



USAID Basic Education Program

Year 3, Quarter I Oct – Dec 2021



Submission Date: Jan 26, 2022

This document was produced for review by the United States Agency for International Development. It was prepared by RTI International for the USAID Basic Education Program.

Cover photo taken by RTI of Nana Burdzenadze and students at Chiatura Public School #4 (Imereti region); permission obtained.

USAID|Georgia

Basic Education Program

Quarterly Report

Year 3, Quarter 1: October 1 – December 31, 2021

Program Period of Performance: January 6, 2020–January 5, 2024
Agreement Number: 72011420CA00001

Prepared for USAID|Georgia

United States Agency for International Development
ATTN: Medea Kakachia, Agreement Officer's Representative
29 Georgian-American Friendship Avenue
Didi Dighomi, Tbilisi 0131, Georgia

Prepared by RTI International

3040 Cornwallis Road Post Office Box 12194
Research Triangle Park, NC 27709-2194

RTI International is a registered trademark and a trade name of Research Triangle Institute.

This document is made possible by the support of the American people through the United States Agency for International Development (USAID.) The authors' views expressed in this report do not necessarily reflect the views of USAID or the United States Government.

TABLE OF CONTENTS

INTRODUCTION.....	5
Program Description	5
ACTIVITY IMPLEMENTATION PROGRESS.....	5
Progress Narrative.....	5
Y3 Q1 Implementation Highlights	7
Stakeholder Activities	7
Technical Activities	7
<i>Training and Coaching</i>	7
<i>Learning Management System (LMS)</i>	7
Administration Activities	9
Activity Progress	10
Objective 1: Current primary grade teachers and administrators implement student-centered curricula	10
<i>Outcome 1.1: Teachers and administrators currently in-service are trained and mentored by in-service training providers</i>	10
<i>Outcome 1.2: Contemporary learning resources and materials are accessible</i>	16
<i>Outcome 1.3: Classroom instruction is informed by continuous assessment of students</i>	18
<i>Outcome 1.4: Reading and math practice is established outside school hours</i>	19
Objective 2: Future teachers acquire student-centered teaching skills and future administrators acquire relevant instructional leadership skills	20
<i>Outcome 2.1: University curricula are reformed to reflect student-centered learning</i>	20
<i>Outcome 2.2 University faculty is trained to educate future teachers in student-centered methodologies</i>	22
<i>Outcome 2.3 Future teachers have better opportunities for school-based practice and research at universities</i>	23
Objective 3: Educational policies are developed with the use of data and evidence.....	23
<i>Outcome 3.1. Policy Working Group is informed with data and evidence.</i>	23
ANNUAL MONITORING, EVALUATION, AND LEARNING PLAN (AMELP) UPDATE.....	25
INTEGRATION OF CROSSCUTTING ISSUES AND USAID FORWARD PRIORITIES	30
Gender Equality, Female Empowerment, and Social Inclusion	30
Sustainability Mechanisms.....	30
PPP Impacts	31
Stakeholder Engagement.....	32
Communications	32
MANAGEMENT AND ADMINISTRATIVE UPDATES	34
Staffing.....	34
Short-Term Technical Assistance (STTA).....	35
Procurement	35
Grants	35
IMPLEMENTATION CHALLENGES.....	36
PLANNED ACTIVITIES AND EVENTS FOR Y3 Q2.....	37
Literacy Activities.....	37
Learning Management System.....	38
University/NGO Collaboration and Grants.....	39

Classroom Observations	39
Private Sector Engagement.....	39
FINANCIAL MANAGEMENT.....	ERROR! BOOKMARK NOT DEFINED.
ANNEX A. MEETINGS CONDUCTED IN Y3Q1.....	41
ANNEX B: LMS ANALYTICS	43
ANNEX C: PRE-SERVICE WORKSHOP AGENDA.....	46
ANNEX D: SUCCESS STORY	47

INTRODUCTION

Program Description

The USAID Basic Education Program is a six-year (January 2020 – January 2026) 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 (MOES), 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

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. The assessment will be administered in 300 public primary schools located throughout Georgia. The uncertainty of schools opening in September 2021 necessitated delaying the baseline assignment until Spring 2022. The Program will administer the midline in May 2023, and the final assessment in May 2025.

In December 2021, USAID approved the third modification to the cooperative agreement which increased the total estimated award amount and extended the period of performance by two years. Program staff are currently working on a new work plan and revised MELP, reflective of the modification.

With the additional funding and extended period of performance as well as the assessment of students' reading and math skills, the Program, in collaboration with the MOES, will be able to address the gaps in the education system more thoroughly through introducing and supporting sustainable reforms. These reforms 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 first quarter of Year 3 began with intense preparations for the September 2021 training for trainers (TOT). Training topics included remediation, formative assessment, and the multi-tiered systems of support model (MTSS) for inclusive education. Program specialists completed the TOT in October. Partner universities immediately began teacher training

following the last TOT. In addition to training the Georgian teachers, Ilia State trained Azeri math teachers and Samtskhe-Javakheti University trained Armenian math teachers while CCIIR delivered training in reading to the ethnic minority teachers.

To ensure principals were included in Program activities, Program specialists conducted additional webinars on Educational Leadership for principals in recognition that without the principals' support, activities will not be sustainable. Lead Teachers also attended the webinars to understand their roles as agents of change within the schools.

The Program hosted its second pre-service workshop at the University of Georgia for partners' faculty. The purpose of the workshop, led by Dr. Mary Spor supported by Manana Ratiani, was to work closely with universities to revise or develop pre-service courses reflective of best practices for prospective teachers. Ms. Ratiani will work one-on-one with the universities in Q2.

The development of quality resources to be housed on the LMS leads to sustainability of program efforts. Editing and cataloging G-PriEd resources such as courses, videos and activities, filming Book Buddies videos, and finalizing the guidelines for implementation of Ideators Clubs (formally called Next Generation Camps) continued throughout the quarter. The Program also continued to prepare CFS' self-paced course on differentiation, remediation, and formative assessment for inclusive education teachers to upload to the LMS. Additionally, in anticipation of additional funding, the Program began developing the classroom observation tool. After consultations with RTI assessment experts Dr. Carmen Strigel and Lachezar Hristov, the Program agreed to use RTI's TangerineCoach to capture the observation data on electronic tablets. The Program's math and reading teams prepared the observation indicators in coordination with home office experts.

Following the April 1 modification to assess the early grade reading and mathematics skills of Grade 2 and Grade 6 students, the Program moved quickly to engage a part-time assessment consultant and identified GORBI as the data collection company in preparation for the baseline administration in September or October 2021. However, in September when the MOES reverted to online classrooms for schools in areas with high numbers of COVID-19 cases, the Program had to delay the assessment until Spring 2022. The Program placed the assessment consultant and GORBI on temporary hiatus until the assessment could be conducted.

By the end of the quarter, the grant agreement with Gudavadze-Patarkatsishvili Foundation ended; however, the advertising campaign, funded through the grant, which included both traditional and digital billboards displaying images of award-winning teachers will continue throughout January 2022 in the central cities of Georgia.

This report covers Year 3 (Y3) Quarter 1 (Q1) of the Basic Education Program's operations - Oct 1, 2021 – Dec 30, 2021.

Y3 Q1 Implementation Highlights

- USAID approved RTI's proposal for the increased funding and extended period of performance.

Stakeholder Activities

- December 10-11, the DCOP, Training Director and Literacy Lead, and the Manager of TOMP from the University of Georgia presented at an MOES workshop in Telavi to ensure better coordination between donor and state programs in primary education.
- December 24, Program specialists participated in the assessment of general education funded by the World Bank under the "Innovation, Inclusion and Equity" program and implemented by Mathematica Inc. and Policy Management and Consulting Group (PMCG).
- November 24, the Training Director, Gia Nozadze participated in a meeting of the Scientific Advisory Council of General Education at the Parliament of Georgia.

Technical Activities

Training and Coaching

- Program staff delivered the first TOT to 113 university and NGO trainers, September 22 – October 8, 2021.
- CCIIR trained eight ethnic minority reading trainers (four Armenian and four Azeri) at the end of October based on the Sept-Oct TOT.
- University primary trainers had a 94% TOT participation rate while reserved trainers had a 95% rate. CCIIR had an 87% participation rate, CFS had a 77% rate, and ethnic minority math trainers had a 96% rate. The training of trainers started in the last quarter of Y2 but was completed in the first quarter of Y3.
- Organized and facilitated the Peer-to-Peer Coaching webinar on November 10 for selected faculty (two representatives from each partner university).

Training – Georgian Lead Teachers and Principals

- 5,254 of 5,620 Lead Teachers (93%) trained virtually by university trainers from October to December 2021.
- 765 of 2075 Principals of Georgian and ethnic minority schools (37%) participated in webinars conducted by the Program in November and December 2021.
- 769 of 5,620 lead teachers (14%) attended a webinar conducted by the Program math and reading teams in December 2021.

Training for Ethnic Minority Teachers and Principals

- CCIIR trained 561 Azeri (72%) and 578 Armenian (93%) native language reading teachers in ethnic minority schools.

TLCs/Online Coaching Sessions

- 3,044 Lead Teachers conducted 6,818 TLC meetings.

Learning Management System (LMS)

- 13,036 users registered on the LMS by the end of December 2021.
- Made design changes to the front page.
- LMS content restructured.

- Resources uploaded upon finalization.

Assessment

- Assessment delayed until Spring 2022 after the MOES transitioned to online classrooms for schools in regions with high numbers of COVID cases; USAID and the MOES approved the new assessment schedule.

Grantees and Subcontractor Activities

- Y3 follow-on grants approved by USAID on Sep 21. Grants with seven state universities were signed on Oct. 1 with end date Sept 30, 2022. Grant with CFS was signed on October 1, 2021, with the end date April 30, 2022, and grant with CCIIR - October 1, 2021, with end date June 30, 2022.
- Grant activities planned for the first quarter of Year 3 (Milestone 1) successfully completed by all university grantees, CCIIR, and subcontractor UG.
- The first quarter of Year 3 grant activities started by CFS.
- A no-cost extension was provided to CFS to provide additional time to complete all activities; CFS' contract will end June 30, 2022.
- An online platform developed to share all Sep-Oct 2021 TOT training materials and videos with universities.
- An online platform for Year 3 was created for partners to share reports, and to post webinars and videos.
- One external networked learning community meeting was conducted with 34 representatives from partner universities.
- A total of 12 internal networked learning community meetings were conducted among the eight universities.
- All universities continued to use different networks (Facebook, TEAMS, and phone) to communicate with teachers and principals.
- The program conducted an online lottery among universities to identify the TLC topic which the university would prepare for uploading to the LMS system, accessible by all TLCs.
- All universities completed training sessions identified during the lottery in Y2. All sessions were uploaded to the LMS system, accessible by all TLCs.
- The program conducted an online lottery among universities to identify the month for filming and promotion of the partner university's role in the program.
- Ilia State University conducted two meetings to begin the action research for this academic year.
- Filmed and completed video on donors' programs/projects implementing their activities in Georgian schools in the primary grade and shared with all principals by partner universities of the USAID Basic Education program.

Classroom Observations

- After consultation with RTI experts, Program chose Tangerine: Coach as the application for observation data collection.
- Reading and math observation indicators, suggested feedback, and administration guides developed.
- Observation indicators shared with the US State Dept. TOMP project.

