principals: 100
- Lead Teachers (TLC): 2,709
- Primary School Teachers: 4,787
- Special Education Teachers: 71

The analytics module customized for the Program can generate detailed reports on individual sections and on each user enrolled in the given section. However, for the purpose of this report, to identify (or using Moodle’s terminology ‘courses’) on the platform, the Program presents the most active sections on the platform. A more detailed data analysis is available upon request.

Total User Activity: Chart 1 below shows the total user activity based on their roles (status). This chart demonstrates that activity of users is growing over time.

Chart 1: Total user activity per role (status)



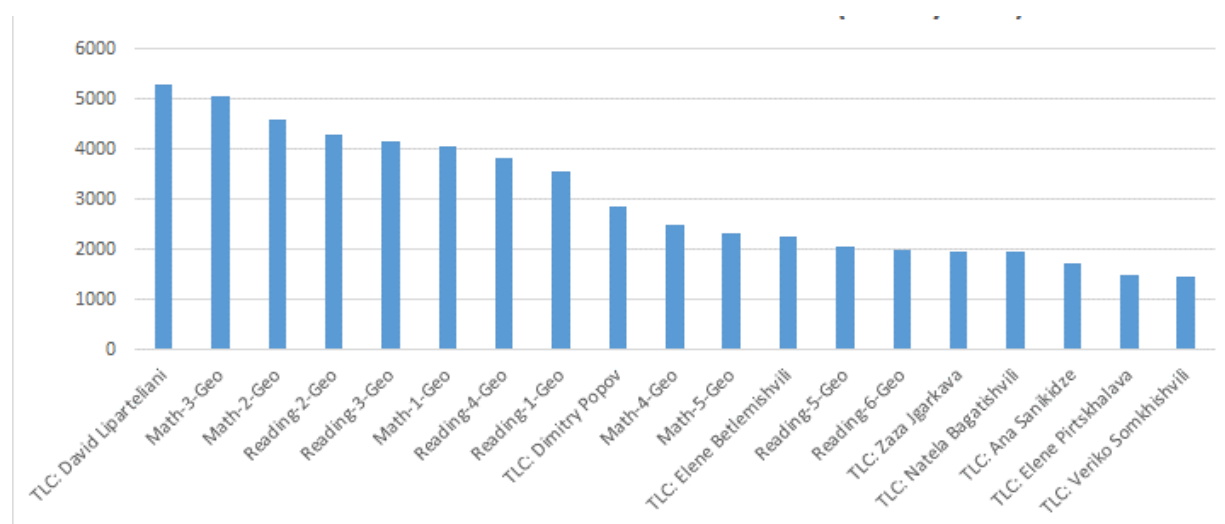
On the vertical axis is the number of logs by users with different roles (see color coding explanation). On the horizontal axis is the timeline from 7th Feb to 4th of April. Please note that the terms used are standard Moodle terms, which mean:

- *Authenticated user on homepage:* registered users only (guests are not counted)
- *Guest:* a user, who visited the Home Page, but did not register

- *Student*: primary education teacher. This group may include a Georgian, Armenian, and Azeri teachers of language and math, special education teachers or principals. This group has access to all “spaces on the LMS”, except for button “Resources for TLC”
- *Non-editing teacher*: these are Lead Teachers, who in addition to accessing all other sections, can also access button “Resources for TLC”, use resources placed there and upload TLC reports
- *Teacher*: these are University Trainers, who in addition to accessing all other sections, can also access button “Resources for TLC, use resources placed there, view and download TLC reports, comment in the Forums
- *Manager*: these are the Program authorized personnel with full administration and editing power.

