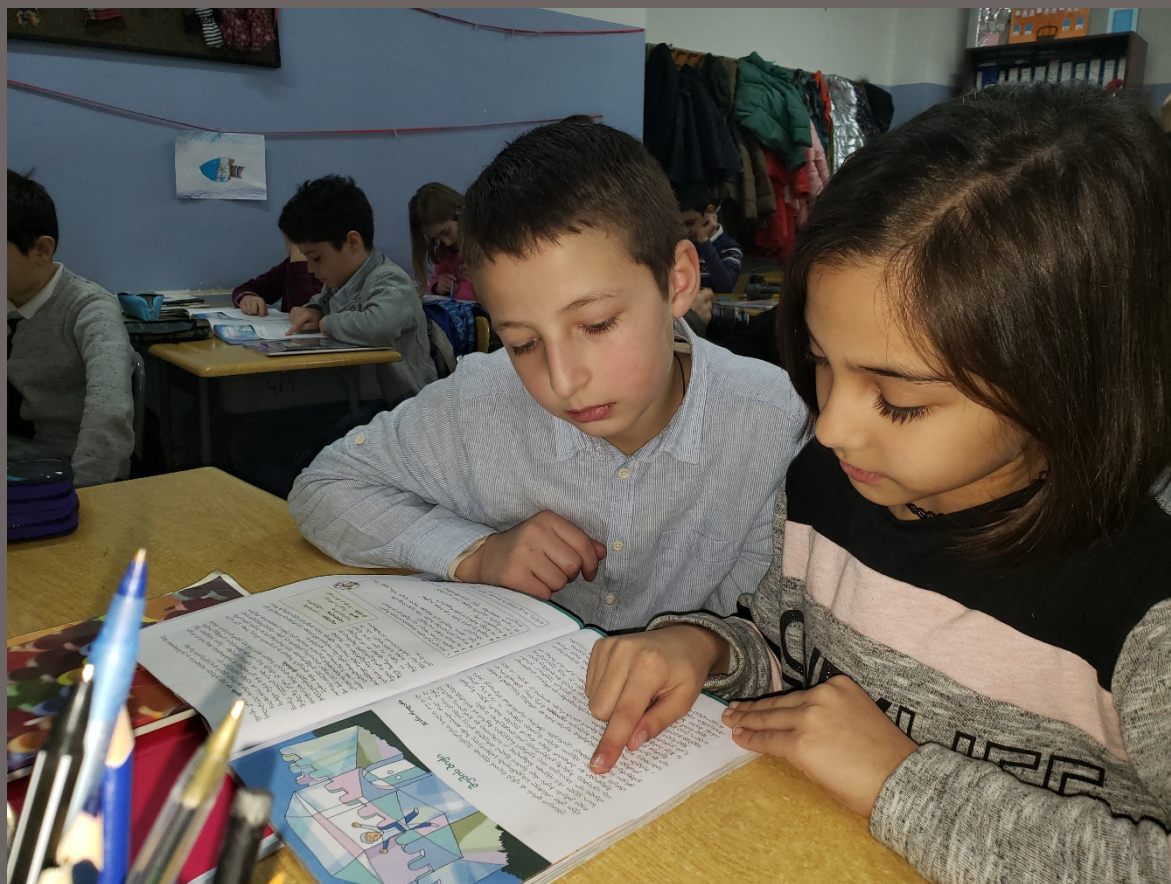


USAID Basic Education Program

Year 1, Quarter 2: April 1 – June 30, 2020



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USAID|Georgia

Basic Education Program

Quarterly Report

Year 1, Quarter 2: April 1 – June 30, 2020

Program Period of Performance: January 6, 2020–January 5, 2024
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Prepared for USAID|Georgia

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RTI cover photo taken in February 2020 in Dashtapi School in Marneuli. Permission obtained.

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INTRODUCTION

Program Description

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

The USAID Basic Education Program aims to institutionalize student-centered instruction through a far-reaching systemic reform of pre-service and in-service teacher professional development and use of research and data to inform policy and classroom practice. This goal will be achieved by accomplishing three objectives:

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

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

ACTIVITY IMPLEMENTATION PROGRESS

Progress Narrative

The COVID-19 pandemic loomed large over this quarter's activities. The Program response to the challenge of working from home was to conduct online meetings with staff, MOESCS, USAID, technical working groups, and potential grantees. The transition to digital meetings proved productive as the Program continued to engage partners regularly.

The majority of Q2 activities focused on preparing materials for the training of the university trainers next Fall. Technical working groups regularly met virtually, as demonstrated in Annex A, to develop Program training materials and resources. As materials were completed, staff specialists shared them with the MOESCS New School Model (NSM) team to ensure alignment with the NSM curriculum approach.

In the bi-weekly meetings with the MOESCS New School Model Team, Program specialists focused discussions on the preparation of illustrative reading and math units of instruction for teachers. To date, the NSM has enthusiastically accepted two reading units and one math unit with the accompanying resource kits in math and reading prepared by Program specialists. Additionally, the NSM team is reviewing one math unit. Program specialists are finalizing a third math unit and third reading unit to send to the NSM in early July. In one of the final

meetings of the quarter, the NSM reiterated its support for the Program and commitment to assisting the Program to obtain any necessary approvals for its training program or entry into schools.

Development of the learning management system progressed in consultation with RTI ICT specialists in the home office and support from Education Management Information System (EMIS) of the MOESCS. A draft version, created in Moodle, provides the foundation on which to build or modify the system. During Q2, the Program prepared the technical description of the required functionalities from which two demo-versions were created. The Program, with support from RTI ICT, detailed the requirements for the cloud server and integration with the EMIS e-school, uploaded resources into the demo-version and drafted specifications for two navigation options to pilot among a small group of teachers to ensure user accessibility.