Pre-service Activities

- University Partner faculty members attended a three-day workshop on developing a primary pre-service program facilitated by international consultant Dr. Mary Spor and Program Director of Pre-service Education Manana Ratiani.
- Program Pre-service Director met with the seven universities that currently offer pre-service degree programs to determine next steps in revising or developing a new course focused on primary education.

Gender

- The self-paced course on gender equity translated into Georgian.

Private Sector Engagement

- Dec 14, Program met Maya Kobalia, the Head of Environmental and Social (E&S) Department, and Lika Salukvadze from Crystal, a local micro-finance institution to discuss potential collaboration.

Extracurricular Activities

- Next Generation Camps renamed as “Ideator Clubs” to facilitate understanding in Georgian.
- Guide for the Ideator Clubs written and translated.

Communications

- November 19, USAID participated in a focus group discussion, organized by the Program, with ethnic minority teachers in Marneuli at School #1. Leah Kaplan, Medea Kakachia, and Tamar Sirbiladze attended from USAID.
- Dec. 2, the USAID Mission Director participated in a focus group discussion, organized by the Program, with selected teachers, principals, and trainers at Batumi University. The Vice-Rector of Batumi University hosted the discussion group.
- Program conducted a vaccination promotional campaign on Facebook throughout the quarter.
- Nov 25 the Program marked the Day for the Elimination of Violence Against Women by publishing two gender videos developed by the Program and used in the training materials.
- Dec 3, the Program observed International Day of Disabled Persons by posting the Book Buddies videos translated into Georgian sign language on the Program’s YouTube channel.
- The advertising campaign, funded by the GPF grant, began in Georgian cities
- The Program, in cooperation with the online educational journal. www.akhaliganatleba.ge launched a campaign “Share Your Experience” to enable the award-winning teachers to share experiences.
- To spotlight partner universities activities, the Program posted the first film of Ilia State University on the Program’s YouTube channel and Facebook page.
- During Y1Q3 Program published 65 posts on Facebook reached by 104,713 people.
- Program activities were broadcast by nine media outlets.

Administration Activities

- Identified candidates for new positions approved in Modification 3.
- Manana Ratiani engaged as the Pre-service Director and Giorgi Zhvania engaged as the PPP/LMS advisor.
- New office space identified.

Activity Progress

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

Following the final TOT session in October 2021, Program partners focused on delivering teacher training and online coaching to Lead Teachers October-December 2021. Program staff monitored the trainers' efforts and provided additional support as needed.

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

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

Program specialists concluded the first TOT of Year 3 with two sessions in October. Program specialists had conducted the first four sessions in September (Y2Q4). The 18-hour, online TOT began Sep 22 and ended Oct 8, 2021. The Program reported the first four days of training in the Y2 annual report. The table 1 below is the complete attendance chart for the TOT. The average number of trainers who participated was 105 (93% attendance rate).

The TOT focused on remediation, formative assessment, and the MTSS model for inclusive education. All materials presented during the TOT were uploaded on the Google Site created by the Program: <https://sites.google.com/view/tot3/home>

Following the third TOT, partner universities sent their training plans and calendars for the 18 hours of training to be offered to lead teachers. Program technical specialists reviewed and approved all training plans and calendars submitted by the university partners. After receiving approval, the teacher training began.

Program specialists conducted additional webinars on Educational Leadership for principals and for Lead Teachers.

Table 1. Sept 22-Oct 8, 2021, TOT Attendance

Partner University / NGO	Invited	Attendance by TOT Days					
		Day 1 9.22.2021	Day 2 9.24.2021	Day 3 9.29.2021	Day 4 9.30.2021	Day 5 6.10.2021	Day 6 8.10.2021
Batumi State University	10	10	10	10	10	10	10
Zugdidi State University	11	9	11	9	11	10	11
Telavi State University	9	9	9	8	9	8	9
Ilia State University	11	11	11	10	11	11	9
Samtskhe-Javakheti State University	12	11	11	11	11	11	11
University of Georgia	18	18	18	18	16	16	17
Sokhumi State University	7	6	7	7	7	7	7
Kutaisi State University	17	15	13	15	16	16	15
CCIIIR	5	5	5	5	1	5	5
CFS	5	2	3	4	5	5	4
Program Math Trainers	8	8	8	7	7	8	8
Total	113	104	106	104	104	107	106

92% 94% 92% 92% 95% 94%

On the last training evening, thirty-two university trainers, who also serve as teachers, took a test to provide the results to TPDC for professional development recognition. As specified in the MOU, teachers must score 70% or above for successful course completion. Twenty-eight of the thirty-two trainers passed the test.

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

Pre-service Curriculum. To begin the revision of the university pre-service curriculum to include more primary education topics, the Program conducted a workshop for university faculty in November. A representative from the Ministry of Higher Education delivered opening remarks for the three-day workshop. Dr. Mary Spor led the workshop, supported by Manana Ratiani. Material for the workshop included RTI's recently published *Pre-service Teacher Education*¹ which provided a step-by-step guide for offering quality pre-service education courses. More information is provided below in section 2.1.1.



Figure 1 Left: Dr. Mary Spor; Right: Manana Ratiani

1.1.3 Program partners deliver face-to-face training to Lead Teachers.

During the first quarter of Y3, partner universities focused on the preparation of training materials and plans and training for lead teachers. After receiving Program approval of their training plans, the universities contacted the principals and teachers to inform them of training dates. Following the September TOT, partner universities started preparing for lead teacher trainings, submitted their training plans for approval, and offered lead teachers a total of eighteen hours of online training.

During the first quarter of Y3 training cycle, university partners trained a total of 5,254 (93%) lead teachers out of 5,620 invitees as indicated in Table below.

Table 2. University partners' training of lead teachers

N	University	Region	Lead Teachers	
			Projected	Actual
1	University of Georgia	Tbilisi	660	569
		Racha-Letchknumi and Kvemo. Svaneti	111	92
		Shida Kartli	438	360
2	Sukhumi State University	Mtskheta-Mtianeti	258	258
3	Telavi State University	Kakheti	546	544
4	Ilia State University	Kvemo Kartli	447	394

¹ Zuilkowski, Stephanie Simmons; Sowa, Patience; Ralaingita, Wendi; and Piper, Benjamin. *Pre-service Teacher Education: How to Guide*. RTI. 2021

N	University	Region	Lead Teachers	
			Projected	Actual
5	Samtskhe Javakheti State University	Samtskhe-Javakheti	310	310
6	Kutaisi State University	Imereti	1119	1090
7	Zugdidi Shota Meskhia State University	Samegrelo-Zemo Svaneti	753	745
8	Batumi Shota Rustaveli State University	Guria	291	261
		Adjara	687	631
	Total		5.620	5.254

At the end of trainings, lead teachers took a test to provide the results to TPDC for professional development recognition. The table below represents the number of teachers who met the training requirements successfully.

Table 3. Training Participants' Testing Results

Organization	Region	Actual Number of Teachers	Number of Teachers Trained	Number of Teachers Who Succeeded	Number of Teachers Who Failed	Number of Teachers ineligible to take test*
University of Georgia	Tbilisi	660	569	525	6	129
	Racha-Letchknumi and Kvemo Svaneti	111	92	83	3	25
	Shida Kartli	438	360	316	16	106
Sukhumi State University	Mtskheta-Mtianeti	258	258	256	2	0
Telavi Iakob Gogebashvili State University	Kakheti	546	544	432	82	32
Ilia State University	Kvemo Kartli	447	394	336	18	93
Samtskhe Javakheti State University	Samtskhe-Javakheti	310	310	291	1	18
Kutaisi State University	Imereti	1119	1090	790	89	240
Zugdidi Shota Meskhia State University	Samegrelo-Zemo Svaneti	753	745	637	56	60
Batumi Shota Rustaveli State University	Guria	291	261	251	0	40
	Adjara	687	631	608	3	76
Total		5,620	5,254	4,525	276	819

*Teachers who missed more than 20% of the sessions and did not attend make-up sessions or refused to take test

All universities continued communication with teachers' groups created in TEAMS and added the Program's university collaboration coordinator for monitoring purposes.

Five universities offered six days of online training for a total of 18 hours (three hours per day). Three universities offered five days of online training for a total of 18 hours (three and a half hours per the first four training days and four hours per the fifth day), and the training days, according to the attendees' preferences, were weekends. All partners offered an additional make-up training session for participants who were unable to attend the main training. Additionally, the universities uploaded the training videos that each university created to the social networking group used for communication with teachers.

The partners provided training reports, which included detailed information about the partners' training activities. They are uploaded in the space designated for program staff: <https://sites.google.com/view/bepreport/report>. The university coordinators also uploaded statistical data on training activities:

(<https://docs.google.com/spreadsheets/d/1sfpQA0YDDydOXBoZpnjl646qqJ6M7wgy/edit?us>

[p=sharing&oid=101331338390185576387&rtpof=true&sd=true](#)). All partners attached attendance sheets downloaded from MS Teams. Each university continued to communicate with lead teachers in the groups created for this purpose to build a strong network among universities and schools in the region.

Principal training. The Program's math and reading teams conducted two workshops for principals using TEAMS online platform. The first workshop took place on November 25, 2021, with the attendance of 765 out of 2,075 principals and the second workshop on December 9, 2021 with the attendance of 314 out of 2,075 principals.

1.1.4 Lead teachers mentor their peers through Teacher Learning Circles

Peer-to-peer Coaching. Nov 10, the Program organized and facilitated a Peer-to-Peer Coaching webinar for two representatives from each partner university. These selected pairs from each university will pilot the peer-to-peer coaching model in their respective universities in the spring. The following topics were covered: The fundamentals of peer coaching, key principles and steps in peer-coaching, and planning and organizing peer coaching sessions. Based on a request from participants, the program organized a second Peer-to-Peer Coaching online session on Nov 30. The second workshop included practical demonstrations and analysis of coaching sessions, as well as reporting procedures.

TLCs. Teacher Learning Circles continued meeting in all schools with the exception of the schools with only one teacher. Universities provided all Lead Teachers with materials, guides, and videos to facilitate TLCs. The chart below represents the number of TLC conducted by the Lead Teachers and number of teachers participating in TLCs.

Table 4: TLCs conducted in the first quarter of Y3

Organization	Region	Actual Number of Lead Teachers	Number of Individual Lead Teachers Who Conducted a TLC	Total Number of TLC Meetings	Total Number of Teachers Participating in TLCs
University of Georgia	Tbilisi	660	490	1631	22301
	Racha-Letchknumi and Kvemo Svaneti	111	89	306	1306
	Shida Kartli	438	306	1031	6889
Sukhumi State University	Mtskheta-Mtianeti	258	257	778	6537
Telavi Iakob Gogebashvili State University	Kakheti	546	511	969	5522
Ilia State University	Kvemo Kartli	447	445	223	2720
Samtskhe Javakheti State University	Samtskhe-Javakheti	310	94	367	2422
Kutaisi State University	Imereti	1119	453	562	4596
Zugdidi Shota Meskhia State University	Samegrelo-Zemo Svaneti	753	228	606	3872
Batumi Shota Rustaveli State University	Guria	291	71	146	892
	Adjara	687	100	199	1255
Total		5,620	3,044	6,818	58,312

**In the given chart, total number of teachers participating in TLC meetings does not show the individual number of teachers. Individual number of teachers will be counted at the end of school year when all TLCs will be conducted.*

During TLC meetings, Lead Teachers introduced topics of their trainings and encouraged their colleagues to use the new materials and approaches in their classroom. Based on the reports of the partner universities, the chart shows the popular topics of TLC meetings.

