



USAID Basic Education Program

Year I, Quarter I: January 6 – March 31, 2020



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USAID|Georgia

Basic Education Program

Quarterly Report

Year 1, Quarter 1: January 6 – March 31, 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, six regional universities, Child and Family Society (CFS) and the Center for Integration and (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

In the first quarter of the Program’s Year 1, the USAID Basic Education Program focused primarily on start-up activities such as re-activating RTI’s registration in Georgia, engaging staff, locating an office and procuring equipment. Working from a temporary office provided by the University of Georgia, Program staff conducted meetings with partner universities, NGOs, and Ministry counterparts (Table 1).

Table 1: Introductory Meetings

Date	Participants
January 29	COP DCOP Eka Dgebuadze, Deputy Minister Staff from National Curriculum Department and New School team
February 4	COP DCOP Staff from National Curriculum Department and New School team
February 5	COP DCOP Dimitri Beridze, the Director of Education Management Information System (EMIS)
February 12	COP DCOP

Date	Participants
	Grants/PPP EMIS staff from statistics, software and GIS departments
February 18	COP DCOP Sopho Gorgodze, the Director of National Examination and Assessment Center
February 18	COP Manana Ratiani, the Deputy Director of Teacher Professional Development Center
February 27	DCOP Teaching and Learning Director Reading Lead National Curriculum Department and NSM staff

The purpose of the introductory meetings was to ensure stakeholder participation in Program activities.

February 24, twenty-one people participated in the Program’s work planning session, hosted by the University of Georgia. Participants from the MOESCS and ancillary agencies, partner universities and NGOs, and USAID as well as the Program’s Program Manager from RTI home office delved into the specifics of preparing for the first training of the trainers (TOT). The MOESCS hailed the session as the first inclusive work planning workshop with a donor-funded program. The planning session ended with messages from Adam Schmidt, USAID



Feb. 24 Work Planning session at the University of Georgia

Director of Democracy, Governance, and Social Development; Medea Kakachia, AOR; Tamar Sirbiladze, Alternate AOR; and Constantine Topuria, Rector of UG. The list of attendees is in Annex A. The USAID Basic Education Program submitted the work plan on March 5 and provided revised plan reflective of USAID comments on March 24. Upon USAID’s approval of the work plan expected in April, the Program will reconvene the work planning participants to map next steps.

March 5, the Program COP, DCOP, and Teaching and Learning Director attended the kickoff of the Georgia Innovation, Inclusion and Quality (I2Q) Project, funded by the World Bank. The US\$ 102 million, six-year endeavor will enable the MOESCS to address challenges in the education system. The presentation enabled Program staff to identify synergies with the project, i.e., the development of the learning platform, the focus on critical thinking and problem solving, and the assessment of learning progress. As Program activities advance, staff will coordinate efforts with the World Bank team, headed by Nino Udzilauri.

Following the successful work planning session and informative World Bank presentation, all activities were on schedule until the global COVID-19 pandemic began to affect Georgia in March. Beginning March 16, Program staff began to work from home. The Georgian government’s one-month State of Emergency announcement on March 21 further delayed implementation of many Program activities, including the Program launch with the Minister. The Program response to this significant challenge was to transition immediately to online meetings of staff and technical working groups. Staff negotiated with various vendors through calls or texts. The transition to digital meetings proved productive as the Program

continued to engage partners regularly despite the mandated lockdown. Technical working groups continued to meet virtually despite the lockdown, as demonstrated in Table 2.

Table 2: TWG meetings conducted virtually

Date	TWG	Topics for discussion	Group Facilitator	Program staff	Stakeholder participants
March 25, 2020	Assessment and Differentiated Instruction	Overview of the USAID Basic Education Program	Gia Nozadze, Paata Papava	3	6
March 26, 2020	Training/ Numeracy	Overview of the USAID Basic Education Program	Gia Nozadze	5	8
March 27, 2020	ICT – platform and training delivery	1) overview of Learning Management System functionality; 2) training cascade; 3) training content/format	Indira Amiranashvili	4	6
March 27, 2020	Training/ Literacy	1) Introducing participants and specifics of the work format 2) Understanding the role of the Work Group 3) Overview of the program objectives, implementation strategies and first steps	Paata Papava	3	9
March 27, 2020	Special Needs	1) Introducing participants to the Program's objectives and design. 2) Further activities of TWG	Maia Bibileishvili, CFS	2	8

In addition to the TWGs, Program staff developed Terms of Reference for the Learning Management System after feedback from the Program technical team, MOESCS stakeholders, and RTI home office ICT experts. The Program also created a consolidated school dataset based on the latest school, teacher, and student data from EMIS

As agreed with USAID during the Program kick-off meeting, the Program's reporting period would coincide with USAID's fiscal year; therefore, the Program's first year would end September 30, 2020. This report covers Year 1 (Y1) Quarter 1 (Q1) of the Basic Education Program's operations—Jan 6 through March 31, 2020.