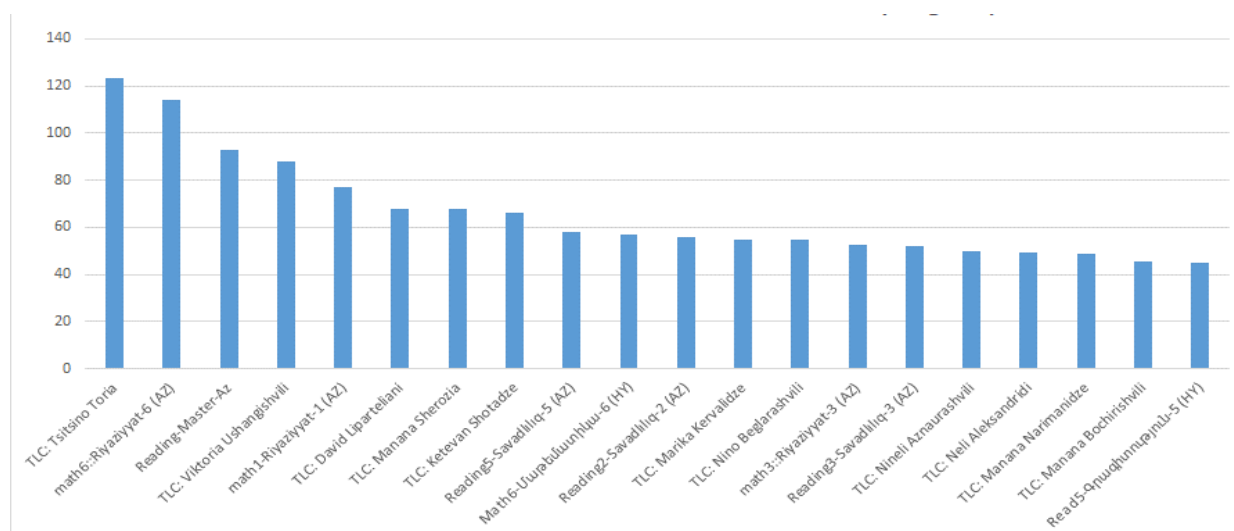
To identify the most active sections (or using Moodle’s terminology – “courses”) on the platform, below are the charts with four the most widely used measures and twenty the most active sections on the platform.

Chart 2: Measure 1 - total user activity in a given section (twenty the most active sections)



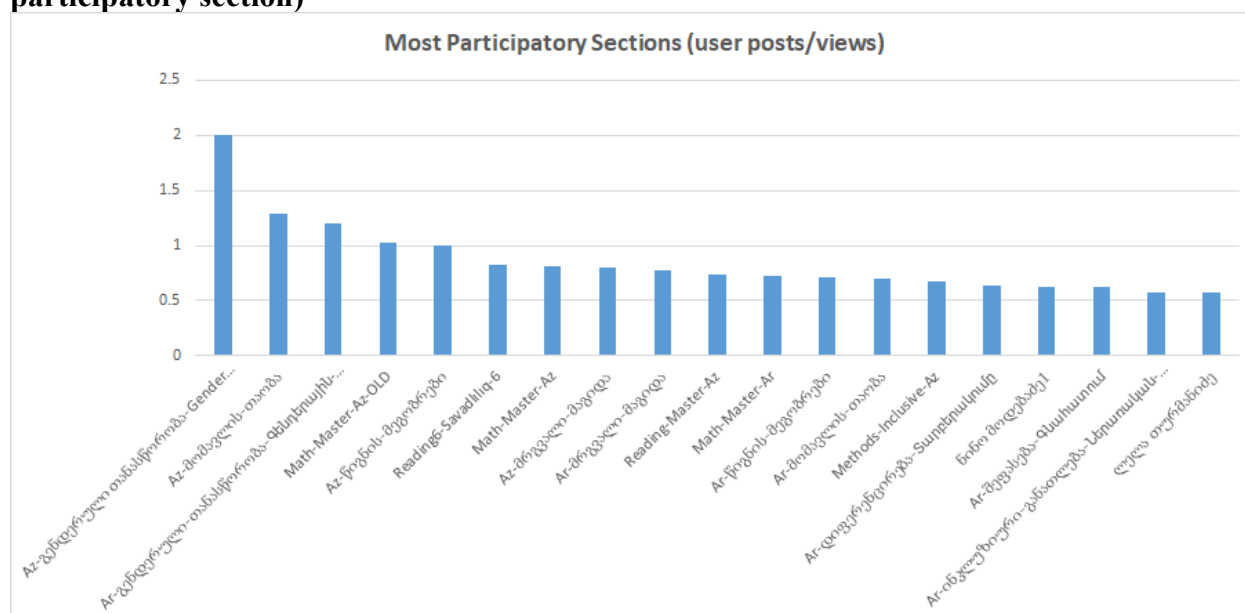
The chart shows the total number of activities in a given Section/Course: on the vertical axis is the number of logs by users with different roles. The horizontal axis displays the name of the Section/Course in order of its “popularity”.