Table 5: Oct-Dec 2021 TLC Topics

TLC Topic	Number of TLCs Conducted on this Topic
Remediation	644
Math Topics	422
Student Centred Education	398
Reading Topics	382
Inclusive Education	324
Critical Thinking and Problem Solving	256
Formative Assessment	236
Differentiated Instruction	226
Complex Task	209
LMS	182
Effective Feedback	151
Classroom Management	126
Constructivism	113
Other	3149

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. In addition to the make-up training, the universities offered online webinars, conducted on the Microsoft TEAMS platform, for Lead Teachers.

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

Training for ethnic minority math trainers and teachers. The program translated the math training module into Azeri and Armenian for Ilia and Samtskhe-Javakheti Universities' trainers and sent it to partners. Ilia and Samtskhe-Javakheti Universities prepared the schedule of the training for ethnic minority trainers, beginning in December 2021. Ethnic minority math trainers attended the TOT conducted (with the attendance rate of 96%) by the Program Sept-Oct 2021. Training for teachers will begin in Jan 2022.

Training for Reading Teachers of Ethnic Minority Students. (CCIIR) CCIIR. Following the Sep TOT, CCIIR conducted a two-day TOT at the end of October, for four Azeri and four Armenian trainers on instructional strategies of remediation and formative assessment, Universal Design of Learning (UDL) and Multi-Tiered System of Support (MTSS). CCIIR conducted training for the teachers of ethnic minority students during the period of October and December.

CCIIR delivered training to 1,139 (82%) teachers out of 1,397 (561 Azeri teachers out of 775 and 578 Arm teachers out of 622.)

Using the model proposed by the Program, CCIIR conducted online training using MS Teams platform. The Program representative was invited to observe trainings. Participant teachers showed great interest in reading and video resources that were translated into Azeri and Armenian. After training, teachers took a test to provide the results to TPDC for professional development recognition. Out of 1,139 trained teachers, 905 of them succeed, 80 failed and 154 did not take the test.

Inclusivity training. Although CFS had no training during this quarter, the NGO did focus on the development of courses to post on the Program's LMS that can be accessed by all teachers. Courses included:

- **Self-paced course in Inclusive Education for primary grades language and math.** After CFS finalized the content, Program specialists formatted the materials for

Moodle. This five-hour course is comprised of 8 sessions with both quizzes and a summative test. Currently, the course is available in Georgian. CFS continues to improve Armenian and Azeri content with inputs from translators and native speaker-teachers. Presently 32 teachers have registered for the course. From this number, one has successfully completed the course, one has completed seven sessions, three have completed the second session and 27 have completed the first session.

- ***Self-paced course in Inclusive Education for Special Education teachers.*** In October 2021 the Program together with CFS completed construction of the content of the six-hour course for special education teachers. The course has 7 sessions, including quizzes and a summative test. During the quarter the Program worked with CFS to prepare the same course in Azeri and Armenian. The draft courses have been tested by native language speakers and now are being finalized to correct linguistic errors. During the quarter, 15 teachers registered for the course in Georgian and one completed it successfully, one completed five sessions and other participants are in the second session.
- ***Self-paced course for general education teachers in differentiated instruction, formative assessment, and remediation for students with special needs.*** Following the Sep TOT and as part of the extended grant agreement, CFS began the development of a course for general education teachers on topics such as differentiated instruction, remediation, formative assessment, MTTs and the Universal Design for Learning. In December, CFS submitted the script and the content description to the Program for review prior to filming. The content will be revised and commented on in January to enable CFS start filming and finalizing it in the Moodle-required format. In parallel, CFS will translate the course into Azeri and Armenian.

1.1.7 Partners provide individualized coaching to the Lead Teachers and administrators after training

Following the end of teacher training, the university trainers began observing TLC meetings. However, only two universities began these observation sessions due to the late provision of teacher training. The coaching process will become more active in January 2022.

The training sessions in Y3Q1 represented the last traditional training sessions that the Program will offer. Instead, Program specialists will focus on coaching small groups of teachers either face-to-face, as permitted, or online. In addition to the small group discussions, the Program will begin observations of classroom practice instead of observing TLCs. The Program will begin with observations of Lead Teachers before observing all teachers in subsequent years.

Observing Classroom Practice. During the quarter, home office and field specialists chose Tangerine: Coach, an open-source application designed by RTI to support classroom observations in different countries, as the tool for data observation collection. The application can work offline and sync when connectivity is available; provides GIS accurate school and coach locations; can be adapted for different subjects and grades; has multi-language interface; has expendable analytics; and provides suggested feedback to enable an observer to deliver descriptive tips and suggestions following the classroom observation. During lesson observations and feedback sessions, the Coaches/Trainers will use the Tangerine software to tick the components of the lesson observed on a Program-provided electronic tablet installed with Tangerine: Coach. The most salient feature of Tangerine: Coach is the feedback section which will provide coaches who are inexperienced at classroom observations with suggested feedback praise and tips for teacher improvement.

During this quarter, Program specialists developed the observation indicators and a Lesson Observation Guide for reading and math to guide observers as they conduct the new-type of observation. As Program specialists drafted the materials, they sent to the home office who returned the documents with comments. After discussion, the home office not only approved all final documents but praised the Program specialists on the development of Tangerine resources for Georgia.

The development of Tangerine: Coach is an ongoing activity which includes lesson observation and coaching session data reporting, installing school data, observation indicators and suggested feedback, and the scoring system to rank Lead Teachers based on the outcomes of lesson observation. All materials will first be developed in Georgian and then translated into Azeri and Armenian.

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.

Uploading resources to the LMS continues. During this quarter the following G-PriEd films were edited for posting on the LMS.

Table 6: Edited G-PriEd videos

	Title	Grade Level	Language
Math Videos			
1	Effective Learning Activities, Sorting Data	G3-4	Geo
2	Assessment-Oriented Questions, Perimeter	G4	Geo
3	Thinking Stimulating Questions, Geometric Shapes	G 4-6	Geo
4	Differentiated Learning Management - "Dropping Anchor"	G 2-6	Geo
5	Learning Geometric Shapes Through Group Work	G 4-6	Geo
Reading Videos			
1	Reading calendar and presentation of read books	G2-6	Geo, Az, Arm
2	Reading fluency activities: 1. Reading with audio recording; 2. Make a record of students' reading	G2-4	Geo
3	Phonological activities	G1-2	Geo
4	Vocabulary activities: 1. What is in the box; 2. The circle of synonyms and antonyms	G1-2	Geo
5	Word recognition activities: 1. Match pairs; 2. Changing word order	G1-2	Geo
6	Word recognition activities: 1. Reading words in pairs; 2. Remember and write down the words	G1-2	Geo
7	Word recognition activity: Word market	G1-2	Geo

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

By the end of Y2, the Program's Learning Management System (LMS) was fully operational. In October 2021, the USAID AOR and staff reviewed the interface to suggest design revisions. As a result, the Program re-designed the home page, using updated photos.

partners, to promote the platform and encourage Lead Teachers to use it during the TLC meetings. The Program also plans to request the Ministry put the LMS banner on the Ministry's website under "General Education" category.

Nov 25, the Program organized and delivered a Principal webinar to update principals on Program activities. A sub-section of the webinar was devoted to the LMS.

Resource development and uploading are ongoing processes which will continue throughout the life of the Program. Program staff, universities, CFS and CCIIR provide the materials to be uploaded.

The analytics of LMS use are detailed in Annex B

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

1.3.1. Carry out TOT on continuous classroom assessment

Formative assessments were the focus of the Fall 2021 TOT. Topics related to formative assessments included:

- Student assessment system in Georgian National Curriculum
- Definition of Formative assessment
- Purpose and description of Formative assessment
- Organizing and delivering Formative assessments
- Formative assessment activities and tools (including catalog of activities and two episodes from G-PriEd videos)
- Immediate correction of teaching/learning process based on formative assessment data
Adjusting teaching based on Formative assessment data analysis

University partners included these topics in their teacher training sessions.

1.3.2. Develop formative assessment curriculum for Teacher Learning Circles

The Program is currently developing a course on formative assessments which teachers can take, either independently or during TLC meetings, to earn professional development recognition from TPDC.

To provide sustainable materials as part of the TLC curriculum, the program conducted an online lottery among universities to identify the TLC topic which the university would prepare for uploading to the LMS system, accessible by all TLCs. Two universities will focus on formative assessments.

Table 7: TLC topics assigned to partner universities

#	University	Topic
1	Kutaisi University	Remediation in Math
2	Zugdidi University	Remediation in Reading
3	Telavi University	Formative Assessment in Math
4	Batumi University	Formative Assessment in Reading
5	Samtskhe-Javakheti University	Peer Mentoring/coaching
6	Ilia University	Classroom Management
7	Sokhumi University	Parental Engagement
8	University of Georgia	Extracurricular math and reading activities

Universities will finalize the topics in February 2022. Program specialists will review, and the final versions will be posted on the LMS as illustrative TLC curriculum content.

1.3.3. Adapt continuous assessment resources for offline use.

Development of the offline (local) version of the diagnostic assessment tool was completed during Year 2. In Year 2, to support reading teaching of students in ethnic minority schools, as well as to help overcome the challenges with online teaching and learning caused by COVID-19, the Program created a mobile application version of the G-PriEd online writing resource called “Write a Story”. The application is tri-lingual and is available on Google Play Market for Android phones under the name “Write Something” | „დაწერე რამე“ <https://play.google.com/store/apps/details?id=com.basiceducationprogram>. To promote its use by students and teachers, the Program developed and filmed a short tutorial during this quarter, which will be posted on the Program Facebook, also uploaded onto the LMS, and disseminated through the partners.

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

Development of activities in 1.4 continues even though implementation is on hold until the MOES permits after-school activities to resume.

1.4.1. Implement Project: Next Generation camps.

Next Generation was not implemented in schools during this reporting period due to COVID-19 restrictions. However, the Program did develop the guide for implementing the camps, scheduled to start in March 2022. Program staff also recommended changing the name of the camps to Ideator Clubs which staff thought better expressed the purpose of the clubs. The Program developed a logo to use on all materials and had the guidebook translated.

During the first pilot phase of the clubs, Mar-May 2022, each university partner will select five Georgian language schools in which to offer the clubs, led by per-service teachers. In subsequent years, the clubs will include Azeri and Armenian students.



The logo for Ideator Clubs. (Please note that the USAID marking will be on all materials as well.)

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 who were filmed reading a leveled supplementary book from the G-PriEd book collection. The films were then posted on the Program’s YouTube, the LMS, and Program’s Facebook page.

During this quarter, the Program, in coordination with the USAID AOR, edited three G-PriEd books for future filming. Three additional titles from the G-PriEd library were selected for filming as well. The Program continues discussions with well-known community members to record more Book Buddies videos.

Table 8. USAID-approved Books to Film

	Book	Grade
Edited	Tailed Hat	G1
Edited	The Elephant Fulfilled the Dream	G2
Edited	Kusuna's Castle	G3
Selected	Giraffe Zhizhi	G2
Selected	Lynx	G3

	Book	Grade
Selected	Planet Parade	G6

1.4.3. Conduct training on remediation in reading and math

The literacy and math teams delivered sessions on remediation during the Sep 2021 TOT.