Quarter 1 Implementation Successes

- Despite the mandatory lockdown, which required the Program team to work remotely, the USAID Basic Education Program achieved its planned targets, including office selection, purchase of furniture and equipment, recruitment of staff and submission of the Y1 Workplan
- The Program quickly transitioned to virtual meetings with staff, stakeholders, and partners in response to COVID-19 shelter-in-place restrictions
- Staff drafted the agenda for the first TOT scheduled in September 2020
- Staff developed scopes of work for partner universities and NGOs
- Technical Working Groups organized to cooperate on the development of materials and facilitate communication
- The Program utilized a free e-tool in Google for uploading all forms, materials by topics, and documents for editing that the universities/NGOs can use to manage training and communicate with schools.
- With the assistance of the MOESCS EMIS, staff defined the target numbers for each TTI partner
- Staff developed requirements for the Learning Management System (LMS) and began

- selecting the most appropriate internet-based platform
- The Grants Specialist drafted an outline of the grants process and submitted it to USAID for review
- Based on the program design, the Program identified the Fixed Amount Award (FAA) model as the most suitable mechanism for disbursing the program grants

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 initial quarter, the Teaching and Learning Director, Reading Lead, and subject specialists devoted the bulk of their time to developing the materials and identifying resources to be uploaded to the learning management platform that will be used by teacher training institute (TTI) trainers as well as teachers. Program staff pursued engagement of the New School Model (NSM) team to ensure that Program efforts complemented the Ministry's model.

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

One of the first tasks of the Program was to study the New School Model unit template to understand what teachers were expected to do in their classes. When the Ministry rolls out the model to all schools during the 2020-2021 academic year, the Program team wants to ensure teachers understand how to use the template effectively. The template follows a concept-based curriculum which may be difficult for some teachers to grasp. Ideally, primary reading and math teachers will include activities which are student centered and include critical thinking, problem solving skills, formative assessments, and differentiated instruction in the units they complete using the NSM template. But to include those aspects, the teachers must clearly understand the principles of concept-based curriculum. Program specialists are working with the NSM department to explore simplifying the template, especially for lower primary teachers to enable teachers to deliver effective reading and math lessons. While the discussions with the NSM department are ongoing, Program specialists continue to identify materials to upload to the digital platform the Program is preparing.

One of the most time-consuming activities the staff began this quarter the review of the videos developed during the USAID Georgia Primary Education Project (G-PriEd) to determine the videos which support specific activities. As the videos will require editing, they required much attention to track the duration needed from each clip. This editing is expected to continue throughout the program.

The team also developed directions and suggestions for the TTIs to organize and conduct the training of teachers and principals. Recognizing that the training and logistics capacity levels differed significantly among TTIs, the team focused on drafting simple tools for TTIs to organize training sessions and report results. Program specialists also drafted an agenda for the TOT for trainers from the TTIs scheduled for September 2020 (Annex B). Following the signing of grants, the team will review the tools with the training partners.

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

USAID Basic Education Program will engage eight universities and two NGOs (Table 1) to participate in Program activities. The program has prepared a detailed scope of work for each university and NGO which outlines the roles and responsibilities of both the university/organization for the life of the program. The Program will engage partner institutions and organizations following approval of the Year 1 Work Plan.

Table 2: University and NGO Partners

University Partners
University of Georgia, Tbilisi
Ilia State University, Tbilisi
Sokhumi University, Tbilisi
Batumi State University
Samtskhe-Javakheti State University
Kutaisi State University
Telavi State University
Zugdidi State Teaching University
NGO Partners
Child, Family Society (CFS)
Center for Civil Integration and Inter-ethnic Relations (CCIIR)

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

No activities during this reporting period.

1.1.4 Lead Teachers mentor their peers through Teacher Learning Circles

No activities during this reporting period.

1.1.5 Program partners deliver online/offline training to remaining teachers

No activities during this reporting period.

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

No activities during this reporting period.

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

No activities during this reporting period.

Outcome 1.2: Contemporary learning resources and materials are accessible

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

Mapping existing materials is a task assigned to University of Georgia. While waiting for the subcontract to be signed, Program staff began to inventory G-PriEd resources to prepare for the TOT (Annex D: Inventory of G-PriEd Instructional Resources). University of Georgia will begin to inventory all available resources in Quarter 2.

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

During the work planning process, the stakeholders agreed that the internet-based learning

management system would be the central instrument to store instructional content and support professional development of Program beneficiaries, i.e., school principals, Lead Teachers/TLC Facilitators and primary grade teachers of language and literature, and math.

The Program technical team worked closely with ministry stakeholders, primarily TPDC, the National Curriculum Department and EMIS, to agree on the type of e-platform for the USAID Basic Education Program, which could be either separate with the ability to integrate into EMIS systems later or integrated into the existing platforms of the MOESCS. Stakeholder discussions included individual meetings with the EMIS, TPDC and the National Curriculum Department to review of their existing systems, such as el.ge, kargiskola.ge, ncp.ge, EdEx and Edmodo at TPDC. Despite the lockdown, virtual technical group meetings continued throughout March. In parallel, the Program technical team worked together to define the required functions of the future Teacher Learning Management System. The program team also engaged RTI Home Office ICT experts, Carmen Strigel and Sarah Pouezevara, who started the in-depth analysis of the available open code education-gearred applications, which could be customized to meet Program needs. From the discussions with the MOESCS stakeholders, the review of existing systems, and the training scheduled to begin in September, the team decided to set-up a program-based platform, which later could be either transferred to the Ministry or integrated into an e-platform that the Ministry plans to build with World Bank funding.