Chart 3: Measure 2 – a user’s average activity in a given section (top twenty)



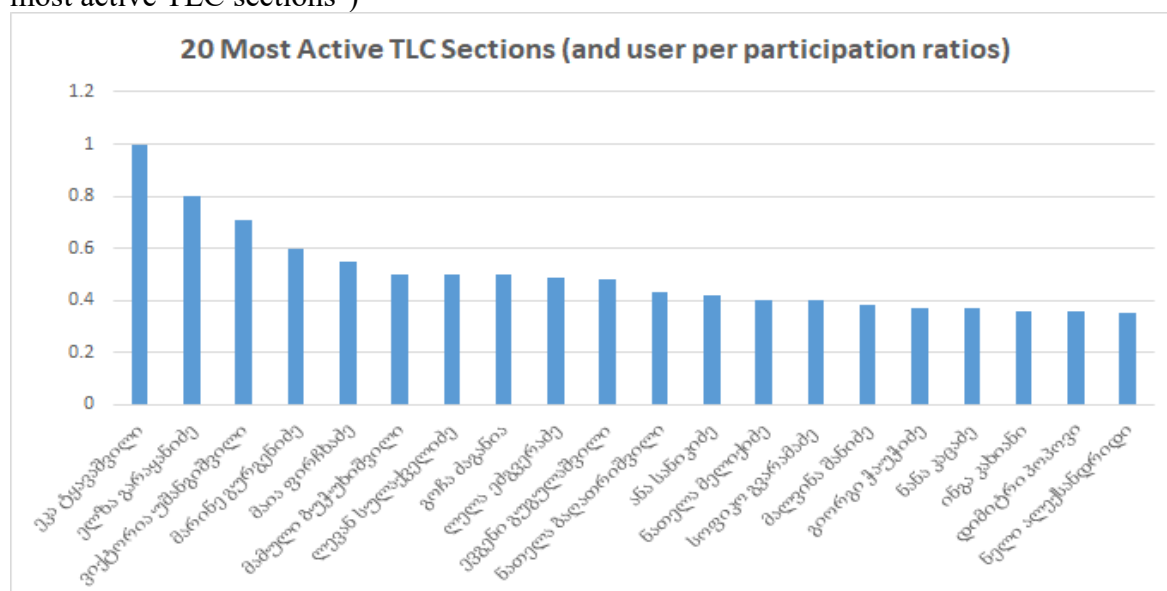
The chart shows the average number of activities per user: on the vertical axis is the number of logs by a user. The horizontal axis displays the name of the Section/Course in order of its “popularity”.

Chart 4: Measure 3 - user participatory ratio in a given section (twenty the most participatory section)



This chart shows that while some components have relatively high visiting rate, at an average the sections are visited with equal frequency. In combination with Chart 1 “Total user activity per role (status)”, this chart indicates that the overall usage of the platform is steadily increasing, and each of its section has a steady share of users.

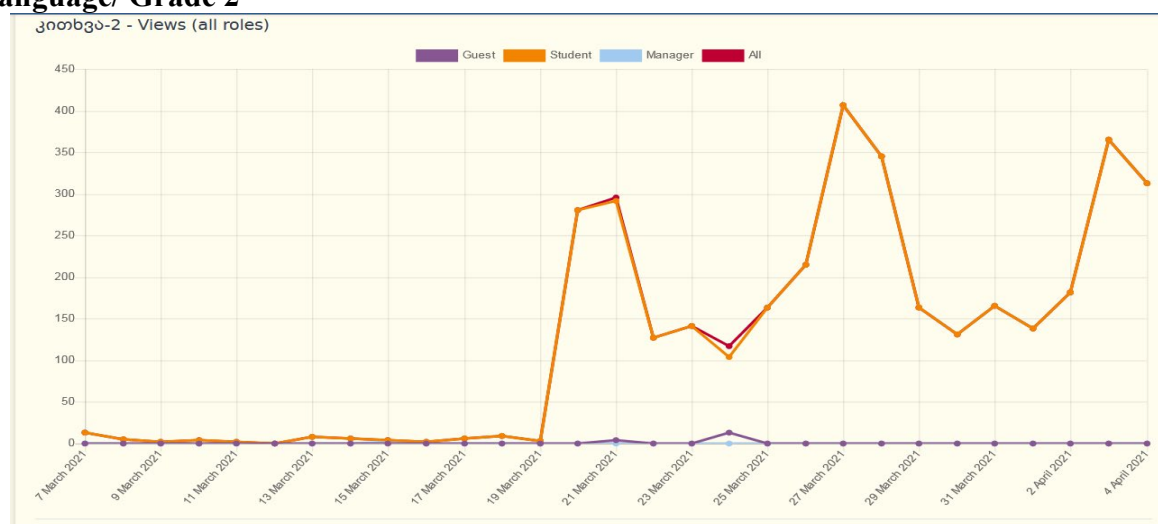
Chart 5: Measure 4 - user enrollment and participation ratio in TLC space (twenty the most active TLC sections⁷)



Under button “Resources for TLC” there are two types of users, where a Lead Teacher has a “student” status, while the University trainer has a “teacher” status. The vertical axis in Chart 5 displays the participation ratio⁸. The horizontal axis displays the names of TLC sections (the University trainers). From this chart it is clear that the most active are Lead Teachers assigned to the first 12 trainers (from the left to the right).

