

USAID Basic Education Program

Year 2, Quarter 1: October 1 – December 31, 2020



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USAID|Georgia

Basic Education Program

Quarterly Report

Year 2, Quarter 1: October 1 – December 31, 2020

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RTI cover screenshot taken in October 2020 during training for teachers conducted by Sokhumi university. Permission obtained. The Program elected to use the screenshot to depict the “new normal” in training activities.

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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, Science, Culture and Sport (MOESCS), 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.

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

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.

ACTIVITY IMPLEMENTATION PROGRESS

Progress Narrative

The global pandemic necessitated the continuation of online teacher/principal trainings and stakeholder meetings. No longer considered a seismic shift as it had been earlier in the year, online modes have become the acceptable norm. Program participants have adapted well to the new way of productively connecting with one another. University trainers and CCIIR conducted online trainings for lead teachers and principals. In December, university partners reviewed their pre-service programs, identified strengths and weaknesses, and completed a gender attitudinal survey. While university partners and NGOs were conducting training, Program staff were developing the materials for the February 2021 TOT.

Program staff continued to meet with MOESCS counterparts in the New School Model Team and EMIS departments. Program staff also met with a variety of stakeholders and beneficiaries, as recorded in Annex C.

The NSM shared the recently developed general and subject-specific coaches' guides. The methodology in the guides focuses on SOLO taxonomy (structure of observed learning outcomes), a systematic way of describing how a learner's understanding develops from simple to complex when learning different subjects or tasks. The guides base assessment

rubrics and obligatory teacher feedback to students on evidence from students' work. Program staff commended the NSM team on its efforts; however, significant challenges remain. The frequent and significant changes in the structure and content of Georgian language and literacy (GLL) matrices complicate uploading the units developed by the Literacy team and CCIIR because the structure differs substantially from the NSM's latest version. To mitigate Program concerns that materials uploaded to the LMS system will appear outdated if the NSM continues to revise the matrices, the Program's technical specialists will postpone revising the matrices already developed until the NSM team officially finalizes the matrices.

By the end of December, all university grantees had successfully completed the Year 1 grant deliverables while the university of Georgia continued to implement its subcontract on schedule. Preparations began in November for follow-on grants aligned with the Program's fiscal year, for all partner universities. In December, the Program requested USAID approval to issue the follow-on grants. The Program received USAID approval in January 2021 and will subsequently sign the agreements with university partners. CFS requested a no-cost extension through February 15, 2021, to complete taping of the six-hour self-paced training session. The small NGO has found completing the grant tasks to be challenging, but the organization continues to seek Program guidance in delivering quality materials. CCIIR also has had issues with the development of supplementary materials, causing the Program to carefully consider ways to make the partnership more productive. Despite the challenges with the NGOs, the Program initiated the grant follow-on process for the next round of activities.

Development of the learning management system progressed in consultation with Georgian specialists. Program staff and the local consultants collaborated with various departments within the Education Management Information System agency to ensure that the Moodle-based Learning Management System (LMS) is fully integrated into the EMIS. The LMS is currently stored on EMIS servers with the domain name chemiskola.emis.ge.

The Program also broadened its engagement of the private sector this quarter with the signing of the grant from the Gudavadze-Patarkatsishvili Foundation in November. The grant provides funding for the Program to implement after-school activities such as Next Generation Camps, regional teacher recognition competitions, and advertising campaigns to promote the teaching profession. The Program also conducted the first Business Leaders' Roundtable in Tbilisi, met with potential private sector Program participants, and presented program activities to the American Chamber of Commerce.

This report covers Year 2 (Y2) Quarter 1 (Q1) of the Basic Education Program's operations—October 1, 2020 through December 31, 2020.

Y2 Q1 Implementation Successes

Technical Activities

Training

- Eight partner universities delivered lead teachers' training virtually from October 25 to December 24
- 5313 of 5619 lead teachers trained by university trainers
- Universities delivered virtual principals' training for assigned schools from October 25 to December 27
- 1943 of 2075 Principals attended workshops conducted by university trainers

- Online orientation offered to eight ethnic minority math trainers (four Armenian and four Azeri)
- CCIIR completed training of eight ethnic minority reading trainers and these trainers delivered training to 1329 teachers in minority schools

Materials Development

- Completed six activities (four for G1 and two for G 6) in the three target languages
- Finalized and translated into Armenian and Azeri instructional resources for Math for G1 and G6 students with intellectual disorders
- Developed a training module, trainers' SOW, and guides for Math ethnic minority trainers for a five-day online training planned in January 2021 and a four-day training for ethnic minority teachers in February 2021. Translated all materials into Azeri and Armenian

Learning Management System

- Piloted the Georgian interface of the LMS with four trainers from two universities among 78 teachers.
- Tested offline version of diagnostic and formative assessment application, developed during the USAID G-PriEd Project

Grantees and Subcontractor Activities

- Y1 grant activities implemented by university grantees and subcontractor UG successfully completed
- CCIIR successfully completed all deliverables
- CFS completed development of self-paced two-hour and six-hour modules on inclusive education for general education teachers
- Partner universities submitted self-assessments, program descriptions, and gender attitudinal surveys
- University grantees provided with program descriptions for the follow-on grant activities and submitted to USAID for approval
- One-month, no-cost extension agreed with CFS to complete activities
- Program descriptions for follow-on grant activities provided to CFS and CCIIR
- Revised SOW and budget, aligned with the Y2 work plan
- Online platform created to share all training materials and videos with universities
- Online platform for internal use created for partners to share reports
- First meeting conducted with 35 representatives from partner universities, using the newly established external networked learning community
- Facebook page created as a means for effective communication among members of the external networked learning community

Private Sector Engagement

- Grant agreement with the Gudavadze-Patarkatsishvili Foundation signed

- Seven private sector companies contacted for potential engagement
- Nine participants from eight companies attended the first Business Leaders' Roundtable in Tbilisi
- Program activities presented to the American Chamber of Commerce

Administration Activities

- Transfer of title of property from the USAID HICD Plus project finalized and all items received in November
- Finance/Administrative Manager joined the Program team on October 1

Activity Progress

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

Following the TOT in September, university partners and NGOs focused on delivering teacher/principal training. With the first TOT completed, Program staff began to plan for the next TOT, scheduled in February. The development of training resources was ongoing.

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

University partners conducted training for principals and teachers throughout the quarter. The training reports 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>.

(December reports have not been posted yet.)

University partners trained a total of 6571 (94%) lead teachers and 1943 (94%) principals, as indicated in Table 2. CCIIR trained a total of 1329 (98%) teachers in ethnic minority schools.

Table 1. University partners' training of lead teachers and principals

University/NGO	Lead Teachers		Principals	
	Projected	Actual	Projected	Actual
University of Georgia	1209	985	405	335
Ilia State University, Tbilisi	447	428	249	208
Sokhumi University, Tbilisi	258	256	86	78
Batumi State University	978	919	326	314
Samtskhe-Javakheti State University	309	308	201	201
Kutaisi State University	1119	1118	373	372
Telavi State University	546	546	184	184
Zugdidi State Teaching University	753	753	251	251
University subtotal	5619	5313	2075	1943
Center for Civil Integration and Inter-ethnic Relations (CCIIR)	1349	1329		
CCIIR subtotal	1349	1329		
Total	6968	6642	2075	1943

Teacher training. The typical agenda for the six-hour teacher training included:

- Information about USAID BEP
- TLCs

- Lead teachers' roles and responsibilities
- Student-centered teaching
- Inclusive education
- Structure of the NSM thematic unit/matrix
- Complex tasks

Differences among university agendas included:

- Preferences to analyze GLL Units or Math Units
- Preferences to use university materials rather than Program materials, although regional universities used primarily Program-developed materials
- Preferences to use video and other electronic resources developed by the Program during training sessions or send them to participants prior to training
- Sequence of presenting topics and time distribution during training
- Level of focusing on National Curriculum and NSM
- Level of relying on Program guides for developing thematic Units/matrixes
- Using home assignments after the first three-hour training
- Preferences to use more trainer presentations than panel discussions and group work
- Choice of subject thematic unit/matrix developed by the Program to present for training participants

The Program attributed the significant number of differences and priorities to the limited time for the teacher training, which was only six hours whereas the Program covered the same topics in eighteen hours during the TOT.