The requirements for USAID Basic Education Program include:

- A repository for units of instruction, videos, supplementary materials and other resources for in-service and pre-service teachers and school principals
- The items in repository, i.e., pdf documents, Word documents, PowerPoints, video clips, are uploadable and downloadable. Users must be able to easily print resources
- The interface is very simple and user-friendly
- Users will not upload anything to the system; they will have access only
- TLC Facilitators, one of the users, are able to create teacher groups, schedule teacher meetings and reports, send alerts to participating teachers, record in their accounts, and consolidate platform reports for the TLMS Administrator
- The platform needs multi-lingual capacity as resources will be uploaded in Georgian, Azeri, and Armenian. Georgian will be the primary language
- The platform should be compatible with Android and iOS systems for mobile application
- The platform should have the ability to integrate with outside systems, such as:
 - For user validation and authorization, and follow-on monitoring of users' activities at the school level: EMIS eSchool, which is a dynamic database of schools, including data on school principals, administrative personnel, sector (language), shifts, teacher and student information
 - For website management: Microsoft Teams, as MOESCS is institutionalizing it in all public schools of Georgia, as per the agreement with Microsoft
- The platform needs to be developed by September 2020
- The approximate maximum number of users is 30,000

Discussions are ongoing with RTI ICT specialists and the MOESCS EMIS regarding the development of the LMS.

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

The USAID Basic Education Program did not finalize the grants for CCIIR and CFS, the NGOs responsible for implementing training for teachers of minority and special needs' students, during the first quarter. Program staff met informally with them, and representatives from the NGOs attended TWGs. The Program will finalize the grants in Quarter 2.

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

1.3.1. Carry out TOT on continuous classroom assessment

Program specialists selected and explored several resources on continuous assessment including materials developed by the New School Model Program as well as materials developed by the COP and Teaching/Learning Director on formative assessments. The team facilitated online meetings with the Assessment/Differentiated Instruction TWG to discuss various assessments to include in the activities.

1.3.2. Develop formative assessment curriculum for Teacher Learning Circles

No activities during this reporting period.

1.3.3. Adapt continuous assessment resources for offline use.

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.

No activities during this reporting period.

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

No activities during this reporting period.

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

- In early March, the Government of Georgia restricted movements and in March 20 it announced State of Emergency in response to the coronavirus pandemic (COVID-19). The government-mandated restrictions in response to COVID-19 necessitated creative alternatives to typical program implementation. The staff were able to transition quickly to digital modes 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 lifted 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 the Teaching Learning Circles. Program staff will work with TTIs to explore ways to build the intrinsic motivation of teachers to participate.
- The varying capacities of the TTIs requires Program staff to provide detailed tools for organizing, delivering, and reporting on training.
- The varying capacity levels of partner universities and NGOs will necessitate strong Program guidance and oversight.
- The universities require clear and specific guidance to select qualified trainers.

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

The USAID Basic Education Program submitted the first AMELP to USAID for review and approval on April 3. The Program has no approved indicators to report on for the first quarter.

INTEGRATION OF CROSSCUTTING ISSUES AND USAID FORWARD PRIORITIES

Gender Equality, Female Empowerment, and Social Inclusion

The USAID Basic Education Program COP is developing a session on gender and inclusivity for the TOT in September. Working with RTI gender specialists, the Program began development of a 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.

Sustainability Mechanisms

The initial work planning session on February 24 (described above in the Progress Narrative) represented the first time within the education sector that all stakeholders, including Ministry counterparts and all partners, worked together on first year plans. The input from all stakeholders facilitated a common agreement which, in turn, contributes to the sustainability of Program efforts. Additionally, as reported above, the Program 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

On March 13, the Private Sector Engagement Advisor met with TBSC Consulting. During the meeting, which was initiated by TBSC, the consulting group representatives inquired about the USAID Basic Education Program design and discussed potential collaboration. Although the meeting had an introductory nature and no specific actions were identified, the company agreed to meet later after the private sector engagement role in the Program is more clearly defined.

MANAGEMENT AND ADMINISTRATIVE ISSUES

RTI Registration

RTI received official notification that the company was a registered as branch of a non-entrepreneurial legal entity in Georgia on February 25, 2020, with Nancy Parks as the designated Country Director.

Office of the USAID Basic Education Program

On March 10, RTI secured a program office adjacent to the University of Georgia to facilitate hosting of large meetings in the University's conference rooms and editing/production of videos in its recording studio. The office address is: 6 Giorgi Saakadze, Lower Hill, 5th Floor, Unit 12, Tbilisi. RTI anticipates moving into the office April 15, 2020. UG provided RTI temporary office space before the pandemic necessitated work from home.

Program vehicle

RTI has opted not to purchase a vehicle at this time. The Program has determined that engaging the Georgian taxi service Bolt on a corporate agreement is more economical. The receipts Bolt provides after every trip serve as documentation of destination, cost, and kilometers traveled.

Office Furniture and Equipment

RTI issued an RFQ for office furniture on March 15, 2020 and awarded the lowest bidder the following week. The Program anticipates delivery of furniture in late April.

Staffing

During the first quarter, most of the USAID Basic Education Program staff were engaged with the exception of the Financial and Administration Manager and the ICT/IT Advisor. Paata Papava, the Reading Lead, was engaged as a consultant until he was able to join the Program as a part-time staff member.

Table 3: 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

Short-Term Technical Assistance (STTA)

During this quarter, Chelsea Lehman, RTI Program Manager for the USAID Basic Education Program, visited Georgia to assist with work planning from Feb. 23 – 27.

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.

Procurement

The Program ordered all computer hardware and software. The computers are scheduled to arrive in late April and additional IT equipment such as printers and screens will arrive in May. Furniture for the office is in the process of assembly to be ready by the end of April. Procurement also focused on obtaining staff medical insurance, phone network coverage and corporate Taxi services.