The below charts demonstrate some capabilities of the already implemented analytics, namely statistics of views and usage of particular courses and sections, which allows for a more detailed analysis of user behavior.

Chart 6: Student (teacher) activity in button “Resources in native language”/Georgian language/ Grade 2

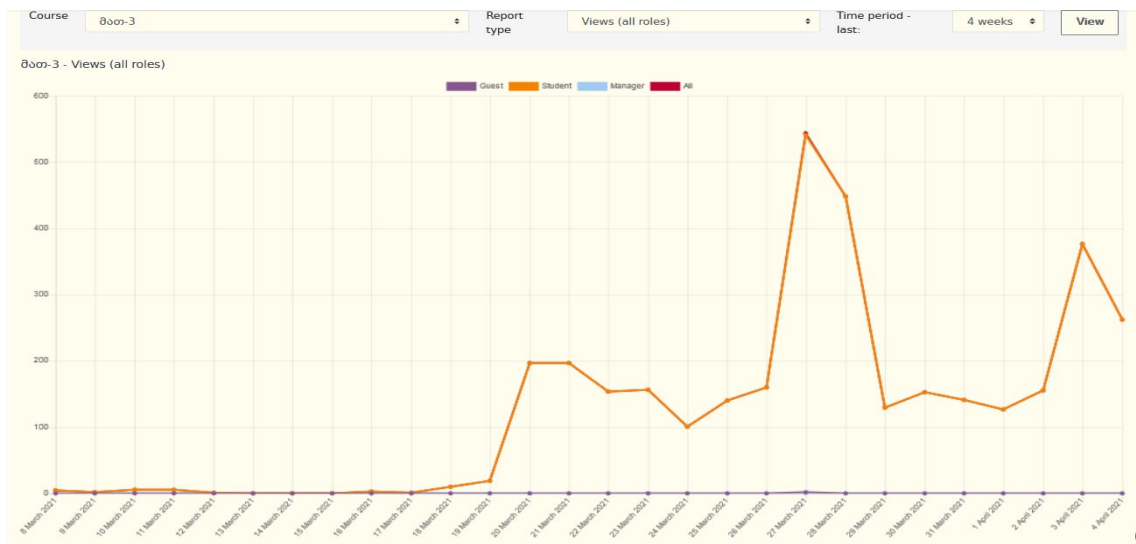


Vertical axis shows the number of users, horizontal – days.

⁷ Under button “Resources for TLC”, there are as many TLC sections as there are University trainers. In other words, a trainer’ name is the name of a TLC section.

⁸ Participation ratio equals to number of active users divided by number of users enrolled. Active users are users with activity in the specified period.

Chart 7: Student (teacher) activity in button “Resources in math”/Georgian language/ Grade 3



