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USAID Basic Education Program

Year 1 Annual Report, January – September 2020



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USAID|Georgia

Basic Education Program

Year 1 Annual Report **January 6 – September 30, 2020**

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Prepared for USAID|Georgia

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RTI cover photo taken in August 2020 in a primary school in Tbilisi. Permission obtained.

TABLE OF CONTENTS

ACRONYMS AND ABBREVIATIONS	V
INTRODUCTION	6
Program Description	6
ACTIVITY IMPLEMENTATION PROGRESS	6
Year Overview	6
Year 1 Implementation Successes	8
Administrative Activities	9
DESCRIPTION OF YEAR ONE ACTIVITIES	9
Cross-Cutting Activities	9
Engagement of Local Partner Legacy Institutions	9
Use of technology	11
Public-Private Partnerships	12
Gender Considerations	13
Activity Progress	14
Objective 1: Current primary grade teachers and administrators implement student-centered curricula	14
Outcome 1.1: Teachers and administrators currently in-service are trained and mentored by in-service training providers	14
Outcome 1.2: Contemporary learning resources and materials are accessible	17
Outcome 1.3: Classroom instruction is informed by continuous assessment of students	19
Outcome 1.4: Reading and math practice is established outside school hours	19
Objective 2: Future teachers acquire student-centered teaching skills and future administrators acquire relevant instructional leadership skills	20
Outcome 2.1. University curricula are reformed to reflect student-centered learning	20
Outcome 2.2 University faculty is trained to educate future teachers in student-centered methodologies	20
Outcome 2.3 Future teachers have better opportunities for school-based practice and research at universities	20
Objective 3: Educational policies are developed with the use of data and evidence	20
Outcome 3.1. Policy Working Group is informed with data and evidence.	20
MANAGEMENT AND ADMINISTRATIVE ISSUES	20
Staffing ²⁰	
Start-Up Logistics	21
Publicity ^{22 F}	
	23
LESSONS LEARNED IN Y1	23
ANNEX A: ANNUAL MONITORING, EVALUATION, AND LEARNING PLAN (AMELP) UPDATE	25
ANNEX B: ILLUSTRATIVE STRUCTURE OF THE LMS RESOURCE REPOSITORY	28
ANNEX C. SEPTEMBER 25 TOT AGENDA	29
ANNEX D. SEPTEMBER 25 TOT ATTENDANCE	30
ANNEX E: LEAFLET FOR PRIVATE SECTOR (ENGLISH VERSION)	31

ANNEX F: PROGRAM PUBLICITY	33
ANNEX G: PROGRAM MEETINGS WITH STAKEHOLDERS IN Y1	38
ANNEX H: SUCCESS STORY	45

ACRONYMS AND ABBREVIATIONS

ADHD	Attention Deficit with Hyperactivity Disorder
AOR	Agreement Officer's Representative
AWP	Annual Work Plan
CCIIR	Center for Civil Integration and Inter-ethnic Relations
CFS	Child Family Society
COP	Chief of Party
COVID	Coronavirus Disease
CSRDG	Center for Strategic Research and Development in Georgia
DCOP	Deputy Chief of Party
EMIS	Education Management Information System
ERC	Educational Resource Center
FB	Facebook
FAA	Fixed Amount Award
GIS	Geographic Information System
G-PriEd	Georgia Primary Education Project
GL	Georgian Language
GLL	Georgian Language - Literacy
HICD	Human and Institutional Capacity Development
HR	Human Resources
ICT	Information and Communication Technology
IEP	Individual Evaluation Plan
LMS	Learning Management System
MELP	Monitoring, Evaluating, and Learning Plan
MON	Memorandum of Negotiation
MOESCS	Ministry of Education, Science, Culture and Sports
NAEC	National Assessment and Evaluation Center
NGO	Non-governmental organization
NSM	New School Model
RFA	Request for Application
RTI	Research Triangle Institute
STTA	Short-term Technical Assistance
TGUI	Teacher's Guide for Unit of Instruction
TLC	Teacher Learning Circles
TLM	Teaching and Learning Material
TPDC	Teacher Professional Development Center
TOT	Training of Trainers
TTI	Teacher Training Institute
UG	University of Georgia
USAID	United States Agency for International Development
USG	United States government
WB	World Bank
Y	Year

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 the 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 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

Year Overview

Following notification of award on January 3, RTI mobilized quickly to begin program implementation. In the initial weeks, the 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 (UG), Program staff conducted meetings with partner universities, NGOS, and Ministry counterparts to ensure stakeholder participation in Program activities. (Annex G: Y1 Online Meetings)

February 24, 2020, twenty-one people participated in the Program's Y1 work planning session, hosted by UG. Participants from the MOESCS and ancillary agencies, partner universities and NGOs, and USAID as well as the Program Manager from RTI home office delved into the specifics of identifying activities for the Program's first workplan. The MOESCS hailed the session as the first inclusive work planning workshop with a donor-funded program. On April 7, USAID provided approval of the Y1 plan.