Grants

During the reporting period, the Program's Grants Specialist participated in three training sessions on RTI Grants Management. Based on the design of the Program, the Fixed Amount Award (FAA) was identified as the most suitable model for the grants. The selected model provides several advantages for RTI as well as for the grantee. It focuses on outputs and results, limits risk for both parties, and requires only limited financial and management capacity. This type of grant allows for issuing payments to the grantees based on the achieved milestones listed in the Program Description of each grant. For the first year of the Program implementation, RTI plans to issue the short-term, low value grants through December 30, 2020, and extend and/or expand them on an annual basis for up to three years. The Grants Specialist is currently modifying the RTI grants manual to reflect the selected grant mechanism.

The Program outlined the steps required for issuing grant awards. The outline, detailing the process and documentation, was sent to USAID for review. Based on USAID's recommendations, the Program began drafting a Request for Applications (RFA) form. Once the RFA template is approved, the Program will send it to all partner universities and NGOs. The Program's Grants Specialist participated in the Training Management Protocol for University/NGO Partners group orientation virtual meeting. During the Skype call, the Program presented the Program design which outlined their roles within the Program. After the presentation, the Grants Specialist answered several grants-related questions and informed all the partners that a separate grants orientation meeting would take place in May. Prior to the grants meeting, all partners will receive Requests for Applications.

LESSONS LEARNED

Lessons learned from Q1 include the following:

- To ensure acceptance of Program materials and sustainability, the Program established close and positive cooperation with all stakeholders and partners, particularly the MOESCS New School Model department
- The universities require simple tools, provided by the Program, to facilitate their training programs
- The restrictions resulting from the COVID-19 necessitated transitioning to digital communications with staff, stakeholders, and USAID. The transition enables Program activities to progress.
- 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.
- The Program must prepare simple tools to facilitate universities and NGOs' work
- COVID-19 shifted classroom learning to distance learning by offering televised lessons to K12 students. In addition, some public schools provided distance learning lessons to students, using available platforms, such as Skype, Zoom and Microsoft Teams. However, given the poor internet connectivity, poor ICT skills of teachers, lack of devices (laptops, smart-phones, tablets) by both teachers and students, digital instruction is an exception rather than standard practice. As the forecast for face-to-face interaction of people, caused by COVID-19, is uncertain, the USAID Basic Education Program may need to consider changing its planned TOTs, and teacher/principal trainings from face-to-face to online trainings. This will be a challenge in view of the lack of technology and ICT skills by the school personnel.

PLANNED ACTIVITIES AND EVENTS FOR NEXT QUARTER

Literacy and Numeracy Issues

- Develop draft materials for all sessions of the TOT
- Review developed draft materials with team members to analyze and give feedback. Incorporate the team feedback on the developed and shared materials.
- Continue to develop online/face to face meetings with team members including Teaching/Learning Director, Literacy Lead, Literacy Specialist and Math Specialist on the USAID Basic Education Program objectives and activities and the TOT sessions structure and content
- Complete selection of scenes from literacy and math video sessions from kargiskola.ge
- Take part in collecting, selecting, mapping and adapting existing classroom instructional resources for the new curricula collaborating with UG and Stakeholders
- Facilitate Stakeholder online/face to face meetings (Numeracy group, Assessment/Differentiation group, Literacy group, Ethnic Minority Schools group) at least once per Month to inform Stakeholders about the USAID Basic Education

Program objectives and activities, share resources and get recommendations for successful launch of the USAID Basic Education Program activities

- Participate in Stakeholder online/face to face meetings (ICT group, Special Needs group and Training management Protocol group) to deliver correct information about the Program progress, achievements and challenges, needs and effective ways of support
- Participate in online/face to face meetings with the MOESCS and New School Model Program representatives in order to harmonize the Program plans and activities.
- Organize webinars in order to communicate the strategic approaches and pedagogical concepts such as the Student-Centered Learning Strategies to the target audience of the USAID Basic Education Program

Learning Management System

- Finalize the technical requirements for LMS, select the platform and begin development. If the choice is to use an open code platform, it will be customized to the program's needs. If it is decided to create a local product, the procurement will be made, the vendor selected, and the development will begin.
- Create reporting templates and instruments aligned to the Monitoring and Evaluation Plan requirements

Grants and University/NGO Collaboration

- Following USAID approval of the RFP template, send out RFPs to all the partners
- Issue grants to universities and NGOs
- Prepare logistical tools to facilitate the trainings that the universities and NGOs will conduct
- Establish reporting and communication mechanisms for the time during and following the COVID-19 lockdown
- Continue meeting with Technical Working Group
- Assist all grantees that receive grants exceeding \$25,000 with registering at System for Award Management (SAM) and obtaining the Dun & Bradstreet (DUNS) number
- Hold an orientation session on grants with universities and NGOs
- Begin active communication with Universities to obtain necessary paperwork and to provide guidance
- Collect information about universities' pre-service and in-service programs
- Prepare a detailed presentation for universities/NGOs on the Program requirements
- Finalize training management issues with members of the Training Management Protocol for University Partners TWG
- Complete materials for orientation meeting with representatives of partner Universities
- Prepare session on university collaboration for TOT
- Create forms for the training management process, reporting and monitoring

*Subawards includes consultant costs for Ani Abuladze and Nika Chachkhiani during start-up.