Principal training. Principal training agendas and content primarily followed the Program-developed videos and materials. Only Ilia State University used its own materials in addition to Program resources. Topics included in the typical agenda of principal training included:

- Information about the Program
- Principal as an instructional leader
- NSM
- TLCs
- Formative assessment
- Inclusive education
- Parent and private sector engagement

Following the training, partners began to review their taped training sessions to determine the ones to be posted. Mentoring of the lead teachers as they conduct Teacher Learning Circles was not planned for this year.

CFS requested and was granted a one-month extension to develop and finalize the six-hour, self-paced training. The public transportation ban related to the pandemic complicated travel for Azeri and Armenian language translators from the Kvemo Kartli region to record at the studio location in Tbilisi, which caused delays in dubbing the video materials. Although CCIIR conducted training, they did not submit acceptable supplementary materials to be translated into in Armenian and Azeri. Submissions of materials will continue in January.

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

During the first TOT, the Program requested universities to complete units based on the NSM template. The status of the unit development is described in Annex A: University Development of NSM Units. Due to the increasing number of significant matrix revisions by

the NSM team, the Program will not ask the universities to revise the units until the final year to ensure the NSM has completed the matrix revision process.

Following the first TOT last quarter, the Literacy and Numeracy teams drafted the agenda for the three-day TOT to take place in February (18 hours total not including breaks) focusing on critical thinking, problem solving, and differentiated instruction. The Literacy and Numeracy teams will divide the session time equally between the two subject areas.

The outline for the critical thinking and problem-solving session will include:

1. Introduction to critical thinking and its relation to classroom activities. Basic approaches to teaching critical thinking and problem solving in GLL and Math. Brainstorming to identify the types of problems that promote critical thinking and problem solving in primary grades.
2. Problem solving as described in the national curriculum, math standards, and GLL standards.
3. Examples of integrating critical thinking and problem-solving activities in GLL/Math units, guide for integrating critical thinking and problem solving in the complex tasks of the NSM.

The differentiated instruction session will have a similar plan of presentations.

Program staff decided to present the gender module during a special webinar in Spring 2021 to free a two-hour timeslot that will focus on planning the Spring 2021 lead teacher training. Topics for the planning session will include:

- Review intended outcomes and objectives of the training
- Plan lead teacher training sessions
- Introduce Final Training Test. Upon TPDC's advice, all training participants – trainers, teachers, and principals – must take a test at the conclusion of training to enable TPDC to recognize the training. Program specialists will introduce the test during the TOT and discuss its administration and reporting of results.

Preparations for training of the ethnic minority math trainers are ongoing. Much of the content mirrors the TOT for teachers of math and reading in Georgian. Program staff will send training materials prior to the training to facilitate understanding.

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

As a part of the first grant agreement with the partner universities, each completed a self-assessment of their 300-credit or 60-credit pre-service programs. (Annex B) The purpose of the assessment was for universities to reflect on their program in consideration of their recent experiences in the schools and for Program staff to identify the areas requiring potential support to improve the current pre-service teacher programs. By the end of the quarter, all universities had submitted the assessment. Program staff will analyze the data in January 2021 and begin to address the gaps in the Feb 2021 TOT. The University of Georgia, the only partner which does not have an existing pre-service teacher program, will receive support from RTI home office education specialists.

The Program will treat information received from university partners confidential and will not disseminate among participating universities.

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

The first quarter of Y2 focused predominantly on the training for lead teachers and principals. Following the last session of the TOT, partner universities sent their training plans for lead teachers and principals and calendars of training activities. Program technical specialists reviewed and approved all training plans and calendars submitted by the university partners.

The universities 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.

Prior to the online training day, universities sent the schools the training video prepared by the university to upload to the selected training platform. All universities created teachers and principals' groups in TEAMS and added the Program's university collaboration coordinator for monitoring purposes. Program specialists monitored several training sessions to assess efficacy of training efforts.

The universities offered two days of online training, for a total of six hours (three hours per day). Partners offered an additional three hours of make-up training to all participants who were unable to attend the main training. Table 1 in Outcome 1.1 above details training participation. Additionally, the universities uploaded the training video which each university created on the social network group used for communication with teachers.

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.

Each university will continue to communicate with lead teachers and principals in the groups created for this purpose 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 will begin mentoring lead teachers during Y2Q2. During the TOTs, the lead teachers received guidance on forming, facilitating, and reporting TLC meetings. Additionally, the Program tasked the university trainers with forming TLCs in the assigned schools. Trainers provided the Program a recommended schedule and topics for TLC meetings. Starting in January 2021, the Program expects the lead teachers to implement TLC activities.

1.1.5 Program partners deliver online/offline training to remaining teachers

As described in 1.1.3 above, university partners offered an additional three hours of make-up training to all participants who were unable to attend the main training. CCIIR also offered two make-up sessions in December. The Program has not developed offline training yet.

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

Training for teachers of ethnic minority students. Following the Sep-Oct TOT, CCIIR conducted a four-day TOT, November 10-13, for four Azeri and four Armenian trainers on student-centered instruction. CCIIR conducted training for the teachers of ethnic minority students November 16 - December 25. CCIIR delivered training to 1,329 teachers (646 teachers from 114 Azeri schools and 129 Armenian schools).

Using the model, proposed by the Program, CCIIR conducted online training using MS Teams platform. The trainings include two make-up sessions organized in late December for 31 Azeri teachers to ensure maximum teacher participation. The total number of the trainees

represents 98% of the target teacher population. Upon discovering minor deviations in teachers' actual data as compared with EMIS data, CCIIR corrected the numbers with information supplied directly from the schools. CCIIR's training efforts were covered by local media:

https://nor.ge/?p=160153&fbclid=IwAR22j2vQ4fELC8bbtNohQv279OgZJgWkeaKST_dvBCwrE3ZRB3CGuWM2YgM

Inclusivity training. At the September-October TOT, CFS delivered a three-hour session on inclusive education to acquaint trainers with inclusivity practices that would be covered in the self-paced course for teachers. CFS developed the six-hour self-paced course for general teachers of primary grades during Y2Q1. The course is divided into seven 50-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. Through the Program LMS, the course will be available to teachers in February – March 2021. CFS, with the Program support, will work with the partner universities to promote the course and encourage mainstream teachers in primary grades to complete the course.

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

No coaching took place during Y2Q1; however, the Program included a task in the follow-on grant for each university partner to conduct at least one observation of a TLC meeting in each school with follow-up mentoring of the lead teacher in Y2Q3. The delay provides time for the Program to train university trainers in online mentoring practices. The Program will encourage trainers to contact each school principal by phone, Teams, Zoom or another platform to emphasize participation of teachers in the TLCs.

Outcome 1.2: Contemporary learning resources and materials are accessible

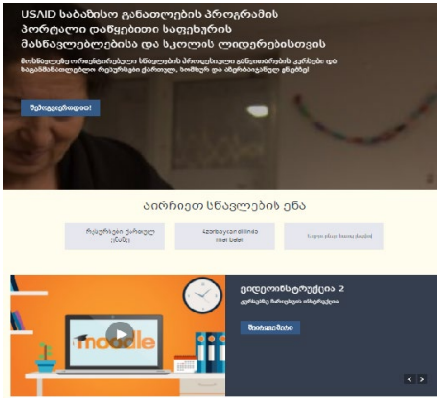
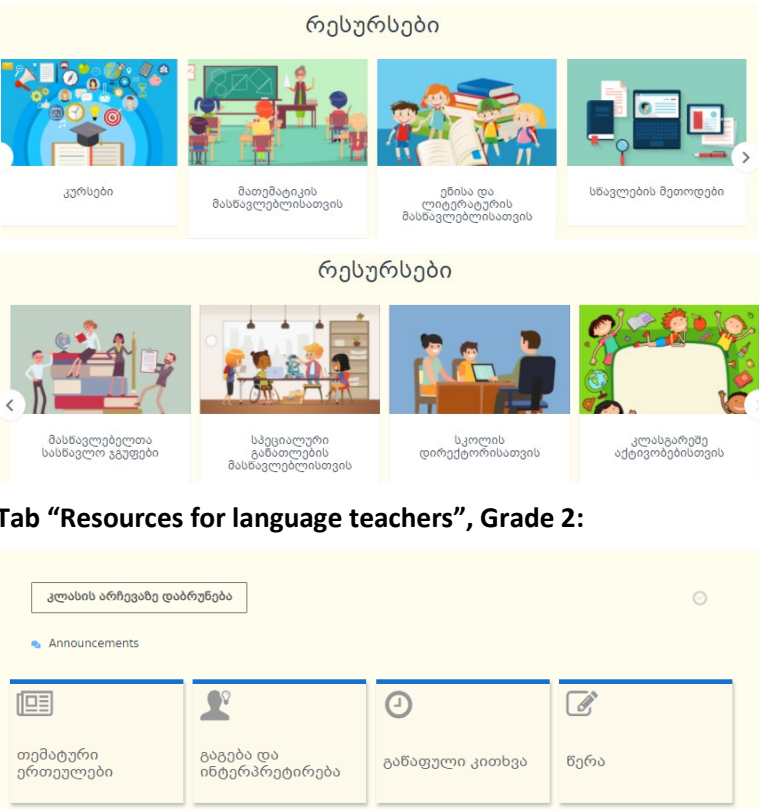
1.2.1. Map and adapt existing classroom instructional resources for the new curricula