In addition to engaging Ministry counterparts, the Program finalized the subcontract with the University of Georgia and received USAID approval for the grants for seven regional universities. The Program reached agreements with the NGOs CCIIR and CFS for their grants and will submit to USAID for approval early in Q3. After finalizing the subcontract, the University of Georgia immediately began inventorying available primary reading and math resources located on karisgola.ge and inclusion.ge.

The Program also broadened its engagement of the private sector this quarter during discussions of collaboration with the Gudavadze-Patarkatsishvili Foundation. The Foundation is interested in supporting after-school activities such as Next Generation Camps and Book Buddies, regional teacher recognition competitions and strengthening the link between universities and the Georgian education system. Discussions of specific collaboration will continue in Q3.

This report covers Year 1 (Y1) Quarter 2 (Q2) of the Basic Education Program's operations—April 1, 2020 through June 30, 2020.

Quarter 1 Implementation Successes

Technical Activities

- April 23, the COP, DCOP, and PPP/Grants Specialist, along with the USAID AOR, presented the Year 1 workplan to USAID
- Subcontract signed with University of Georgia
- Grants with seven universities approved by USAID
- One math unit with accompanying Teacher Resource Kit accepted by the New School Model dept
- Two reading units accepted by the New School Model department
- Two reading and two math units developed according to the NSM template
- Demo-version for the learning management system created
- New platforms in English and Georgian to facilitate communication with universities created
- New platform for universities to use in submitting reports created
- Began discussions with the Gudavadze-Patarkatsishvili Foundation to identify areas of collaboration
- US Ambassador, USAID Mission Director, and MOESCS Minister launched the USAID Basic Education Program in a closed meeting at the Ministry

Administrative Activities

- MELP approved by USAID
- Program office equipped and furnished
- Staff initiated a staggered return to the office
- Program fully staffed

Activity Progress

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

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

During this quarter, the Teaching and Learning Director, Reading Lead, and subject specialists developed the materials and identified resources to be used in the first training of the university trainers in Fall 2020. Program staff pursued engagement of the New School Model (NSM) team to ensure that the units they developed followed the NSM's template.

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

The Literacy/Numeracy team finalized the agenda for the upcoming four-day TOT, to be delivered over two weekends, and shared it with USAID Basic Education Program team (Annex B: TOT Agenda). The Program will conduct the twenty-five-hour TOT for 50 trainers from partner universities in East Georgia in Tbilisi, and for 50 trainers from West Georgia in Kutaisi. The packed agenda includes one day of general sessions with topics such as student-centered instruction, problem solving and critical thinking, gender issues in the classroom, and inclusive education for general education teachers. Subsequent days will cover the reading and math units that the Literacy/Numeracy team developed based on the NSM template and the activities in the accompanying supplemental resource kit for teachers. Program staff trainers will assign participants "homework" to develop activities and plans aligned with NSM template to facilitate their understanding of the model.

The supplemental resource kit for teachers is a collection of attachments to the reading or math unit that contains a variety of instructional recommendations for teachers about activity delivery, including:

- Assignments for students with different needs and readiness levels
- Techniques and tools for formative assessment and scaffolding
- Additional tasks and activities to strengthen students' mastery of the material
- Suggestions for remediation and differentiated instruction
- Visual aids and video episodes to support and enrich classroom activities
- Recommendations for time and classroom management
- Students' pre-knowledge that must be activated for the successful constructivist teaching

During the TOT, the MOESCS will present a session on implementing the national curriculum and the concept-based units of the New School Model. Involving the MOESCS in the TOT assures trainers and teachers of the Ministry's concurrence with Program activities.

Child, Family, Society NGO will deliver the session on inclusivity issues for general education teachers. The final day of training will deal with the role of the trainer, scope of work, schedule of trainer's work for the 2020-2021 academic year and communicating with Basic Education Program.

In preparation for the TOT, the Literacy/Numeracy teams drafted or finalized the materials for several sessions. Specifically, the team finalized the materials for the session on student centered instruction, problem solving and critical thinking, managing Teacher Learning Circles, gender equity in the classroom, using the LMS for digital learning, and sessions for understanding and developing NSM math and reading units. The Literacy/Numeracy teams also developed a guide for trainers and teachers on developing summative complex tasks according to NMS requirements for using the NSM unit template, which was accepted by the NSM team.

To ensure close school-level collaboration with the regional NSM experts, the Program will organize a one-day orientation workshop for the relevant NSM regional experts prior to the TOTs. According to the current structure of the NSM expansion plan, the Ministry anticipates establishing 23 regional teams of experts to work with the schools. The Program will invite four experts from each team: primary education, math, native language, and inclusion experts, for a total of 92 people. The logistics approach will be similar to the TOT; workshops will be organized in Tbilisi and Kutaisi. The goal of these events is to describe the Program's approach and activities, the link to the NSM, and collaboration at the school level with the Lead Teachers. The Program will also invite university partner coordinators for the Program to enable them to establish personal connections with the regional NSM teams.

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

After RTI finalized the subcontract with the University of Georgia in June, UG began inventorying the available resources located on karisgola.ge and inclusion.ge. This inventory will be a resource tool for all universities to use as they develop their pre-service programs.

USAID approved the grants with the seven regional universities on the last day of the quarter. Activities with university partners will begin in July.

To facilitate communication with the universities and to build their capacity to offer quality training programs, the USAID Basic Education program created a communication tool on the Google platform. This space includes all information, E-forms, templates for training management process, data of schools, Program information, recommendations on training management, and all forms needed to conduct trainings. All documents and templates can be downloaded, printed, and edited. The relevant guidelines on using each form are also on the space. The space enables the Program to consolidate all forms in one easily accessible space for the universities to access. The space will be updated periodically based on the Program and partner's needs. The USAID Basic Education program will use this tool to create calendars of all the activities of each partner to coordinate all activities effectively.

In addition to the space created by the Program, Program staff will teach the universities how to create their own simple space for communications with their target schools.

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

No activities during this reporting period. Activity will begin in September 2020.

1.1.4 Lead Teachers mentor their peers through Teacher Learning Circles

No activities during this reporting period. Activity will begin in Fall 2020.