ANNEXES

Annex A: Work Planning Participants

WORK PLANNING PARTICIPANTS		
Participant	Organization	Position
Ministry of Education, Science, Culture, and Sports; Agencies		
Mariam Chikobava	MOESCS	Deputy Head of Preschool and General Education Department
Nino Iakobashvili	MOESCS	Project Manager (New School Model)
Manana Ratiani	TPDC	Deputy Director
Nona Popiashvili	TPDC	Head of Program
Zaza Karsaulidze	EMIS	Business Analyst
Sopho Gorgodze	NAEC	Director
Eka Jeladze	NAEC	Program Manager
Partner Organizations		
Soso Gogilidze	UG	Head of the Scientific and Quality Assurance office
Johnny Mtsariashvili	UG	Head of the Authorization Department
Maia Bibileishvili	CFS	Head of Organization
Natia Gorgadze	CCIIR	Program Director
Nana Shavtvaladze	UG	Head of Georgian Philology Department
Sopiko Lobjanidze	Ilia State	Professor, Head of School Education
USAID Basic Education Program Staff		
Nancy Parks	RTI	Chief of Party
Chelsea Lehman	RTI	Home Office Program Manager
Indira Amiranashvili	RTI	Deputy Chief of Party
Ani Abuladze	RTI	University Collaboration Coordinator
Nika Chachkhiani	RTI	PPP/Grants
Paata Papava	RTI	Literacy specialist
Gia Nozadze	RTI	Teaching and Learning Director
Tata Chanturia	RTI	Reading Specialist

Annex B: Draft TOT Agenda

Draft agenda for the first three-day TOT for Universities and NGOs: September 2020

Day 1

Sessions	Beginning	Topic	Time/ Duration in hours	Materials needed	Session to be developed and delivered by
	10.00	Opening/Greetings	0.5		
Session 1	10.30	Program presentation (Objectives, strategies and activities)	0.5		Nancy Parks
Session 2	11.00	Student Centered Instruction (Overview)	2		Gia Nozadze and Paata Papava
	13.00	Break			
Session 3	14.00	Gender-sensitive instruction	1		Nancy Parks
Session 4	15.00	Special needs (for General teachers only)	2		Maia Bibileishvili

Day 2

Sessions	Beginning	Topic	Time/ Duration in hours	Materials needed	Session to be developed and delivered by
Session 1	10.00	Overview of digital platform	1		Indira Amiranashvili
Session 2	11.00	Learning Management System	1		Ani Abuladze
Session 3	12.00	New school model (With separated Literacy and Numeracy groups)	1		Gia Nozadze and Paata Papava
	13.00	Break			
Session 4	14.00	Numeracy/Literacy sample Unit and Teacher Guide (With separated Literacy and Numeracy groups)	1.5		Gia Nozadze and Paata Papava
Session 5	15.30	Numeracy/Literacy sample Unit and Teacher Guide (With separated Literacy and Numeracy groups)	1.5		Gia Nozadze and Paata Papava

Day 3

Sessions	Beginning	Topic	Time/ Duration in hours	Materials needed	Session to be developed and delivered by
Session 1	10.00	Management of Teacher Learning Circles and the use of LMS (including reporting mechanisms)	2		Ani Abuladze
Session 2	12.00	School principal as instructional leader	1		Gia Nozadze
	13.00	Break			
Session 3	14.00	Supporting school- based teacher professional development	1		Tata Chanturia
Session 4	15.00	Role of a trainer and the scope of work +	1		Ani Abuladze

		schedule of trainer's work for 2020-2021 academic year and Line of communication with BEP			
Session 5	16.00	Teacher training facilitation (based on adult education principles)	0.75		Paata Papava
	16.45	Wrap-up: sharing of Face-to-face agendas for School Principals, TLC facilitators	0.25		Gia Nozadze and Paata Papava

Annex C: Technical Working Groups

Organization	Participant	Position
TRAINING: LITERACY		
MOESCS	Tinatin Tseradze	Literacy Expert
MOESCS	Tamar Jakeli	NSM Conceptual Lead
Ilia State University	Tamar Taliashvil	Professor of Education
TPDC	Maia Inasaridze	Expert of Georgian language and literature
CFS	Khatuna Razmadze	Literacy Specialist
UG	Nana Shavtvaladze	Head of Georgian Philology department
UG	Sopiko Baramidze	Head of UG training Centre, Physiology, Reading expert
UG	Elene Betlemishvili	Trainer-Consultant in Reading and ICT
CCIIR	Shalva Tabatadze	Chief
CCIIR	Natia Gorgadze	Program Director
NAEC	Zaqaria Kitiashvili	Math
TRAINING: NUMERACY		
MOESCS	Ketevan Tsertsvadze	Math Expert
Ilia State University	Eka Kordzadze	Invited Lecturer, PhD student
TPDC	Eka Kordzadze	Expert of Math
CFS	Khatuna Razmadze	Teacher
UG	Nato Gaboshvili	Trainer-Consultant in Math
UG	Soso Gogilidze	Head of the Scientific and QA office
UG	David Liparteliani	Consultant in Math/Education Specialist
NAEC	Levan Chiqvinidze	Math expert
ASSESSMENTS/ DIFFERENTIATED INSTRUCTION		
MOESCS	Ia Aptarashvili	NSM Assessments Team Lead
MOESCS	Nikoloz Silagadze	NSM Conceptual Lead
MOESCS	Despine Koiava	Expert
Ilia State University	Sopho Gorgodze	Associated professor
Ilia State University	Mikheil Giorgadze	Quality Assurance Specialist of School of education and Invited Lecturer
TPDC	Mariana Khundzakishvili	Assessment and Differentiated instruction
CFS	Salome Chokheli	Consultant
UG	Soso Gogilidze	Head of the Scientific and QA office
CCIIR	Natia Gorgadze	Program Director
NAEC	Eka Jeladze	Program Manager
Ethnic Minority Instruction		
MOESCS	Tamar Jakeli	NSM Conceptual Lead
Ilia State University	Ivliita Lobjanidze	Consultant
Ilia State University	Pati Ramishvili	Consultant
TPDC	Tamar Kekelidze	Consultant