Following the successful work planning session, everything was progressing according to plan until COVID-19 resulted in a government-mandated lockdown in mid-March. No one had considered a global pandemic in the first-year activities.

The Program's response to the unprecedented challenge of working from home was to transition immediately to online meetings with staff, MOESCS, USAID, technical working groups, and

potential grantees. Digital meetings proved productive as the Program continued to engage partners and stakeholders regularly.

Moving into the second quarter, activities focused on preparing materials for the first training of the university and NGO trainers in September 2020. Technical working groups regularly met virtually 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 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 three reading units and three math units with the accompanying resource kits prepared by Program specialists. In response to Program coordination efforts, the NSM team repeatedly expressed a commitment to assisting the Program to obtain any necessary approvals for its training program or entry into schools. The close, productive collaboration between Program and NSM provides the Program with the necessary endorsement to work in all Georgian primary schools.

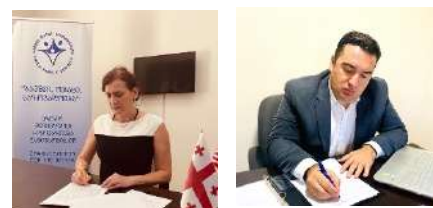
Development of the learning management system progressed in consultation with RTI ICT specialists in the home office and support from Education Management Information System (EMIS) of the MOESCS. A draft version, created in Moodle, provided the foundation on which local IT specialists, engaged by the Program, could add to, or modify the system.

In addition to engaging Ministry counterparts, the Program focused on engaging its partners. The first partner to be engaged was the University of Georgia, the subcontractor. The Program finalized the subcontract with the University of Georgia on June 16, 2020. Following USAID approval of the grants, Program staff conducted an online grant signing ceremony with seven regional universities on July 9 and with CCIIR and CFS on July 12.



Screenshots of the virtual grant signings with universities (above) and with CFS and CCIIR (below)

On July 16 in Tbilisi, the COP, University Coordinator, and the Private Sector Advisor/Grants Specialist conducted introductory meetings with representatives from all universities. In August, the COP, University Coordinator, and the Private Sector Advisor/Grants Specialist visited each university to meet the rectors, program coordinators, and trainers. During the meetings arranged by the university program coordinators, the Program reiterated expectations and stressed the need for close collaboration during the implementation of all activities outlined in the grants.



During the partner university visits, the Program also emphasized the importance of private sector engagement. Several of the universities had arranged for the Program to meet with their supportive members of the business community. These meetings resulted in creative ideas for projects to be part of the Next Generation Camps and Business Leaders' Roundtables, activities which will be introduced in Year 2. By the end of Y1, the Program had met with 17 business leaders in Tbilisi and in regional visits.

Year 1 culminated in the online training of the partner university and NGO trainers, which was, undoubtedly, the high point of the year. The training, which began on September 25, focused on the NSM template for lesson planning and the critical thinking and problem-solving activities to be included in the lesson as well as a session on inclusion education for general education teachers delivered by CFS.



Screenshot of Gia Nozadze, Teaching and Learning Director, delivering a recorded TOT session.

Determined to offer high quality online training, Program staff turned to the producer of the G-PriEd videos to supervise the production of the 25-hour training offered over a period of three weeks. The

positive feedback from training participants affirmed the Program's decision to offer an online training that combined recorded and live sessions delivered by a variety of presenters to keep participants engaged.

As agreed with USAID, the Program's reporting period would coincide with USAID's fiscal year; therefore, the Program's first year ended September 30, 2020 after nine months of operation. The agreement with USAID also allows the fourth quarter report to be part of the annual report. This annual report covers the Program's first year of activities - January 6 through September 30, 2020.