1.1.5 Program partners deliver online/offline training to remaining teachers

No activities during this reporting period. Activity will begin in Fall 2020.

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

No activities during this reporting period. Activity will begin in Fall 2020.

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

No activities during this reporting period. Activity will begin in Fall 2020.

Outcome 1.2: Contemporary learning resources and materials are accessible

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

Following finalization of the subcontract, the USAID Basic Education Program met with the program manager of University of Georgia (UG) to discuss the mapping of resources from two online platforms: www.kargiskola.ge and www.inclusion.ge. The mapping will categorize the resources by subject, grade level, topic, type of resource, and target user, i.e., teacher, parent, principal, student.

UG has mapped approximately 45% of the resources from the website www.kargiskola.ge and will complete the mapping by the end of July. Program staff will work with the MOESCS to facilitate UG's access to the materials housed on www.inclusion.ge.

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

The Program decided to merge the learning management system (Outcome 1.1) with the instructional resources application (Outcome 1.2) to create one home for teachers to access a variety of courses and instructional resources. Following this decision, which was supported by the ICT stakeholders, the Program developed the technical description of the Learning Management System (portal). With the support from RTI ICT experts, the Program accessed and evaluated various available open code platforms. As a result of this search, Moodle open code was selected for further customization, for the following reasons:

- For educators with Android phones or tablets, Moodle would allow for online course delivery, including in a multimedia format, coupled with assessments, gradebooks, etc.
- Moodle has the option of browser (online) and app (offline)
- Detailed analytics would allow the project to track individuals' engagement with the content

The customization, currently in progress, includes three interconnected interface languages (Georgian, Azeri and Armenian), registration and account creation via verification by EMIS e-school database, a special functional area for Teacher Learning Circle facilitators to form TLC groups, schedule and report TLC meetings; and organizing Program resources by easy navigation categorization, such as by subjects and/or themes and grades. At a later stage, when the Program will start to produce structured training courses, the portal (temporarily hosted by the RTI server at <http://georgia.tangerinecentral.org>) will allow teachers throughout Georgia to choose from a catalogue of training topics, including reading, math, problem solving, and critical thinking, student-centered methodology, inclusive education and gender. It will also allow the Programs partner TTIs to offer professional development courses online.

Moodle also allows for an offline format, which can be downloaded as a mobile application and will be upgraded if and when changes are made to the main online portal (new resources added, etc.) so that teachers with inconsistent connectivity can still access the resources, syncing their work back to the platform when connected.

The Program has developed a roadmap, presented below, to start the design and deployment process.

Table 1: LMS Roadmap

Task	Process	Status	When
Develop evidence-informed conceptual framework and approach	Technical description prepared, shared with the ICT Stakeholder working group and RTI ICT experts	Done	March - April
Create co-design team with target group and ministry counterpart	The Program formed the Stakeholders' group to present the plan, get feedback. The Program is in continuous communication with EMIS for data-exchange and hosting. RTI assigned ICT experts to work with the Program. The Program initiated a recruitment process for a local STTA to support customization, deployment, and administration process.	In progress	March - September
Develop prototypes of main technology functions	Demo-version created and refined, comments provided and considered	In progress	May - July
Develop at least 2 prototypes of the technology addressing the same needs	Identify a pilot group of teachers to test out the demo-versions	Planned	Late July - August
Conduct user adoption testing (ca. 15 people) to identify prototype preference	Identify a pilot group of teachers to test out the demo-versions	Planned	Late July – August
Develop alpha version with priority functions	With RTI HO ICT support	Planned	August
Conduct training and user testing with alpha version (ca. 25 users over 1 month)	Identify a pilot group of teachers to test the alpha version	Planned	August – September
Document findings; refine technology, content, and training approach	With RTI HO ICT support	Planned	September
Conduct testing with full version	With RTI HO ICT support	Planned	October – December 2020
Document findings; refine app and training approach; develop initial costed sustainability plan	With RTI HO ICT support	Planned	January – June 2021

1.2.3 Develop and adapt existing supplementary materials for students with disabilities and minority languages.

The USAID Basic Education Program submitted the grants packages for CCIIR and CFS, the NGOs responsible for implementing training for teachers of minority and special needs' students, during this quarter. Despite not having a signed grant, CFS continued to contribute to the development of the NSM units prepared by Program specialists. CFS provided the activities to differentiate instruction for students with special needs who are in the general classroom.

CFS. Program technical staff conducted numerous meetings with Child, Family, Society, its future partner, to agree on the types of resources and the outline of activities the NGO would provide. The meetings also included representatives from the MOESCS Inclusive Education department and the New School Model team to agree on the approach that addressed students with special needs in the regular classroom by general primary teachers and as a part of individual education plan (IEP) by special education teachers. A separate meeting was held

with MOESCS Deputy Minister Eka Dgebuadze on June 5 to discuss MOESCS' approach to inclusive education.

During the first grant period (July – December 2020), CFS will work closely with the math and reading technical teams to supplement one model NSM unit in math and one in reading with relevant activities for a general teacher to use in the classroom. Resources are to be prepared in Georgian language. These materials will be translated by the Program in Azeri and Armenian languages for teachers in ethnic minority schools. Instead of providing activities for the subsequent units, CFS will provide suggestions for developing or modifying math and reading activities for special needs students. CFS will support the suggestions with illustrative activities and resources. The activities will complement the key elements of the New School Model template. CFS will also design and deliver one session in inclusive education for university trainers during the first TOT in October. CFS will also plan and design a six-hour online self-pace training module/course in general strategies and guidelines for inclusive education for general education teachers, which will be available in 3 languages (Georgian, Armenian, and Azeri) on the Program's portal. To support this effort, the Program's COP provided instructional resources and tips to support general teachers in assessing and diagnosing special learning needs of a student and simple, practical ways to address the needs in a regular classroom setting.