Topics for remediation included:

- The essence of remediation
- Presenting and discussing the video episode on remediation
- Key components and characteristics of a supportive environment for Remediation (physical, psycho-emotional, and sociocultural environment)
- Identifying students for remediation and grouping appropriately
- Informing the beneficiaries (parents, students, school administration)
- Case analysis
- Planning and organizing remedial lessons

University trainers delivered the remediation materials during trainings for Lead Teachers.

Kutaisi University is preparing the TLC module on remediation.

1.4.4. Conduct national assessment of G2 and G6 students' reading and math skills

Following the April 1 modification to assess the early grade reading and mathematics skills of Grade 2 and Grade 6 students, the Program moved quickly to engage a part-time assessment consultant and identified GORBI as the data collection company in preparation for the baseline administration in September or October 2021. However, by mid-September, the MOES transitioned to online learning in areas with many COVID cases, a decision which impacted the national assessment. With USAID and MOES approval, the Program delayed the baseline assessment to Spring 2022, the midline in Spring 2023, and the endline in Spring 2025.

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

During Y3Q1, the Program offered the second workshop for partner university faculty to either design or revise a course that would be reflective of primary teaching topics. Following the November workshop, the Program's Director of Pre-service Education, followed up individually with universities to map next steps.

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

2.1.1 Support pre-service institutions to revise their curriculum

Pre-service workshop. November 16-18, the Program conducted a pre-service workshop for partner universities led by international consultant Dr. Mary Spor and Program consultant Manana Ratiani. (Attached agenda - Annex C).

The presenters based the workshop presentations, discussions, and group work on international best practices and the results of a survey conducted earlier about each university's pre-service program. All partner universities sent academic staff to participate actively in the workshop discussions. Participants shared their experiences and linked them to a best practice that was presented during the workshop. The workshop program highlighted the necessity to enhance the quality of the pre-service programs, improve pre-service teachers' practicums in schools, shift to student-centered instruction, increase the practical aspects of the general courses.

University visits. In December, the Program's Director of Pre-service Education conducted

individual meetings with seven universities. The eighth partner - the University of Georgia - does not have the degree program.

Table 9. University Visits to discuss pre-service program

Partner University	Scheduled meeting date	Scheduled meeting time
Batumi State University	December 6	15:00-16:30
Zugdidi State University	December 17	11:00-12:30
Telavi State University	December 13	15:00-16:30
Ilia State University	December 14	14:00-15:30
Samtskhe-Javakheti State University	December 3	15:00-16:30
Sokhumi State University	December 10	13:00-14:30
Kutaisi State University	December 8	16:00-17:30

The goal of the university meetings was to identify each university's strengths, needs and gaps in the pre-service degree programs. Information gained facilitates the Program's understanding of the capacity of each university.

Partner universities also provided information about participation in the USAID Basic Education Program. The University professors and trainers engaged for this Program stated that their involvement in the professional development of teachers helped them to understand the current needs of the schools and the MOES' ongoing reforms. The Program trainers now better understand the situation in schools which will inform the universities development of the pre-service programs.

Priority areas identified by the Program to improve the pre-service programs include adding courses which focus on student-centered methodology, problem solving and critical thinking, formative assessments, and differentiated instruction. Although the topics may be the focus of lectures within the current courses, they are not always reflected in the programs' syllabi.

Priority areas for future work based on findings from the individual meetings include:

- Focusing on the development of IT competencies, and ICT literacy, including online teaching
- Including remediation and study groups modeled after the TLC program for teachers in the preservice programs
- Adapting general core courses to primary education and linking to specific subject and subject methodology courses to enhance the quality of the pre-service programs
- Revising the student practicum to increase efficiency of both integrated and independent practice, to prepare students better for the real school environment. Activities could include increasing hours spent at school, adding meaningful reflections from mentors, attending school events such as subject department meetings, parent-teacher conferences, and study groups.
- Attempting to meet the universities' demands for readers and guides in different areas, i.e., especially in inclusion, action research, and practicum.

Ms. Ratiani plans to travel to each university again in Q2 to support the development of the revision plans.

2.1.2 Support pre-service institutions to offer a Georgian-as-a-second-language certificate

No activities conducted by Ilia State University during this reporting period.

2.1.3 Support pre-service institutions to meet the Ministry's accreditation requirements

As described in 2.1.1 above, the Program's Pre-service Director will meet individually with

universities to discuss the accreditation schedule. The Program had been told that the accreditation schedule was being extended due to the pandemic; however, the Program learned recently that the schedule remains the same. This could impact the universities who had wanted to develop new courses. Additional meetings with the MOES will be needed.

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

Teacher training efforts focused on trainings conducted by university trainers. The majority of university trainers who participate in Program trainings are from the university faculty. Out of the 95 university trainers, 59 are faculty, and 36 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.

Table 10: University Faculty who are also trainers

Partner University / NGO	Faculty Member	External Trainer
Batumi State University	6	4
Zugdidi State University	6	5
Telavi State University	4	5
Ilia State University	8	3
Samtskhe-Javakheti University	7	5
University of Georgia	9	9
Sokhumi State University	7	0
Kutaisi State University	12	5
	59	36

During the December 23 meeting of the the External Network Learning Community with partner universities' academic staff, the Program provided a report of findings of the individual meetings that the Program had conducted. Mikhail Giorgadze, the head of quality assurance office of the Business, Technology and Education Department of Ilia State University, presented the survey results of the effectiveness of pre-service teacher programs. After presentations, the participants had the opportunity to ask questions. Thirty-two representatives of partner universities attended the meeting.

Each university continues to conduct Internal Networked Learning Community meetings and academic staff of universities attended meetings conducted by the partners. Based on universities' reports, pre-service students and teachers from assigned schools attended their internal meetings.

Table 11. Number of Internal Networking Meetings

University	# of meetings
University of Georgia	2
Ilia State University, Tbilisi	1
Sokhumi University, Tbilisi	2
Batumi State University	2
Samtskhe-Javakheti State University	0
Kutaisi State University	2
Telavi State University	1
Zugdidi State Teaching University	2
Total # of Meetings	12

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

Ilia State University continued to lead the process of action research. During the third TOT, on October 8, Ilia introduced the basic principles of action research. Based on specific cases, the training participants discussed the relationship between formative assessment and action research conducted by teachers and university faculty. The training session served as the unofficial kick-off of the year-long action research project,

Before beginning implementation of the action research activity, the Ilia experts developed the plan for Y3, which describes the stages of the research in detail, including the timing of activity implementation.

Nov 5, Ilia State, in coordination with the Program, hosted the first online Y3 action research meeting. Representatives of the USAID Basic Education Program and eight program partner universities attended the meeting. Leah Kaplan, USAID Democracy, Human Rights, and Governance Office Director, welcomed participants to the first action research meeting. Nancy Parks, Chief of Party of the USAID Basic Education Program, emphasized the importance of research for both the schools and universities. At the meeting, university representatives summarized the results of the mini-action research conducted last year and planned the activities that would be carried out within the framework of the action research this year. In the first phase, the universities involved in the action research component were recommended to form an action research team in November, select research areas, hold an information meeting with a partner school, select a research topic with them, formulate a research goal, and research issues, and select a research topic/problem.

Ilia conducted the second meeting on Nov 26. During the second meeting, university representatives presented a brief report on the activities carried out in November. Specifically, each university the selected school, action research team members, research areas, information meetings with a partner school, research purpose, and research methods. Ilia scheduled the third for January 21, and recommended the university conduct the following activities before the that meeting:

1. Select the research methods to study the situation in schools (for the identification stage) and find/adapt and/or develop tools
2. Study and analyze the current situation with selected methods and tools
3. Develop an intervention plan based on the results of the analysis

The Program updated the Action Research space on Google drive to enable Ilia State University to post research documents.

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.

Following the assessment, the Program will present the baseline data to the MOES. The MOES has been fully supportive of the assessment administration, including the baseline delay until Spring 2022.

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

The Education and Science Committee of the Parliament of Georgia invited the Program's Teaching and Learning Director and the Literacy specialist to participate in the advisory group for general education. One of the topics discussed was the authorization of pre-school programs. Discussions and subsequent research will be supported by the USAID Georgia

Good Governance Initiative (GGI).

The MOES is working on Teacher Professional Development, school leadership, and role of ERCs. The Program's Teaching and Learning Director participated in these meetings.

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 reports available until after the baseline assessment data has been analyzed.

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

After the Y3 National-Level Dissemination Workshop, an RTI policy expert will develop a policy brief that synthesizes the discussions and implications for policy recommendations going forward. The brief will summarize the dissemination events and research findings, and it will serve as a communication tool to facilitate further policy action in response to the findings of the national assessment and related research.

3.1.4 Support the Policy Working Group to communicate with external stakeholders

With MOES consent, the Program will share assessment results with all regions, MOES agencies, Program partner universities, NGOs, and the donor community to discuss implications. Presentations and discussions will focus on the implementation and effectiveness of curricular and teaching reforms to address identified learning gaps, particularly those reforms associated with the NSM; whether teachers are adopting these reforms in their classrooms and pedagogical practices; and whether these reforms are helping to improve student performance.

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

No.	Indicator	Indicator type	Definition of Indicator	Reporting Frequency	Data Sources and Collection Method	Disaggregation	Baseline Y1	Target for Y3 (2021-2022)	Actual of Y3 Q1 (Oct, Nov, Dec)	Target Rationale	Critical assumptions and risks
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	6,393	Since the program is designed to reach to all teachers indirectly, 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 MOES EMIS records
Note for the indicator #2: Throughout Y3Q1, the Program partner universities trained 5,254 lead teachers and NGO CCIIR trained 1,139 ethnic minority native language teachers: 578 Arm and 561 Azeri teachers. Among all trained teachers, 180 are male teachers and 6,213 are female teachers. The Program partners continue providing trainings next quarter as well.											
3	Number of special education teachers who complete professional development activities with USG assistance	Custom indicator	Educators are teachers of special education in primary classes teachers who complete special education training. Completing professional development activities means that an	Quarterly	CFS Training Reports	Sex, Region		1,300	190	Since the program is designed to reach to all teachers not directly, but through trained teacher-facilitator or online, the program expects to target up to	Target updated annually based on MOES EMIS records

No.	Indicator	Indicator type	Definition of Indicator	Reporting Frequency	Data Sources and Collection Method	Disaggregation	Baseline Y1	Target for Y3 (2021-2022)	Actual of Y3 Q1 (Oct, Nov, Dec)	Target Rationale	Critical assumptions and risks
			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.							75% of 1,850 special education teachers	
Note for the indicator #3: The Program partner NGO, CFS created self-paced online courses: one for general education teachers and the other for special education teachers. The courses are in Georgian, Azeri, and Armenian. The course for general teachers in Georgian language is already uploaded on the LMS by the Program. The low engagement of teachers, only 62 users registered on this course, is determined by the fact that the course was launched in late Sept 2021. Generally, 190 special education teachers are registered on LMS.											
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	0	4	32	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 the indicator #4: Throughout Q1, the number of resources created by the Program include those developed by the Program technical team and include instructional videos in one or three languages, resources for workshops, peer coaching module, lesson observation guides, templates for Tangerine and similar types of instructional resources and methodological manuals.											
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	Annually	USAID Basic Education Program reports	Sex, Subject area, Language of instruction, Mainstream/Special Education teacher	0	18,500	13,036	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

