



# USAID Basic Education Program

Year 2, Quarter 3 April – June 2021



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Cover photo taken by RTI during Book Buddies filming at University of Georgia.

# **USAID|Georgia**

## **Basic Education Program**

### **Quarterly Report**

**Year 2, Quarter 3: April 1 – June 30, 2021**

Program Period of Performance: January 6, 2020–January 5, 2024  
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# INTRODUCTION

## Program Description



*Fifth grade students at Tbilisi Classical Gymnasium #1*

The USAID Basic Education Program is a four-year (January 2020 – January 2024) program funded by the United States Agency for International Development (USAID) and implemented by RTI International in partnership with the University of Georgia, seven regional universities, Child, and Family Society (CFS) and the Center for Integration and Inter-ethnic Relations (CCIIR). Through direct collaboration with the Georgian Ministry of Education and Science (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. Assessing Georgian, Azeri, and Armenian mother tongue, and Georgian as a Second Language (GSL) proficiencies represents an unprecedented initiative that will provide rich data about the reading and mathematics skills of all Georgian students. The assessment will be administered in 300 public primary schools located throughout Georgia. The baseline assessment will be conducted in September 2021, the midterm in May 2022, and the final assessment in May 2023.

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



*Student at Tbilisi Classical Gymnasium #1*



# ACTIVITY IMPLEMENTATION PROGRESS

## Progress Narrative

Following the February TOT and submission of teacher training plans in March, university grantees began training teachers. Over 98% of Lead Teachers were trained during Q3. While the university trainers were training, Program specialists began preparations for the next TOT in Sep 2021.

On April 1, USAID modified the Program to provide 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 Program moved quickly to engage a part-time assessment consultant to assist with the logistical planning and administration of the assessment in 300 schools among approximately 7,200 students throughout Georgia. May-June, Program specialists convened item development workshops for Georgian subject specialists. An RFQ was released to identify a local data collection company. By the end of the quarter, assessment preparation was on schedule for the baseline administration in September or October 2021.

With consideration to the results of the gender survey conducted in Q2, the Program began development of a training module in gender. To supplement the module, the Program developed two videos that demonstrate how gender equity issues unconsciously permeate our society. The module will be ready for posting in Q4 after submission to TPDC for approval.

To mitigate school access restrictions due to the pandemic which precluded the Book Buddies activity, the Program filmed three well-known Georgians reading books developed during the USAID G-PriEd project for posting on YouTube. The films received such enthusiastic responses that the Program plans to continue taping readers, a more sustainable alternative, in addition to arranging for parents and community members to read to students in the schools.



*Irma Khetusiani, world champion para-fencer, reading for Book Buddies.*

One of the most rewarding activities of the quarter was recognizing the winners of the Regional Teacher Award competition. In Imereti, Shida Kartli and Kakheti, the Program cooperated with the Gudavadze-Patarkatsishvili Foundation (GPF) to recognize seven outstanding reading and math teachers. The Program will recognize winning teachers in the remaining eight regions, which are supported solely by the Program, in mid-July.

This report covers Year 2 (Y2) Quarter 3 (Q3) of the Basic Education Program's operations—April 1 – June 30, 2021.

## **Y2 Q3 Implementation Successes**

### **Technical Activities**

#### ***Training and Coaching***

- Partner universities conducted Lead Teachers' training virtually from March 21 – June 1
- 5,482 (98.5%) Lead Teachers trained
- All universities delivered online principals' training for assigned schools in April
- All universities delivered online coaching for Lead Teachers from April 1 to June 1
- The final TOT for ethnic minority math trainers (four Armenian and four Azeri) conducted on April 1, 2021
- 1,172 math ethnic minority teachers trained
- CCIIR trained 816 teachers: 464 classroom teachers and 238 teachers who comprise a cadre of agents of change
- 3,446 coaching sessions conducted among university grantees for Lead Teachers
- 3,503 online TLC coaching observations conducted by trainers to provide guidance to Lead Teachers
- 4,452 Lead Teachers conducted 8,844 TLC meetings
- Ilia State University continued to supervise the mini-action research project among university grantees; presentation scheduled for July 9
- Ilia State University continued to guide two university grantees to establish a GSL program
- At the request of USAID, the reading team presented the webinar "School and Family: Contributors to Literacy for All Children" on May 25

#### ***Learning Management System (LMS)***

- First self-paced, online course, based on inclusive education content developed by CFS, made available to general primary education teachers under the "Courses" space on the LMS
- LMS introduced to Lead Teachers and ethnic minority teachers, who, in turn, introduced to their peer teachers
- Currently 12,314 users have registered on the LMS site, a 63% increase from the 7,786 users reported in Q2

#### ***Grantees and Subcontractor Activities***

- All universities completed required training activities
- All trainers completed one TLC visit to each school to provide coaching to Lead Teachers and principals
- CCIIR completed delivery of two-day online workshop for selected proactive teachers who will serve as change agents
- CCIIR completed delivery of 12-hour online training for ethnic minority teachers of Azeri and Armenian mother tongue students
- CFS completed a six-hour, self-paced online course for special education teachers in Georgian, Azeri, and Armenian

#### ***Assessment***



- USAID provided additional funding in Modification 2 to conduct a national assessment
- Program specialists immediately convened item development workshops with online support from home office assessment specialists
- G1 and G5 assessments developed in math and drafted for G6, in addition to assessor directions
- RFQ released to identify local data collection; two companies responded
- Program selected winning bidder and will submit to USAID AO for approval in Q4
- MOES provided approval to conduct the assessment

#### ***Grantees and Subcontractor Activities***

- Second external networked learning community meeting conducted among 43 representatives from partner universities
- Using Facebook or TEAMS, all universities created networks for teachers and principals to continue effective communication among schools' representatives and universities
- UG developed and tested its own online multifunctional LMS platform
- Partner universities submitted the questionnaire and feedback regarding principals' engagement
- Three meetings of the external networked community conducted among representatives from partner universities
- Universities conducted two internal networked community meetings
- Universities, led by Ilia State, completed the mini-Action Research process
- Common space created on Google Drive for universities to upload action research materials for feedback from Ilia's research specialists
- Ilia State University conducted five meetings on Georgian-as-a-second language (GSL) component during which universities discussed all GSL programs and proposed improvements
- Common space was updated on Google drive for universities to upload documents for feedback from Ilia State GSL expert Tinatin Kighuradze

#### ***Private Sector Engagement***

- In cooperation with GPF, the Program recognized seven outstanding reading and math teachers in Kakheti, Imereti, and Shida Kartli
- Three Business Leaders Round Tables held in Imereti, Samegrelo, and Adjara regions
- Meetings held with ten private sector companies
- Private Sector Survey on necessary workforce skills sent to the universities for dissemination among their partner companies.

#### ***Extracurricular Activities***

- Six Book Buddies videos recorded for G1-3 and posted on Program's YouTube channel
- Discussed Next Generation Camps activity to be implemented during Y3 with ten private sector companies

#### ***Gender***

- Training module on gender equity developed, supplemented with videos

#### **Administration Activities**

- Engaged Nino Chubinidze as a part-time Assessment Coordinator

## Activity Progress

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

Following the February TOT, Program partners focused on delivering teacher training and online coaching to Lead Teachers. 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

By the end of March, university partners began teacher training. The second round of teacher training concluded in June 2021. The partners provide training reports which include all necessary information about partner's training activities. They are uploaded in the space designated for universities: <https://sites.google.com/view/bepreport/report>.

Following the last session of the TOT, partner universities sent their training plans for approval from Program technical specialists. The plans outlined the content for the twelve hours of Lead Teacher training. The typical agenda for the twelve-hour teacher training included:

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

University partners communicated with assigned schools through the Educational Resource Centers which were actively involved in the online training management process. The universities' program managers and their trainers also contacted school principals and Lead Teachers directly. All universities created teachers and principals' groups in TEAMS and added the Program's university collaboration coordinator for monitoring purposes.

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

Program specialists did not conduct a TOT in Q3. Math and reading teams focused on developing materials for the September 2021 TOT and monitoring the ongoing teacher training.

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

**Pre-service Curriculum.** The Y2 Q1 analysis of each university's self-assessment of their 300-credit or 60-credit pre-service programs revealed that the programs were heavy in theoretical pedagogy with little or no emphasis on primary education<sup>1</sup>. However, most

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<sup>1</sup> Universities responded in Georgian; therefore, the results are not included in this report but can be provided

universities reported that they were pleased with their programs, finding little reason to change.

To motivate universities to reflect more seriously on the content of the 300-credit programs, the Program will use the Program Institute as an opportunity to present to all partner universities a model master's level degree program, focused on primary education, which incorporates three guiding principles: (1) student teachers need to steadily increase their classroom-based practice over time; (2) faculty need to shift from "lecturing" to modelling effective student-centered instruction; and (3) student teachers should be trained as action-researchers, who through reflective practice, learn from real-time assessment, respond to diverse student needs, improve their practice, and share their professional development with peers. The goal of the Program Institute session is for universities to identify potential curricular changes in current pre-service programs.

The Program Institute is scheduled to be held July 8-9 at the University of Georgia for up to five representatives from each partner university. An international consultant had been identified to provide sessions on strengthening pre-service programs for primary education teachers; however, the consultant withdrew due to pandemic concerns. The COP will deliver the sessions the consultant had planned on July 8, the Program Reading Specialist will present on peer-to-peer coaching, and each university will present the results of the mini-action research on July 9.

**GSL.** In Q2, Ilia State University began assisting interested partner universities to develop a quality Georgian-as-a-second-language program. Tinatin Kighuradze, Associate Professor of Georgian as a Second Language at Ilia State University, was involved in the program as an expert in this field. Among the university grantees, only Samtskhe-Javakheti and Sokhumi State Universities were interested in developing a GSL program.

Prof. Kighuradze developed a workplan, which included meetings with interested universities to share Ilia University's GSL experience, to discuss the materials provided by them, and to support the development of a GSL module or course. Ilia also conferred with CCIIR in the development of the training materials. Ilia conducted a total of five meetings and uploaded all documents to the Google drive.

In the third meeting, Samtskhe-Javakheti and Sokhumi State Universities presented their GSL resources, visions, and plans. The materials, uploaded to the drive, received feedback from Prof. Kighuradze.

As one part of the process, Ilia compared its program to the MOES regulatory documents regarding GSL. Ilia discovered that graduates of the university's GSL course would be certified to teach not only Georgian in non-Georgian schools but would also be able to teach Georgian to any foreigners. The comparison confirmed that all regulatory compliances were met through the inclusion of the following topics:

- Formation of a positive learning environment
- Planning and conducting the learning process
- Evaluating the learning process
- Continuing professional development

The analysis also resulted in several recommendation such as including courses that provide skills of sustainable development and an internship program. The university will consider implementing the recommendations during the coming year.

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

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upon request.

Ahead of the training, partner universities sent their training plans and calendars of training activities for Program specialists' approval. After receiving approval, Program partners' training of Lead Teachers began the last weekend of March and finished in June. Four universities offered four days of online training, for a total of 12 hours (three hours per day) of Lead Teachers, and three universities offered four hours of training for three days. The training days, as agreed with the training participants, were weekends. Partners offered an additional three hours of make-up training to all participants who were unable to attend any training sessions. Each university also uploaded a training video for teachers to view. The chart below represents the distribution of actual teachers and teachers trained per region and the university.

**Table 1: Lead Teachers trained by university partners**

| Organization                               | Region                             | Actual Number of Teachers | Number of Teachers Trained* |
|--------------------------------------------|------------------------------------|---------------------------|-----------------------------|
| University of Georgia                      | Tbilisi                            | 639                       | 637                         |
|                                            | Racha-Letchknumi and Kvemo Svaneti | 122                       | 120                         |
|                                            | Shida Kartli                       | 390                       | 390                         |
| Sukhumi State University                   | Mtskheta-Mtianeti                  | 258                       | 258                         |
| Telavi Iakob Gogebashvili State University | Kakheti                            | 546                       | 545                         |
| Ilia State University                      | Kvemo Kartli                       | 447                       | 416                         |
| Samtskhe Javakheti State University        | Samtskhe-Javakheti                 | 309                       | 309                         |
| Kutaisi State University                   | Imereti                            | 1119                      | 1105                        |
| Zugdidi Shota Meskhi State University      | Samegrelo-Zemo Svaneti             | 757                       | 757                         |
| Batumi Shota Rustaveli State University    | Guria                              | 285                       | 273                         |
|                                            | Adjara                             | 693                       | 672                         |
| <b>Total</b>                               |                                    | <b>5,565</b>              | <b>5,482</b>                |

*\*Among the trained teachers, 143 are male and 5,339 are female.*

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

Following the training sessions, universities sent training reports using a template provided by the Program's University Collaboration Coordinator. All partners attached attendance sheets downloaded from MS Teams. The training reports included information about the Lead Teachers who took the final test. Due to technical problems in some regions and villages, particularly the mountainous regions, teachers were unable to take the final test. These teachers were given an extra day for testing. 4,364 teachers passed the test.