CCIIR. In preparation for signing the grant agreement with CCIIR, the NGO responsible for ethnic minority schools, the Program technical team held several meetings with CCIIR to agree on the scope of work. Since math instructional resources and training for ethnic minority math teachers are the same as the Georgian version, the Program agreed with CCIIR that the Program will be responsible for translating the math training and resources and offering the Math TOT. CCIIR will be responsible for adapting the reading instructional units, developed by the Program, to Azeri and Armenian contexts.

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

1.3.1. Carry out TOT on continuous classroom assessment

Formative assessment is a part of the general session on student-centered instruction. The session which presents the supplemental resource kits for teachers will also focus on formative assessment tools and activities. The TOT materials incorporate activities and recommendations for using formative assessments as an essential part of continuous effort to inform instruction.

1.3.2. Develop formative assessment curriculum for Teacher Learning Circles

The math and reading supplemental resource kits for teachers include activities, techniques and tools for formative assessment including quick assessments such as hand signs, rubrics, checklists, 3-2-1, exit cards, self-assessment diary entries, traffic light. The quick assessments or quick checks for understanding provide the teacher with information on what students have learned. Program staff will include these quick assessments into the TLC modules.

1.3.3. Adapt continuous assessment resources for offline use.

No activities during this reporting period.

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

1.4.1. Implement Project: Next Generation camps.

With support from the USAID AOR, the Program initiated discussions with Gudavadze-Patarkatsishvili Foundation regarding potential sponsorship of Project: Next Generation camps. During two meetings the Program and Foundation agreed that the Program would

design and present a proposal to the Foundation, conceptually outlining activities focused on project-based learning that builds problem solving and critical thinking skills. Discussions with the Foundation will continue in the next quarter.

1.4.2 Promote community and private sector engagement in Book Buddies

No activities during this reporting period.

1.4.3. Conduct training on remediation in reading and math

Program specialists have developed Math Teacher Resource Kits which include materials on remediation. The kits contain recommendations for teachers as well as concrete suggestions about remediation for particular topics in math (solving word problems and data analysis).

The material presented as a supplement to the instruction unit includes:

- Goals and objectives of remediation
- The essence of the remediation process and general description of remediation activities and their organization
- Specific features of remediation concerning the math topic taught
- Teacher's tools for observing student' progress and/or student self-assessment checklist
- Benefits for teacher and student from remediation activities

Program staff will develop a similar kit for reading.

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

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

No activities during this reporting period.

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

No activities during this reporting period.

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

No activities during this reporting period.

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

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

3.1.1 Coordinate activities under objectives 1 and 2

No activities during this reporting period.

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

No activities during this reporting period.

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

No activities during this reporting period.

3.1.4 Support the Policy Working Group to communicate with external stakeholders

No activities during this reporting period.

Implementation Challenges

- Restricted movements in response to the coronavirus pandemic (COVID-19) continued throughout April, May, and early June. Staff transitioned quickly to online meetings to advance program activities.
- The possibility of loss of quality instruction and deliverables in a cascade training system is high. The Program will ensure all materials are easily accessible and can be readily understood by all teachers.
- Recently, the Government of Georgia removed teacher certification requirements and professional development credits for teachers. In the absence of a professional development scheme which rewards teachers for extra effort, motivation may be low to participate in the USAID Basic Education Program, specifically in the Teaching Learning Circles and training programs. Program staff will work with the New School Model Team and TTIs to explore ways to build the intrinsic motivation of teachers to participate. The Program will also work with Teachers Professional Development Center to ensure the resources and school-based professional development activities, designed and offered by the Program directly through portal or via TTIs, are aligned with the newly adopted Teacher Professional Development Scheme and the Teacher Standards. The Program is also exploring the implementation of regional teacher recognition awards with the Gudavadze-Patarkatsishvili Foundation.
- The varying capacities of the TTIs – both universities and NGOs - require Program staff to provide detailed tools for organizing, delivering, and reporting on training and necessitates strong Program guidance and oversight.
- The universities require clear and specific guidance to select qualified trainers.

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

USAID provided approval for the Program's AMELP on June 17. The Program is currently developing Performance Indicator Reference Sheets (PIRS).

As most of targets are annual, the Program will be reporting progress in the annual progress report.

INTEGRATION OF CROSSCUTTING ISSUES AND USAID FORWARD PRIORITIES

Gender Equality, Female Empowerment, and Social Inclusion

Gender. The USAID Basic Education Program will include a session on gender and inclusivity for the TOT in September. Working with RTI gender specialists, the Program began development of a baseline gender attitudes survey to assess teachers and principals'

views. Following USAID and MOESCS approval, the Program will administer the survey electronically through either Survey Monkey or the Program platform in October. Baseline results will then be compared to the results from the attitudes' survey administered in the final Program year.

Inclusivity. On June 5, Program staff met virtually with Dep. Min. Eka Dgebuadze, a specialist in inclusivity issues, to discuss the MOESCS' approach to inclusive education. Dgebuadze suggested focusing on helping general education teachers identify students to refer for additional testing.

The USAID AOR arranged for the Program team to meet with Joshua Josa, who manages the Disability Inclusive Education Portfolio in Washington DC, on June 11 to discuss inclusive education issues. Josa provided guidance and resources the team could use in the development of activities.

Sustainability Mechanisms

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

PPP Impacts

Gudavadze-Patarkatsishvili Foundation. On May 22, Program COP, DCOP, Teaching and Learning Director, and PPP Specialist, along with the USAID AOR, met with the Gudavadze-Patarkatsishvili Foundation to discuss possible collaboration. During the meeting, the sides discussed potential points of collaboration and agreed to hold another conversation in June. During the follow-up meeting on June 2 among the USAID AOR and Director of Democracy and Governance, Program and Foundation staffs, the USAID Basic Education Program proposed to write up a proposal for the Foundation, which would detail specific Program activities for the Foundation to potentially sponsor.

Gakinoeba. In June, the Program PPP Specialist contacted the *Gakinoeba* producer to discuss potential collaboration. The company specializes in turning children's books into short videos in which the story characters come to life on the screen through digital animation. The company had a presentation of the concept on the TV Pirveli television channel. The Program plans to meet with *Gakinoeba* in July.