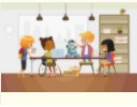
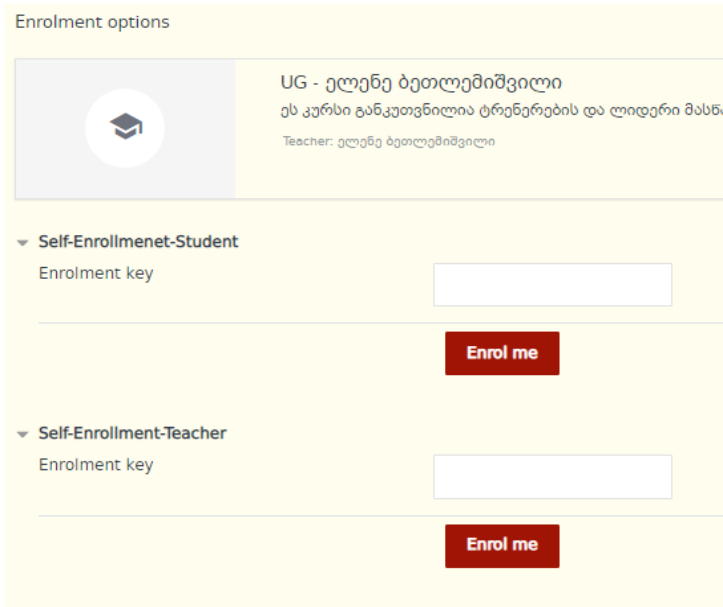
UG completed mapping all the resources from the website www.kargiskola.ge and www.inclusion.ge. The mapping was the first step in the process. UG will now begin to work with Program staff to categorize each activity, determining which activities should remain and gaps which need to be filled.

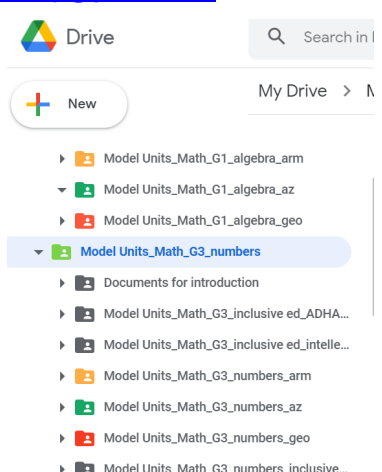
1.2.2 Improve usability of online resources and adapt them for mobile and offline use.

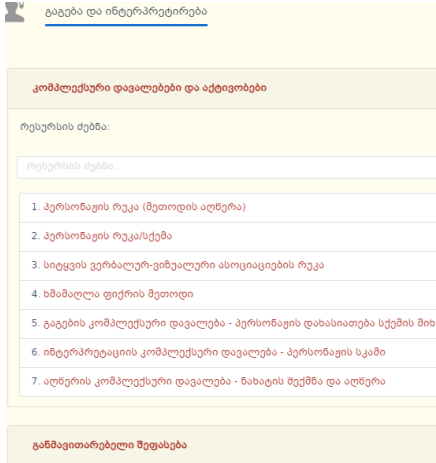
During the reporting period, the Program worked closely with the two LMS consultants to customize Moodle in response to Program needs. The development update is detailed in Table 2 below.

Table 2: LMS Development Update

The interface is finalized. Images, purchased from Shutterstock are uploaded; actual photos of Georgian teachers and students used to create a slide show on the Home Page; Georgian texts, such as introductions, titles of the sections and sub-sections are edited and finalized; the structure of the repository is finalized.	
Structure of resources finalized. The Program decided to adapt Moodle's electronic library. From the home page, after selecting language (Georgian, Armenian, or Azeri), the user may select from the menu of the following sub-sections: Tab 1: Courses. The Program will upload self-paced courses, which will be designed in consideration of Moodle LMS requirements. Tabs 2 and 3: Resources for math and language teachers – organized by grades. Within each grade, a user will see tiles organized by NSM thematic units and subject competencies. Each subject competency is organized by four instructional methods, such as complex tasks & activities, differentiated instruction, formative assessment, and inclusivity practices. Tab 4: Student-centered instruction – this space is created for general material which is not specifically tied to subject or grade. It has several sub-categories, such as how to create a thematic unit, critical thinking and problem solving, formative assessment, differentiation, gender equity and inclusive education. Tab 5: Teacher Learning Circles – Described in the block below Tabs 6 and 7: Special Education Teachers and Principals – Documents will be uploaded after completion. Tab 8: Extra-curricular activities – Includes information regarding Book Buddies, Next Generation Camps and Business Leaders' Round Tables.	Eight Tabs:  Tab “Resources for language teachers”, Grade 2: Structure of resources under tab “Student-centered instruction”:

	 თემატური ერთეულის შექმნა  კრიტიკული აზროვნება და პრობლემის გადაჭრა  განმავითარებელი შეფასება  დიფერენცირება  გენდერული თანასწორობა  ინკლუზიური განათლება
Examples from Tab 5. TLC Management block. This space, which is one of the sections listed in the block above, is for lead teachers and trainers' use only. A lead teacher can schedule a meeting, upload the meeting link and the TLC meeting report for Program staff to review. In another designated space, a trainer can see the work of the lead teachers and their progress with encouraging teachers to participate in school-based teacher professional development. In this section, the Program replicated the cascade approach in which each teacher and trainer will have a special enrollment key. While there is an individualized key for all trainers, the lead teachers will use a key created for each Program partner university. During the Spring 2021 trainings, the trainers will provide the lead teachers with enrollment keys. During TLC meetings, the lead teacher will introduce the LMS to the TLC members and facilitate registration and navigation. The Program will have one key for all teachers (not lead teachers), which the lead teacher will share with TLC members. With this approach, the Program will ensure that only Program target beneficiaries have access to the site during the life of the Program.	TLC Enrollment Page:  Lead Teachers' space to schedule meetings and upload TLC meeting reports:

	განცხადების დაფა აქ იხილავთ თქვენი ტრენერის მიერ განთავსებულ მნიშვნელოვან ინფორმაციას. სადისკუსიო ფორუმი აქ შეგიძლიათ განათავსოთ თქვენი მოკლე კომენტარები, წარმოქმნილი სიძნელეები ან უბრალოდ მიმდინარე პროექტის ფარგლებში. 1 2 3 4 5 6 ჩასატარებელი შეხვედრების დანიშვნა (1) შეხვედრის ჩატარებამდე: შეიტანეთ თქვენი მასწავლებლებთან შეხვედრის თარიღი და Teams-ის შეხვედრის ბმული ქვემოთ "ცვლილებების შენახვა". ჩატარებული შეხვედრების ანგარიში (1) შეხვედრის ჩატარების შემდეგ: ჩამოტვირთეთ ფაილი ამ ბმულიდან , შეავსეთ იქ მოცემული ცხრილი
Content upload to storage. To decrease the pressure on the LMS storage space, which currently is at 20 GB, the Program decided to create several Google drives to store resources and upload only links to the specific documents from the Google drive to the LMS. Currently, the Program has created four storages: • geobepchannel@gmail.com to store video files such as YouTube movies • bepnumeracy@gmail.com to store math related resources • bepliteracy@gmail.com to store reading-related resources • bepliteracyethnicminorities@gmail.com to store resources created by CCIIR in reading for teachers of Azeri and Armenian, as the native language All currently available resources (mostly thematic units with supplementary resources in three languages) are uploaded on the drives.	Drive on bepnumeracy@gmail.com: 
Content link to LMS. Guided by the LMS consultants, the Program technical staff uploaded links to Georgian language resources from Google drives to the LMS. Uploading will continue as resources are developed. Materials to be uploaded include Armenian and Azeri translations of math thematic units, inclusive education materials and resources created by CFS, thematic units and resources in reading created by CCIIR, thematic units developed by partner universities, and miscellaneous general information.	Resources linked from drive to LMS under “Resources for language teachers”/grade 2/comprehension/4 methods (complex tasks and activities, formative assessment, differentiation, inclusive education)

	
Registration and profile. The consultants, with EMIS support, created an Open ID Connect as an easy entry point for teachers and principals, registered by EMIS in their database. All school personnel have individual email address, ending with @teachers.gov.ge, which enables them to use the common space created by the MOESC for communication, including Microsoft Teams. At the Program's request, EMIS provided emails to the Program staff and its partner university trainers to conduct online trainings in Teams and to use the LMS for TLC management purposes. The other sign-in area is for non-EMIS users. Sign-in authorization is provided manually to users, such as USAID, to enable them to visit the site.	Sign-in page: 
User profile. During the first-time registration, the user will complete the profile form, which will inform the Program/Site Administration about the users, their location, gender, subject and other relevant information.	Profile page:

Additional Required Fields

Status ● Choose...