The chart below represents the number of teachers who met these requirements successfully.

**Table 2: Program requirement success rate of Lead Teachers**

| 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                          | 639                       | 637                        | 528                              | 26                            | 82                                          |
|                                            | Racha-Letchknumi and Kv. Svaneti | 122                       | 120                        | 71                               | 14                            | 36                                          |
|                                            | Shida Kartli                     | 390                       | 390                        | 270                              | 30                            | 90                                          |
| Sukhumi State University                   | Mtsketa-Mtianeti                 | 258                       | 258                        | 258                              | 0                             | 0                                           |
| Telavi Iakob Gogebashvili State University | Kakheti                          | 546                       | 545                        | 447                              | 70                            | 28                                          |
| Ilia State University                      | Kvemo Kartli                     | 447                       | 416                        | 317                              | 67                            | 32                                          |
| Samtkhe Javakheti                          | Samtskhe-Javakheti               | 309                       | 309                        | 298                              | 0                             | 11                                          |

|                                         |                        |              |              |             |            |            |
|-----------------------------------------|------------------------|--------------|--------------|-------------|------------|------------|
| State University                        |                        |              |              |             |            |            |
| Kutaisi State University                | Imereti                | 1119         | 1105         | 865         | 140        | 100        |
| Zugdidi Shota Meskhi State University   | Samegrelo-Zemo Svaneti | 757          | 757          | 586         | 120        | 51         |
| Batumi Shota Rustaveli State University | Guria                  | 285          | 273          | 242         | 20         | 11         |
|                                         | Adjara                 | 693          | 672          | 482         | 137        | 53         |
| <b>Total</b>                            |                        | <b>5,565</b> | <b>5,482</b> | <b>4364</b> | <b>624</b> | <b>494</b> |

*\*Teachers who missed more than 20% of the sessions and did not attend make-up sessions*

Each university will continue to communicate with Lead Teachers and principals in the online groups created for this purpose to build a strong network among universities and schools in the region.

#### 1.1.4 Lead teachers mentor their peers through Teacher Learning Circles

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 3: TLCs conducted in Y2Q3**

| Organization                               | Region                             | Actual Number of Lead Teachers | Number of Individual Lead Teachers Who Conducted a TLC | Total Number of TLCs for Q3 | Total Number of Teachers Participating in TLCs |
|--------------------------------------------|------------------------------------|--------------------------------|--------------------------------------------------------|-----------------------------|------------------------------------------------|
| University of Georgia                      | Tbilisi                            | 639                            | 366                                                    | 964                         | 6329                                           |
|                                            | Racha-Letchknumi and Kvemo Svaneti | 122                            | 61                                                     | 157                         | 512                                            |
|                                            | Shida Kartli                       | 390                            | 276                                                    | 726                         | 2962                                           |
| Sukhumi State University                   | Mtskheta-Mtianeti                  | 258                            | 256                                                    | 932                         | 10408                                          |
| Telavi Iakob Gogebashvili State University | Kakheti                            | 546                            | 509                                                    | 1341                        | 8478                                           |
| Ilia State University                      | Kvemo Kartli                       | 447                            | 444                                                    | 491                         | 5311                                           |
| Samtskhe Javakheti State University        | Samtskhe-Javakheti                 | 309                            | 229                                                    | 351                         | 2567                                           |
| Kutaisi State University                   | Imereti                            | 1119                           | 913                                                    | 1766                        | 8420                                           |
| Zugdidi Shota Meskhi State University      | Samegrelo-Zemo Svaneti             | 757                            | 651                                                    | 1297                        | 8561                                           |
| Batumi Shota Rustaveli State University    | Guria                              | 285                            | 201                                                    | 213                         | 1682                                           |
|                                            | Adjara                             | 693                            | 546                                                    | 606                         | 4789                                           |
| <b>Total</b>                               |                                    | <b>5,565</b>                   | <b>4,452</b>                                           | <b>8,844</b>                | <b>60,019</b>                                  |

*\*Total number of teachers participating in TLC meetings does not show the individual number of teachers, since a teacher might teach both subjects and attend both TLC meeting at a school. The individual number of teachers participating in TLC meetings will be counted at the end of the Y2 based on the school reports presented by the partner universities.*

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.

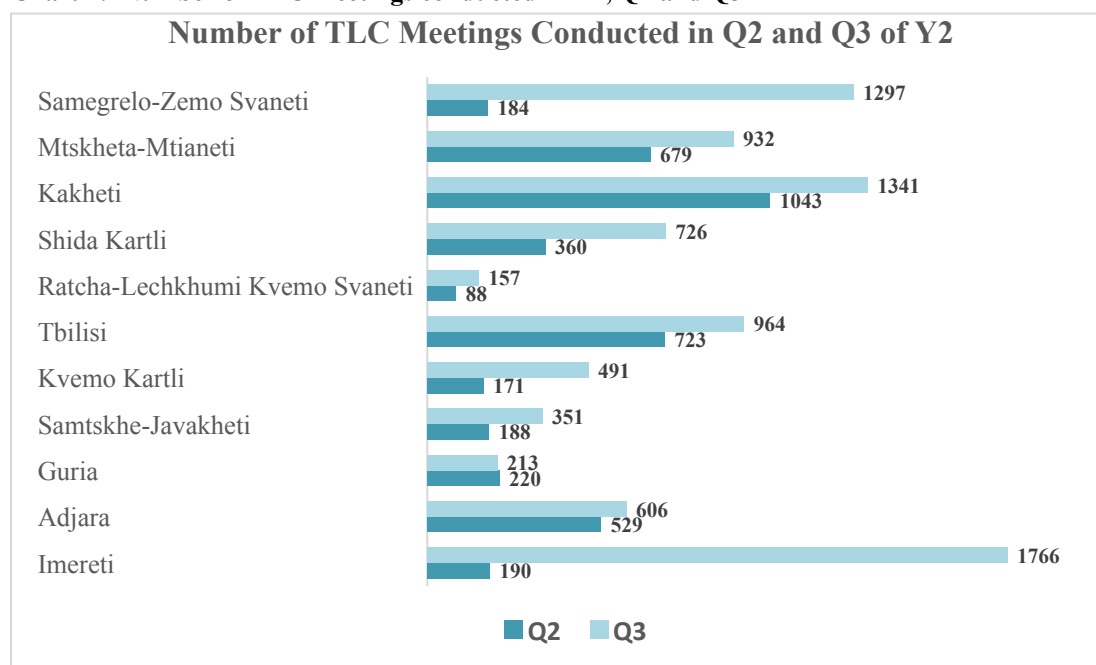
**Table 4: TLC Topics**

| TLC Topic                             | Number of TLCs Conducted on this Topic |
|---------------------------------------|----------------------------------------|
| Critical Thinking and Problem Solving | 1945                                   |
| Differentiation                       | 1261                                   |
| Inclusive Education                   | 892                                    |
| Math Topics                           | 823                                    |
| Complex Task                          | 718                                    |
| LMS Portal                            | 676                                    |
| Reading Topics                        | 382                                    |

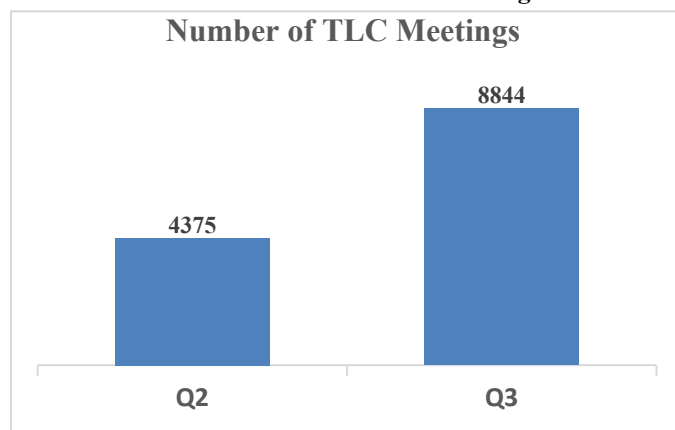
|                            |     |
|----------------------------|-----|
| Thematic Unit              | 382 |
| Student Centered Education | 321 |
| Constructivism             | 241 |
| Matrix                     | 184 |
| TLCs                       | 177 |
| Remediation                | 25  |
| Other                      | 817 |

The charts below show the significant increase in the number of TLC meetings in Q3 of Y2.

**Chart 1: Number of TLC meetings conducted in Y2, Q2 and Q3**

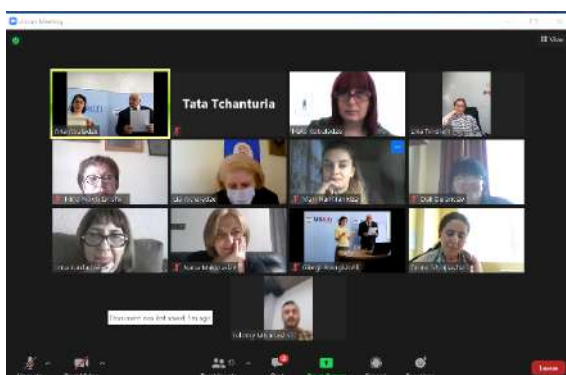


**Chart 2: Increase in number of TLC meetings**



To provide sustainable materials as part of the TLC curriculum, the Program conducted an online lottery among universities to identify the training topic which the university would prepare as a session for uploading to the LMS system, accessible by all TLCs.





*Screenshot of lottery participation; Natia Kobadze drawing the topic for the university named by Gia Nozadze*

The following topics were assigned to each university:

**Table 5: TLC topics assigned to partner universities**

| Topic                                                                                                                                     | University                    |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Overview of Student-Centered Instruction in Literacy and Numeracy                                                                         | Batumi University             |
| Guided practice in developing Math sample units and Math content-based units with Supplemental Resource Kits                              | Zugdidi University            |
| Guided practice in developing Literacy sample units and Literacy CB Units with Supplemental Resource Kits                                 | Sokhumi University            |
| Inclusive education strategies and activities in language and math model unit                                                             | University of Georgia         |
| Introduction to critical thinking and problem solving; critical thinking and problem solving in math standards and math teaching practice | Samtskhe-Javakheti University |
| Introduction to critical thinking and problem solving; critical thinking and problem solving in GLL Standards and GLL teaching practice   | Kutaisi University            |
| Introduction to differentiated instruction; differentiated instruction in Math teaching/learning practice                                 | Telavi University             |
| Introduction to differentiated instruction; differentiated instruction in GLL teaching/learning practice                                  | Ilia University               |

Universities are expected to finalize the TLC units in Q4.

### **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 and principals. The topics of the two-hour webinars were different for each university, i.e., "Creative Methods of Problem-Solving," and "Preparation for the Test" (which would enable them to get TPDC training credit.) Sokhumi State University conducted additional webinars for its assigned teachers and principals to improve their ICT skills and assist them to use the TEAMS platform easily.

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

**Training for ethnic minority math trainers.** April 1, the Program conducted a two-hour LMS session for eight math and reading trainers, recruited by the Program (math) and CCIIR (reading). Based on the feedback from the trainees, the Program revised the LMS session guide and shared with trainers.

**Training for math teachers of ethnic minority students.** On April 7, 2021, the Program's Teaching and Learning Director delivered the second training course to the primary math teachers of ethnic minority students. According to the plan, 52 groups (Armenian 24 and Azerbaijani 28) completed the training course on May 8, 2021. Ethnic Minority math teacher training ended on April 11. In total 1172 out of 1281 invited teachers actually participated in



the training. The average participation rate was 92%.