MANAGEMENT AND ADMINISTRATIVE ISSUES

Staffing

During the second quarter, the USAID Basic Education Program staff added the Financial Manager to its roster. The search continues for an ICT/IT Advisor.

Table 2: USAID Basic Education Program Staff

Name	Title	Date of Employment
Nancy Parks	Chief of Party	January 16, 2020
Indira Amiranashvili	Deputy Chief of Party	February 24, 2020
Gia Nozadze	Teaching & Learning Director	February 24, 2020
Nika Chachkhiani	Partnerships & Private Sector Advisor & Grants Specialist	February 24, 2020
Tamar Tchanturia	Literacy Specialist	March 30, 2020
Natia Kobadze	Numeracy Assistant	March 30, 2020
Natia Lomtadze	Monitoring and Evaluation Specialist	March 30, 2020
Ana Abuladze	University Collaborations Coordinator	January 24, 2020
Giorgi Prangishvili	Procurement & Logistics Specialist	March 16, 2020
Eka Kapanadze	Program Assistant	March 23, 2020
Levan Kvinikadze	Financial Manager	May 4, 2020

Short-Term Technical Assistance (STTA)

The Program remotely engaged Simon King, RTI Monitoring and Evaluation Specialist, to assist with the development of the Program's MELP.

The Program also remotely engaged ICT Education Specialists Carmen Strigel and Sarah Pouezevara to assist with the planning for the learning management system portal. Once Moodle was identified, Sarah continued to work together with Adrian J. Troncoso Campos, the programmer for the demo-version and the necessary customization.

Dr. Peggy Dubeck provided guidance on developing an effective online coaching model for teachers.

As the Program will supervise translation of inclusive education, math and other materials, the Program recruited seven Azeri, five Armenian translators and plans to recruit two or three Georgian translators to translate and edit the following anticipated materials.

Table 3: STTA Translators

Type of resource	Original language	To be translated/edited into
Math resources	Georgian	Armenian Azeri
TLC related materials	Georgian	Armenian Azeri
Instructional leadership	Georgian	Armenian Azeri
Gender modules	English	Georgian Armenian Azeri
Student-centered module	Georgian	Armenian Azeri
Inclusive education	English	Georgian Armenian Azeri
Inclusive education	Georgian	Armenian Azeri
Portal interface	Georgian	Armenian Azeri

Grants

In April, the Program Grants Specialist drafted the Requests for Proposals (RFAs) for the

seven partner universities and two NGOs. The RFAs included the scopes of work for each partner, grants' timelines, milestones, evaluation process, and detailed information on documentation submission requirements.

Following the release of the RFAs in the beginning of May, the USAID Basic Education Program held pre-submission meetings with the universities (May 6) and NGOs (May 8). The Program Grants Specialist and University Collaboration Coordinator presented the Program design to the partners and described the grants process, including all required steps within the RFA process. The submission deadline for the RFAs for the university partners was set on May 12 and for the NGOs on May 14. Prior to submission by the partners, the Program held several active Q&A sessions.

All universities submitted their RFA responses on time. The Program Evaluation Committee included: Indira Amiranashvili, Deputy Chief of Party; Gia Nozadze, Teaching and Learning Director; Eka Kapanadze, Program Assistant; and Nika Chachkhiani, Grants Specialist. The committee evaluated the submitted packages and provided responses to the grantees. The responses included requests for clarification to some of the grantees and/or requests to provide additional information. Once all the responses were collected and budget negotiations completed, the Grants Specialist proceeded with generating Memorandums of Negotiations (MONs) and putting packages together for the internal review and approval. All the documents were uploaded into the RTI's Grants Management System (GMS).

The grants packages for the universities were sent to USAID for review and approval on June 11. After providing additional documents requested by USAID and assisting two universities to obtain data universal numbering system (DUNS) numbers, USAID approved the seven grants for the university partner on June 30.

Negotiations with Center for Civil Integration and Inter-Ethnic Relations (CCIIR) and Child Family Society (CFS), the NGOs, continued throughout June. The NGOs and the Program agreed to revise the scopes of work to reflect Program interventions in minority and inclusive education in the MOESCS New School model implemented. The Program will submit the grants packages for the NGOs to USAID for approval the first week of July.

Table 4: University and NGO Grant Recipients

University Partners
Ilia State University, Tbilisi
Sokhumi State University, Tbilisi
Shota Rustaveli Batumi State University
Samtskhe-Javakheti State University
Akaki Tsereteli Kutaisi State University
Iakob Gogebashvili Telavi State University
Shota Meskhia Zugdidi State Teaching University
NGOs
Child, Family Society (CFS)
Center for Civil Integration and Inter-ethnic Relations (CCIIR)

LESSONS LEARNED

Lessons learned from Q2 include the following:

- Program staff must avoid assuming the capacity of universities and NGOs is sufficient for activity implementation. The universities and NGOs require simple tools and specific guidance, provided by the Program, to facilitate their training programs. Some of the institutions and organizations have limited experience implementing grants with such a broad scope.
- Challenges often offer opportunities. The restrictions resulting from the COVID-19 necessitated transitioning to online communications with staff, stakeholders, and USAID. Participants enjoyed the ease and convenience of the online meetings. The transition enabled Program activities to progress despite the lack of in-person meetings.
- As Program specialists delved into the NSM instructional unit template, the importance of developing units with user-friendly content and layout with flexibility for classroom application became clear. Using feedback from teachers next fall after they have used the template, Program staff will make recommendations for simplifying the template to the NSM team.
- The Program selected Moodle as the platform for the Program's LMS because it was used by most of the Program's partner universities. Despite this fact, the Program has not successfully recruited a local Moodle-proficient ICT specialist to customize, test, and manage the platform. The Program continues to use the HO ICT specialists while searching for a Georgian technician to assist with this important component.
- As a result of COVID-19, the forecast for face-to-face interaction of people is uncertain, necessitating consideration of changing the planned TOTs and teacher/principal trainings to online trainings. This will be a challenge due to the lack of technology and ICT skills by the school personnel.