No.	Indicator	Indicator type	Definition of Indicator	Reporting Frequency	Data Sources and Collection Method	Disaggregation	Baseline Y1	Target for Y3 (2021-2022)	Actual of Y3 Q1 (Oct, Nov, Dec)	Target Rationale	Critical assumptions and risks
			platform and access its content on a regular basis to use online or download resources created by the Program. Each educator is counted once for the year being reported.								teachers who access the portal
Note for the indicator #7: The Program launched LMS in February 2021. By December 2021 there are 13,036 users registered on the LMS. Among them 7,549 are primary teachers, 190 special ed teachers, 3,538 lead teachers, 296 principals, 122 trainers, 13 training providers, and 1,328 unspecified users. Among the registered users 11,245 are female and 463 male, 1,328 users did not indicate their sex.											
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	0	1,556	765	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: In Q1, the Program math ad literacy teams conducted two workshops for principals: one on Nov 25 and the second on Dec 9, 2021. 765 (37%) of 2,075 total principals participated in either one or both trainings.											
IR 2: Future teachers acquire student-centered teaching skills and future administrators acquire relevant instructional leadership skills											

No.	Indicator	Indicator type	Definition of Indicator	Reporting Frequency	Data Sources and Collection Method	Disaggregation	Baseline Y1	Target for Y3 (2021-2022)	Actual of Y3 Q1 (Oct, Nov, Dec)	Target Rationale	Critical assumptions and risks
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	0	8	8	8 Universities will participate in the Program	Target will be updated annually
Note for the indicator #9: The Program engaged eight educational institutions as partner organizations. Seven out of eight are state universities and one is the private university. These universities are located in different regions of Georgia: Adjara (Shota Rustaveli Batumi State University), Samegrelo (Shota Meskhia Zugdidi Teaching University), Imereti (Akaki Tsereteli State University in Kutaisi), Samtskhe-Javakheti (Samtskhe-Javakheti State University), Kakheti (Iakob Gogebashvili State University), Tbilisi (Sokhumi State University, Ilia State University and University of Georgia). In addition to building the capacity of universities in provision of teacher training and school-based capacity development, the Program supported its partners in establishing internal and external networks, engaging private sector, reviewing their teacher preparation courses/programs' curriculum.											
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	Annual	USAID Basic Education Program records, Partner University reports	Sex, Type (public/Private), Region, Faculty/trainer	0	90	95	8 Universities will participate in the Program	Faculty members and trainers will be counted. Target will be updated annually

No.	Indicator	Indicator type	Definition of Indicator	Reporting Frequency	Data Sources and Collection Method	Disaggregation	Baseline Y1	Target for Y3 (2021-2022)	Actual of Y3 Q1 (Oct, Nov, Dec)	Target Rationale	Critical assumptions and risks
			the year being reported.								
Note for the indicator #10: The Program partners with eight higher education institutions - seven state and one private universities. The partner universities were primarily engaged in teacher training delivery. Their cadre of trainers included faculty members and recruited trainers. While the Program defined the number of required trainers per university, partners decided to recruit more trainers as reserve. Among 95 reported trainers 21 are male and 74 are female, 7 are reserved and 88 main trainers, 59 are faculty members and 36 are recruited.											

INTEGRATION OF CROSSCUTTING ISSUES AND USAID FORWARD PRIORITIES

Gender Equality, Female Empowerment, and Social Inclusion

Using the results of the gender survey administered in Y2Q1, the Program developed a course in gender equity, compliant with TPDC guidelines, to be posted on the LMS. Two videos were recorded at the UG studio to include in the module. One video dealt with the global discrepancy in pay between men and women and the other video addressed the issue of gender stereotypes in professional roles. The course was translated into Georgian and the Program started to construct it into Moodle format for posting on the LMS.

Sustainability Mechanisms

The Program has continued regular engagement of all stakeholders, particularly the New School Model department, TPDC, 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. Despite the ongoing in-person precautions, on Dec 10 Program specialists participated in face-to-face workshop, organized by the Deputy Minister, Eka Dgebuadze to discuss concrete steps to coordinate donor-funded projects, i.e., the USAID Basic Education Program and USG TOMP with the activities related to the expansion of the New School Model in all public schools. 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.

The Program closely collaborated with TPDC on the modification to the MOU between RTI and TPDC. During the quarter the Program worked with EMIS on a regular basis to resolve technical issues related to LMS.

The MOU between RTI and TPDC provides a detailed description of all school-level activities which can potentially count towards teacher professional development. The original MOU signed between RTI and TPDC in Feb 2021 provided a detailed description of all school-level activities planned for and implemented in 2020/21 academic year, which could potentially count towards teacher professional development. During this quarter, the Program made modifications to the MOU to reflect activities planned for 2021/22. Upon finalization of the workplan for the remaining Year 3, the Program will finalize the modification and submit it to TPDC for review and signing.

In anticipation of the additional funding, the modification has been drafted and now includes the following list of activities.

Table 12. Modification of MOU between TPDC and RTI

	Name of the training	Training Provider	Target beneficiaries
1	Annex 2.9: TOT course in remediation, formative assessment and MTSS for primary grades math and/or Georgian language and literature teacher trainers, 2021-2022 academic year	Program	Partner university and NGO trainers
2	Annex 2.10: Training of Lead Teachers in remediation, formative assessment and MTSS, 2021-2022 academic year	Universities	Lead teachers in Georgian schools
3	Annex 2.11: Training of ethnic minority proactive teachers, 2021-2022 academic year	CCIIR	Primary grade teachers in EM schools

	Name of the training	Training Provider	Target beneficiaries
4	Annex 2.12: Training of primary math teachers in ethnic minority schools in remediation, formative assessment and MTSS, 2021-2022 academic year	Ilia Uni SJ Uni	Math teachers in EM schools
5	Annex 2.13: TOT course in remediation, formative assessment and MTSS for primary grades Azeri or Armenian, as the native language ethnic minority teacher trainers, 2021-2022 academic year	CCIIR	CCIIR trainers
6	Annex 2.14: Training of primary teachers of Azeri and Armenian, as the native language in ethnic minority schools in remediation, formative assessment and MTSS, 2021-2022 academic year	CCIIR	Teachers of Armenian or Azeri, as native language in EM schools
7	Annex 2.15: TOT course in coaching, classroom observation, instructional leadership for primary grades math and/or Georgian language and literature teacher trainers, 2021-2022 academic year	Program	Partner university coaches/trainers
8	Annex 2.16: Training of Principals in instructional leadership and classroom observation	Universities	Principals of public schools
9	Annex 2.17: Training of Lead Teachers in assuming New School Model experts/leadership role	Universities	Proactive Lead Teachers from Georgian schools
10	Annex 2.18: Self-paced course in inclusive education for special education teachers, 2021-2022 academic year	CFS	Special education teachers
11	Annex 2.19: Self-paced course in gender equity for primary grade teachers, 2021-2022 academic year	Program	Primary teachers
12	Annex 2.20: TOT in in-depth MTSS for primary math and/or Georgian language and literature teacher trainers, 2021-2022 academic year	Program	Ilia University trainers
13	Annex 2.21: Training of primary teachers in MTSS, academic year 2021-2022	Ilia University	Program All teachers of language and math in grades 1-6 in 15 pilot MTSS schools

PPP Impacts

Gudavadze-Patarkatsishvili Foundation Grant: In coordination with a local design company, the Program finalized the seven billboards depicting the winners of the Regional Teacher Recognition Award, supported by GPF, which were installed in Telavi, Gori, and Kutaisi. Three digital billboards with videos of winners of the competition were posted in central Tbilisi. The videos and the photos are available on the link: <https://drive.google.com/drive/folders/1jyKwKlftZkwEleqKSvR1D7Vow5Jg5wQY?usp=sharing>



Video on the electronic billboard in Tbilisi



Billboard installed in Gori (Shida Kartli)

Private Sector Engagement. As described in 1.4.2, the Program 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.

Program specialists met with Crystal to explore possible cooperation.

Stakeholder Engagement

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

Communications

During the last quarter the Program launched series of campaigns aimed at supporting global movements, raising awareness of primary education, and promoting the Program's activities and its partners.

Vaccination Campaign. The Program joined the worldwide campaign to advocate for COVID-19 vaccinations. The message of the campaign was: vaccination is a safe and effective way to protect yourself, your family and community from COVID-19; Together we can fight COVID-19. The Program posted with the hashtag #არგავრცელოვირუსი #გავრცელებოდნა #აიცერი (Don't spread coronavirus; Spread knowledge; Get vaccinated). Staff designed a Facebook photo frame and posters with testimonials of the Program COP, staff, school principals and teachers to post on the Program's Facebook page



Posters designed to support vaccination campaign. Left: Nancy Parks (COP); Right: Magda Baramidze, School Principal). Bottom row: Teona Sherazadishvili (teacher from Racha region), Ledi Eliashshvili (teacher from Tbilisi), and Paata Papava (the Program's Literacy Lead)

Day for the Elimination of Violence Against Women. Nov 25, the Program marked the day for the elimination of violence against women with the posting of two gender videos

that had been filmed by the Program for training materials. The videos revealed the existing stereotypes which create gender inequality in Georgian society. The videos reached over 14,000 on the Program’s Facebook page.

International Day of Disabled Persons. Dec 3, The Program observed the annual International Day of Disabled Persons by posting the Book Buddies videos that had been translated into Georgian sign language for uploading to the Program’s YouTube channel. (<https://www.youtube.com/watch?v=jpiJsyc2C3Y&list=PLHz1R9entLObz8aqyFcVXJWWj6IS97POw>). The Program also posted a video from teachers’ training module on inclusive education. The posts have reached more than 35,000 on the Program’s Facebook page.

In addition to participating in global campaigns, the Program promoted its activities on various media.

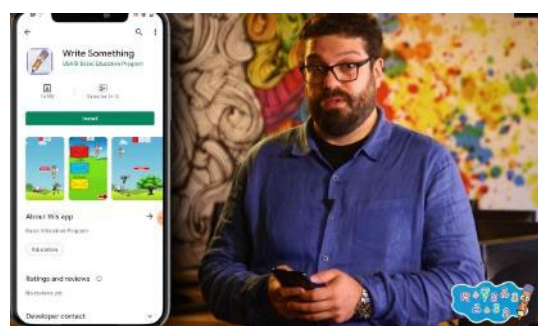
Spotlight on University Partners. The Program started to film a series of promotional videos about partner universities. Each month one of the universities will be highlighted on the Program’s Facebook page (hashtag #ჩვენიპარტნიორები (our partners) and YouTube channel. Ilia State was the first university showcased in December. (<https://www.youtube.com/watch?v=n3luVEnXnJ4>) The purpose of the spotlights is to promote the educational programs offered and Program activities implemented by partner universities.

Table 13. Monthly Spotlight on a partner university

N	University	Month
1	Ilia State University	November
2	Sokhumi State University	December
3	Telavi State University	January
4	Kutaisi State University	February
5	UG	March
6	Zugdidi State University	April
7	Batumi Shota Rustaveli State University	May
8	Samtskhe-Javakheti State University	June

Promotion of “Write Something” application.

The Program filmed a tutorial for the “Write Something” application. The purpose was to boost the app’s users, beginning with a competition in early 2022 for students to create stories using the app. The best stories will be posted on the Program’s Facebook page. Siesta Publishing House expressed interest in participating in the selection process and providing awards to student winners.