Gender ● Choose...

Region ● Choose...

Municipality ● Choose...

School Name ●

Subjects and Grades ● Georgian Lang and Lit, grades 1-4

Update profile

There are required fields in this form marked ●.

In December, the Program piloted the Georgian section of the LMS before creating similar sub-sites in Armenian and Azeri. Four trainers from UG and Ilia university worked with 78 lead teachers from Racha-Lechkhumi and Kvemo Karli schools to pilot the LMS. The Program specifically selected these two areas to determine the efficacy of the platform in high mountainous and ethnic minority regions. The four trainers received a webinar/tutorial and then organized similar webinars for lead teachers. The Program asked pilot participants to check the platform in three areas: 1) registration and profile completion; 2) structure of the repository under “Resources for math teachers” and “Resources for language & literature teachers” tabs; and 3) functionality of the “TLC” section. Finally, the participants completed a questionnaire and participated in an online meeting with their trainers to provide additional feedback. At the end of the pilot, the Program met with the trainers to obtain all feedback. During the first half of January, the pilot feedback will be used to finalize the Georgian language interface and then the work on Azeri and Armenian sub-site will begin in parallel with uploading resources in the ethnic minority languages.

Following the February 2021 TOT, the Program will organize a webinar for the New School Model regional staff, including coordinators and primary education experts, to introduce the LMS.

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

No activities during this reporting period.

1.3.3. Adapt continuous assessment resources for offline use.

During the quarter, the Program, with USAID approval, began developing an offline (local) version of a diagnostic assessment software, previously created by the USAID G-PriEd Project and available online on kargiskola.ge. At the Program’s request, EMIS provided temporary administrative access to the site for the developer engaged by the Program to download the required files. In December, the developer submitted a prototype to the Program for testing. After fixing some bugs, the application now is fully functional. It requires a one-time internet connectivity for the download only. Once it is downloaded on a computer, a user does not need internet to use it for classroom work. Additionally, the reading and math teams reviewed the original guidelines and instructions for teachers on how

to use the application for formative assessment. The developer will introduce these changes to the application in January. The Program together with the developer designed textual and video instructions for users on how to download the application. The Program approached EMIS with the request to store the application at its servers. The meeting to discuss technical details of the request is scheduled for the third week of January. Once EMIS houses the app, the new link will be inserted into the download instructions and will be displayed on the LMS.

Additionally, the Program contacted a software development company to create a mobile application based on a software “Write a Story”, also created by the USAID G-PriEd Project and available in online format on kargiskola.ge. This application will be created in Georgian, Armenian, and Azeri and will be added to Apple App Store and Google Play Market. A link to the application will also be put on LMS. In December, the reading team reviewed the original application, revised the textual info, visuals, and the bank of items, which were provided to the developer to start to fill the app with the data. The prototype in Georgian will be provided in January to the Program for review and approval. Development of Azeri and Armenian versions will follow.

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

Activities in 1.4 are on hold until access to schools is available or the Program develops online versions of the activities.

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 interest among the private sector.

1.4.2 Promote community and private sector engagement in Book Buddies

There were no activities during this reporting period due to COVID-19 restrictions. The Program will explore filming community leaders reading books that students can view. This model is not the exact model of Book Buddies, but it may suffice until the pandemic ends.

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 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 (Describe in 1.1.2 above; Assessment in Annex B). Program staff will analyze the data in January to determine strengths and gaps to address in future training sessions.

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

Training efforts in Y2Q1 concentrated mainly on trainings conducted by university trainers. The majority of university trainers came from the university faculty. Out of the 97 university trainers, 66 are faculty, and 31 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 formally worked as trainers on G-PriEd.

The partners also used the services of 17 NGO trainers that are NGO trainers and the Program's eight ethnic minority math trainers. The total number of trainers is 114.

Table 3: University Faculty who participated in training

Partner University / NGO	Faculty Members	External Trainers
Batumi State University	11	3
Zugdidi State University	7	4
Telavi State University	6	3
Ilia State University	9	3
Samtskhe-Javakheti State University	7	3
University of Georgia	9	9
Sokhumi State University	5	0
Kutaisi State University	12	6
Total for Universities	66	31

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

No activities during this reporting period. This activity will be implemented in Y2Q2 and Q3.

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

The MOESCS 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 conducted in December. (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

No activities during this reporting period. This activity will be implemented when the working group resumes.

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

No activities during this reporting period. This activity will be implemented in Y2Q2 and Q3.

3.1.4 Support the Policy Working Group to communicate with external stakeholders

No activities during this reporting period.

Implementation Challenges

- Restricted movements in response to the coronavirus pandemic (COVID-19) continued in Y2Q1. For example, the shutdown of public transportation due to the pandemic caused logistical issues in recording the self-paced video sessions for CFS. The Armenian and Azeri translators who were participating in dubbing the videos lived in regions which made travel to Tbilisi logistically challenging. CFS requested a one month, no-cost extension to complete the videos.

- Online training delivery to ethnic minority trainers in Georgian and the subsequent checking of Armenian and Azeri translations of training materials is proving to be a challenge for the Program. The process of engaging the ethnic minority trainer is laborious and miscommunication is a constant issue.
- Universities and NGOs continue to require strong Program guidance and oversight, even though the Program has provided detailed tools for organizing, delivering, and reporting on trainings.
- The NSM team has been conducting training in schools 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 obtain the NSM training schedule to provide to universities.
- The Next Generation Camps and Book Buddies extracurricular activities have been delayed due to school closures. The Program will wait until schools are accessible to implement Next Generation Camps and will either wait for schools to reopen or will devise an online Book Buddies activity.

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										
2	Number of primary or secondary educators who complete professional development activities with USG assistance	USAID ES 1-6	Educators are teachers of mother tongue and math in primary classes of the targeted public schools receiving in-person or online training and other capacity development support. Completing professional development activities means that an individual has met the completion requirements of a structured training, coaching, or mentoring program as defined by the program offered. Each individual is counted once for the year being reported.	Annually	University Partners’ Training Reports	Sex, Subject area, Language of Instruction, Region	18,800	6,571	Since the program is designed to reach to all teachers not directly, but through trained teacher-facilitators, the program expects to target up to 75% of the 23,000 teachers, including ethnic minority and special education teachers.	Target updated annually based on MOESCS EMIS records
Note for Indicator #2: For Q1 of Y2, the numbers of lead teachers (teacher-facilitators) trained by eight partner universities and numbers of ethnic minority reading teachers trained by CCIIR are reported. Counting teachers under this indicator is an ongoing process as the Program will count all teachers who will be trained by lead teachers and ethnic minority math teachers who will be trained by the Program Numeracy group in Jan-Feb 2021. Thus, for the Q1 of Y2, 5,313 Georgia school lead teachers and 1,258 ethnic minority reading teachers (622 Azeri and 636 Armenian) participated in trainings for a total of 6,571 teachers trained. Among the total number of teachers, 6,349 were female and 222 were male teachers.										