ANNEX B. MEETINGS CONDUCTED IN Y2Q2

Date	Stakeholders' meeting	Topics for discussion	Program staff	Stakeholder participants
January 28	MOU Signing between RTI and TPDC	Collaboration and recognition of Program trainings	Nancy Parks	USAID: Medea Kakachia, Nino Udzilauri TPDC: Berika Shukakidze
January 29, 2021	Meeting with CFS	Progress related to implementing final milestones.	Nancy Parks, Nika Chachkhiani	Maia Bibileishvili, CFS
February 4, 2021	Meeting with the EMIS management and technical team	To resolve the issue of providing storage for the Program's Diagnostic Assessment offline application.	Lasha Kokilashvili and Ilia Mestvirishvili (Program LMS consultants), Indira Amiranashvili	EMIS representatives: Zaza Karsaulidze, Shalva Gelashvili (e-school programmer), Vano Narimanidze (TEAMS programmer), Guram Jugeli (programmer)
February 4, 2021	TPDC presentation	TPDC presentation on their proposed e-platform for teachers.	Nancy Parks Indira Amiranashvili, Gia Nozadze	USAID: Medea Kakachia, Nino Udzilauri TPDC: Berika Shukakidze Manana Ratiani Nugzar Davitashvili
February 11, 2021	Meeting with the EMIS management and technical team	Follow up with EMIS to clarify the issue of Mac temporary allocation for the mobile application software configuration and subscription.	Lasha Kokilashvili and Ilia Mestvirishvili (Program LMS consultants), Indira Amiranashvili	EMIS representatives: Zaza Karsaulidze, Shalva Gelashvili (e-school programmer), Vano Narimanidze (TEAMS programmer), Guram Jugeli (programmer)
February 18, 2021	Meeting with NSM team	Participated in meeting with New School Model at the Ministry.	Gia Nozadze, Paata Papava	Representatives of NSM team: Niko Silagadze, Tamar Jakeli
February 18, 2021	USAID/Georgia Comms meeting	The Program's communication specialist attended the meeting of the USAID/Georgia Comms team.	Eka Kapanadze	Joe Larson, Maka Japaridze and representatives of USAID sponsored programs.
February 25, 2021	Gudavadze-Patarkatsishvili Foundation (GPF)	Discussion related to regional teacher recognition competition.	Nika Chachkhiani	Zurab Kervalishvili and Maiko Chitashvili from GPF

Date	Stakeholders' meeting	Topics for discussion	Program staff	Stakeholder participants
March 2, 2021	GSL action plan	Ilia University conducted the first meeting with universities to present the GSL action plan.	Ani Abuladze, Paata Papava, Giorgi Chauchidze	Ilia State University - Sofiko Lobzhanidze; Samtskhe-Javakheti State University - Irma Kurdadze; University of Georgia -Johnny Mtsariashvili; Sokhumi State University - Lia Akhaladze;
March 4, 2021	Meeting with CCIIR	Meeting with CCIIR representative on scheduling teacher and trainer trainings in Native language and Math	Gia Nozadze	Natia Gorgodze (CCIIR)
Mar 5	Meeting with USAID Communications and AOR	Program's communications	Indira Amiranashvili Eka Kapanadze	USAID: Medea Kakachia, Nino Udzilauri, Joe Larsen, Maka Japaridze
March 6, 2021	CCIIR	Progress meeting related to planning and scheduling minority schools' teacher training.	Nancy Parks, Nika Chachkhiani, Gia Nozadze, Giorgi Chauchidze, Paata Papava.	Natia Gorgadze (CCIIR)
March 15, 2021	Meeting with EMIS	A meeting with EMIS was conducted to resolve the issue of placing LMS banner on TEAMS.	Lasha Kokilashvili and Ilia Mestvirishvili (Program LMS consultants), Indira Amiranashvili	EMIS representatives: Zaza Karsaulidze, Shalva Gelashvili (e-school programmer), Vano Narimanidze (TEAMS programmer), Guram Jugeli (programmer)
March 17, 2021	Meeting on Universities networks	An online meeting of University partners' managers on University networks.	Gia Nozadze, Ani Abuladze Paata Papava Nika Chachkhiani	Akaki Tsereteli State University - Nato Kobuladze; Batumi Shota Rustaveli State University - Nana Makaradze; Telavi State University - Nino Nakhutsrishvili; Ilia State University - Sofiko Lobzhanidze; Samtskhe-Javakheti State University - Irma Kurdadze; University of Georgia -Johnny Mtsariashvili; Sokhumi State University - Lia Akhaladze; Shota Meskhia State teaching University of Zugdidi - Dali Berandze.
March 18, 2021	Meeting on Action Research activities	An online meeting with Ilia University representative to discuss action research activities with other Universities.		Ilia State University - Sofiko Lobzhanidze; Akaki Tsereteli State University - Nato Kobuladze; Batumi Shota Rustaveli State University - Nana Makaradze; Telavi State University - Nino Nakhutsrishvili; Samtskhe-Javakheti State University - Irma Kurdadze; University of Georgia -Johnny Mtsariashvili; Sokhumi State University - Lia Akhaladze; Shota Meskhia State teaching University of Zugdidi - Dali Berandze.