Giorgi Zhvania offering Write Something tutorial

Share Your Experience campaign. The Program with the cooperation of an educational online journal www.akhaliganatleba.ge launched a campaign “Share Your Experience” as part of the GPF grant. Through a series of articles, the award-winning teachers shared their knowledge, teaching methods and management strategies used for classroom instruction. The printed copy of the journal was delivered to all Georgia’s schools.

Increase Facebook Engagement. To attract more users to the Program’s Facebook page , the Program posted extracts from training module materials and banners with teaching tips under the hashtag #მასწავლებლისამახსოვრო (notes for teachers).

Flash banners. A flash banner was posted on www.akhaliganatleba.ge. The banner is linked to the Program’s Facebook page to get more visitors and reach a broader audience.

Teacher Success Stories. Success stories of the Award-winning teachers were developed and published in different media outlets. The stories feature the importance of elementary education, the benefits they got from participation in the USAID Basic Education Program. The Success Stories were also translated into English to popularize the Program’s activities among English speakers. The articles will be published on www.georgianjournal.ge

Media Coverage. The Program continued its robust campaign for recognition in the local media. During the quarter, nine outlets recognized Program activities.



Remediation VS Differentiation –Banner posted on the Facebook page

Table 14. Media Coverage

MEDIA OUTLET	LINK
News Agency AMBEBI	https://www.ambebi.ge/article/269016
Educational Journal AKHALI GANATLEBA	https://akhaliganatleba.ge
Web portal for parents MSHOBLEBI	https://www.mshoblebi.ge/
News Agency AMBEBI	https://www.ambebi.ge/article/269417
Educational Journal AKHALI GANATLEBA	https://akhaliganatleba.ge/
English e-newspaper GEORGIAN JOURNAL	https://georgianjournal.ge/society
Web portal for parents MSHOBLEBI	https://www.mshoblebi.ge/kaleidoskopi/
Educational Journal AKHALI GANATLEBA	https://akhaliganatleba.ge/
TV IVERIA (Shida Kartli regional TV broadcaster)	https://www.facebook.com/TViveria/videos/448125903392072

MANAGEMENT AND ADMINISTRATIVE UPDATES

Staffing

- Giorgi Zhvania, former LMS Administrator/Consultant, joined the Program as a full-time LMS/Public Private Partnership Technical Advisor on December 1, 2021
- Manana Ratiani, previously engaged as a Pre-Service Education consultant, joined the Program as a full-time Director of Pre-Service Education on December 1, 2021
- In anticipation of additional funding, the Program began recruitment for the following full-time positions: Inclusive Education Director, Ethnic Minority Specialist, Reading Assistant, Math Assistant, and Administrative Assistant. These positions will be filled in January 2022.

Short-Term Technical Assistance (STTA)

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

- Manana Ratiani, engaged as a local consultant until available for full time employment
- Mary Spor, international consultant, conducted pre-service workshop

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

- 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
- 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 before joining the Program fulltime in Dec 2021.
- Giorgi Chauchidze (April 2020 – December 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 – December 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 (September 2021 – August 2022), Video Production Manager, continues to support the Program to design, produce and finalize various video products

Procurement

The Program purchased electronic tablets to be used for assessment administration.

Grants

Universities: By the end of September 2021, all university grantees had successfully completed the Year 2 grant deliverables while the University of Georgia continued to implement its subcontract on schedule. The Program received USAID approval on September 21, 2021, for the Y3 follow-on grant agreements with university partners. The follow-on (Y3) grants were signed with the universities on October 1, 2021, during an online ceremony. The universities accomplished their first milestone on October 31, 2021 with the submission of the corresponding deliverables, such as training plan and training materials for the Oct-Dec teacher trainings and for the online workshop for principals. The partner universities will accomplish their second milestone in February 2022.

CCIIR. By the end of September 2021, the Program partner NGO, CCIIR successfully completed the Year 2 grant agreement and signed the Y3 follow-on grant agreement on October 1, 2021. CCIIR accomplished their first milestone on October 31, 2021, by submitting the corresponding deliverables, such as training plan and training materials for Oct-Dec 2021 teacher trainings. CCIIR will accomplish its second milestone for the end of January 2022.

CFS. By the end of September 2021, the Program partner NGO, CFS successfully completed the Year 2 grant agreement and signed the Y3 follow-on grant agreement on October 1, 2021.

In December, CFS requested a no-cost extension to change the deadlines for some deliverables and milestones. The Program started to work on the grant agreement modification and plans to provide no-cost extension through June 30, 2022.

IMPLEMENTATION CHALLENGES

Lessons learned from Y1 Q 3 include the following:

- Challenges resulting from COVID-19 restrictions continue, although the Program has identified creative alternatives to planned activities.
- The situation with the school principals continues to be concerning. Principals have no approved standards or principal exams which precludes them from advancing their status. Technically, they are only “acting” principals which further demoralizes them. Understandably, principals lack the motivation to become instructional leaders in their schools. However, in Fall 2021 the Ministry started to work on School Principal Standards, which are expected to be approved and released in Spring 2022 in parallel with the recruitment of principals. It is expected that new principals will be in schools by the beginning of 2022/23 academic year which will necessitate unexpected additional training sessions.
- Ethnic minority teachers face a similar situation as the principals. As they do not have the opportunity to change their professional status, they have little incentive to participate in Program trainings.
- The lack of principals’ desire or willingness to support teachers’ activities and be actively involved in the program is very disconcerting. The Program will offer additional webinars to engage principals.
- Some partner universities have limited ICT skills which hinder access to online materials and submission of reports, particularly for M&E purposes.
- Poor IT skills among teachers and sporadic or lack of internet connectivity hindered online training and access to the LMS. Despite webinars focused on increasing the teachers’ skills, many teachers struggled to access Program resources. While most schools have connectivity, at varying degrees of speed, many teachers lack internet access in their homes which hindered participation in online training.
- Low attendance among training participants from some schools and regions, mainly due to technical deficiencies (lack of internet and electricity), is a concern. To solve this problem, hard copies of training materials were shared or in some cases the participants were redistributed to other training groups. In a few cases, the participants expressed a desire to leave the program. When a Lead Teacher wanted to leave, the university partner replaced the lead teacher with another teacher with the relevant qualifications and motivation.
- The failure of teachers to prepare the resources requested by the university coordinator reflects a lack of teacher interest or initiative. For example, the Telavi University coordinator received only two instructional resources. Program and partners should conduct motivational consultations or provide specific guidelines for development of e-resources.
- Universities lack the initiative to become teacher training institutions. Without government support for a voucher scheme that would allow teachers to take a course at the university, the universities have no incentive for offering training courses.

- University grantees had much difficulty in completing the System Award Management (SAM) registration required of all grantees. Program staff spend an excessive amount of time explaining the system to the universities.
- The NSM team continues to revise the template. Trying to keep pace with the NSM changes is frustrating to both the Program and university partners.
- While the number of LMS users has been steadily growing from 86 in December 2020, to 13,036 by December 30, 2021, the Program needs to promote it more vigorously. In December, following the interface and structure changes made to the LMS, the Program taped a promotional video, which will be posted on the LMS, Facebook and disseminated through the partner organization to encourage more teachers start to use resources, housed by LMS. The Program will request EMIS to include the LMS banner on the MOES and TPDC websites.

PLANNED ACTIVITIES AND EVENTS FOR Y3 Q2

Literacy Activities

- Edit selected 6 Georgian readers for Book Buddies
- Participate in selection of one Armenian and one Azeri text for Book Buddies and subsequent filming
- Edit three instructional videos from www.kargiskola.ge in Georgian and upload them on program's YouTube channel and Learning Management System
- Complete two scripted videos in Armenian and Azeri and upload them on program's YouTube channel and Learning Management System
- Script 4 Georgian developed instructional videos for translation in Azeri and Armenian and upload them on program's YouTube channel and Learning Management System
- Provide content and feedback (updated indicators, assessment formulas, etc.) needed to complete and launch reading section of the Tangerine: Coach
- Test the technical features and functioning of Tangerine:Coach
- Prepare and co-facilitate the training for coaches in using Tangerine:Coach for lesson observations and delivering one-to-one coaching sessions.
- Complete editing of the Ideator Club guide
- Organize the online presentation for partner universities about the steps and strategies for running effective Ideator Clubs.
- Prepare and co-facilitate the training for university trainers delivering online group coaching sessions for lead teachers.
- Create and upload 2 new videos for GLL teachers about developing and using effective classroom resources
- Select 5 parent activities from G-PriEd portal www.kargiskola.ge and redesign them for uploading on online Learning Management System
- Select 5 student activities from G-PriEd portal www.kargiskola.ge and redesign them for uploading on online Learning Management System
- Support CCIIR and CFS in completing instructional materials, such as readers and activity cards, by reviewing and giving helpful recommendations

Math Activities

- Develop and finalize Tangerine: Coach for observing Math lessons and ranking Lead teachers.
- Participate in the TOT about observing Math lessons and delivering coaching sessions with feedbacks (praises and tips) for Lead teachers
- Participate in the TOT for training Lead teachers in small groups up to 10 persons
- Develop 3 short methodological videos based on kargiskola.ge
- Develop classroom instructional materials and resources for Primary Grade Math students, teachers and parents including activities to be posted on the LMS and videos to be placed on the Program's YouTube:
 - Classroom activities and extracurricular activities for students in Grades 1-6 to develop basic math skills - 2 activities for each grade level.
 - 5-10-minute video master classes that instruct teachers in how to make classroom resources from commonly found objects that can be used to illustrate basic math skills - 6 master class videos together with accompanying instructional guides for teachers.
 - Activities to support the child in learning math at home and guides for parents how to use developed materials.

Learning Management System

- Continue to upload instructional resources created by the Program, Universities and NGO partners
- Continue to improve the LMS interface and the internal structure of resources
- In January complete the linguistic editing of Georgian texts. By March complete the linguistic editing of Armenian and Azeri texts
- Continue to develop resources for the "Courses" category, as detailed in the chart below

Table 15: Plan for Course Completion

#	Name of the course	Geo	Arm	Az	Target completion date
1	A self-paced course in inclusive education for primary grade teachers Course developer - CFS	Done, functional	Linguistic and content review by CFS	Linguistic and content review by CFS	January
2	A self-paced course in inclusive education for special education teachers Course developer - CFS	Done, functional	Linguistic and content review by CFS	Linguistic and content review by CFS	March
3	A self-paced course in gender. Course developer - Program	Content is available. Construction started	To be determined	To be determined	February
4	A self-paced course on formative assessment, differentiation, remediation and Universal Design for students with special needs Course developer - CFS	Content is under development	To be developed	To be developed	March

- Continue to promote and market LMS. Activities include, but are not limited to:
 - LMS promotional video to be posted on the Program YouTube and LMS proper
 - A live discussion about LMS by the Program and LMS beneficiaries posted on

Facebook

- Inclusion of the reference/activity with the use of the LMS into training/coaching sessions by universities with principals, lead teachers, ethnic minority teachers
- Placement of the LMS banner on the MOES site
- Upload instructional resources submitted by CFS and CCIIR
- Create course an LMS category for inclusive education for general teachers and special education teachers, disaggregated by language of instruction,
- Upload one course on gender (in Georgian) and one course on formative assessment (in Georgian). Explore the possibility of sending SMS to Program beneficiaries to announce new uploads or Facebook postings about significant activities

University/NGO Collaboration and Grants

- Modify the SOWs and the budgets for grant agreements with Universities and the contract with UG to include classroom observation activities
- Provide specific recommendations to the universities on each identified gap in communication with the program
- Support universities to conduct six online mentoring sessions with small groups of lead teachers.
- Assist partners to continue the coaching activities in each school with all teachers in assigned schools using different communication platforms
- Support partners into conduct nine hours of training for selected lead teachers who are interested in considering their candidacy for the position of NSM Regional Coach.
- Support Ilia and Samtskhe-Javakheti Universities to conduct the training Armenian and Azeri-speaking math teachers.
- Support universities to conduct two workshops for all principals in assigned schools
- Assist universities in the development of a network of lead teachers and principals in the assigned region
- Conduct meetings of the Program Network Learning Communities and support Universities to share best practices and experience with partners such as managerial platforms, etc.
- Assist partners in the implementation of activities within the Internal Network Learning Communities
- Support universities to begin implementation of the next generation camp's activities.