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	28	The Program aims 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 one teacher training module for ethnic minority math teachers, which was translated into Azeri and Armenian. (3) - The Program partner universities created math model units for grades 4,5 and 6 (8) - The Program partner, CFS, created two packages in inclusive education for students with intellectual disorders to supplement the Grade 1 and 6 math units. These were translated into Azeri and Armenian. (6) - CFS also developed packages of resources in inclusive education to support students with intellectual disorders and dyslexia, which are aligned to Grade 1, 2, 5 and 6 reading model units, these also were translated in Azeri and Armenian. - CCIIR developed two instructional reading units in Azeri and one in Armenian, as native languages. (2) - CCIIR also developed teacher training module for ethnic minority reading teachers. (1)										
8	Number of education administrators and officials who complete professional development activities with USG assistance	USAID ES 1-12	Education administrators and officials are school principals. Completing professional development activities mean that an individual has met the completion requirements of a structured training, coaching, or mentoring program as defined by the program offered. Educators who benefit from services or training delivered by other trainees as part of a deliberate service delivery strategy (e.g., cascade training) are counted. Each individual is counted once for the year being reported.	Annually	University Partners' Training Reports	Sex, Subject area, Grade Level, Region	1,556	1,943	75% of the 2,075 principals will participate in the face-to-face trainings planned for Year 2 and will regularly access the program online platform in Years 3 and 4	Poor internet connectivity, limited or no access to IT equipment and lack of IT skills may limit the number of administrators who access the portal
Note for the indicator #8: Eight university partner completed trainings of principals during Y2 Q1. Due to Covid-19, all trainings were conducted online via Microsoft Teams. According to the partner university training reports, 1,943 principals participated in trainings. Of the total number, 719 are male and 1,226 are female; 122 are Armenian and 84 are Azeri School Principals. In total 94% of the 2,075 principals participated in the trainings.										
IR 2: Future teachers acquire student-centered teaching skills and future administrators acquire relevant instructional leadership skills										

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 are not limited to professional development, training, coaching, technical assistance, etc. Each individual is counted once for the year being reported.	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
Note for the Indicator #10: The Program has eight education institutions and two NGOs as partner organizations 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 September 25, 2020 (reported in the annual) and was completed on October 20, 2020. Also, Partner NGO, CCIIR conducted 3-day TOT for ethnic minority teacher trainers, November 12-14, 2020 and the Program conducted an orientation meeting for ethnic minority math trainers on December 23, 2020. Among these 114 trainers, 97 are partner university trainers: 66 are university faculty members and 31 are invited trainers. 17 trainers are from NGOs; 93 are female and 21 are male.										
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%	27%		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, only Georgian schoolteachers are reported. According to the compiled responses, 27% of Georgian schoolteachers participated in the survey.										

INTEGRATION OF CROSSCUTTING ISSUES AND USAID FORWARD PRIORITIES

Gender Equality, Female Empowerment, and Social Inclusion

Working with RTI gender specialists, the Program developed a baseline gender attitudes survey to assess teachers and principals' views. The Program administered the survey electronically in December. Results will be analyzed in January 2021. Baseline results will then be compared to the results from the attitudes' survey administered in the final Program year.

USAID AOR arranged for the final meeting of the Inclusive Education group on Nov. 10. The Program is now committed to using the USAID Universal Design for Learning in developing inclusive education activities.

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 MOESCS to plan activities and seek solutions to challenges. Program staff will continue to work with the MOESCS 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.

PPP Impacts

American Chamber of Commerce. In October, the Program became a member of American Chamber of Commerce (AmCham). The PPP/Grant Manager presented the Program to AmCham's Education Committee on October 29. Seven members of the committee attended the presentation. The USAID Basic Education Program, as well as the Education Committee meeting details were featured in the December issue of Investor.ge magazine. The Program plans to utilize AmCham's private sector network once the New Generation Camps and Book Buddies activities begin.

Gudavadze-Patarkatsishvili Foundation grant. On November 11, the Program signed a grant agreement with the Gudavadze-Patarkatsishvili Foundation. Collaboration with the Foundation, with contributions from partner universities, will promote parental and community engagement in after-school activities to enhance primary students' foundational skills in reading and math. The collaboration will also focus on raising public awareness and respect for the teaching profession through regional advertising campaigns and competitions to recognize top-performing teachers in three target regions: Imereti, Kvemo Kartli, and Kakheti. The universities in these regions will be encouraged to use the models introduced by the Foundation and Program to address parental/community engagement and increased public awareness of the importance of the teaching profession in their teacher pre-service programs. The program envisions collaboration in three activities:

- Competition to recognize outstanding G 1-6 reading and math teachers in these three regions, to increase teacher motivation to remain in the profession
- Public awareness campaign to promote the teaching profession and to increase public confidence in the school program through depictions of the regional outstanding teacher awardees
- Project Next Generation will support students through a network of private sector volunteers to increase critical thinking and problem-solving skills



Zurab Kervalishvili, GPF, and Nancy Parks, Basic Education Program, signing the grant agreement

Business Leaders' Roundtable. On December 22, the Program organized its first Business Leaders Round Table. Eight Tbilisi-based companies and USAID representatives participated in the online meeting. The main topic of discussion was private sector insights into the soft skills needed in the Georgian workforce. The companies shared their thoughts on the skills the education system needs to begin teaching from an early (primary) stage. The Program recorded the conversation, which will be analyzed in detail and recommendations from the companies will be shared with the Program's technical team, partner universities, and the MOESCS.

Table 4: Private Sector Participants in Business Leaders Round Table

N	Company Name	Business Profile	Representative	Position
1	Finca Bank	Banking	Mariam Esebua	Head of Marketing
2	Agro Import LLC	Logistics	Giorgi Sturua	Founder, CEO
3	Letterato	Education	Tamar Razmadze	Founder, Director
4	Crystal	Microfinance	Archil Bakuradze	Executive Chairman
5	Georgian Progress Group	Consulting & Event Management	Mikhail Samkaradze	Executive Director
6	DIO	Window & Door Technologies	Tamaz Daushvili	General Director
7	ROY Group	Consulting	Simon Ormotsadze	Chairman
8	Kings Georgia	Education	Giorgi Chalaganidze	Head of Marketing

Private Sector Engagement. The Program engaged seven private sector companies during this reporting period, bringing the total number of companies engaged to twenty-four. In addition, the Program met with Sakpatenti and Debate and Education Institute. Both groups are interested in participating in the Next Generation Camps activities once they are initiated.

Table 5. Private Sector Companies

N	Location	Company Name	Business Type	Contact Name	Position
1	Tbilisi	TBSC	Consulting	Paul Clark	President
2	Tbilisi	Smartex	IT	Tengiz Lashkhi	Executive Director
3	Tbilisi	Georgian Progress Group	Management Consulting	Misha Samkharadze	Executive Director
4	Tbilisi	Finca Bank	Banking	Mariam Esebua	Head of Marketing
5	Tbilisi	Agro Import LLC	Logistics	Giorgi Sturua	Founder, CEO

6	Tbilisi	Letterato	Education	Tamar Razmadze	Founder, Director
7	Tbilisi	Crystal	Microfinance	Archil Bakuradze	Executive Chairman
8	Tbilisi	DIO	Window Technologies	Tamaz Daushvili	General Director
9	Tbilisi	ROY Group	Consulting	Simon Ormotsadze	Chairman
10	Tbilisi	Kings Georgia	Education	Giorgi Chalaganidze	Head of Marketing
11	Samegrelo	EVROFOOD, SPAR	Retail	Giorgi Narmania	Founder
12	Samegrelo	Keksia	Agrobusiness	Mari Kodua	Owner
13	Samegrelo	Agrohouse	Agrobusiness	Maia Mikava	Owner
14	Adjara	Progress Schools	Education	Nino Chikvaishvili	Founder
15	Adjara	Anagi	Construction	Nino Jashi	Sales Officer
16	Adjara	Basis Bank	Banking and Finance	Tamta Nutsubidze	Manager
17	Kakheti	Tamar Mikeladze	Artizan Products	Tamar Mikeladze	Owner
18	Kakheti	Alali	Juice Factory	Gocha Ghvinephadze	Owner
19	Kakheti	Gocha Ghaghashvili	Cheese Production	Gocha Ghaghashvili	Owner
20	Kakheti	Iuri Mikelashvili	Wine Cellar	Iuri Mikelashvili	Owner
21	Kakheti	Giorgi Latsabidze	Berry Production	Giorgi Latsabidze	Owner
22	Samtskhe-Javakheti	GLOBALPHARM	Pharmaceutical	Anton Obolashvili	Founder
23	Samtskhe-Javakheti	Nail Story	Saloon	Natia Lomidze	Founder
24	Samtskhe-Javakheti	Eikon Development	Construction	Gia Petashvili	Director