**Table 6: Teacher training group and participant numbers distributed across 5 cycles.**

| DATE                          | AZERI                      |                        | ARMENIAN                   |                        |
|-------------------------------|----------------------------|------------------------|----------------------------|------------------------|
| CYCLES                        | NUMBER OF TRAINING COHORTS | NUMBER OF PARTICIPANTS | NUMBER OF TRAINING COHORTS | NUMBER OF PARTICIPANTS |
| 7, 14, 21, 28 April, 2021     | 4                          | 96                     | 4                          | 93                     |
| 8, 15, 22, 29 April, 2021     | 4                          | 101                    | 4                          | 94                     |
| 10, 17, 24 April, 4 May, 2021 | 8                          | 205                    | 8                          | 192                    |
| 11, 18, 25 April, 7 May, 2021 | 8                          | 204                    | 6                          | 145                    |
| 13, 20, 27 April, 8 May, 2021 | 4                          | 104                    | 2                          | 47                     |

**Table 7: Azeri and Armenian Participant Numbers**

|          | Invited |      | Participated |      | Total Participants | Participation Rate |
|----------|---------|------|--------------|------|--------------------|--------------------|
|          | Female  | Male | Female       | Male |                    |                    |
| Azeri    | 573     | 139  | 496          | 125  | 621 (of 712)       | 87%                |
| Armenian | 527     | 39   | 517          | 35   | 551 (of 569)       | 97%                |

**Training for Reading Teachers of Ethnic Minority Students.** April 15-16, CCIIR delivered a two-day training for ethnic minority trainers on problem-solving and critical thinking, differentiated instruction and inclusive education for ethnic minority students. All eight trainers attended the two days of training.

**Inclusivity training.** (CFS) LMS staff worked closely with CFS to transfer the content developed by CFS in inclusive education for general education teachers into a Moodle-based, self-paced course. CFS created one six-hour course, comprised of eight sessions in three languages – Georgian, Armenian, and Azeri. The Program spent some time designing and testing different formats of the course and once finalized, constructed, and uploaded these courses on the LMS under the “Courses” category. By the end of June, the course in all three languages was uploaded and made available to teachers. In May, CFS also submitted training content for a similar course for special education teachers in three languages. The second course, transferred into the Moodle-based, self-paced course format, will be available for teachers from new academic year. The Program, through its partners, will encourage Lead Teachers, special education teachers, and other teachers to take the courses in their respective language over summer or later in the next academic year.

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

**Coaching Lead Teachers.** After completing the training and testing process, each university trainer began coaching the Lead Teachers with up to four people from each school. The coaching process consisted of three stages: pre-meeting with the lead teacher to assist in preparing agenda for TLC meeting, directly monitoring the meeting, and the feedback session. Detailed information about topics each lead teacher received is provided by all universities in the “Lead Teacher Coaching Report”. The chart below represents number of online TLC observations and number of coaching sessions delivered to Lead Teachers.

**Table 8: Number of TLC sessions and observations in Q3**

| Organization | Region | Total Number of TLCs for Q3 | Total Number of Online TLC Observations | Total Number of Online Coaching Sessions |
|--------------|--------|-----------------------------|-----------------------------------------|------------------------------------------|
|--------------|--------|-----------------------------|-----------------------------------------|------------------------------------------|

|                                            |                                    |              |              |              |
|--------------------------------------------|------------------------------------|--------------|--------------|--------------|
| University of Georgia                      | Tbilisi                            | 964          | 284          | 299          |
|                                            | Racha-Letchknumi and Kvemo Svaneti | 157          | 49           | 56           |
|                                            | Shida Kartli                       | 726          | 205          | 226          |
| Sukhumi State University                   | Mtskheta-Mtianeti                  | 932          | 255          | 255          |
| Telavi Iakob Gogebashvili State University | Kakheti                            | 1341         | 454          | 454          |
| Ilia State University                      | Kvemo Kartli                       | 491          | 303          | 303          |
| Samtskhe Javakheti State University        | Samtskhe-Javakheti                 | 351          | 249          | 227          |
| Kutaisi State University                   | Imereti                            | 1766         | 625          | 607          |
| Zugdidi Shota Meskhi State University      | Samegrelo-Zemo Svaneti             | 1297         | 422          | 362          |
| Batumi Shota Rustaveli State University    | Guria                              | 213          | 199          | 199          |
|                                            | Adjara                             | 606          | 458          | 458          |
| <b>Total</b>                               |                                    | <b>8,844</b> | <b>3,503</b> | <b>3,446</b> |

**Coaching principals.** In April, university trainers conducted individual half-hour online consultations with each principal of the Georgian schools and 100 principals from non-Georgian speaking schools. Consultations were conducted using TEAMS and Zoom platforms or telephone communication. Topics included principal leadership and TLC meetings.

UG conducted a Principals' Workshop in April, in which 353 principals participated. The main topics were Instructional Leadership and TLCs. Based on the feedback from the principals, the majority felt that TLCs offered a new avenue of communication within schools.

Ilia State University conducted a public webinar to enhance collaboration within the university. The following topics were discussed during the webinar:

- Teacher collaboration as the best tool for professional development
- Basic principles of TLC
- TLC types and possible format
- Factors determining the effective work of TLC
- Feedback and its importance for collaborative culture development.

During the webinar, attendees could ask questions about their interesting issues in the comments and the incoming questions were answered automatically by speakers.

The chart below represents the number of principals per region and the number of online coaching sessions conducted.

**Table 9: Coaching sessions for principals**

| Partner University                         | Region                             | Total # of Principals | Coaching Conducted |
|--------------------------------------------|------------------------------------|-----------------------|--------------------|
| University of Georgia                      | Tbilisi                            | 175                   | 87                 |
|                                            | Racha-Letchknumi and Kvemo Svaneti | 67                    | 49                 |
|                                            | Shida Kartli                       | 163                   | 104                |
| Sukhumi State University                   | Mtskheta-Mtianeti                  | 86                    | 82                 |
| Telavi Iakob Gogebashvili State University | Kakheti                            | 184                   | 184                |
| Ilia State University                      | Kvemo Kartli                       | 249                   | 249                |
| Samtskhe Javakheti State University        | Samtskhe-Javakheti                 | 201                   | 201                |
| Kutaisi State University                   | Imereti                            | 373                   | 371                |
| Zugdidi Shota Meskhi State University      | Samegrelo-Zemo Svaneti             | 251                   | 251                |
| Batumi Shota Rustaveli State University    | Guria                              | 97                    | 97                 |
|                                            | Adjara                             | 229                   | 229                |
|                                            |                                    | <b>2,075</b>          | <b>1,904</b>       |

## **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](http://www.kargiskola.ge) and [www.inclusion.ge](http://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.

On April 21-22 and May 22, the literacy team conducted a writers' workshop with guided practice sessions on drafting and reviewing decodable readers and other supplementary resources for reading instruction. On May 25 workshop participants presented their draft versions of readers and received feedback from peers and facilitators. Following the workshop, participants from CCIIR and CFS continued developing readers and activity cards and received feedback from the program. Development of instructional materials will continue until the end of September.

Six videos on selected reading strategies were developed in Georgian. The following videos were edited in collaboration with UG:

- Read Aloud and Shared Reading, G1
- Combine Split Text, G1
- Language Experience Approach, G1
- Animal House (for remediation and differentiation) G1-3
- Super Speed (for remediation and differentiation) G1-3

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

This quarter was the post-launch phase of the LMS. During this period, the Program was primarily focused on improving the interface and/or simplifying the functionality. Specific activities included:

- A mobile version of the LMS, launched in the previous quarter, was further improved and re-published together with the EMIS-approved Privacy Policy in three languages.
- User registration process was simplified and a user instruction (tutorial) was created
- Moodle terms used by LMS (so called strings), were translated into Georgian, Armenian, and Azeri, edited and uploaded onto LMS. These uploads were introduced to the online version and the mobile version of the platform
- The mobile LMS is available on Google console for Android devices (smart phones and tables).
- Additional categories/tiles were created to simply search. These included adding a category "Learning Resources" under button "Resources for language teachers". This tile has the following sub-sections: texts; activity cards and worksheets; graphic organizers; resources for students with special needs. The later has similar sub-sections, such as texts, activity cards and graphic organizers
- A mobile app "Write Something" (დაწერე რამე) was similarly uploaded on Google console and is available free for all interested users: teachers, parents, students
- Upload of available and finalized resources continued during the quarter and primarily included course materials and Book Buddies videos, and CCIIR developed thematic units
- The TLC space for Lead Teachers to upload their TLC meeting reports and University trainers to track the school progress, has been revised and cleaned of bugs.

- UG developed and tested an alternative online LMS platform [chemiskola.ge](http://chemiskola.ge), which they feel is more user friendly than the Program's LMS. The Program is currently reviewing UG's system to determine if there are features to be added to the Program's LMS.

The Program carefully monitors LMS use, as described in the following tables and graphs:

### LMS statistics based on period for previous 3 months, ending on July 1.

**Table 10: Total users, disaggregated by roles**

| Total Registered Users | Target         | 12, 314 | % Of Target |
|------------------------|----------------|---------|-------------|
| Trainers               | 110            | 110     | 100%        |
| Teachers               | <b>17,445*</b> | 6737    | 38.6%       |
| Lead Teachers          | <b>5,619</b>   | 4664    | 83%         |

\*Number includes general teachers, teachers of ethnic minority students, and special education teachers but excludes Lead Teachers

**Table 11: Users, disaggregated by regions**

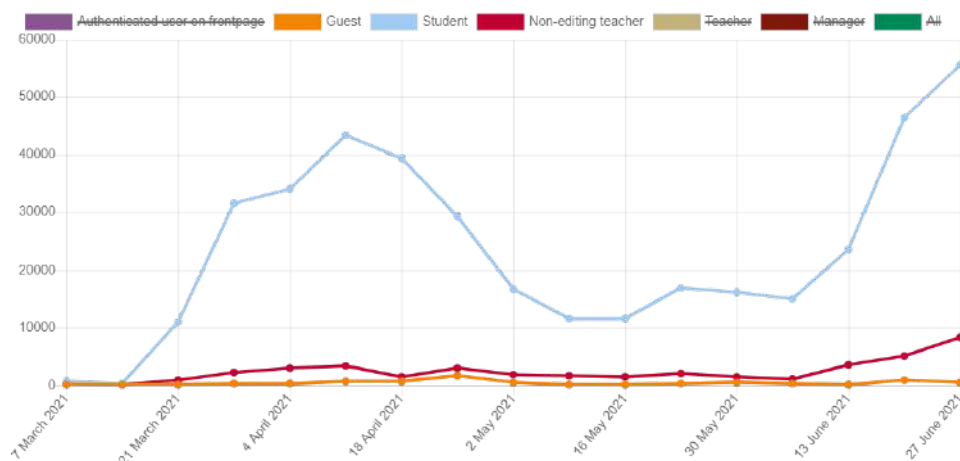
|                        |       |
|------------------------|-------|
| Adjara                 | 9.6%  |
| Guria                  | 3.5%  |
| Imereti                | 17.7% |
| Kakheti                | 10%   |
| Kvemo Kartli           | 11.7% |
| Mtskheta-Mtianeti      | 2.9%  |
| Racha-Lechkhumi        | 2%    |
| Samegrelo-Zemo Svaneti | 14.6% |
| Samtskhe-Javakheti     | 10.2% |
| Shida Kartli           | 9.5%  |
| Unspecified            | 8.2%  |

**Table 12: Registered Users Disaggregated by Gender**

|             | Number of Times Accessed | %     |
|-------------|--------------------------|-------|
| Men         | 425                      | 3.5%  |
| Women       | 11,059                   | 89.8% |
| Unspecified | 828                      | 6.7%  |

**Table 13: All Activities March - June**

("Students" are actually all teachers - Blue; "Teachers" are actually trainers - Red; "Guest Users" are unregistered visitors - Orange)



**Table 14: Resources accessed by language groups**

These statistics are taken from information provided by registered users. There is no separate language field in our LMS system.