Organization	Participant	Position
CFS	Guna Bibileishvili	Founder
UG	Nona Arevadze-Kotorashvili	Trainer-Consultant in Reading and GSL
UG	Nana Shavtvaladze	Head of Georgian Philology department
CCIIR	Kakha Gabunia	
CCIIR	Zoia Mkhitarian	
Special Needs' Instruction		
MOESCS	Tamar Zhghenti	Acting Head of Inclusive Development Unite
UG	Tatia Pachkoria	Invited Lecture
CFS	Maia Bibileishvili	Head of Organization
CFS	Nino Kapanadze	Program Specialist
UG	Sopiko Baramidze	Head of UG training Centre, Physiology, Reading expert
UG	Nato Gaboshvili	Trainer-Consultant in Math
ICT (Both platform and ICT training for users)		
MOESCS	Nino Tsandishvili	NSM ICT Coach
EMIS	Zaza Karsaulidze	Business Analyst
TPDC	Nino Margishvili	ICT expert
CFS	Guna Bibileishvili	Founder
UG	Elene Betlemishvili	Trainer-Consultant in Reading and ICT
Training Management Protocol for University Partners		
MOESCS	Maia Shukhoshvili	Head of Higher Education Unite
MOESCS	Nikoloz Silagadze	NSM Conceptual Lead
MOESCS	Nino Svanadze	Specialist of Higher Education Unite
Ilia State University	Sofiko Lobzhanidze	professor of Educational sciences
CFS	Maia Bibileishvili	Head of Organization
CFS	Guna Bibileishvili	Founder of organization
UG	Johnny Mtsariashvili	Head of the authorization department
UG	David Liparteliani	Consultant in Math/Education Specialist
UG	Sopiko Baramidze	Head of UG training Centre, Physiology, Reading expert
UG	Nona Arevadze-Kotorashvili	Trainer-Consultant in Reading and GSL
UG	Elene Betlemishvili	Trainer-Consultant in Reading and ICT
UG	Nato Gaboshvili	Trainer-Consultant in Math

ANNEX D: INSTRUCTIONAL RESOURCES MAPPED FROM G-PRIED PORTAL

www.kargiskola.ge

No.	Project Name	Title	Production Year	Category
Diagnostic Assessment Software				
1	G-PriEd	Software in diagnostic assessment in Reading for grades 1-6	2016	Online teacher diagnostic assessment tool
2	G-PriEd	Software in diagnostic assessment in math for grades 1-6	2016	Online teacher diagnostic assessment tool
Teacher Digital Training Courses - Reading				
1	G-PriEd	Methodologic video-films in innovative methods of reading instruction - 6 movies	2015	Video-lesson
2	G-PriEd	Innovative methods of teaching reading in grades 1-4 (17 sessions)	2015	Video-course
3	G-PriEd	Video-course for teachers in innovate methods of reading in grades 5-6 (17 sessions)	2015	Video-course
4	G-PriEd	Video-course in teacher reading competencies for 1-6 grades (14 sessions)	2017	Video-course
5	G-PriEd	Video-course in teacher competencies: reading and writing in grades 1-6 (5 sessions)	2017	Video-course
6	G-PriEd	Video-Course in Book Club model (2 sessions)	2017	Video-course
Teacher digital training courses - Math				
1	G-PriEd	Methodologic video-films in innovative methods of math instruction - 3 movies	2015	Video-lesson
2	G-PriEd	Video-course for teachers in innovate methods of math in grades 1-4 (17 sessions)	2015	Video-course
3	G-PriEd	Video-course for teachers in innovate methods of math in grades 5-6 (17 sessions)	2015	Video-course
4	G-PriEd	Video-course in teacher math competencies for 1-6 grades (22 sessions)	2017	Video-course
5	G-PriEd	Video-course: selected methods of innovative math instruction in teacher competencies (4 sessions)	2017	Video-course
Teacher digital training courses - Remediation				
1	G-PriEd	Video-course: remediation in reading (3 sessions)	2017	Video-course
2	G-PriEd	Video-course: remediation in math (5 sessions)	2017	Video-course
Teacher digital training courses - TLC Facilitation				
1	G-PriEd	Video-course (2 sessions) and guides on how to create and facilitate Teacher Learning Circles	2016	Video-course
Teacher Resource Books - Math				