Stakeholder Engagement

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

Communication

Table 6: Y2Q1 Communication Activities

OUTREACH ACTIVITY	SOURCE
The radio talk show “Ghia Eteri” broadcasted about the USAID Basic Education Program on Adjara TV and Radio Public Broadcaster. The Program’s Literacy Lead Paata Papava was invited to speak about the Programs’ objectives, scope, and ongoing activities.	AdjaraTV_USAID
The radio talk show “Pikis Saati” invited Gia Nozadze to speak about the Programs’ objectives, scope, and ongoing activities.	PublicBroadcaster_USAID
Adjara TV program “Es Shuadze” invited Batumi Shota Rustaveli State University’s representatives and a local teacher to speak about the USAID Basic Education Program.	EsShuadze_USAID
The Grant Agreement signing ceremony with Gudavadze-Patakatsishvili was broadcasted by TV companies Rustavi 2, Imedi and Maestro. The news was published at www.interpressnews.ge	MAESTRO/TV IMEDI/TV https://rustavi2.ge/ka/news/181869

News Agency “IPN” prepared an article about the cooperation between the Gudavadze-Patarkatsishvili Foundation and RTI International.	interpressnews.ge
Radio station NOR is based in Ninotsminda (Samtskhe - Javakheti region) and broadcasts in Armenian. This radio station prepared a story about the trainings delivered under the USAID Basic Education Program.	Armenian Radio NOR
Investor.ge is the leading English-language analytical business magazine in Georgia. An article about the USAID Basic Education Program was published in the 6th edition of 2020	http://www.investor.ge/2020/12/10/georgian-education-system-taking-important-steps-forward-with-usaid-support/ 
Investor.ge published an article about the Program's PPP/Grant Manager Nika Chachkhiani's online meeting with the Education and Training Committee of AmCham.	
Investor.ge devoted one separate page to welcome a new member of AmCham – RTI International.	
The Program's Facebook page continues to engage followers by posting instructional videos, sharing USAID Georgia's Facebook page posts, and promoting COVID-19 prevention recommendations. The Program's page now has 1,900 likes, 2,085 followers, has reached 141,385 people, and engaged 10,123 people.	https://www.facebook.com/USAIDEDU

MANAGEMENT AND ADMINISTRATIVE ISSUES

Staffing

Lasha Gatchava joined the Program as the Finance/Administration Manager on October 1.

Short-Term Technical Assistance (STTA)

- Giorgi Chauchidze, who was contracted in April 2020, continues to work with the reading team and CCIIR.
- Giorgi Molodinashvili, Video Production Director, who was contracted in August 2020, continues to provide support to the Program to produce high quality videos for the TOTs.
- Lasha Kokilashvili and Ilia Mestvirishvili, LMS Administrators, who were contracted in September 2020, continue to work on LMS development and customization.

The Program engaged the company Mrgsoft Ltd with Giorgi Kupatadze as the representative, to develop the offline diagnostic assessment.

Procurement

The USAID HICD Plus project that is closing transferred the title of property to the Program in November. The Program received all items in November.

Grants

The university partners completed all deliverables listed in the grant agreements issued by the Program during Year 1. Grant agreement milestones included:

- participation in training of trainers (TOTs) organized by the Program,
- designing a training plan for delivery of trainings in schools,
- self -assessment of 300- and 60-credit programs,
- delivery of trainings to lead teachers in assigned schools.

Based on satisfactory performance of the grantees within the Y1 grants, the Program began planning Y2 activities. A request for approval to continue the grants was submitted to USAID.

The Program's NGO partners completed the majority of the assigned tasks. CFS delivered a two-hour training module on inclusive education during the TOT organized by the Program and developed a bank of illustrative materials and resources for inclusive education in three languages, Georgian, Armenian, and Azeri. However, a one-month extension was granted to allow CFS to dub the videos in Azeri and Armenian when the government restricted travel from regions.

Table 8. Activities Completed by CFS

N	Subject	Grade	Disorder Type	GEO	ARM	AZE
1	Math	1	Intellectual	4	4	4
2	Math	6	Intellectual	2	2	2
3	Reading	1	Intellectual	5 Activities (13 Files)	5 Activities (13 Files)	5 Activities (11 Files)

4	Reading	1	Dyslexia	9 Activities (26 Files)	8 Activities (24 Files)	7 Activities (19 Files)
5	Reading	5	Intellectual	6 Activities (18 Files)	4 Activities (12 Files)	5 Activities (15 Files)
6	Reading	5	Dyslexia	6 Activities (18 Files)	4 Activities (12 Files)	5 Activities (15 Files)

CCIIR completed its TOT for eight trainers, designed a training plan, and delivered trainings to lead teachers in minority schools. In addition, CCIIR provided supplementary materials (42 books) for the minority teachers, which were uploaded to the Program's resource repository. The Program requested that the books be removed as they had not been adapted, and CCIIR did not present authorization to republish the books. CCIIR complied and is currently producing new supplementary materials. The Program began working on designing follow-on to the grants for both NGOs, which are anticipated to begin in February 2021.

LESSONS LEARNED

Lessons learned from Y2 Q1 include the following:

- Program staff must avoid assuming the capacity of universities and NGOs is sufficient for activity implementation. The universities and NGOs require simple tools and specific guidance, provided by the Program, to facilitate their training programs. Some of the institutions and organizations have limited experience implementing grants with such a broad scope. Additional consultation meetings with university representatives were effective in correcting misunderstandings.
- Challenges resulting from COVID-19 restrictions continue. The Program must remain flexible to adapt to sudden changes in travel within and outside Tbilisi.
- 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.

PLANNED ACTIVITIES AND EVENTS FOR Y2 Q2

Literacy and Numeracy Issues

- Finalize partner universities' math and literacy/GLL units and prepare them for uploading on the portal chemiskola.emis.ge
- Finalize the February TOT session materials for critical thinking and problem solving as well as for differentiated instruction
- Finalize the February TOT session on effective observation of TLC meetings and coaching of lead teachers
- Deliver the February TOT
- Upload on the portal all packages of math units and Teacher Resource Kits in Armenian and Azeri
- Revise all packages produced by CCIIR in Armenian and Azeri before uploading on the portal
- Develop March TOT session materials for ethnic minority trainers

- Translate TOT materials in Armenian and Azeri for the ethnic minority teacher training in Spring 2021

Learning Management System

- Finalize all three language-sections of LMS and continue to upload resources
- Subscribe to Apple and Google stores and launch mobile app of the LMS
- In Feb 2020 present the LMS to the trainers and provide ongoing administrative support to the cascade users. i.e., trainers, lead teachers, and teachers
- Work on a “Courses” section and upload at least one self-paced course; pilot its’ functionality
- Recruit for the staff position “LMS Administrator”. The consultants will train the employee and will eventually transfer the administration function to this person
- Finalize and upload the offline (local) diagnostic assessment app on EMIS servers and link it to the LMS
- Finalize and upload the mobile app “Write a Story” on Apple and Google stores, and link it to the LMS

University/NGO Collaboration and Grants

- 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
- Work on each identified gap identified in the “Survey of Engagement in the Program”
- Analyze the gender attitudes survey
- Administer the survey “Assessment of University Partner IT Capacity” electronically
- Sign Year 2 follow-on to the grants with seven public universities and two partner NGOs
- Initiate activities under the grant issued to the Program by Gudavadze-Patarkatsishvili Foundation
- Organize the second Business Leaders Round Table
- If the pandemic situation allows, begin implementing Book Buddies and Next Generation Camp activities

Annex A: University Development of NSM Units

University	Grade	Strand	Topics	Teacher's Resource Kit	Matrix	Responsible Party for Finalizing	Readiness for uploading to Portal
UG	4	Data analysis, probability, and statistics	Organizing data: Grouping and Ordering data	Includes only attachment on prerequisite skills and needs to be enriched with other attachments for Teacher Resource Kit	Fully submitted	Program Math team making slight revisions	Sufficiently acceptable
Zugdidi	5	Numbers and operations	Time measuring units and time formats	Needs to add Teacher Resource Kit	Improvements needed	Program Math team making slight revisions	Sufficiently acceptable
Batumi State	4	Data analysis, probability, and statistics	Presenting data using tables, pictograms, and graphs	The assessment rubric to be added	Improvements needed	Program Math team making slight revisions	Sufficiently acceptable
Samtskhe-Javakheti	5	Patterns and Algebra	Relations between two entities described by simple expressions and tables	The assessment rubric to be added	Improvements needed	Program Math team making slight revisions	Ongoing with Program team
Sokhumi Uni	4	Geometry and Space perception	Perimeter of the Polygons	The assessment rubric to be added	Almost ready	Program Math team making slight revisions	Sufficiently acceptable
Telavi	4	Geometry and Space perception	How the perimeter of the rectangle relates with length of sides of the rectangle	Includes minimal number of attachments for the Teacher Resource Kit	Almost ready	Program Math team making slight revisions	Sufficiently acceptable
Kutaisi	5	Geometry and Space perception	The concept of area of the plane figure	Few improvements needed	Almost ready	Program Math team making slight revisions	Sufficiently acceptable
Ilia	5	Geometry and Space perception	The concept of coordinates on the plane	The assessment rubric to be added	Improvements needed	Program Math team making slight revisions	Sufficiently acceptable

ANNEX B: UNIVERSITY SELF-ASSESSMENT

University Self-Assessment of 300-credit/60-credit Teacher Pre-service Program

The current Government of Georgia educational reform focuses on student-centered pedagogy. It is the goal of the USAID Basic Education Program to build the capacity of Georgian institutions to lead future major reform efforts, thus becoming legacy institutions of USAID.