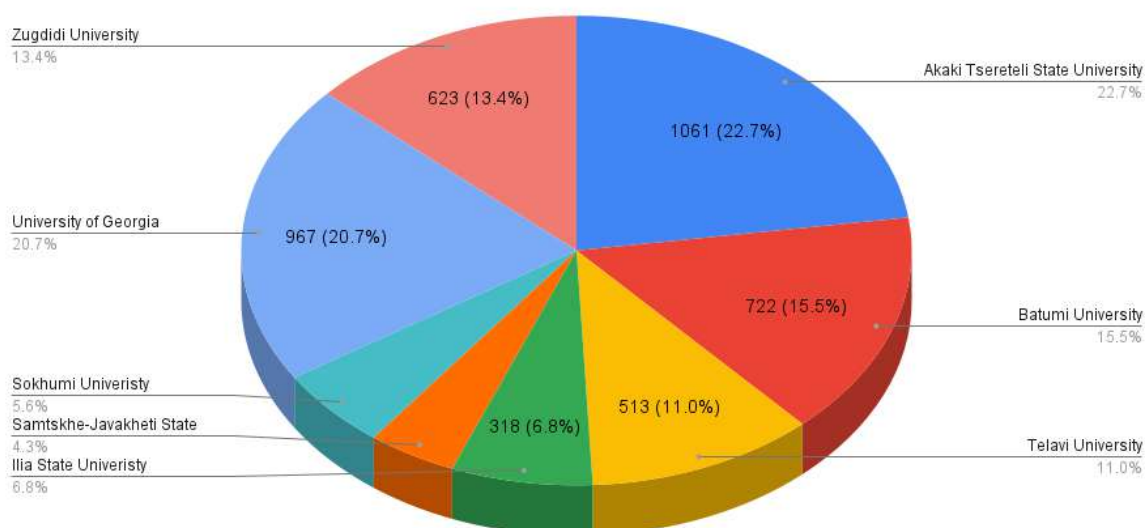
|          |       |       |
|----------|-------|-------|
| Georgian | 10081 | 94.8% |
| Armenian | 458   | 4.3%  |
| Azeri    | 95    | .9%   |

These chart numbers are derived from users' profile custom field "status" where users have to choose from list when they register. Some users are registered as only 'Elementary School Teacher' but at same time they are 'Teacher Leader' in the LMS structure.

**Table 15: Users by Role in School**

|                            |      |
|----------------------------|------|
| Elementary School Teachers | 7442 |
| Special Education Teachers | 171  |
| Lead Teachers              | 3515 |
| School Principals          | 220  |
| Trainers                   | 110  |
| Training-Providers         | 13   |

**Table 16: Users by Universities**



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

### **1.3.1. Carry out TOT on continuous classroom assessment**

Program Specialists covered formative assessments during the TOTs in the previous quarter. Consequently, all units which the universities have developed include formative assessments. As formative assessments will be the focus of the Fall 2021 TOT, the math and reading teams coordinated on the development of the training materials.

The following topics will be included in the Sep 2021 TOT:

- Multi-tiered Levels of Support
- 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)
- Using data from student observations to inform instruction

- Drawing conclusions and making decisions based on data analysis
- Immediate correction of teaching/learning process based on formative assessment data  
Adjusting teaching based on Formative assessment data analysis

### 1.3.2. Develop formative assessment curriculum for Teacher Learning Circles

Formative assessment will be the focus of the Sep 2021 TOT during which the trainers will receive guidance on presenting formative assessments to TLCs.

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

### 1.3.3. Adapt continuous assessment resources for offline use.

The offline (local) version of G-PriEd diagnostic assessment instrument together with the video and text tutorials is now available for teachers on EMIS el.ge and the Program's LMS. Instead of being dependent on internet connectivity and speed, a teacher now can download the application on a computer or tablet and use it on that device inclusively of all its' functions, such as creation of a class student list, generation and saving of a test instrument, entry of responses, compilation of results and archiving for future reference. The application is available from two sources: 1) the Program LMS under category "Student-Centered Instruction Resources"/Assessment,

<https://chemiskola.emis.ge/course/view.php?id=52&section=2>. During the reporting period, the 71 users have downloaded the application and text tutorial, and 26 users opened/downloaded the video instruction: 2) EMIS el.ge under Projects, <https://el.ge/projects/usaid-sabaziso-ganatilebis-programa>. The statistics on the number of downloads are not available.

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

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

### 1.4.1. Implement Project: Next Generation camps.

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

### 1.4.2 Promote community and private sector engagement in Book Buddies

Although Book Buddies as described in the work plan cannot be offered this year due to COVID-19 restrictions that preclude after-school activities, the Program developed a sustainable online version of Book Buddies which can be used by teachers or parents. The Program has identified well-known Georgian personalities 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.

In May and June, the Program recorded six Book Buddies videos. Actor and musician Nugzar Kvashali, read three first grade books; well-known artist Zaliko Sulakauri, read a book to the third graders; and the world champion in para-fencing Irma Khetsuriani read two books to the second graders one of which was read using an electronic format to promote the use of electronic resources and devices. The videos were recorded in the University of Georgia's new library.

**Table 17: Book Buddies videos**

| Grade | Book Title   | Potential Candidate | Field Description |
|-------|--------------|---------------------|-------------------|
| I     | Clown Jajo   | Nugzar Kvashali     | Actor & Musician  |
| I     | Lizard Khako | Nugzar Kvashali     | Actor & Musician  |



|     |                     |                  |                  |
|-----|---------------------|------------------|------------------|
| I   | Woodpecker Koka     | Nugzar Kvashali  | Actor & Musician |
| II  | Gabutuli - Gaputuli | Irma Khetsuriani | Para-Fencing     |
| II  | Cyclops and Glasses | Irma Khetsuriani | Para-Fencing     |
| III | Backwards Boy       | Zaliko Sulakauri | Artist           |

The Program continues discussions with well-known community members, in order to record more Book Buddies videos for upper grades. In addition, the Program, in cooperation with CFS, is planning to engage a Georgian sign interpreter to sign the books which have already been recorded. At least three more books will be recorded in July-August period.

### **1.4.3. Conduct training on remediation in reading and math**

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

The literacy and math teams are currently developing the remediation materials for the Sep 2021 TOT. Topics for remediation will include:

- 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 parties (parents, students, school administration)
- Case analysis
- Planning and organizing remedial lessons

The Program's model for remediation for target schools aims at step-by-step implementation and user-friendly tools for diagnostics and progress monitoring. Through training and coaching, Lead Teachers will acquire the optimized framework for starting the remediation process based on observation and formative assessments, selected reading, and math remediation activities, as well as links to instructional materials on inclusion.ge and kargiskola.ge portals.

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

Planning for the July 2021 Program Institute continued. After the international consultant informed the Program in June that she could not travel due to coronavirus concerns, Program specialists had to develop a new plan. On the first day of the Institute, the COP will deliver workshops on a model pre-service program in primary education and the Reading Specialist will deliver a session on peer-to-peer mentoring among university faculty. The second day will be devoted to presentations of the mini-action research results.

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

The Program conducted three meetings of the external networking community. One meeting was facilitated by the program and two meetings by Ilia State University and Samtskhe-Javakheti State University. Ilia State University delivered the topic "Creative Problem Solving" and Samtskhe-Javakheti State University delivered "Approaches of primary grade classroom instruction." Both university coordinators facilitated the discussion among all universities' representatives. Assigning the facilitator's role to each university motivated the partners to be actively involved in establishing and maintaining communication with other universities.



Universities focused on offering meetings of their internal networked communities to provide an opportunity for pre-service faculty to discuss relevant primary education topics. Each university conducted at least two meetings. Based on university reports, pre-service students, and teachers from assigned schools attended the internal meetings as well.

UG expanded the topics during its meetings to include the needs of Georgian schools. According to the information provided by the UG program coordinator, the experience gained in the framework of this activity will be used in the developing the 300-credit Program.

On June 9, Ilia State University hosted a webinar, livestreamed on the University's Facebook page. All partner universities were invited to attend the webinar. The following topics were discussed:

- Teacher collaboration as the best tool for professional development;
- Basic principles of TLC;
- TLC types and possible format;
- Factors determining the effective work of TLC;
- Feedback and its importance for collaborative culture development.

During the webinar, attendees could ask questions which the webinar presenters answered.

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

Due to the pandemic impacting schools during the 2020-2021 academic year, The Program was able to introduce only a mini-research project. The purpose of the mini-project was to take universities through the steps of action research in preparation for the year-long activity during the 2021-2022 academic year. Ilia State University is leading the action research activity. Two experts with many years of experience in the field were selected by Ilia University to conduct this activity: Sofiko Lobzhanidze, Program Manager and Head of the School of Education, and Professor Giorgi Gakheladze, who is also a Program trainer. Before the immediate implementation of the action research activity, the experts developed an action research plan, which describes the stages of the research in detail, including the timing of activity implementation.

Ilia conducted the first meeting on March 5. During this meeting, experts Sofiko Lobzhanidze and Giorgi Gakheladze stressed the importance of action research as well as possible topics while emphasizing the active involvement of students and teachers in the total process of action research implementation. Following the initial meeting, space was created on the Google drive under the heading of BEP-Action Research, where each university had a folder in which to upload the materials. There is also a mutual folder for all universities in which materials could be shared for all participants.

The action research plan included seven stages with meetings held after each stage. All universities were required to upload reports of activities carried out within each research phase in their folders before the meeting day. The experts of Ilia State University provided feedback for all materials developed by the universities.

The universities will present the results of the mini-action research projects at the Program Institute in July.

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

The MOES has not convened meetings of the Policy Working Group during the pandemic. When meetings resume, the Program will share data from the gender attitudes survey.

(Referenced below in Integration of Crosscutting Issues and USAID Forward Priorities: Gender Equality, Female Empowerment, and Social Inclusion.)

Following the assessment, the Program will present the baseline data to the MOES. Deputy Director Dgebuadze expressed an interest in the baseline assessment results as one indicator of learning loss resulting from the transition to online instruction during the pandemic. The MOES has been fully supportive of the assessment administration.

### **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 first topics of discussion was the impact of the COVID-19 pandemic on the general education system. Discussions and subsequent research will be supported by the USAID Georgia Good Governance Initiative (GGI).

The MOES is working on a 2022-2032 strategy document with the involvement of local and international experts within the framework of the EU Public Administration Reform Project. In order to analyze the problems in the general education system, as part of working on the strategy, workshops are planned with various target groups, including local and international organizations working in the education sector. The Program's Teaching and Learning Director will participate 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**

In June, the Program's Teaching and Learning Director participated in the NAEC workshop "Analysis of Improved Achievements of IV Grade Pupils in Georgian Rural Schools in TIMSS 2019 International Assessment." NAEC is interested in the strategies deployed in the USAID Georgia Primary Education Project that resulted in increased math scores.

The national assessment that the Program will conduct in Fall 2021 provides an opportunity to support the MOES to interpret education data. A one-day National-Level Dissemination Workshop will be held following each assessment to share the findings of the assessments. The Program field team, supported by RTI technical experts, will present key findings from the assessment, and will facilitate discussions about the impacts and ramifications that the results will have on current and future policy initiatives. Focus will be given to discussions of results about student progress toward meeting the performance benchmarks. The Program will present findings and foster dialogue to determine which strategies are working well and where they are working well.

The Program will work closely with the MOES Curriculum Department, NAEC, partner universities and NGOs to review and revise G2 and G6 reading and mathematics performance standards in consideration of assessment results.

#### **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.

## Assessment

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

For the Sep 2021 assessment, G2 and G6 students will be tested with the G1 and G5 assessments as it would not be feasible to use G2 and G6 assessments with students who are beginning the year and who missed a significant part of in-school instruction during the last academic year due to the pandemic. The Spring 2022 assessment will be administered to the same students who took the test in the fall using the G2 and G6 assessments. The endline assessment in Spring 2023 will be administered to a new group of G2 and G6 students.

Following the decision of which assessments to use, Program specialists, in online coordination with RTI assessment specialists, convened item development workshops. Item developers' workshops in Math conducted workshops on June 8, 9, 14, 15, 30. Gia Nozadze, the Program's Teaching and Learning Director, led a team of three math specialists, Nino Chubinidze (RTI assessment consultant), NAEC representative, and an NSM representative. The team drafted the G1 and G5 assessments as well as the assessment guidelines for the assessors.