No.	Project Name	Title	Production Year	Category
1	G-PriEd	Teacher Resource Book in Math (a 2-Volume set) in Georgian language	2015	Teacher's guide
2	G-PriEd	Foundations in Math for pre-school and in-school teachers, in Georgian language	2017	Teacher's guide
3	G-PriEd	Teacher Resource Book in Math, Part 3 for grades 1-4, in Georgian language	2016	Teacher's guide
4	G-PriEd	Teacher Resource Book in Math, Part 3 for grades 5-6, in Georgian language	2016	Teacher's guide
5	G-PriEd	Teacher Resource Book in Math (a 2-Volume set) in Azeri Georgian language	2015	Teacher's guide
6	G-PriEd	Teacher Resource Book in Math (a 2-Volume set) in Armenian language	2015	Teacher's guide
7	G-PriEd	Teacher Resource Book in Math (a 2-Volume set) in Russian language	2015	Teacher's guide
Teacher Resource Books - Reading				
1	G-PriEd	Teacher Resource Book in Reading (a 2-Volume set) in Georgian language	2017	Teacher's guide
Lesson Plans - Reading and Math				
1	G-PriEd	Lesson plans, Georgian language of instruction -18 plans	2016	Teacher's guide
2	G-PriEd	Lesson plans, Georgian as the second language of instruction - 8 plans	2016	Teacher's guide
3	G-PriEd	Lesson plans in math - 23 plans	2016	Teacher's guide
Student Resources - Reading, Georgian language				
1	G-PriEd	Supplementary readers for Georgian Language instruction, grade 1 - 28 titles	2014	Student reader
2	G-PriEd	Supplementary readers for Georgian Language instruction, grade 2 - 32 titles	2014	Student reader
3	G-PriEd	Supplementary readers for Georgian Language instruction, grade 3 - 18 titles	2014	Student reader
4	G-PriEd	Supplementary readers for Georgian Language instruction, grade 4 - 29 titles	2014	Student reader
5	G-PriEd	Supplementary readers for Georgian Language instruction, grade 5 - 22 titles	2014	Student reader
6	G-PriEd	Supplementary readers for Georgian Language instruction, grade 6 - 24 titles	2014	Student reader
Student Resources - Reading, Georgian as the Second Language (GSL)				
1	G-PriEd	Supplementary readers for Georgian as the second language, level 1 - 8 titles	2014	Student reader
2	G-PriEd	Supplementary readers for Georgian as the second language, level 2 - 11 titles	2014	Student reader
3	G-PriEd	Supplementary readers for Georgian as the second language, level 3 - 8 titles	2014	Student reader
4	G-PriEd	Supplementary readers for Georgian as the second language, level 4 - 8 titles	2014	Student reader
5	G-PriEd	Supplementary readers for Georgian as the second language, level 5 - 9 titles	2014	Student reader
Student Resources - Reading (GL and GSL), and math				

No.	Project Name	Title	Production Year	Category
1	G-PriEd	Alphabet books - supplementary readers for Georgian and Georgian as the second language instruction in grades 1-2 - 33 titles (1 per letter)	2017	Student reader
2	G-PriEd	Audiobooks (audio versions of supplementary readers) - 41 titles	2017	Student reader
3	G-PriEd	Online application: Let's write	2017	Online student instructional materials
4	G-PriEd	Alphabet song with the guide and tutorial	2017	Online student instructional materials
5	G-PriEd	Students newspaper for grades 5-6 - 16 Issues	2015	Student reader
6	G-PriEd	Big Books for Georgian, and Georgian as the second language instruction, grades 1-2 - 6 titles	2015	Student reader
7	G-PriEd	Sets of flash cards (sets with big and small letters, sets with big and small illustrations) for grades 1-2 Georgian and Georgian, as the second language instruction	2015	Student instructional resources
8	G-PriEd	Math computer games - 6 games	2016	Student instructional resources
Activity cards and worksheets - Reading (GL and GSL)				
1	G-PriEd	Reading activity cards for Georgian language instruction, grades 1-2 (30 cards/set)	2014	Student instructional resources
2	G-PriEd	Reading activity cards for Georgian language instruction, grades 3-4 (30 cards/set)	2014	Student instructional resources
3	G-PriEd	Reading activity cards for Georgian language instruction, grades 5-6 (30 cards/set)	2014	Student instructional resources
4	G-PriEd	Reading activity cards for Georgian, as the second language instruction, grades 1-2 (30 cards/set)	2014	Student instructional resources
5	G-PriEd	Reading activity cards for Georgian, as the second language instruction, grades 3-4 (30 cards/set)	2014	Student instructional resources
6	G-PriEd	Reading activity cards for Georgian, as the second language instruction, grades 5-6 (30 cards/set)	2014	Student instructional resources
7	G-PriEd	Worksheets in reading for Georgian language instruction		Student instructional resources
Activity cards - Math				
1	G-PriEd	Math Activity Cards Guide in Georgian language	2014	Teacher's guide
2	G-PriEd	Math Activity Cards Guide in Azeri language	2014	Teacher's guide
3	G-PriEd	Math Activity Cards Guide in Armenian language	2014	Teacher's guide
4	G-PriEd	Math Activity Cards Guide in Russian language	2014	Teacher's guide