Date	Stakeholders' meeting	Topics for discussion	Program staff	Stakeholder participants
Mar 18	Inclusive Education		Nancy Parks Indira Amiranashvili Gia Nozadze Salome Charkviani	USAID: Medea Kakachia Nino Udzilauri
March 19, 2021	USAID Basic Education Program Outreach	Meeting with USAID team to discuss the Program's outreach and future events	Nancy Parks, Indira Amiranashvili, Eka Kapanadze	Medea Kakachia, Nino Udzilauri, Maka Japaridze, Joe Larson, Stephanie Tortladze
Mar 24	Meeting with CCIIR	Discussion of delayed deliverables and lack of collaboration	Nancy Parks Indira Amiranashvili Gia Nozadze Paata Papava Nika Chachkhiani Ani Abuladze	CCIIR: Natia Gorgadze
March 29, 2021	AOR meeting with Program's M&E team	AOR met with Program's M&E team to discuss activity progress	Indira Amiranashvili, Natia Lomtadze	Medea Kakachia (USAID)
March 31	Meeting with USAID AOR	M&E Indicators	Nancy Parks Indira Amiranashvili Natia Lomtadze	USAID: Medea Kakachia

ANNEX C: SURVEY OF WORKFORCE SKILLS

21st Century Workforce Skills

Company _____

Sector: (Please circle one):

Agriculture

Construction

Sales

Banking

Hospitality/Restaurants

Technology

Business

Retail

Tourism

Other: _____

Which of the following skills do you consider important when hiring someone?					
		Very important	Somewhat Important	Not Too Important	Not important at all
1.	The ability and willingness to learn new skills				
2.	Critical thinking and problem-solving skills				
3.	Collaboration and teamwork skills				
4.	Ability to meet deadlines				
5.	Interpersonal communication				
6.	Ability to analyze and synthesize information				
7.	Subject matter expertise				
8.	Ability to develop and implement a strategic plan				
9.	Software skills and business processes				
10.	Project management				
11.	Social media and online communication skills				
Most Important Hiring and Promotion Skills					
12.	Past work experience				
13.	People Management				
14.	Communication skills				
15.	Formal education and the degree they have				
16.	All are equally important				



SUCCESS STORY

USAID BASIC EDUCATION PROGRAM LAUNCHES TRAINING IN PUBLIC SCHOOLS IN ETHNIC ARMENIAN AND AZERI COMMUNITIES

Teachers of ethnic minority students receive professional development opportunities through the USAID Basic Education Program



The USAID Basic Education Program is providing Elnara Tagieva, a primary teacher at Marneuli Public School #3, her first opportunity for professional development.



Elnara travels from Tbilisi to Marneuli every day to teach her first grade students.

U.S. Agency for International Development
www.usaid.gov

According to the Education Management Information Center (EMIS), teachers who teach students whose first language is Azeri or Armenian comprise 10% of the teachers in Georgia. Yet, due to language barriers, many of the teachers do not receive the same professional development opportunities as their Georgian colleagues. The USAID Basic Education Program offers training in foundational math and reading in the ethnic languages to advance the teachers' capacities to offer quality instruction. In addition to the training, the Program provides reading and math resources prepared in the ethnic languages.

Elnara Tagieva is one of 1,300 ethnic minority teachers participating in the professional development training through USAID's Basic Education Program. Elnara is a primary grades teacher at Marneuli Public School #3. After finishing secondary school in the village of Kasumlo in Marneuli municipality, Ms. Tagieva relocated to Tbilisi to study at Tbilisi State University. Despite the distance, she travels to Marneuli every day to teach her first grade students.

"For me it is an opportunity to do something very important for the Azeri community in Marneuli. What can be more important than giving a quality education to the young generation?" Ms. Tagieva exclaims.

In February and March, teachers from ethnic Armenian and Azeri schools received training in their native languages, allowing them to gain expertise in student-centered teaching methodologies and to become familiar with the New School Model initiated by the Ministry of Education and Science of Georgia. Training in best instructional practices and the Ministry's reform initiatives provides the teachers of ethnic minority students equal access to professional development activities.

Ms. Tagieva believes, "Being a teacher is a great responsibility and you should never stop learning. The USAID Basic Education Program enabled us to feel like as a part of Georgia's education system. The Program's trainers are always ready to guide and to share their knowledge and experience with us."

Leyla Gulieva, the Program's math trainer who works with the teachers of ethnic minority students, states, "Critical thinking and problem solving are essential skills for the success of the young generation. Our goal is to ensure equal education opportunities for every student. The training we deliver to ethnic minority teachers is focused on improving the traditional teaching methods and using student-centered learning strategies to plan and guide learning process."

The USAID Basic Education Program continues training and materials development for the primary grade teachers in public schools in ethnic Armenian and Azeri communities.