This self-assessment provides the opportunity to review the 300-credit and 60-credit program offered by the university. The indicators provided below are taken from international best practices for a pre-service program in primary education. The indicators demonstrate what a student who completes a university pre-service program in primary education should know before entering the classroom to teach. Knowledge in each of these areas, in addition to subject-specific knowledge, contributes to the successful primary instruction.

This is a self-assessment only. The information supplied will be kept confidential and not shared with other participating universities. The Program will use the information to develop future training courses. We may also ask you to share information about courses you have developed at future trainings.

Please review the courses included in the pre-service program to answer the following questions. Put an X in the appropriate column to indicate that your pre-service program includes the information, specifically tailored to teachers of primary students.

Our pre-service program (300 or 60 credit program) contains the following content in the courses designed specifically to prepare pre-service teachers to teach at the primary level.						
Item #	Indicator	YES			NO	
		300 credit	60 credit		300 credit	60 credit
General Curriculum Design						
1.	Instructional design of primary curriculum					
2.	How children learn to read: basic reading skills					
3.	How children learn to do math: basic math skills					
4.	How to emphasize STEM (Science, Technology, Engineering, and Math) subjects in the primary classroom					
5.	Promoting gender equity in the primary classroom					
6.	Applying different teaching strategies to help students acquire life skills					
Student-centered learning						
7.	Fundamentals of student-centered learning in primary education					
8.	Characteristics of the age-related differences in learning among primary students					
9.	Designing learning activities considering age-related differences					
10.	Ensuring problem solving and critical thinking activities are included in classroom instruction					
11.	Supporting different learning styles: Differentiated instruction and remediation for primary students					
12.	Integrating a wide range of resources into the teaching activity to engage students in their own learning process and to help them know themselves and others					
Assessments						
13.	Differences among formative, diagnostic, and summative assessments					

Our pre-service program (300 or 60 credit program) contains the following content in the courses designed specifically to prepare pre-service teachers to teach at the primary level.						
Item #	Indicator	YES			NO	
		300 credit	60 credit		300 credit	60 credit
14.	Delivering effective feedback to students following assessment					
Classroom Management						
15.	Creating a Productive Classroom: Classroom management in the primary classroom					
16.	Applying different communication techniques to foster collaborative learning					
Inclusive Education, Georgian as a Second Language, Mother Tongue Instruction						
17.	Inclusive education for students with disabilities					
18.	Reaching marginalized students					
19.	Mother tongue instruction for ethnic minority students					
20.	Georgian-as-a-second-language instruction					
21.	Fundamentals of bilingual instruction					
Parental Engagement						
22.	Productively engaging parents of primary students					
Technology						
23.	Technology for learning and teaching in the primary classroom					
University Program						
24.	The university offers action research in which professors and pre-service teachers jointly research topics.					
25.	The university pre-service program offers opportunities for the pre-service teachers to practice their skills in schools.					
26.	The university pre-service program facilitates communities of practice in which all participants can acquire new knowledge and at the same time shape their understanding of primary education in Georgia.					

We ask that each university provide the course description of the university's 300-credit and 60-credit pre-service programs with the submission of this survey.

ANNEX C. MEETINGS CONDUCTED IN Y2Q1

Date	Title	Topics for discussion	Program staff	Participants
October 15, 2020	Meeting with the EMIS management and technical team	The meeting participants were introduced to the Learning Management System (LMS) developed in the frames of the Program	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)
October 20, 2020	Meeting with representatives of the Georgia Innovation, Inclusion and Quality Project (World Bank)	The participants discussed the cooperation between the Programs and decided future meetings would focus on the LMS, formative assessments and student-centered learning.	Nancy Parks	Medea Kakachia (USAID) Tamar Sanikidze, Marina Zhvania (Georgia Innovation, Inclusion and Quality Project) Nino Kutateladze, (World Bank)
October 21, 2020	Meeting with the National Center for Teacher Professional Development (TPDC)	During the meeting with TPDC representatives and universities' trainers discussed: 1. The new Teacher Professional Development Scheme 2) How the participation in the USAID Basic Education Program (trainings, Teacher Learning Circles) will help teachers meet the Scheme requirements.	Indira Amiranashvili, Gia Nozadze, Ani Abuladze	TPDC representatives: Manana Ratiani, Khatuna Barabadze More than 100 trainers from all 8 partner universities
October 29, 2020	Meeting with the AmCham's Education Committee	PPP/Grant Manager presented the Program overview, including Next Generation Camps and Book Buddies to the AmCham's Education Committee.	Nika Chachkhiani	Members of AmCham's Education Committee: George Welton, Halil Guven, Nani Kapanadze, Nino Dzotsenidze, Mari Tatarishvili,
November 2, 2020	Meeting with partner universities' program coordinators	The meeting participants discussed the Program expectations for the teacher/principal trainings and to suggest ways to deal with training challenges.	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 -

Date	Title	Topics for discussion	Program staff	Participants
				Irma Kurdadze University of Georgia -Johnny Mtsariashvili Sokhumi State University - Lia Akhaldze Shota Meskhia State teaching University of Zugdidi - Dali Berandze.
November 3, 2020	Meeting with Akaki Tsereteli State University of Kutaisi University's trainers' team	The participants spoke about the materials and resources to be developed by the University and their alignment with the New School Model and the National Curriculum	Gia Nozadze Natia Kobadze	Representatives of Akaki Tsereteli State University: Shalva Kirtadze Vladimer Adeishvili Nana Katsadze Imeri Basiladze Maya Dvali Bela Durglishvili Nodar Tsagareishvili Lena Gomarteli Marekhi Nikoladze
November 3, 2020	Meeting with NGO Child, Family, Society (CFS)	The meeting participants discussed the self-paced course which will be hosted by the Program Learning Management System (LMS) at www.chemiskola.emis.ge	Gia Nozadze Natia Kobadze	CFS representatives: Maia Bibileishvili, Khatuna Razmadze, Salome Chokheli
November 4, 2020	Meeting with Center for Civil Integration and Inter-ethnic Relations (CCIIR)	Participants discussed CCIIR's engagement with the Program, their responsibilities, resources, and materials to be developed and future collaboration.	Indira Amiranashvili, Gia Nozadze, Paata Papava, Giorgi Chauchidze	CCIIR representatives: Shalva Tabatadze, Natia Gorgadze,
November 5, 2020	Meeting with Telavi State University trainers	Recommendations on math unit development	Gia Nozadze Natia Kobadze	Telavi State University trainers: Diana Mchedlishvili Tamar Mikeladze Madona Nikolaishvili Mimoza Tkebuchava Natela Baghatrishvili Nino Modebadze Nino Nakhutsrishvili Shorena Dzamukashvili Tinatin Tushabramishvili
November 6, 2020	Meeting with Batumi State University trainers	Recommendations on math unit development	Gia Nozadze Natia Kobadze	Batumi State University trainers: Lela Turmanidze Madona Mikeladze Manana Tavdgiridze Marine Gurgenidze Natela Partenadze Natia Makaradze