June 27-29, and June 31, the literacy team organized a workshop co-facilitated by RTI Expert with item developers to review L1 and GSL reading assessment components. The group practiced drafting and reviewing items by grades. By end of June, item developers and literacy team members, in collaboration with the RTI Expert, drafted, uploaded on Google Drive, and refined items for G2 and G6 reading assessments; sent reviewed items for translation into Armenian and Azeri; drafted three informational passages with questions; translated into Georgian; and reviewed reading assessment instructions. All items for Armenian and Azeri L1 reading assessments will be translated/adapted from Georgian L1 items.

**Table 18: Status of Reading Assessment Tasks**

|                         | Drafted and uploaded on Google Drive | Translated | Reviewed with RTI Expert                                                                                                                                                                                                |
|-------------------------|--------------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Georgian L1 assessments | All items                            | N/A        | <ul style="list-style-type: none"> <li>G2 letter-sound</li> <li>G2 spelling (in progress)</li> <li>G2 speaking/picture description (in progress)</li> <li>G2 reading with comprehension</li> <li>G6 spelling</li> </ul> |

|                         |           |                                                                                                                                                  |                                                                                                                                                                                                                                                                               |
|-------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         |           |                                                                                                                                                  | <ul style="list-style-type: none"> <li>• G6 reading with comprehension narrative</li> <li>• G6 reading with comprehension informational (in progress)</li> </ul>                                                                                                              |
| Armenian L1 assessments | All items | Not started                                                                                                                                      | Not started                                                                                                                                                                                                                                                                   |
| Azeri L1 assessments    | All items | <ul style="list-style-type: none"> <li>• G2 reading passages.</li> <li>• G6 reading with comprehension narrative passages in progress</li> </ul> | Not started                                                                                                                                                                                                                                                                   |
| GSL assessments         | All items | N/A                                                                                                                                              | <ul style="list-style-type: none"> <li>• G2 letter-sound</li> <li>• G2 spelling (in progress)</li> <li>• G2 speaking/picture description (in progress)</li> <li>• G2 passage reading</li> <li>• G6 spelling (in progress)</li> <li>• G6 reading with comprehension</li> </ul> |

Concurrent with the item development workshops, the Program issued an RFP for a data collection company. By the end of the quarter, the Program had identified the winning bidder and will submit request to subcontract to the USAID AO in Q4. The Program also procured electronic tablets for assessment administration.

In June, the MOES provided approval to conduct the assessment. The deputy minister expressed an interest in the assessment results and pledged support in all assessment aspects.

### Program Implementation Challenges

- The biggest challenge for the math team was to develop tests for Grades 1 and 5 relying only on the experience of G-PriEd testing techniques. Much coordination with RTI assessment specialists was required to develop appropriate assessments.
- University trainers received feedback that teachers are confused by structural differences between NSM units and the units developed/uploaded by the literacy team and partner universities. Due to the numerous revisions made by the NSM team, the Program is halting work on the NSM units until the template has been finalized by the MOES.
- Some partner universities have limited ICT skills which hinders access to online materials and submission of reports, particularly for M&E purposes. The Program must offer additional assistance to build the IT skills.
- TPDC has been conducting training among ethnic minority teachers which often conflicts with Program training sessions. Based on partners' information, some school principals and teachers complained of the time spent on both training programs. To ensure active participation of Lead Teachers, the Program will coordinate activities with TPDC.
- The uncertainty of face-to-face interaction with students necessitated the postponement of Next Generation Camps and Book Buddies. The Program found a creative way to offer Book Buddies, but with the MOES' restriction on after-school activities, Next Generation Camps are on hold until the next academic year.
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# ANNUAL MONITORING, EVALUATION, AND LEARNING PLAN (AMELP) UPDATE

| No.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Indicator                                                                                                                                       | Indicator type | Definition of Indicator                                                                                                                                                                                                                                                                                                                                                                                                                                | Reporting Frequency | Data Sources and Collection Method    | Disaggregation                                                                                        | Target    | Actual    | Target Rationale                                                                                                                                                                                                                         | Critical assumptions and risks                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------------------------|-------------------------------------------------------------------------------------------------------|-----------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                 |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                     |                                       |                                                                                                       | Year 2 Q3 | Year 2 Q3 |                                                                                                                                                                                                                                          |                                                                                                                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                 |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                     |                                       |                                                                                                       |           |           |                                                                                                                                                                                                                                          |                                                                                                                            |
| 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    | 7,118     | Since the program is designed to reach to all teachers not directly, but through trained teacher-facilitators, the program expects to target up to 75% of the 23,000 teachers, including ethnic minority and special education teachers. | Target updated annually based on MOESCS EMIS records                                                                       |
| <b>Note for indicator #2:</b> For Q3 of Y2, the numbers of Lead Teachers (teacher-facilitators) trained by eight partner universities and numbers of ethnic minority math and reading teachers trained by CCIIR and the Program Numeracy group, are reported. Counting teachers under this indicator is an ongoing process as for the end of Y2, the Program will count all teachers who participate in TLC meetings organized by Lead Teachers. Thus, for the Q3 of Y2, 5,482 Georgian school Lead Teachers out of 5,565 and 1,636 ethnic minority teachers out of 1,782, were trained. The total number of trained teachers is disaggregated in the following way: 6,744 female, 374 male; 5,482 Geo, 834 Azeri, 802 Arm. |                                                                                                                                                 |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                     |                                       |                                                                                                       |           |           |                                                                                                                                                                                                                                          |                                                                                                                            |
| 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Number of primary or secondary textbooks and other teaching and learning materials (TLMs) that are inclusively representative provided with USG | 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                                                                                                                                                          | Annually            | USAID Basic Education Program Reports | Subject, Grade level, Language of instruction, General Education teachers, Special Education Teachers | 8         | 9         | 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                                                                                    | Modules, which follow the NSM competency-based template, will be completed in coordination with university partners, NGOs, |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                       |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |                                       |                                                                                  |        |        |                                                                                                                                                                           |                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------|----------------------------------------------------------------------------------|--------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | assistance                                                                                                            |                  | format. TLMs are counted only once, in its final stage of USG support.                                                                                                                                                                                                                                                                                                                                                                                                                                |          |                                       |                                                                                  |        |        | (Georgian, Armenian, Azeri), or a total of 36 TGUs over the LOP.                                                                                                          | and teachers                                                                                                                                        |
| <b>Note for indicator #4:</b> For Q3 of Y2, the program literacy team created six instructional videos on different topics (read aloud, shared reading, language experience approach, etc.) and grade levels (grade 1,2,3). The Program partner NGO CFS created 6-hour self-paced online course for special education teachers. The course is created into Georgian, Azeri and Armenian languages.                                                                             |                                                                                                                       |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |                                       |                                                                                  |        |        |                                                                                                                                                                           |                                                                                                                                                     |
| 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Number of educators, education administrators and officials accessing online resource portal                          | Custom indicator | Educators are in-service teachers of math, mother tongue (Georgian, Azeri and Armenian) and special education, principals, and Program partners' (universities and NGOs) trainers, who are registered on the Program's online platform and access its content on a regular basis to use online or download resources created by the Program. Each educator is counted once on for the year being reported.                                                                                            | Annually | USAID Basic Education Program reports | Sex, Subject area, Language of instruction, Mainstream/Special Education teacher | 18,500 | 12,314 | The program will reach teachers indirectly through trained teacher facilitators and online modules, the program expects to target up to 75% of all school-level educators | Poor internet connectivity, limited or no access to IT equipment and lack of IT skills may limit the number of teachers who access the portal       |
| <b>Note for indicator #7:</b> Currently, there are 12,314 registered users on the Program's online resource portal www.chemiskola.ge. The registered users are disaggregated in the following way: 11,059 female, 425 male, 4664 Lead Teachers, 6,737 mainstream teachers and 110 trainers. Lack of IT skills limits the number of users accessing the portal. The Lead Teachers and trainers are focused on number of teachers accessing the portal.                          |                                                                                                                       |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |                                       |                                                                                  |        |        |                                                                                                                                                                           |                                                                                                                                                     |
| 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Number of education administrators and officials who complete professional development activities with USG assistance | USAID ES 1-12    | Education administrators and officials are school principals. Completing professional development activities mean that an individual has met the completion requirements of a structured training, coaching, or mentoring program as defined by the program offered. Educators who benefit from services or training delivered by other trainees as part of a deliberate service delivery strategy (e.g., cascade training) are counted. Each individual is counted once for the year being reported. | Annually | University Partners' Training Reports | Sex, Subject area, Grade Level, Region                                           | 1,556  | 1,904  | 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 |
| <b>Note for indicator #8:</b> For Q3 of Y2, the partner university trainers conducted online coaching to the principals of their assigned Georgian and ethnic minority schools to increase instructional leadership skills. The trainers used existing messaging platforms and relationships, for example, Teams, Facebook, and even private telephone calls. The total number of the principals who got coaching is 1,904 among them 638 are male and 1266 female principals. |                                                                                                                       |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |                                       |                                                                                  |        |        |                                                                                                                                                                           |                                                                                                                                                     |
| <b>IR 2: Future teachers acquire student-centered teaching skills and future administrators acquire relevant instructional leadership skills</b>                                                                                                                                                                                                                                                                                                                               |                                                                                                                       |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |                                       |                                                                                  |        |        |                                                                                                                                                                           |                                                                                                                                                     |
| 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Number of individuals affiliated with higher education                                                                | USAID ES 2-52    | Individuals affiliated with higher education institutions are partner university faculty members and                                                                                                                                                                                                                                                                                                                                                                                                  | Annual   | USAID Basic Education                 | Sex, Type (public/Private), Region,                                              | 90     | 8      | 8 Universities will participate in the Program                                                                                                                            | Faculty members and trainers will be counted.                                                                                                       |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                       |  |                                             |                 |  |  |  |                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------|-----------------|--|--|--|---------------------------------|
| institutions receiving capacity development support with USG assistance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | trainers. Capacity development support is not a single event such as a training or a workshop. It is sustained and may be comprised of a range of activities, interventions, processes, and approaches that may include, but are not limited to professional development, training, coaching, technical assistance, etc. Each individual is counted once for the year being reported. |  | Program records, Partner University reports | Faculty/trainer |  |  |  | Target will be updated annually |
| <b>Note for indicator #10:</b> The Program has eight education institutions and two NGOs as partner organizations to participate in the Program. Based on the operating region and the number of schools, the higher education institutions and NGOs recruit trainers and engage their faculty members. While the Program defined the number of required trainers per university, partners decided to recruit "reserve trainers" to be on a safe side, which led to a higher number of actual trainers (114). For Q3 of Y2, the Program partner NGO, CCIIR conducted training of trainers for eight ethnic minority reading teachers. They are all invited trainers. Among eight trainers one is male and 7 are female trainers. |  |                                                                                                                                                                                                                                                                                                                                                                                       |  |                                             |                 |  |  |  |                                 |

# 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 module will be posted in Y2Q4.

## **Sustainability Mechanisms**

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

Since the Program LMS is housed by EMIS, it serves the basic education math and language, and special education teachers and principals. Login is easy and is a one-step process for an MOES employee, who uses an email account [xxx@teachers.gov.ge](mailto:xxx@teachers.gov.ge) registered and administered by EMIS. Throughout the reporting period, similar to the previous periods, EMIS technical staff readily provided ad-hoc support to resolve sudden shut-down issues, extra EMIS e-mail accounts to the Program, re-publishing upgraded versions of the LMS, covering domain hosting fees, and supporting steadily increasing number of users. The Program goal now is to make all basic education teachers aware of this new product and further improve usability. Once the “Course” space on the LMS offers a variety of useful materials as well as TPDC-accredited courses, the Program expects the demand to increase.

The MOU between RTI and TPDC provides a detailed description of all school-level activities which can potentially count towards teacher professional development. In May, the Program requested and TPDC agreed to modify the MOU by revising the existing training descriptions and adding new descriptions. Once the Program finalizes its plan of teacher professional development activities for the 2021-22 academic year and if the Teacher Professional Development Scheme changes, the Program will initiate another modification process. The Program will continue to work closely with the NSM team and TPDC to ensure that teacher participation in Program activities motivates a teacher to either to stay in the profession or enhance the professional status.