PLANNED ACTIVITIES AND EVENTS FOR NEXT QUARTER

Numeracy and Literacy Issues

Numeracy

- Finalize material on inclusivity activities for Grade 3 math unit
- Finalize Grade 1 and Grade 6 math units and accompanying Teacher Resource Kits
- Finalize the TOT's general session materials in Georgian language
- Deliver the TOT
- Translate three math units and Teacher Resource Kits in Armenian and Azeri languages
- Translate the TOT general session materials in Armenian and Azeri languages
- Develop short videos on student-centered instruction and its application in math instruction in partnership with UG

Literacy

- Revise the inclusive education component for Grade 2 Georgian Language and Literature (GLL) unit developed by CFS
- Complete Grade 5 GLL unit including the Teacher Resource Kit
- Develop Grade 1 pre-alphabetic unit including the Teacher Resource Kit

- Finalize the TOT's general session materials in Georgian language
- Deliver the TOT
- Support CCIIR in the process of developing units and other resources for ethnic minority schools
- Participate in the process of translating the TOT general session materials in Armenian and Azeri languages
- Develop short videos on SCI and its application in reading instruction in partnership with UG
- Participate in finalizing the TLC guide
- Complete the guide for developing Georgian Language and Literature unit based on NSM framework

Learning Management System

- Recruit STTA to assist with LMS customization and administration. Other important activities include:

Table 5: LMS Activities

#	Activity	Sub-activity
A	Interface: pilot and finalization	
1	English interface	Design/customize interface in English, option 1 (3-language separate/interlinked versions)
		Design/customize interface in English, option 2 (language options only for interface, resources displayed in 3 languages)
2	Initial Georgian interface (version 1)	Translate/fix English interface into Georgian in 2 options
3	LMS Stakeholder group	Organize a presentation of LMS in 2 options for the LMS Stakeholders group
4	Initial pilot for interface finalization	Select a sample of Georgian teachers up to 30 (urban, rural, mountainous)
		Conduct a webinar to explain the purpose of LMS, the purpose of the pilot and channels for feedback communication
		Collect feedback
5	Remedy the Georgian interface (version 2)	Customize and finalize Georgian interface based on the sample feedback
6	Second pilot for interface finalization	Engage the same teachers for the second pilot
		Select and engaged a new group to join the second pilot
		Collect feedback
7	Finalize the Georgian interface (version 3)	Customize and finalize Georgian interface based on the second pilot feedback
		Populate with all available resources
B	Connection with outside systems	Work with EMIS on server
		Purchase of outside hosting
		Work with EMIS on connection with e-school database
		Explore mobile phone alerts/confirmation service
C	Tutorials	Design, film, and upload tutorial on LMS navigation in Georgian
D	Conduct testing of all LMS functionalities	Check for registration/account creation
		Check for TLC functionality
		Check for offline mode
		Check for multiple user access
		Check for statistics creation/reporting

E	Create Armenian and Azeri interfaces	Translate, populate, and edit titles
		Upload relevant resources

Grants and University/NGO Collaboration

Grants

- Sign the grant agreements with the NGOs
- Upon signing the grant agreements with the universities in the beginning of July, organize an orientation meeting to discuss the grants' action items and specific activities for meeting the milestones
- Monitor the grants implementation process and support the grantees in providing all required documentation included under each milestone
- Monitor and support the completion of three grantees' milestones during Q3
- Conduct monitoring site visits to the Program-organized trainings
- Address the grantees' identified grantees' organizational gaps to improve their organizational capacities
- Provide specific recommendations to the grantees on each identified gap
- Identify local business community leaders to participate in the Business Leaders' Roundtable scheduled for September

University/NGO Collaboration

- Conduct orientation meeting for universities to discuss each activity planned in the framework of the contract and present the working space created for them by the program
- Describe the structure of the Google space and assist partners to use each document and form uploaded on the space
- Work individually with each partner to clarify all details of communication tools and enable them able to create their own space for communication with schools in the assigned region/s
- Assist partners to create an action plan and calendar of activities to coordinate and support the training management process
- Create a complete table of universities including partners contacts, a database of schools, principals, trainees, etc.
- Support each partner in communication with schools and implementation of each task identified by the SOW
- Update and improve the university space on Google during the working process.