Date	Title	Topics for discussion	Program staff	Participants
				Nana Makaradze Nani Mamuladze Nato Sherozia Nineli Aznaurishvili Nino Modebadze Nino Tsinaridze
November 20, 2020	Meeting with partner universities	The model of Networked Learning Communities was presented by the Program. The participants agreed on future cooperation terms.	Indira Amiranashvili, Gia Nozadze, Ani Abuladze, 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.
November 26, 2020	Orientation meeting on grant extension with universities	PPP/Grant Manager introduced participants to the process and terms of the grant extension.	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
November 27, 2020	Orientation meeting on grant extension with CFS	The meeting participants discussed the process and terms of the grant extension.	Nika Chachkhiani	CFS representatives: Maia Bibileishvili, Khatuna Razmadze, Salome Chokheli
November 29, 2020	Meeting with NSM	Meeting participants discussed the new	Gia Nozadze,	Niko Silagadze (NSM)

Date	Title	Topics for discussion	Program staff	Participants
		updates about NSM framework for designing the units and matrix components	Paata Papava	
November 30, 2020	Meeting with Universities' trainers	The Program representatives provided feedback and recommendations for finalizing their GLL units as per the New School Model	Paata Papava, Tamar Chanturia, Giorgi Chauchidze	Kutaisi Akaki Tsereteli State University: Maia Akhvlediani, Imeri Basiladze, Nato Kobuladze, Mamuli Buchukhishvili, Zugdidi Shota Meskhia University: Khatuna Pantia, Dali Berandze Samtskhe-Javakheti State University: Mariam Narimanidze, Irma Kurdadze, Lia Akhaladze Sokhumi State University: Maia Pirchkhadze Telavi Iakob Gogebashvili State University: Nino Nakhutsrishvili, Madona Mikeladze Batumi Shota Rustaveli State University: Nani Mamuladze, Inga Shamilishvili, Madona Mikeladze Ilia State University: Sofiko Lobzhanidze, Giorgi Gakheladze, University of Georgia: Nana Shavtvaladze, Levan Sulakvelidze, Nato Gaboshvili Johnny Mtsariashvili
December 3, 2020	Meeting with partner universities	During the first external Networked Learning Community meeting the participants discussed student-centered teaching strategies: critical thinking and problem solving		Batumi Shota Rustaveli State University: Natia Phartenadze, Nani Mamuladze, Inga Shamilishvili, Madona Mikeladze Ilia State University: Eka Tkavashvili, Marika Kirvalidze, Sofiko Lobzhanidze, Giorgi Gakheladze, Kutaisi Akaki Tsereteli State University: Maia Akhvlediani, Imeri Basiladze, Nato Kobuladze, Mamuli Buchukhishvili, Vladimer Adeishvili Samtskhe-Javakheti State University: Lia Kobesashvili, Mariam Narimanidze, Irma Kurdadze, Irma Khundadze, Lia Akhaladze, Tamar Shinjiashvili Sokhumi State University: Maia Pirchkhadze Telavi Iakob Gogebashvili State

Date	Title	Topics for discussion	Program staff	Participants
				University: Nino Nakhutsrishvili, Madona Nikolaishvili, Madona Mikeladze University of Georgia: Nato Gaboshvili, Nana Shavtvaladze, Levan Sulakvelidze Johnny Mtsariashvili, Soso Gogilidze Zugdidi Shota Meskhia University: Khatuna Pantia, Dali Berandze, Tsisino Toria
December 11, 2020	The meeting with Kings, a private company specializing in school subjects' assessment and Olympiads	The opportunities and ways for possible collaboration were discussed by the meeting participants	Indira Amiranashvili, Nika Chachkhiani Gia Nozadze	Kings Georgia – Giorgi Chalaganidze
December 11, 2020	Meeting on LMS pilot	The LMS coordinators, the technical team and the selected four pilot trainers had meetings to go over the LMS and agree on the pilot administration process	Lasha Kokilashvili and Ilia Mestvirishvili (Program LMS consultants), Indira Amiranashvili, Tamar Chanturia, Natia Kobadze, Natia Lomtadze	Selected “Pilot” trainers from the partner universities: Dimitri Popovi, Elene Betlemishvili, Viktoria Ushangishvili, Marika Kirvalidze
December 15, 2020	Meeting with NSM	The technical team participated in online discussion of acute problems in education hosted by the New School Model team of the MOESCS	Gia Nozadze Paata Papava Natia Kobadze Tamar Chanturia Giorgi Chauchidze	Tamar Kekelidze, Niko Silagadze, Tamar Jakeli (NSM)
December 22, 2020	The collaboration meeting, hosted by USAID with World Bank	Presentation of the Learning Management System created by the Program	Indira Amiranashvili, Gia Nozadze	Tamar Sanikidze, Marina Zhvania (Georgia Innovation, Inclusion and Quality Project Nino Kutateladze (World Bank)
December 22, 2020	Tbilisi Business Leaders Round Table	Vision of the business sector of the skills needed for employees in Georgia.		USAID representatives: Beverly Hoover – Private Sector Engagement (PSE) Coordinator Medea Kakachia – Project Management Specialist Nino Udzilauri – Education Specialist Companies' representatives: Finca Bank – Mariam Esebua Agro Import LLC – Founder, CEO Letterato – Tamar Razmadze Crystal – Archil Bakuradze

Date	Title	Topics for discussion	Program staff	Participants
				Georgian Progress Group – Mikhail Samkaradze Dio – Tamaz Daushvili ROY Group – Simon Ormotsadze Kings Georgia – Giorgi Chalaganidze
December 28, 2020	Meeting with NSM and EMIS representatives	a presentation of the LMS for the NSM team and EMIS and discussed coordination of resources' display, as well as promotion of LMS through the NSM coordinators and subject experts	Indira Amiranashvili, Gia Nozadze, Paata Papava, Ilia Mestvirishvili	Niko Silagadze (NSM) Zaza Karsaulidze (EMIS)
December 29, 2020	Meeting with NAEC	Possible reasons of significant improvements in primary math of 2019 TIMSS	Gia Nozadze	Zakaria Giunashvili, Giorgi Ratiani

ANNEX D: SUCCESS STORY



COLLABORATION BETWEEN SCHOOL AND PARENTS TO SUPPORT STUDENTS' ACHIEVEMENTS

Teona Adeishvili, the principal of the Vani Public school #2, shares her vision of engaging and supporting students during online meetings with parents



The principal ensures that communication with parents is clear, collaborative, and positive, resulting in improved student academic success.



"School for all" – the poster designed by the students at the Vani public school N2 inspired by *Wonder* by R.J. Palacio.

The global pandemic has stressed the necessity of maintaining teachers, students, and parents' motivation, encouraging students' participation in online classes, reducing stress in teachers and students, and creating a hospitable environment for online learning and achievement.

Teona Adeishvili, the principal of Vani Public School #2 in the Imereti region, recognized the urgent challenge of transitioning to online learning. "Along with taking care of students and teachers' safety during this health crisis, it was necessary to think about how to keep stay-at-home students consistently engaged in learning. Other school principals faced a similar problem. It was clear that we needed extraordinary solutions."

The USAID Basic Education Program during principal training sessions challenged principals to reconsider their traditional vision of learning. "We, as instructional leaders, realized that we should foster a stronger collaborative relationship between school and home to create a more supportive learning environment which results in greater academic success," stated Adeishvili.

Principal Adeishvili decided to hold an online meeting with teachers and parents to share her vision for online learning and to brainstorm extra-curricular activities that could be offered virtually. During the training delivered by the Basic Education Program, school principals received a series of engaging extracurricular activities that required students to think of creative solutions. Principal Adeishvili introduced a variety of these activities to the school community. The group agreed to start with the "Read for 15" activity. "We offered parents the opportunity to join in online reading 15 minutes each day. This was a great way to encourage reading of the entire student community while promoting the development of critical thinking and problem-solving skills," said Principal Adeishvili.

The result exceeded expectations: all primary classes read *Wonder* by R.J. Palacio with their tutor and parents starting at 11:30 AM. Students looked forward to this reading time every day. After the activity, every student wanted to share opinions, discuss the plot and characters, and predict what would happen next.

"We, all members of our family, are waiting for 11:30 to hear this amazing story. We have become more involved with our children," stated Tamar Khurtsidze, a third-grade parent.

Principal Adeishvili added, "Even this one activity showed us that a school environment which is student-centered and supported by parents can foster confidence among principals and teachers to tackle any challenge they may face. We made the first successful step. We acknowledge that there will be challenges and difficulties ahead, but we know students benefit when teachers, principals and parents work together."

As the pandemic continues, the USAID Basic Education Program will introduce additional online activities to support active student learning.