## **PPP Impacts**

### ***Business Leaders’ Roundtables.***

Three Business Leaders’ Roundtables were held during the reporting period in Imereti, Samegrelo-Zemo Svaneti, and Adjara regions. Ten private sector companies attended the meetings. During the meetings, private sector representatives and the Program’s staff discussed challenges that employers are facing with their workforce, particularly the skills

that the employees should be equipped with when applying for jobs. Companies listed the following common skills gaps:

- Basic computer skills
- Sense of responsibility
- Adapting to new environment
- Poor math and reading skills
- Analytical thinking
- Problem solving
- Disconnect between the education system and labor market
- Low productivity of workforce
- Lack of motivation
- Leadership skills
- Communication skills
- Financial literacy and entrepreneurial skills

Following companies attended the Business Leaders' Round Tables in regional locations:

**Table 19: Attendees at Business Leaders Roundtables**

| Region    | Company Name             | Representative         | Position           |
|-----------|--------------------------|------------------------|--------------------|
| Adjara    | Batumi Referral Hospital | Sopho Beridze          | Quality Supervisor |
| Adjara    | Basis Bank               | Tamta Nutsubidze       | Sales Manager      |
| Adjara    | Clinic Health            | Megi Inashvili         | Founder            |
| Adjara    | Anagi - construction     | Nino Jashi             | HR Manager         |
| Imereti   | Climate Packaging        | Kristine Maghlakelidze | Founder            |
| Imereti   | XXI Century - Clinic     | Nana Shavlakadze       | Funder             |
| Imereti   | VTB Bank                 | Irine Kopaliani        | Branch Manager     |
| Imereti   | Galaxy – construction    | Mikheil Kochiashvili   | Founder            |
| Samegrelo | Agrohouse                | Maia Mikava            | Founder            |
| Samegrelo | Spar Supermarket         | Giorgi Narmania        | Owner              |

***Gudavadze-Patarkatsishvili Foundation Grant.*** In Y2, the Gudavadze-Patarkatsishvili Foundation (GPF), a well-known advocate of strong education activities, provided a grant to the USAID Basic Education Program to sponsor regional competitions in Shida Kartli, Imereti, and Kakheti to recognize teachers' outstanding achievements. The regional competition was designed to increase communities' awareness of the important reforms and innovative activities teachers are implementing in primary classrooms. University trainers collected nomination packages and submitted to the Program at the end of April. A jury comprised of Program, GPF, and MOES representatives selected the winners in May.

Under the GPF grant, each winning teacher received an electronic tablet. The University of Georgia provided tablets for the winners from its regions of responsibility: Tbilisi, Racha Lechkhumi, and Shida Kartli. The winning teachers will be featured in an advertising campaign, sponsored by GPF, that promotes teaching as a profession and focuses on the importance of children having outstanding teachers in the foundational years of their education. The campaign will begin in Q4.

The ceremonies proved to be inspirational and rewarding, confirming the impact that recognizing outstanding teachers regionally had. Speakers included the USAID Mission Director's taped remarks, mayors of the cities, Education Resource Center directors, and university grantee trainers.



*USAID Mission Director Peter Wiebler providing opening remarks at the ceremony in Shida Kartli*



*Paata Papava, who served as emcee of all events, in Kutaisi*

The current grant period will end in Dec 2021. Future cooperation will depend on GPF's willingness to extend the teacher competitions to all regions in Georgia.

To ensure all primary teachers in Georgia had an opportunity to be recognized, the Program is sponsoring the competition in the eight remaining regions. Twenty-four reading and math teachers from eight remaining regions will be recognized during the ceremonies. GlobalPharm and University of Georgia will sponsor tablets for the Racha-Lechkhumi-Kvemo Svaneti, Tbilisi and Samtskhe-Javakheti winners. The Program will approach additional private sector companies to provide the prizes to the teachers. Table of winners is in Annex A.



**Top Row: Winners in Kakheti: Marekhi Didebashvili (reading), and Tamar Kapanadze (math)**  
**Bottom row: Winners in Shida Kartli: Dali Papuashvili (math) and Liana Metivishvili (reading); Winners in Imereti: Kristine Macharadze (new teacher in math), Nana Burdzenidze (reading), and Shorena Kavzinadze (math)**

**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.

In Q3, three private sector volunteers were filmed reading books as described in 1.4.2.

To get a broader sense of private sector opinion on the current state of the education system, the Program designed a survey with targeted questions, which was sent to the universities for dissemination among their private sector partners. The survey results will be analyzed and shared with the MOES and the universities for them to consider the challenges and recommendations listed by the private sector companies when revising or enriching the educational programs or courses.

## Parental Engagement

At the request of USAID, the reading team presented a webinar on May 25 for teachers and parents entitled “School and Family: Contributors to Literacy for All Children.” The topic dealt with how to make reading an entertaining and useful process for children and how to help primary students become good readers.

During the webinar, facilitators shared selected activities that work well both in the classroom and family environments. These included read-aloud activities, shared reading activities, classroom readers’ club and the Write Something application. By end of June, the webinar had accumulated over 7.5K views and many positive comments.

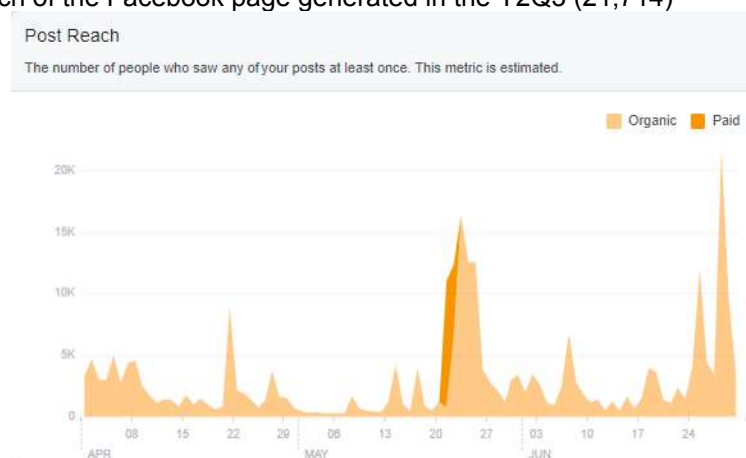
## Stakeholder Engagement

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

## Communications

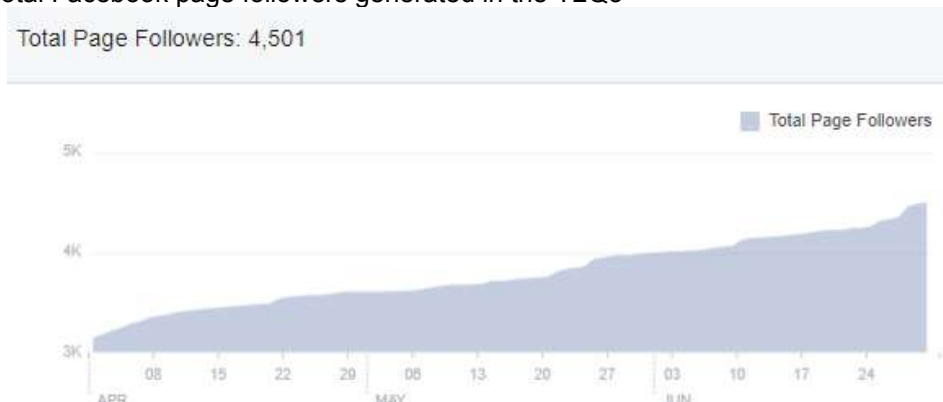
- During Y2Q3 The Program worked actively to promote the Teacher Regional Recognition Award and other activities conducted by the USAID Basic Education Program.
- 60 posts were published on the Program’s Facebook page <https://www.facebook.com/USAIDEDU>.
- Chart 1, Chart 2, and Chart 3 show the number of post reach, followers and likes generated during the Y2Q3:

**Chart 1:** Post Reach of the Facebook page generated in the Y2Q3 (21,714)

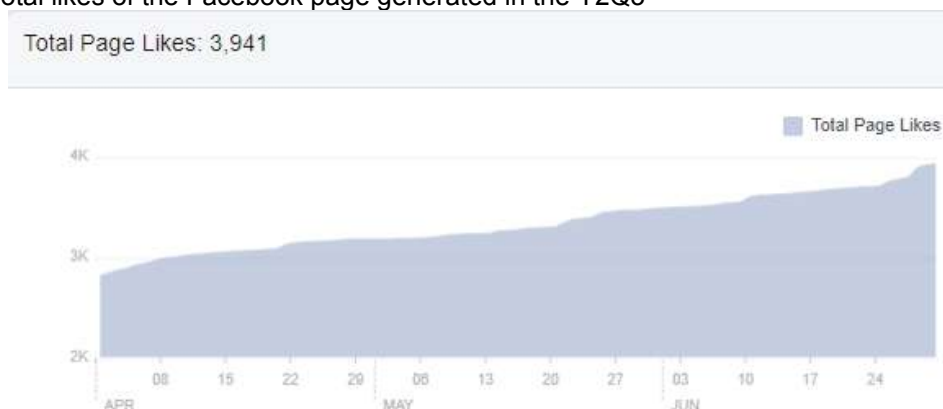




**Chart 2:** Total Facebook page followers generated in the Y2Q3



**Chart 3:** Total likes of the Facebook page generated in the Y2Q3



- Online events were created and posted on Facebook page, so visitors could watch the awards ceremonies live from Kakheti, Shida Kartli and Imereti regions.
- Promotional materials (banners, roll-ups, invitations, Facebook banners, etc.) were designed for the Award ceremonies.
- 4 out of 6 Book Buddies videos produced by the Program were posted on the Facebook page:
  - Irma Khetsuriani reading “Cyclopes and Glasses” – 1,400 views
  - Nugzar Kvashali reading "Woodpecker Koka" – 700 views
  - Zaliko Sulakauri reading “Reverse Boy” – 2,000 views
  - Nugzar Kvashali reading “Lizard Khako” – 2,000 views
- To increase visibility of the Program’s activities a playlist “Book Buddies” was created on the Program’s YouTube channel  
[https://www.youtube.com/watch?v=9F0mzsxStwI&list=PLHz1R9entLOY6uxU3XOYJBcqq7eqh\\_NYn](https://www.youtube.com/watch?v=9F0mzsxStwI&list=PLHz1R9entLOY6uxU3XOYJBcqq7eqh_NYn)
- Playlist “The Regional Teacher Recognition Award” was created on the Program’s YouTube channel  
<https://www.youtube.com/watch?v=4yqyAeo8I5s&list=PLHz1R9entLOYtSnzTMD1Zek3Rln4NHWbN>
- The Program’s Facebook page was promoted by sending a brief description and the link to more than 12,000 active users of LMS.