Classroom Observations

- Assist universities with identification of coaches from the existing pool of trainers and/or recruitment of coaches
- Finalize Tangerine: Coach application, input data, such as indicators, schools' GIS, etc.
- Procure tablets, install application, run test drive, distribute to university partners
- Conduct an online TOT on classroom observation, follow-up with in-person trainings of university coaches
- Assist universities in planning for classroom observations
- Commence classroom observations in March

Private Sector Engagement

- Support baseline assessment activities FINANCIAL MANAGEMENT

ANNEX A. MEETINGS CONDUCTED IN Y3Q1

Date	Stakeholders' meeting	Topics for discussion	Program staff	Stakeholder participants
Oct. 28, 2021	World Bank I2Q Project	Donor Mapping	Nancy Parks	Tamar Sanikidze Lia Gugari
Oct. 28, 2021	MOES	Donor Mapping	Nancy Parks	Eka Dgebuadze
Oct 28, 2021	Meeting with World Bank	To plan donor meeting in which donors involved in primary education will present their activities.	Nancy Parks, Indira Amiranashvili	World Bank: Nino Kutateladze
Oct 29, 2021	Meeting with World Bank	Participants discussed the I2Q Project	Nancy Parks	World Bank: Nino Kutateladze
Nov. 4, 2021	MOES NSM	Donor Mapping	Nancy Parks Gia Nozadze	Mariam Chikobava Niko Silagadze
Nov 4-10, 2021	Consultations with partner universities	Conducted consultation meetings with Ilia, Telavi, and Kutaisi Universities to identify the tool of TLC data collection to be selected by partners instead of LMS TLC space to facilitate the process.	Gia Nozadze	Representatives of the partner universities
Nov. 9, 2021	WB	Donor Mapping	Nancy Parks	Nino Kutateladze
Nov. 11, 2021	WB	I2Q Project Coordination	Nancy Parks Paata Papava Gia Nozadze	Keti Chachkhiani John Connell
Nov 19, 2021	Meeting of with USAID at Marneuli with EM teachers and trainers	The participants talked about the Program's activities, the challenges they face during the training and teaching process in general.	Nancy Parks, Any Abuladze, Giorgi Chauchidze, Giorgi Prangishvili, Eka Kapanadze	USAID/Georgia: Leah Kaplan, Tamar Sirbiladze, Medea Kakachia Principals and teachers from Marneuli public schools
Dec. 2, 2021	Focus group discussion	The Program and its partner Batumi University organized a focus group discussion with selected teachers, principals and trainers for USAID Mission Director and USAID program team in Batumi. The Mission team was hosted by the Vice-Rector of the University	Indira Amiranashvili, Any Abuladze, Eka Kapanadze, Giorgi Prangishvili	USAID: Mission Director Peter Wiebler, Medea Kakachia, Tamar Sirbiladze, Maka Japaridze Batumi State University: Tamar Siradze, Nana Makaradze; University's trainers Principals and teachers from Adjara's public

Date	Stakeholders' meeting	Topics for discussion	Program staff	Stakeholder participants
				schools
Dec 10-11, 2021	New School Model workshop	The Program together with UG/TOMP participated in the workshop organized by the MOES to better coordinate activities in primary education	Indira Amiranashvili, Gia Nozadze, Paata Papava, John Mtsariashvili (UG/TOMP)	MOES: General Education Department / National Curriculum Unit MOES Deputy Minister Eka Dgebuadze
Dec. 14, 2021	Meeting with the CSR Manager of Crystal Fund	The Program met with the CSR Manager of Crystal Fund to discuss ways of potential engagement of private sector. Areas of collaboration may include participation in the Book Buddies, involvement in Ideator Clubs (formerly called Next Generation Camps) in the regional schools	Indira Amiranashvili, Giorgi Zhvania, Eka Kapanadze	Crystal Fund:
Dec 17, 2021		The technical staff met UG TOMP staff to present Tangerine: Coach and discuss further collaborative actions		

ANNEX B: LMS ANALYTICS

The tables below are based on data exported from LMS Chemiskola.emis.ge for October 1 – December 29, 2021 period

Table 1: Number of registered users by status.

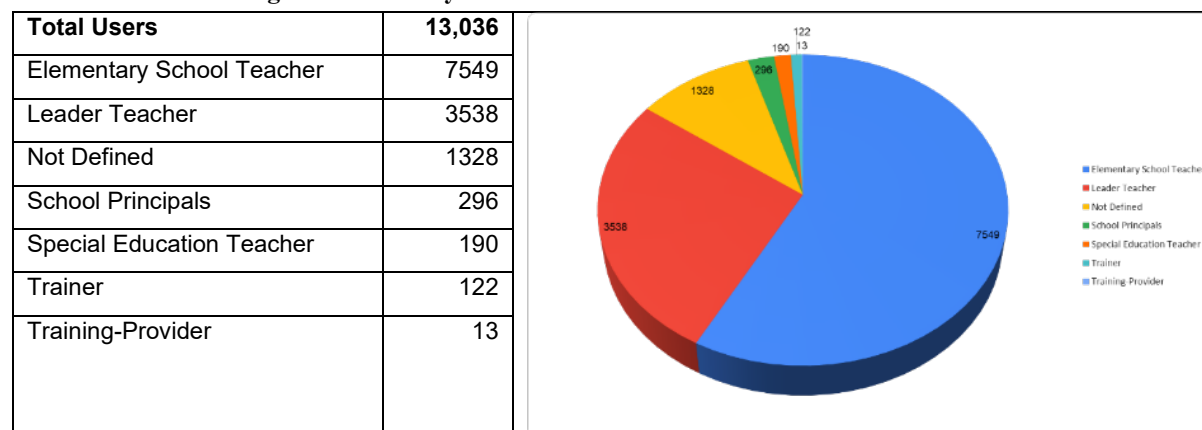


Table 2: Users registered by regions of Georgia in percentage

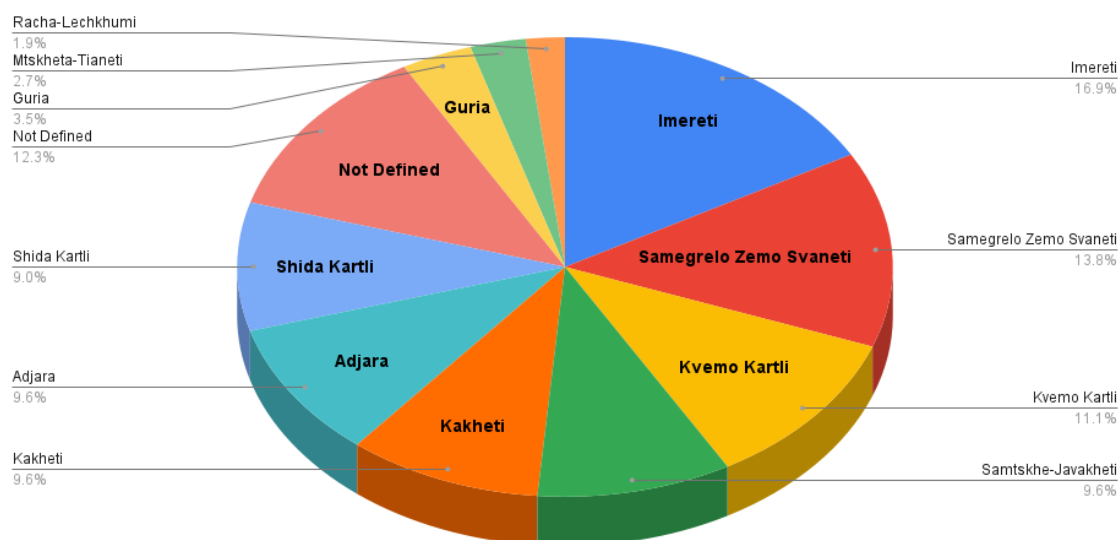


Table 3: Comparison of data on number of users between the previous (July – Sep 2021) period and current (Oct-Dec) reporting periods