ANNEXES

Annex A: Virtually Conducted Technical Working Groups

Date	TWG	Topics for discussion	Group Facilitator	Program staff	Stakeholder participants
April 2, 2020	Ethnic Minority TWG	Introduction of the objectives, implementation stages, and work format of the USAID Basic Education Program	Paata Papava	Paata Papava, Giorgi Tchautchidze, Ani Abuladze, Eka Kapanadze, Natia Kobadze, Tata Chanturia	MOESCS: Despina Koiava, Tamar Jakeli, CFS: Guna Bibileishvili Ilia State: Ivli Lobjanidze, Pati Ramishvili CCIR: Kakha Gabunia, Natia Gorgadze, Zoia Mkhitarian UG: Nona Arevadze, UG: Nana Shavtvaladze, TPDC: Tamuna Kekelidze,
April 3, 2020	Training Management Protocol for University Partners TWG	- Introduction of the objectives, implementation stages, and work format of the USAID Basic Education Program - Universities' role in the process - Future plans	Ani Abuladze	Indira Amiranashvili, Gia Nozadze, Paata Papava, Ani Abuladze, Nika Chachkhiani, Natia Lomtadze	MOESCS: Maia Shukhoshvili, Nika Silagadze Ilia State University: Sofiko Lobjanidze GFS: Maia Bibileishvili, Guna Bibileishvili UG: Johnny Mtsariashvili, David Liparteliani CCIR: Natia Gorgadze
April 27, 2020	Literacy TWG	Presentation of the Unit developed according to the NSM by the Program's Literacy team	Paata Papava	Paata Papava, Indira Amiranashvili, Gia Nozadze, Tata Chanturia, Natia Kobadze	MOESCS/NSM: Tamar Djakeli, Tinatin Tseradze
May 5, 2020	Literacy TWG	- Presentation of the Unit created by the Literacy Team according to the NSM. - Discussion / Q&A session - Discussion on how to prepare recommendations for SEN student teachers and how to adjust them into the learning unit.	Paata Papava	Giorgi Tchautchidze, Paata Papava, Ani Abuladze, Natia Kobadze, Tata Chanturia	MOESCS/NSM: Tamar Djakeli, Tinatin Tseradze TPDC: Maia Inasaridze Ilia State University: Tamar Taliashvili UG: Nana Shavtvaladze, Elene Betlemishvili, Nona Arevadze, Sopiko Baramidze CCIR: Natia Gorgadze CFS: Maia Bibileishvili, Khatuna Razmadze
May 13, 2020	Assessments, Differentiated Instruction TWG	- Discussion of the evaluation criteria - Q&A session	Gia Nozadze	Gia Nozadze, Paata Papava, Ani Abuladze, Tamar Chanturia, Natia Kobadze	MOESCS: Ia Aptarashvili, Nikoloz Silagadze, Despina Koiava TPDC: Maia Zibzibadze, Mariana Khundzakishvili, Salome Chokheli NAEC: Sopho Gorgadze, Eka Jeladze CCIR: Natia Gorgadze

					UG: Soso Gogilidze
May 14, 2020	Numeracy TWG	Discussion of the training unit prepared according to the NSM by the Program's Numeracy team.	Gia Nozadze	Gia Nozadze, Ani Abuladze, Natia Kobadze	MOESCS: Ketevan Tsertsvadze, Ekaterine Kordzadze, Nikoloz Silagadze NAEC: Levan Chikvinidze UG: David Liparteliani, Nato Gaboshvili, Soso Gogilidze CFS: Khatuna Razmadze
May 15, 2020	Literacy TWG	Discussion of the rubric for the evaluation of the New School Model matrix.	Paata Papava	Gia Nozadze, Paata Papava, Indira Amiranashvili, Tamar Chanturia, Ekaterine Kapanadze, Natia Lomtadze, Natia Kobadze, Giorgi Tchautchidze	MOESCS: Tamar Jakeli; Tinatin Tseradze TPDC: Maia Inasaridze Ilia State University: Tamar Taliashvili UG: Nana Shavtvaladze, Elene Bethlemishvili, Nona Arevadze, Sofiko Baramidze CCIIIR: Natia Gorgadze CFS: Maia Bibileishvili, Khatuna Razmadze, (teacher)
May 21, 2020	Special Needs' Instruction TWG	- Presentation of adapted Units to special educational needs (SEN) students - Discussion of the general instructions – Guide for teachers prepared by CFS experts - Discussion of template / model how the proposed activities can be simplified to make them easy to use.	Maia Bibileishvili (CFS)	Indira Amiranashvili, Gia Nozadze, Tata Chanturia, Eka Kapanadze	(CFS): Khatuna Razmadze, Salome Chokheli, Maia Bibileishvili MOESCS: Tamar Jgenti, Tamar Jakeli, Tatia Pachkorია UG: Sophio Baramidze, Nato Gaboshvili TPDC: Salome Charkviani
May 28, 2020	Special Needs' Instruction TWG	Presentation of the new Matrix with adapted resources	Maia Bibileishvili (CFS)	Indira Amiranashvili, Gia Nozadze, Tata Chanturia, Paata Papava, Natia Kobadze, Eka Kapanadze	USAID: Medea Kakachia CFS: Khatuna Razmadze, Salome Chokheli, Maia Bibileishvili
May 29, 2020	Ethnic Minority Instruction TWG	- Discussion of the activities planned by the MOESCS within the framework of the new school model in ethnic minority schools - Future plans on TWG working		Giorgi Tchautchidze, Paata Papava, Ani Abuladze, Eka Kapanadze, Natia Kobadze,	MOESCS: Nino Gurgenidze, Despina Koiava, Tamar Jakeli, CFS: Guna Bibileishvili Ilia State University: Ivlika Lobjanidze, Pati Ramishvili CCIIIR: Kakha Gabunia, Natia Gorgadze, Zoia Mkhitarayan

				Tata Chanturia	UG: Nona Arevadze, UG: Nana Shavtvaladze TPDC: Tamuna Kekelidze
June 4, 2020	Ethnic Minority TWG	• Discussion on introduction of the USAID Basic Education Program in ethnic minority schools. • General principles of interventions in teaching Armenian and Azerbaijani as native languages in ethnic minority schools.	Paata Papava	Giorgi Tchautchidze, Paata Papava, Ani Abuladze, Eka Kapanadze, Natia Kobadze, Tata Chanturia	MOESCS: Nino Gurgenidze, Despina Koiava, Tamar Jakeli, CFS: Guna Bibileishvili Ilia State University: Ivliana Lobjanidze, Pati Ramishvili CCIIR: Kakha Gabunia, Natia Gorgadze, Zoia Mkhitarjan UG: Nona Arevadze, Nana Shavtvaladze, TPDC: Tamuna Kekelidze,

Annex B: TOT Agenda

Agenda of the TOT for University Trainers

September 2020

Overall duration of training: 4 days over 2 weekends (Saturday and Sunday), 25 hours (not including breaks)

Training participants: 90 Trainers from the partner universities

Training set-up: TOT will be organized for East and West Georgia-based TTIs separately in Tbilisi and Kutaisi. The estimated number of trainers from UG, Ilia State University, Sukhumi, and Telavi Universities (East Georgia) is 40 and the number of trainers from Akhaltsikhe, Kutaisi, Zugdidi, and Batumi Universities (West Georgia) is 50. Each pool will be divided in two cohorts of 20-25 trainees each for parallel sessions. For general (plenary sessions), the participants will work together.