**Table 20: Q3 Media Coverage**

| #   | Media                                         | Source                                                                    |
|-----|-----------------------------------------------|---------------------------------------------------------------------------|
| 1 • | TV and Radio Broadcaster IMEDI                | <a href="https://imedinews.ge">https://imedinews.ge</a>                   |
| 2 • | Information Agency Interpressnews             | <a href="https://www.interpressnews.ge">https://www.interpressnews.ge</a> |
| 3 • | Information Agency Interpressnews             | <a href="https://www.interpressnews.ge">https://www.interpressnews.ge</a> |
| 4 • | TV Broadcaster MEGATV                         | <a href="https://megatv.ge">https://megatv.ge</a>                         |
| 5 • | TV and Radio Broadcaster AJARA                | <a href="https://ajaratv.ge">https://ajaratv.ge</a>                       |
| 6 • | Information Agency REGIONS                    | <a href="https://regions.ge">https://regions.ge</a>                       |
| 7 • | Information Agency KAKHETIS KHMA              | <a href="https://knews.ge/?p=59901">https://knews.ge/?p=59901</a>         |
| 8 • | Information Agency IPRESS                     | <a href="https://ipress.ge">https://ipress.ge</a>                         |
| 9 • | Information Agency KVIRISPALITRA              | <a href="https://www.kvirispalitra.ge">https://www.kvirispalitra.ge</a>   |
| 10• | Information Agency IREGIONS                   | <a href="https://iregions.ge">https://iregions.ge</a>                     |
| 11• | TV and Radio Broadcaster ODISHI               | <a href="https://odishinews.ge">https://odishinews.ge</a>                 |
| 12• | E-newspaper P.S. NEWS                         | <a href="http://psnews.ge">http://psnews.ge</a>                           |
| 13• | TV and Radio Broadcaster AJARA                | <a href="https://esshuadge">https://esshuadge</a>                         |
| 14• | E-newspaper BORJOMI NEWS                      | <a href="http://borjomineews.ge">http://borjomineews.ge</a>               |
| 15• | Javakheti Information Centre JNEWS (Armenian) | <a href="https://jnews.ge">https://jnews.ge</a>                           |
| 16• | Radio MARNEULI FM (Azerbaijani)               | <a href="https://marneulifm.ge">https://marneulifm.ge</a>                 |
| 17• | TV Broadcaster GURIA TV                       | <a href="https://www.guria.tv">https://www.guria.tv</a>                   |
| 18  | Media Kit SPECTRI                             | <a href="https://www.speqtri.ge">https://www.speqtri.ge</a>               |
| 19• | Information Centre QARTLI                     | <a href="https://www.qartli.ge">https://www.qartli.ge</a>                 |
| 20• | TV and Radio Broadcaster IMEDI                | <a href="https://radioimedi">https://radioimedi</a>                       |
| 21• | TV Broadcaster RIONI                          | <a href="https://rionitv">https://rionitv</a>                             |
| 22• | TV and Radio Broadcaster FORMULA              | <a href="https://formulaTV">https://formulaTV</a>                         |
| 23• | Information Centre Kakheti News               | <a href="https://knews.ge">https://knews.ge</a>                           |
| 24• | Media Holding KVIRA                           | <a href="http://kvira.ge">http://kvira.ge</a>                             |
| 25• | Information Centre QARTLI                     | <a href="https://www.qartli.ge">https://www.qartli.ge</a>                 |
| 26• | TV and Radio Broadcaster IMEDI                | <a href="https://www.imedi.ge">https://www.imedi.ge</a>                   |
| 27• | Media Holding KVIRA                           | <a href="http://region.kvira.ge">http://region.kvira.ge</a>               |
| 28• | E-newspaper GORIS MATSNE                      | <a href="https://gmnews.com.ge">https://gmnews.com.ge</a>                 |
| 29• | E-newspaper MID.GE                            | <a href="https://www.mid.ge">https://www.mid.ge</a>                       |
| 30  | E-newspaper ETALONI                           | <a href="https://www.etaloni.ge">https://www.etaloni.ge</a>               |

## MANAGEMENT AND ADMINISTRATIVE UPDATES

### Policies

In April, the Program together with RTI HO revised its Operations Manual to include a driving policy which stipulates only one Program staff member is authorized to drive the Program vehicle secured from the USAID HICD Plus project. The staff member will use the vehicle for Tbilisi and close-by drives. For longer trips, including trips to the regions, the Program will use one of the four recruited on-call drivers, who are covered under the Program vehicle insurance policy.

In June, the Program created a travel policy for non-RTI staff to reimburse for travel related

costs. The Program anticipates teachers, trainers, university partners be eligible for this policy.

### **Short-Term Technical Assistance (STTA)**

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

- In April, Nino Chubinidze joined the Program on April 17 as the part-time Assessment Coordinator and will be on board through October 31, 2021, to coordinate field assessment activities and liaise with RTI home office and local stakeholders.

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
- Salome Charkviani (February – September 2021) was contracted as a short-term Inclusive Education Specialist to work with CFS and provide technical assistance to CFS and the Program on inclusive education component
- Giorgi Zhvania (March 2020 – February 2022) was contracted as a part-time Learning Management System Administrator to provide technical support to the LMS and LMS users, upload content, and design Moodle-compatible online courses
- Giorgi Chauchidze (April 2020 – August 2021), who in collaboration with the Literacy Team, works with CCIIR on development of instructional and training resources
- Lasha Kokilashvili and Ilia Mestvirishvili (September 2020 – September 2021), Moodle Administrators, continue to work on the LMS development, with the focus on training the newly recruited LMS Administrator for the gradual hand-over of LMS related tasks
- Giorgi Molodinashvili (August 2020 – September 2021), Video Production Manager, continues to support the Program to design, produce and finalize various video products
- Lasha Kokilashvili and Ilia Mestvirishvili (September 2020 – September 2021), Moodle Administrators, continue to work on the LMS development, with the focus on training the newly recruited LMS Administrator for the gradual hand-over of LMS related tasks
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### **Procurement**

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

### **Grants**

All even university grantees four out of five milestones listed under the Year 2 grant agreement, including milestones 3 and 4 specifically during this reporting period:

- **Milestone 3** - Delivery of 12-hour online training for Lead Teachers.
- **Milestone 4** - Completion of one TLC visit per school to provide coaching to Lead Teachers and principals.

CCIIIR completed two milestones listed under the Year 2 grant agreement:

- **Milestone 2** - Delivery of two-day online workshop for selected proactive teachers who will serve as change agents.
- **Milestone 3** - delivery of 12-hour online training for ethnic minority teachers of Azeri and Armenian mother tongue students.

CFS completed the second milestone - a six-hour, self-paced online course for special education teachers in Georgian, Azeri, and Armenian. The course with various modules and quizzes will be uploaded to the LMS by the Program. During the remaining quarter, CFS will focus on development of materials, such as readers and activity cards, which, once reviewed and approved by the Program, will be uploaded to the LMS system as well.

The Program assisted partner universities and NGOs with SAM registration. The registration in the system for awards management is required for all grantees who receive U.S.

Government awards above \$25,000. Two NGOs and two universities have been registered.

The Program will continue working with remaining universities to complete the registration process in July-August period, in time for awarding the Year 3 grants.

## LESSONS LEARNED

Lessons learned from Y2 Q3 include the following:

- Math team relied on RTI assessment specialists to develop test items for different types of testing, especially the interview component reflective of Early Grade Math Assessment (EGMA) guidelines. The team learned to rely on the descriptors and sub-constructs from the Global Proficiency Framework for Mathematics, G1-9, December 2020, to develop math items.
- Challenges resulting from COVID-19 restrictions continue, although the Program has identified creative alternatives to planned activities.
- The NSM team has not finalized the template for teachers to use to develop instructional units. Therefore, the Program has postponed revisions to the completed units until the template has been finalized. Trying to keep pace with the NSM changes is frustrating to both the Program and university partners.
- The universities require simple tools and specific guidance, provided by the Program, to facilitate their training programs. The Program's University Google space became a good platform for effective communication and materials/resources sharing with target groups. For example, Ilia State University created the platform "Pedagogical Studio" based on the Program's Google University space. Ilia's platform was established for professional dialogue development among academic staff of the school of education, students, and graduates. The Platform contains information about the program and the university, as well as resources created by the university within the program.
- While the number of LMS users has been steadily growing from 86 in December 2020, 7,786 on March 31, and to 12,314 by June 30, 2021, the Program needs to promote it more vigorously. In the previous quarters, during the launch and after-launch periods, the Program intentionally did not want to have high number of simultaneous users to avoid over-traffic issues with the LMS domain. Previously, agents of information sharing were the trainers, who trained the Lead Teachers. The Program was primarily relying on the Lead Teacher to encourage the members of their TLCs to register and start using it. The Program plans to become more aggressive in communications and will continue to work on the content to meet the needs of different types of teachers.

- Implementation of effective coaching in schools is heavily dependent on preparation of trainers in three key areas: selecting the best combination of coaching and mentoring modes based on individual needs of the Lead Teacher, making the session as useful as possible for practical application to TLC meetings and classroom work, running the sessions effectively in a synchronous online format. Providing useful support in all these areas helps build the confidence of both trainers and teachers.

## **PLANNED ACTIVITIES AND EVENTS FOR Y2 Q4**

### **Literacy and Numeracy Issues**

- Deliver September TOT sessions and start preparing relevant materials on formative assessments and remediation
- Develop test for math teachers and trainer teachers to receive approved hours of professional development credit.
- Collaborate with Ilia University team to develop session materials on formative assessment linked to the teacher-led action research
- Develop and revise items for September TOT reading post-test
- Complete production of selected videos and make them accessible for Armenian and Azeri teachers
- Support CCIIR and CFS in completing instructional materials, such as readers and activity cards, by reviewing and giving helpful recommendations

### **Learning Management System**

- Upload instructional resources submitted by CFS and CCIIR
- Create an LMS course 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**

- Finalize the Y3 program descriptions for partner institutions
- Visit each university partner to review Y3 program descriptions before signing grants
- Issue the grants for by the end of September 2021 to ensure smooth continuation of the activities
- Universities will complete the final milestone, which includes submission of videos of teacher training sessions and principal workshop and the Final Report.
- CCIIR will complete the remaining two milestones – Develop reading resources for each grade level (1-6) in Azeri and Armenian and one set of activity cards per each grade (1- 6) level in Azeri and Armenian (milestone 4) and the Final Report (milestone 5).
- CFS will complete the remaining two milestones - Prepare at least two readers per grade and a full set of reading activity cards per grade in Georgian, Armenian, and

Azeri to upload to the portal designated by the Program (milestone 4) and the Final Report (milestone 5)

### **Private Sector Engagement**

- Conduct Regional Teacher Award ceremonies, supported solely by the Program, in Tbilisi and Kutaisi
- Analyze data from private sector survey focused on identifying skills needed for the 21<sup>st</sup> century workforce.
- Based on consultations with private sector companies, prepare student challenges for initiating Next Generation Camps during the next academic year.
- Identify additional well-known community members to record Book Buddies videos for grades 4-6.
- Record Georgian sign language versions of the Book Buddies videos.
- UG, Samtskhe-Javakheti, Telavi, Ilia State, and Sukhumi universities will conduct one Business Leaders Round Table.
- Assessment
- Finalize assessment forms for both reading and math
- Award subcontract to data collection company
- Conduct assessor training workshop with RTI assessment specialist in September
- Support baseline assessment activities





## ANNEX A: WINNERS OF REGIONAL TEACHER COMPETITION

| Region                                             | Award Categories            |                          |                                 |                              |                                                         |                                                             |                                                      |
|----------------------------------------------------|-----------------------------|--------------------------|---------------------------------|------------------------------|---------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------|
|                                                    | Outstanding Reading Teacher | Outstanding Math Teacher | Outstanding New Reading Teacher | Outstanding New Math Teacher | Outstanding Reading Teacher of Ethnic Minority Students | Outstanding New Reading Teacher of Ethnic Minority Students | Outstanding Math Teacher of Ethnic Minority Students |
| Conducted in Cooperation with GPF                  |                             |                          |                                 |                              |                                                         |                                                             |                                                      |
| <b>Kakheti<br/>June 24</b>                         | Marekhi Didebashvili        | Tamar Kapanadze          |                                 |                              |                                                         |                                                             |                                                      |
| <b>Shida Kartli<br/>June 28</b>                    | Liana Metivishvili          | Dali Papuashvili         |                                 |                              |                                                         |                                                             |                                                      |
| <b>Imereti<br/>July 2</b>                          | Nana Burdenidze             | Shorena Kavzinadze       |                                 | Kristine Macharadze          |                                                         |                                                             |                                                      |
| To Be Conducted by Program                         |                             |                          |                                 |                              |                                                         |                                                             |                                                      |
| <b>Adjara<br/>July 14</b>                          | Elza Zakareishvili          | Tamila Sharabidze        |                                 |                              |                                                         |                                                             |                                                      |
| <b>Guria<br/>July 14</b>                           | Mzia Adadze                 | Khatuna Vashakmadze      |                                 |                              |                                                         |                                                             |                                                      |
| <b>Samegrelo-Zemo Svaneti<br/>July 14</b>          | Khatuna Pantia              |                          | Lela Tsartsidze                 |                              |                                                         |                                                             |                                                      |
| <b>Racha-Lechkhumi , Kvemo Svaneti<br/>July 14</b> | Teona Sherazadashvili       |                          |                                 |                              |                                                         |                                                             |                                                      |

| Region                                | Outstanding Reading Teacher | Outstanding Math Teacher | Outstanding New Reading Teacher | Outstanding New Math Teacher | Outstanding Reading Teacher of Ethnic Minority Students | Outstanding New Reading Teacher of Ethnic Minority Students | Outstanding Math Teacher of Ethnic Minority Students |
|---------------------------------------|-----------------------------|--------------------------|---------------------------------|------------------------------|---------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------|
| <b>Kvemo Kartli<br/>July 16</b>       | Maia Moseshvili             |                          |                                 |                              | 1) Sevda Muzashvili (AZE)<br>2) Ruben Onesian (ARM)     |                                                             | Takhmina Muradova (AZE)                              |
| <b>Mtskheta-Mtianeti<br/>July 16</b>  | Inga Khalibegashvili        | Gulnara Tabagari         | Tatiana Tsertsvadze             |                              |                                                         |                                                             |                                                      |
| <b>Samtskhe-Javakheti<br/>July 16</b> | Nino Kurmashvili            | Liana Kenchoshvili       | Tsisana Shergilashvili          |                              | Silva Berudjanian (ARM)                                 | Elza Raisian (ARM)                                          | Susana Manasian (ARM)                                |
| <b>Tbilisi<br/>July 16</b>            | Marekhi Basiladze           | Ledi Eliashvili          | Ketevan Mikadze                 | Tea Gogadze                  |                                                         |                                                             |                                                      |