No.	Project Name	Title	Production Year	Category
5	G-PriEd	Sets of Math activity cards (30 cards/set) for grade 1 in Georgian language	2014	Student instructional resources
6	G-PriEd	Sets of Math activity cards (30 cards/set) for grade 1 in Azeri language	2014	Student instructional resources
7	G-PriEd	Sets of Math activity cards (30 cards/set) for grade 1 in Armenian language	2014	Student instructional resources
8	G-PriEd	Sets of Math activity cards (30 cards/set) for grade 1 in Russian language	2014	Student instructional resources
9	G-PriEd	Sets of Math activity cards (30 cards/set) for grade 2 in Georgian language	2014	Student instructional resources
10	G-PriEd	Sets of Math activity cards (30 cards/set) for grade 2 in Azeri language	2014	Student instructional resources
11	G-PriEd	Sets of Math activity cards (30 cards/set) for grade 2 in Armenian language	2014	Student instructional resources
12	G-PriEd	Sets of Math activity cards (30 cards/set) for grade 2 in Russian language	2014	Student instructional resources
13	G-PriEd	Sets of Math activity cards (30 cards/set) for grade 3 in Georgian language	2014	Student instructional resources
14	G-PriEd	Sets of Math activity cards (30 cards/set) for grade 3 in Azeri language	2014	Student instructional resources
15	G-PriEd	Sets of Math activity cards (30 cards/set) for grade 3 in Armenian language	2014	Student instructional resources
16	G-PriEd	Sets of Math activity cards (30 cards/set) for grade 3 in Russian language	2014	Student instructional resources
17	G-PriEd	Sets of Math activity cards (30 cards/set) for grade 4 in Georgian language	2014	Student instructional resources
18	G-PriEd	Sets of Math activity cards (30 cards/set) for grade 4 in Azeri language	2014	Student instructional resources
19	G-PriEd	Sets of Math activity cards (30 cards/set) for grade 4 in Armenian language	2014	Student instructional resources
20	G-PriEd	Sets of Math activity cards (30 cards/set) for grade 4 in Russian language	2014	Student instructional resources
21	G-PriEd	Sets of Math activity cards (30 cards/set) for grade 5 in Georgian language	2014	Student instructional resources
22	G-PriEd	Sets of Math activity cards (30 cards/set) for grade 5 in Azeri language	2014	Student instructional resources
23	G-PriEd	Sets of Math activity cards (30 cards/set) for grade 5 in Armenian language	2014	Student instructional resources
24	G-PriEd	Sets of Math activity cards (30 cards/set) for grade 5 in Russian language	2014	Student instructional resources
25	G-PriEd	Sets of Math activity cards (30 cards/set) for grade 6 in Georgian language	2014	Student instructional resources
26	G-PriEd	Sets of Math activity cards (30 cards/set) for grade 6 in Azeri language	2014	Student instructional resources
27	G-PriEd	Sets of Math activity cards (30 cards/set) for grade 6 in Armenian language	2014	Student instructional resources
28	G-PriEd	Sets of Math activity cards (30 cards/set) for grade 6 in Russian language	2014	Student instructional resources
Parental Engagement				

No.	Project Name	Title	Production Year	Category
1	G-PriEd	Parental engagement Guide for teachers and principals	2016	Teacher's guide
2	G-PriEd	A video-lesson in parental engagement	2014	Video-lesson
3	G-PriEd	Sets of parental engagement cards for grades 1-2 in Georgian language	2014	Parental engagement resources
4	G-PriEd	Sets of parental engagement cards for grades 1-2 in Azeri language	2014	Parental engagement resources
5	G-PriEd	Sets of parental engagement cards for grades 1-2 in Armenian language	2014	Parental engagement resources
6	G-PriEd	Sets of parental engagement cards for grades 1-2 in Russian language	2014	Parental engagement resources
7	G-PriEd	Sets of parental engagement cards for grades 3-4 In Georgian language	2014	Parental engagement resources
8	G-PriEd	Sets of parental engagement cards for grades 3-4 in Azeri language	2014	Parental engagement resources
9	G-PriEd	Sets of parental engagement cards for grades 3-4 in Armenian language	2014	Parental engagement resources
10	G-PriEd	Sets of parental engagement cards for grades 3-4 in Russian language	2014	Parental engagement resources
11	G-PriEd	Sets of parental engagement cards for grades 5-6 in Georgian language'	2014	Parental engagement resources
12	G-PriEd	Sets of parental engagement cards for grades 5-6 in Azeri language	2014	Parental engagement resources
13	G-PriEd	Sets of parental engagement cards for grades5-6 in Armenian language	2014	Parental engagement resources
14	G-PriEd	Sets of parental engagement cards for grades 5-6 in Russian language	2014	Parental engagement resources
Posters - Reading and Math				
1	G-PriEd	Conversational posters for r grades 1-2 Georgian and Georgian, as the second language instruction - 6titles	2015	Student instructional resources
2	G-PriEd	Reading posters - 12 titles	2015	Student instructional resources
3	G-PriEd	Math posters in Georgian language - 44 titles	2015	Student instructional resources
4	G-PriEd	Math posters in Azeri language - 44 titles	2015	Student instructional resources
5	G-PriEd	Math posters in Armenia language - 44 titles	2015	Student instructional resources
6	G-PriEd	Math posters in Russian language - 44 titles	2015	Student instructional resources
Instructional Leadership resources for School Principals				
1	G-PriEd	Video-course for school principals in instructional leadership (6 sessions)	2016	Video-course
2	G-PriEd	Teacher assessment guide for school principals	2015	Teacher's guide
Science and Design Club				
1	G-PriEd	Science and Design Club - 6 themes/activities	2017	Teacher's guide
Business Skills in Primary Education (moved to Junior Achievement Georgia website)				

No.	Project Name	Title	Production Year	Category
1	G-PriEd	Animated movies for private sector volunteers (4 movies)	2016	Teacher's guide
2	G-PriEd	Animated movies for children to promote the idea of entrepreneurship (2 series)	2017	Supplementary material
3	G-PriEd	A computer game on STEM subjects/professions	2017	Online student instructional materials
4	G-PriEd	Business Skills in Primary Education - Ourselves (Grade I)	2016	Teacher's guide
5	G-PriEd	Business Skills in Primary Education - Our Family (Grade II)	2016	Teacher's guide
6	G-PriEd	Business Skills in Primary Education - Our Community (Grade III)	2016	Teacher's guide
7	G-PriEd	Business Skills in Primary Education - Our City (Grade IV)	2016	Teacher's guide
8	G-PriEd	Business Skills in Primary Education - Our Region (Grade V)	2016	Teacher's guide
9	G-PriEd	Business Skills in Primary Education - Our Nation (Grade VI)	2016	Teacher's guide
10	G-PriEd	Business Skills in Primary Education - More Than Money (Grade VI)	2016	Teacher's guide