Training Outcomes. After completing this training, participating university trainers will:

- Understand the USAID Basic Education Program's goals and objectives
- Understand that Student-Centered pedagogy uses principles of constructivism, differentiated instruction, remediation, and formative assessments, critical thinking, and problem solving
- Recognize the necessity of ensuring gender equity and addressing special learning needs of students
- Navigate the Learning Management System (LMS) application (digital platform) and its functionalities
- Use the Learning Management System (LMS) to implement training sessions and access instructional resources
- Understand the New School Model (matrixes and units) and the subject area specifics for literacy and math
- Practice development of complex tasks, key questions, assessment criteria, activities, and resources for a unit based on the New School Model template
- Understand the structure and the purpose of Teacher Learning Circles (TLC) and the role of TLC Facilitator
- Understand the role of principals as instructional leaders to support school-based professional development and create a student-centered environment in the school
- Be able to plan for the logistics of training and follow communication protocols with the university and USAID Basic Education Program
- Apply the principles of adult learning in a variety of training formats, i.e., face-to-face, virtual formats

Training Deliverable

Following the TOT, each partner University will prepare and submit one training plan and agenda for the lead teacher face-to-face training and one training plan and agenda for the principal face-to-face training.

Training Plan

Day 1. 6 hours

Sessions	Beginning	Topic/Activity	Duration in hours	Trainers
Opening session	11:00	Greetings, introductions, and program presentation (Objectives, strategies, activities, and timelines) Program expectations of trainers	1	N. Parks
Session 2	12:00	Overview of Student-Centered Instruction (constructivism, critical thinking, formative assessment, differentiation, problem solving, remediation)	2	G. Nozadze. P. Papava
	14:00	Break		
Session 3	15:00	Gender-sensitive instruction	1	N. Parks
Session 4	16:00	Addressing students' special learning needs	2	M. Bibileishvili

Day 2. 6.5 hours

Sessions	Beginning	Topic/Activity	Duration in hours	Trainers
Session 1	9:00	Literacy CB units: basic part with matrix (Comprehension, Interpretation, and grammar concepts)	1.5	P. Papava
Session 2	10:30	Literacy CB units: basic part with matrix (Speaking, Writing and Diary Concepts)	1.5	P. Papava
Session 3	12:00	Math CB units: basic part with matrix	1	G. Nozadze
	13:00	Break		
Session 4	14:00	Presentation of the learning management system platform and how to use it for virtual learning	1.5	I. Amiranashvili
Session 5	15.30	Guided practice in developing Numeracy/Literacy sample units and Homework (design the unit based on above framework)	1	G. Nozadze / P. Papava

Day 3. 6 hours

Sessions	Beginning	Topic/Activity	Duration in hours	Trainers
Session 1	11:00	Presentation of homework - a. Literacy unit, b. Math unit	3	G. Nozadze, P. Papava
	14:00	Break		
Session 2	15:00	Training for Lead Teachers - how to manage Teacher Learning Circles and use LMS for digital learning (including reporting mechanisms)	2	T. Tchanturia, A. Abuladze
Session 3	17:00	Implementation of National Curriculum and Concept Based units	1	MOESCS

Day 4. 6,5 hours

Sessions	Beginning	Topic/Activity	Duration in hours	Trainers
Session 1	9:00	Role of a trainer, scope of work, schedule of trainer's work for 2020-2021 academic year and communicating with Basic Education Program and home University	1.5	A. Abuladze
Session 2	10:30	Teacher training facilitation reflective of adult education principles	0.5	P. Papava
Session 3	11:00	Guided practice in developing Numeracy/Literacy sample Units' Supplemental Resource Kits	2	G. Nozadze, P. Papava
Break	13:00			
Session 4	14:00	Guided practice in planning one-day face-to-face trainings for TLC Facilitators and Principals	2	G. Nozadze, P. Papava
Session 5	16:00	Wrap-up and evaluation of training	0.5	



USAID
FROM THE AMERICAN PEOPLE

GEORGIA

SUCCESS STORY

GEORGIAN UNIVERSITIES PARTNER WITH USAID BASIC EDUCATION PROGRAM TO OFFER INNOVATIVE PRIMARY READING AND MATH INSTRUCTION

The USAID Basic Education Program will partner with eight regional universities to offer student-centered instructional training, tools, and resources to primary reading and math teachers.



The Program will lead to measurable improvements in reading and math learning outcomes as well as critical thinking and problem-solving skills for all girls and boys in Georgia

Critical thinking, problem solving, creativity: essential skills students must possess to navigate successfully in the Information Age. To prepare students to keep pace with 21st Century demands, teachers require the appropriate student-centered instructional practices and resources.

The USAID Basic Education Program, in partnership with the Ministry of Education, Science, Culture, and Sports, will support education reforms prioritized by the Government of Georgia to ensure primary teachers have the necessary tools and resources to provide students with a strong foundation in reading and math.

To achieve the goal of equipping teachers with innovative instructional techniques, the USAID Program will partner with eight regional universities. The link between the universities' teacher training programs and the 2075 public primary schools in Georgia will result in quality training, continuous support, and professional development programs tailored to the needs of teachers and administrators.

Teona Khupenia, Rector of Shota Meskhia Zugdidi State Teaching University, states, "We are happy to become partners with the USAID Basic Education Program, which enables us to establish ourselves as a sustainable, qualified, and reliable teacher training provider in the region." Johnny Mtsariashvili, Program Coordinator at the University of Georgia agrees, "The USAID Basic Education Program will support us to increase our standards of quality, develop, implement and maintain new teacher professional development programs at UG, and become a sustainable contributor to high-quality primary education in Georgia."

The USAID Basic Education Program focuses on offering student-centered instruction through a combination of pre-service and in-service teacher professional development. At the end of the Program, the regional universities will have capacity to deliver quality professional development programs for teachers and school administrators. Georgian education system will have measurable improvements in reading and math learning outcomes as well as 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.