## ANNEX B. MEETINGS CONDUCTED IN Y2Q3

| Date           | Stakeholders' meeting                              | Topics for discussion                                                                                                                                   | Program staff                                      | Stakeholder participants                                                 |
|----------------|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------------------------------|
| April 6, 2021  | Meeting with Nino Gurgenidze (MOES)                | The Ministry's bilingual education pilot in the lower primary grades                                                                                    | Gia Nozadze, Paata Papava                          | Nino Gurgenidze (MOES)                                                   |
| April 7, 2021  | Meeting with Gudavadze-Patarkatsishvili Foundation | Regional Teacher Recognition Awards communication campaign planning                                                                                     | Nika Chachkhiani                                   | Maiko Chitashvili                                                        |
| April 13, 2021 | Online meeting with NAEC representatives           | Implementation of the national assessment. NAEC agreed to cooperate with the Program in the development and administration of the G2 and G6 assessments | Nancy Parks<br>Indira Amiranashvili<br>Gia Nozadze | NAEC, represented by Sopho Gorgodze, Eka Jeladze and Giorgi Lobzhanidze  |
| April 14, 2021 | Online work meeting with RTI Expert                | The aspects and details of literacy assessment                                                                                                          | Paata Papava<br>Tata Chanturia                     | RTI Expert Margaret Dubeck                                               |
| April 15, 2021 | Meeting with the NSM team                          | National Assessment administration                                                                                                                      | Nancy Parks<br>Indira Amiranashvili<br>Gia Nozadze | Mariam Chikobava<br>Niko Silagadze<br>Tamar Kekelidze<br>Nino Gurgenidze |
| April 15, 2021 | Meeting with AmCham Executive Director             | To discuss support to the Program with identifying Regional Teacher Recognition Awards competition sponsors and support with                            | Nika Chachkhiani                                   | AmCham Executive Director George Welton                                  |

|                |                                                |                                                                                          |                                                                                                             |                                                                                                               |
|----------------|------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
|                |                                                | administering private sector survey.                                                     |                                                                                                             |                                                                                                               |
| April 19, 2021 | Meeting with CFS                               | Coordination between CFS and Program, specifically with Program's inclusivity consultant | Nancy Parks<br>Indira Amiranashvili<br>Gia Nozadze<br>Paata Papava<br>Nika Chachkhiani<br>Salome Charkviani | Maia Bibileishvili                                                                                            |
| April 20, 2021 | Meeting with MOES Inclusive Education Team     | Ministry strategy, challenges, and solutions in addressing inclusive needs               | Nancy Parks<br>Indira Amiranashvili<br>Salome Charkviani                                                    | Nana Naskidashvili<br>International Donors<br>USAID<br>MOES staff                                             |
| Apr 21, 2021   | Meeting with USAID AORs                        | Year 3 activities                                                                        | Nancy Parks<br>Indira Amiranashvili                                                                         | Medea Kakachia<br>Nino Udzilauri                                                                              |
| Apr 22, 2021   | Meeting to discuss NGO                         | Disengagement of NGO                                                                     | Nancy Parks<br>Indira Amiranashvili<br>Chelsea Lehman (home office)                                         | Medea Kakachia<br>Nino Udzilauri                                                                              |
| April 22, 2021 | Online meeting with RTI assessment specialists | Item development                                                                         | Nancy Parks<br>Gia Nozadze<br>Paata Papava<br>Gio Prangishvili                                              | Chelsea Lehman<br>Lauren Edwards<br>Chris Cumisky<br>Yasmin Sitabkhan<br>Wendi Ralaingita<br>Dr. Peggy Dubeck |
| April 23, 2021 | Meeting on assessment plan                     | Present the Program's assessment plan.                                                   | Nancy Parks<br>Indira                                                                                       | Deputy Minister Eka Dgebuadze,<br>Niko Silagadze (New School Model)                                           |

|                    |                                                                         |                                                                                                                                |                                                                                   |                                                                                     |
|--------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                    |                                                                         |                                                                                                                                | Amiranashvili                                                                     | and Eka Jeladze (NAEC)                                                              |
| April 26, 2021     | RTI Contracts (home office)                                             | Discussed differences between cooperative agreements and contracts                                                             | Nancy Parks                                                                       | Chelsea Lehman<br>Lauren Edwards<br>Jodie Dille                                     |
| Apr 27, 2021       | RTI Home Office                                                         | Interview with potential STTA to present at Program Institute                                                                  | Nancy Parks<br>Chelsea Lehman<br>Lauren Edwards                                   | Carrie Simkin                                                                       |
| April 28, 2021     | Program participated in the second online meeting organized by the MOES | School financing model in support of inclusive education                                                                       | Gia Nozadze                                                                       | MOES representatives                                                                |
| Apr 29             | USAID Communications                                                    | Discussion of Mission Director's visits                                                                                        | Nancy Parks<br>Indira<br>Amiranashvili<br>Eka Kapanadze                           | Medea Kakachia<br>Nino Udzilauri<br>Maka Japaridze                                  |
| Apr 28, 2021       | Meeting with Gudavadze-Patarkatsishvili Foundation                      | Progress report on upcoming activities related to Regional Teacher Recognition competition                                     | Nancy Parks;<br>Nika Chachkhiani                                                  | Zurab Kervalishvili (GPF)<br>Maiko Chitashvili                                      |
| May 13, 17, and 27 | Assessment Discussions                                                  | Three online meetings to discuss assessment                                                                                    | Nancy Parks<br>Chelsea Lehman<br>Lauren Edwards<br>Chris Cumisky<br>Lindsey Perry | N/A                                                                                 |
| May 27, 2021       | Meeting at the Kutaisi State University                                 | The training content provided by the Program; Pre-service teachers' programs updates; Ongoing activities delivered to schools. | Gia Nozadze and<br>Nika Chachkhiani                                               | Nato Kobuladze, Mamuli Imerlishvili and Manana Deisadze, Trainers of the University |



|              |                                                                                                 |                                                                                  |                                  |                                                                                                                                                                |
|--------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| May 27, 2021 | Meeting at the Zugdidi State University                                                         | Pre-service teachers' programs updates, ongoing activities delivered to schools. | Gia Nozadze and Nika Chachkhiani | Dali Absandze and trainers of the University                                                                                                                   |
| May 28, 2021 | Meeting at the Batumi State University                                                          | Pre-service teachers' programs updates, ongoing activities delivered to schools. | Gia Nozadze and Nika Chachkhiani | Nana Makaradze and trainers of the University                                                                                                                  |
| May 27, 2021 | Conducted Business Leaders Round Table meetings with four private sector companies in Imereti.  | Next Generation Camps and skills that primary education needs to focus on.       | Nika Chachkhiani                 | Climate Packaging - Kristine Maghlakelidze<br>XXI Century - ClinicNana Shavlakadze<br>VTB Bank - Irine Kopaliani<br>Galaxy Construction - Mikheil Kochiashvili |
| May 27, 2021 | Conducted Business Leaders Round Table meetings with two private sector companies in Samegrelo. | Next Generation Camps and skills that primary education needs to focus on.       | Nika Chachkhiani                 | Samegrelo Agrohouse - Maia Mikava<br>Spar Supermarket - Giorgi Narmania                                                                                        |
| May 28, 2021 | Conducted Business Leaders Round Table meetings with four private sector companies in Adjara.   | Next Generation Camps and skills that primary education needs to focus on.       | Nika Chachkhiani                 | Batumi Referral Hospital - Sopho Beridze<br>Basis Bank - Tamta Nutsubidze<br>Clinic Health - Megi Inashvili<br>Anagi Construction - Nino Jashi                 |

|               |                                                                                |                                                                |                                                               |                                                                                                                                                                                                                                              |
|---------------|--------------------------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| June 11, 2021 | Meeting with representatives of the MCC-funded San Diego State University team | Status of primary and teacher pre-service education in Georgia | Nancy Parks<br>Indira Amiranashvili                           | San Diego State University team: Dr. Cristina Alfaro, SDSU Associate Vice President for International Affairs, Halil M. Güven, Ph.D. Dean, SDSU Georgia and Nodar Surguladze, PhD, Tertiary Education Project Director/Millennium Foundation |
| June 11, 2021 | Coordination Meeting with Deputy Minister Eka Dgebuadze                        | Longitudinal assessment timeline (2021 – 2023.)                | Nancy Parks (COP)<br>Nino Chubinidze (Assessment Coordinator) | Deputy Minister Eka Dgebuadze                                                                                                                                                                                                                |
| June 17, 2021 | NSM Discussion                                                                 | Discussion of plans and activities for the next academic year  | Nancy Parks<br>Indira Amiranashvili<br>Gia Nozadze            | Mariam Chikobava<br>Niko Silagadze                                                                                                                                                                                                           |

# ANNEX C: SUCCESS STORY



**USAID | GEORGIA**  
FROM THE AMERICAN PEOPLE

## SUCCESS STORY

### BOOK BUDDIES DEVELOP READING SKILLS FOR STUDENTS' FUTURE SUCCESS

SIX BOOK BUDDIES VIDEOS WERE FILMED WITH PARTICIPATION OF WELL-KNOWN COMMUNITY MEMBERS |

The pandemic necessitated creative activities to keep young children reading while staying at home. To provide young readers with entertaining stories to motivate them to read, the USAID Basic Education Program launched the online Book Buddies activity to give Georgian students access to age-appropriate books.



*Nika Chachkhiani and Taisi Tchaturia preparing Nugzar Kvashali for filming.*

Initially planned for community members to go into schools to read to students, the Program transitioned Book Buddies to a digital format. Well-known community members volunteered to be filmed reading books that had been previously prepared on another USAID education project for students. Nugzar Kvashali, Georgian actor, musician, and event host, Zaliko Sulakauri, artist, and Irma Khetsuriani, world champion para-fencer, read selected books for students in grades 1-3.

One side of the screen pictures the reader while the other side shows the text. Students can listen and read along with the entertaining readers. Maia Abazashvili, a mother of a third grader said, "My son and my pre-school daughter watched all the Book Buddies' videos together. Their favorite was "Reverse Boy". After watching the video, we would talk about the book to see if any of the characters reminded us of people in our lives."



*Zaliko Sulakauri reading his book during filming.*

To increase the access and visibility the Book buddies' videos are published on the Program's Facebook page and YouTube Channel. They will also be available on the Learning Management System that the Program has created to enable teachers to access the films for viewing in classrooms.

Irma Khetsuriani states, "I participated in this activity because I wanted to demonstrate that reading is important in every profession. I never thought that reading books would be so important in my fencer's career, but there are many guides that I must read. Development of reading and literacy-related skills in the early grades builds a strong foundation for students' future success."



*Irma Khetsuriani reading "Gobekli and Glasses".*

"When someone reads aloud to children, it improves their reading and learning skills," said Tata Tchaturia, USAID Basic Education Program Reading Specialist, who was involved in selecting the books and filming the Book Buddies' videos. "Reading is the key to success on a personal level and the foundation for professional development."

The USAID Basic Education Program continues to produce the Book Buddies' videos to promote reading and motivate primary grades students to become good readers. Whether at home or in the classroom, primary students will have a book buddy to read with them.

[www.usaid.gov](http://www.usaid.gov)