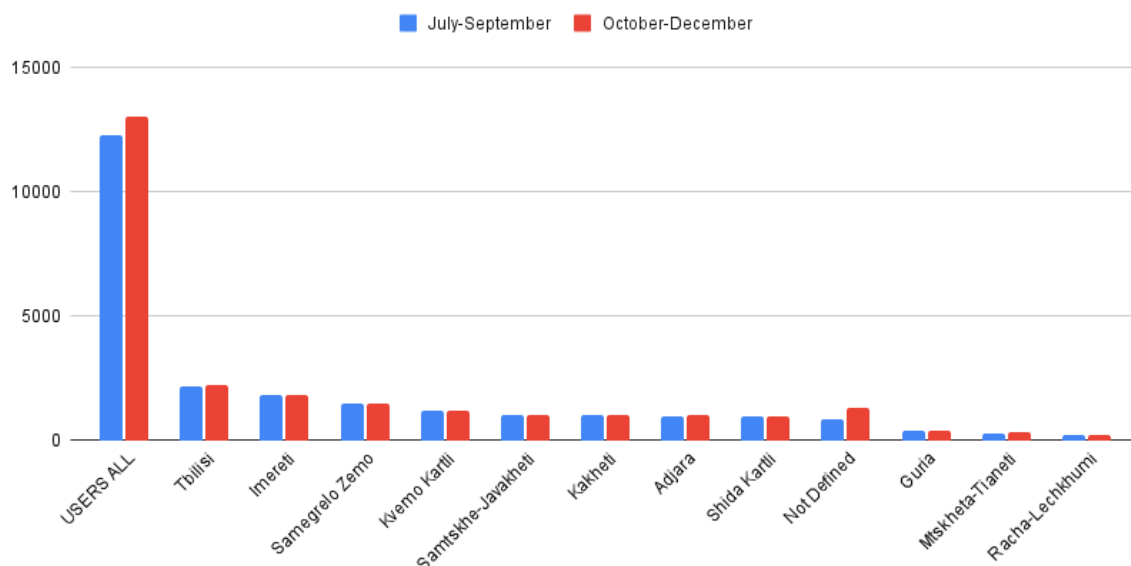


Table 4: Registered Users by Gender

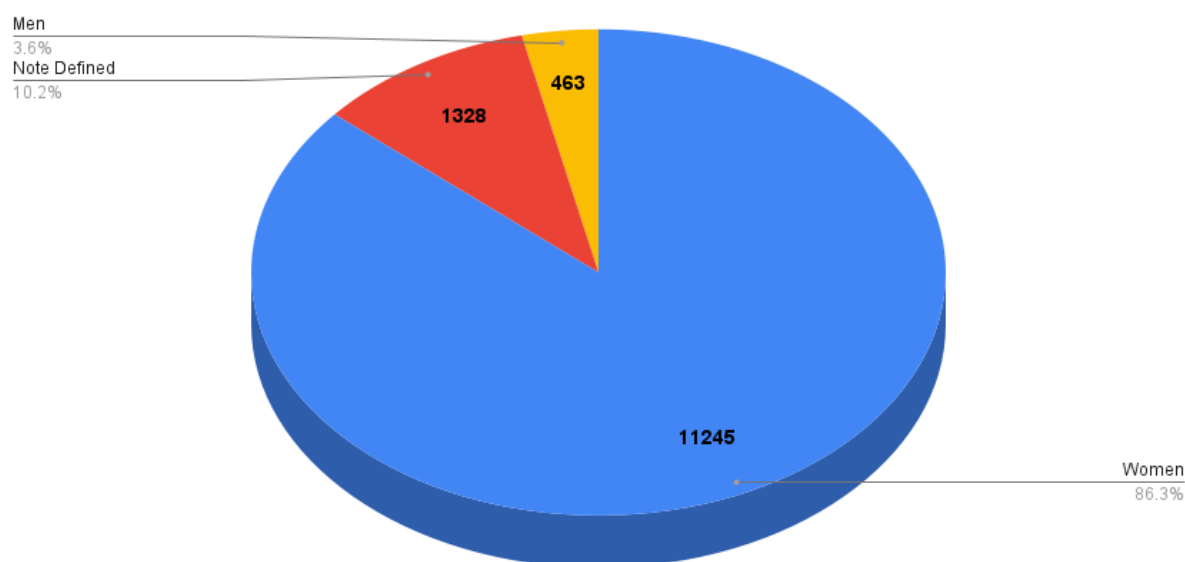


Table 5: Activity chart by users

Blue - for elementary school teachers. Red – for Universities’ trainers. Yellow - for guest visitors.

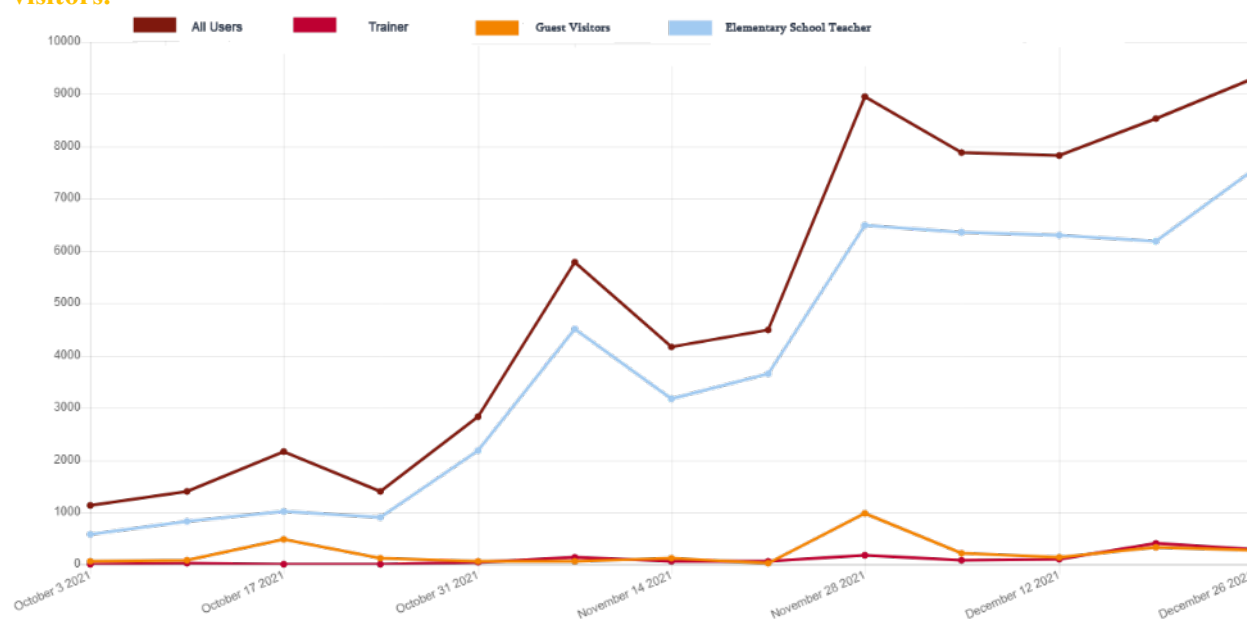
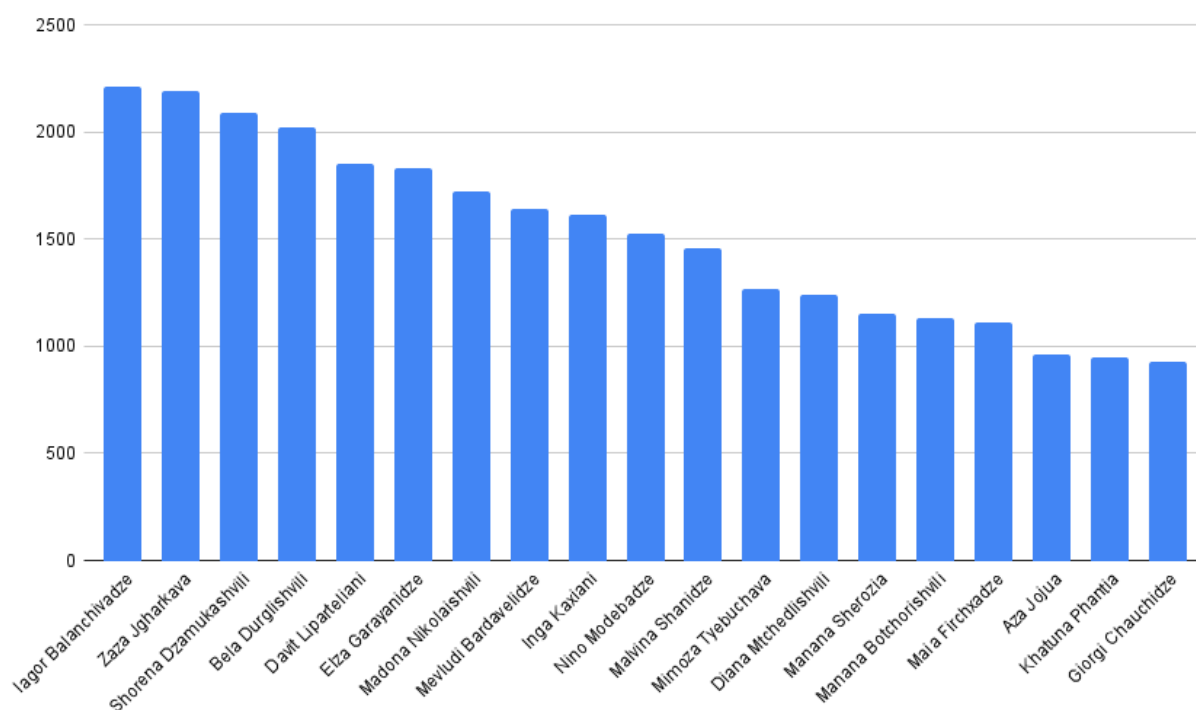


Table 6: The most active top 20 trainers by their activity count



ANNEX C: PRE-SERVICE WORKSHOP AGENDA

Day 1

9:30 – 10:00	Welcome coffee	
10:00 – 10:15	Welcome speeches	Nancy Parks
10:15– 11:00	Presentation of How-to Guide Pre-service Teacher Education	Manana Ratiani
11:00 – 11:30	What are the knowledge and skills that a primary teacher has to have to become an effective teacher?	Group work
11:30 – 12:00	Presentations	
12:00 – 12:30	Why research is important for pre-service teaching and how to apply findings from studies (TIMSS, PIRLS, PISA)	Manana Ratiani
12:30 – 13:00	Why research is important for pre-service teaching and how to apply findings from studies (TIMSS, PIRLS, PISA)	Group work
13:00 – 14:00	Lunch break	
14:00 – 14:30	Why research is important for pre-service teaching and how to apply findings from studies (TIMSS, PIRLS, PISA)	Group work
14:30 – 15:00	Presentations	
15:00-15:45	The importance of child development linking theories with practice	Mary Spor
15:45-16:00	Wrap-up session of the day 1	

Day 2

9:30 – 10:00	Welcome coffee	
10:00 – 10:30	Importance and characteristics of the full-time teaching practicum	Open discussion
10:30– 11:00	Diversity in the classroom	Mary Spor
11:00 – 12:00	Group work and discussion	Discussion
12:00 – 13:00	Instructional teaching at universities	Mary Spor
13:00 – 14:00	Lunch break	
14:00 – 14:30	What are the characteristics of the effective practicum	Mary Spor
14:30 – 14:50	Discussion	
14:50 – 15:00	Wrap-up session of the day 2	

Day 3

9:30 – 10:00	Welcome coffee	
10:00 – 10:30	10 best practices for serving students with special needs	Mary Spor
10:30– 11:00	Serving students with special needs	Discussion
11:00– 12:00	Case study – Classroom observation, effective feedback	Group work
12:00 – 13:00	Presentations	
13:00 – 14:00	Lunch break	
14:00 – 14:30	Good practices from universities, improving student-teacher practicum.	Open discussion
14:30 – 15:00	Wrap-up session	

ANNEX D: SUCCESS STORY



SUCCESS STORY

BOOK BUDDIES CLUB AT KVABGHA VILLAGE PUBLIC SCHOOL

WELL-KNOWN COMMUNITY MEMBERS FILMED READING BOOKS TO KVABGHA PUBLIC SCHOOL PRIMARY GRADE STUDENTS



Screenshot from a Book Buddies' video



Kids getting ready to host a guest at their Book Buddies Club



Nino Pailodze and Khatuna Antadze watching premiere of Book Buddies' video together with students

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

If you can't find a way to present books that appeal to students, how can you encourage them to read? The USAID Basic Education Program solved this dilemma by filming well-known Georgians reading books written on a previous USAID project. The books, which were posted on YouTube and the Program's Facebook page, quickly attracted the attention of teachers who were looking for a way to keep students engaged in reading while learning from home or reluctantly reading in class.

The teachers in Kvabgha Village Public School in Guria took the Book Buddies activity one step further by filming books themselves. Led by Khatuna Antadze, the Regional Teacher Recognition award-winning teacher, the school launched its own version of Book Buddies videos.

Antadze states, "The idea of Book Buddies Club was inspired by the USAID Basic Education Program. On the Program's YouTube Channel and Facebook page we often came across Book Buddies' videos. My students really liked these videos that we watched together and discussed. We decided we wanted to make such videos ourselves."

Khatuna and her colleagues decided to invite well-known community members to be filmed reading selected books and then turning them into an entertaining film.

The videos created by Kvabgha's Book Buddies Club members have primary age-appealing background music, humorous animations and interesting story lines. Teachers in the school agreed that the process of selecting the book, engaging a guest reader, and adding the music and animation made reading more appealing to their students. One fifth grade student in the school was motivated to participate in the Literature Competition sponsored by Clio Publishing House and even won a prize!

Nino Pailodze, Kvabgha's School Principal, said, "The Book Buddies Club has changed the students' views of reading. The children have become the heroes of the videos because they can choose the books themselves and participate in the creation of animations. They look forward to the releasing of a new video."

So far, the school has made seven videos of community members reading books. The films have become so famous that the local television station in Adjara is planning to do a story about the school's creative efforts to keep young students engaged in reading.