Year 1 Implementation Successes

- Rapidly transitioned to virtual meetings with staff, stakeholders, and partners in response to COVID-19 work-from-home guidelines
- Technical Working Groups organized to cooperate on the development of materials and to facilitate communication
- Orientation meetings with university grantees conducted on May 6 and with NGOs on May 8 to introduce the grant award process
- Subcontract with the University of Georgia signed on June 16
- After receiving USAID approval, seven regional universities and two NGOs received Program grants
- Three reading units and three math units, based on the MOESCS NSM template, accepted by the NSM team and included in TOT materials
- Three math units translated into Azeri and Armenian
- CCIIR developed one instructional unit in Azeri and Armenian and adapted two reading units into Azeri and Armenian
- The technical description of the Learning Management System (LMS) and electronic repository of instruction materials developed.
- Moodle, the open source platform, selected and customized to meet the requirement of the LMS technical description
- New platforms in English and Georgian to facilitate communication with universities and submission of reports created
- Gudavadze-Patarkatsishvili Foundation proposed to award a grant to the Program to implement regional teacher recognition awards
- Program launched at a closed Ministry meeting among the US Ambassador, USAID Mission Director, and MOESCS Minister on July 1
- Teaching and Learning Director conducted training for 48 NSM math and primary education specialists in September
- Online training for 115 university and NGO partners began September 25
- Meetings held with seventeen private sector companies in Tbilisi and regions (Samegrelo, Adjara, Kakheti)
- Produced promotional leaflet to encourage private sector involvement in Next Generation Camps and Business Leaders' Roundtables
- In response to transition from in-person to online training, grant modifications signed with universities in August and with CFS in September
- Communication link with university partners created:
<https://sites.google.com/view/usaidbep/home>
Link with English titles: <https://sites.google.com/view/englishusaidbep/home>
- Reporting platform created for Program staff:
Link: <https://sites.google.com/view/bepreport/report>
- Microsoft Teams accounts created for all partners' trainers; partners trained in Teams' use
- Space created for trainers to share all TOT materials by category:
<https://sites.google.com/view/beptot/home>

Administrative Activities

- Despite the mandatory lockdown, planned targets including office selection, purchase of furniture and equipment, recruitment of staff, and opening a bank account achieved
- Year One work plan approved by USAID on April 7, 2020
- The Monitoring, Evaluation, and Learning Plan (MELP) approved by USAID on June 17
- After working from home beginning in March, a staggered return to the office began in June 2020
- USAID approved the transfer of equipment, furniture, supplies and the vehicle from USAID-funded HICD Plus to the Program
- RTI Operations, Human Resources, Financial, Procurement and Safety & Security manuals, processes and procedures customized to Program needs
- Program fully staffed with an expatriate COP, ten Georgian full-time and one part-time staff member
- Four short-term technical assistants (STTA): Ethnic Minority Specialist, Video Production Manager and two LMS Administrators engaged
- Pool of translators, including four translators from Georgian to Armenian, five to translate from Georgian to Azeri, two to translate from English to Georgian and one Georgian language editor engaged

DESCRIPTION OF YEAR ONE ACTIVITIES

Cross-Cutting Activities

Engagement of Local Partner Legacy Institutions

Shortly after Program award, RTI began to look for the best mechanism to award grants to seven Georgian universities and two NGOs. Based on Program design, RTI identified the Fixed Amount Award (FAA) as the most suitable model for the grants. The selected model provided several advantages for RTI as well as for the grantee. It focused on outputs and results, limited risks for both parties, and required only limited financial and management capacity. This type of grant allowed issuing payments to the grantees based on the achieved milestones listed in the Program Description of each grant.

Following the release of the Request for Application (RFA) 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. Prior to submission by the partners, the Program held several active question and answer 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/Communications; and Nika Chachkhiani, Grants Specialist. Once the potential grantees had responded to the committee's questions and completed budget negotiations, the Grants Specialist proceeded with generating Memorandums of Negotiations (MONs) and guiding the RTI internal review and approval.

The Program sent the grants packages for the universities to USAID for review and approval on June 11. USAID approved the seven grants for the university partners on June 30 and for the NGOs in July. The grant period will end in December 2020 at which time the grantees' performance will be assessed for an award extension.

Table 1: Roles and Responsibilities of the USAID Basic Education Implementing Partners in Y1

Partner	Roles and Responsibilities
University Partners	
University of Georgia, Tbilisi (Subcontractor)	<ul style="list-style-type: none"> Assisted in the development of training units of instruction Participated in first TOT conducted by the Program Established internal network of trainers and participated in the external network of all university trainers
Ilia State University, Tbilisi	
Sokhumi University in Tbilisi	
Batumi Shota Rustaveli State University	
Samtskhe-Javakheti State University in Akhaltsikhe	
Akaki Tsereteli State University in Kutaisi	
Iakob Gogebashvili Telavi State University	
Shota Meskhia State Teaching University of Zugdidi	
NGOs	
Child, Family Society	<ul style="list-style-type: none"> Developed training materials and began online training to general education teachers and special education teachers Developed resources for teachers to use with students with special needs Contributed inclusive education activities for New School Model instructional guides
Center for Civil Integration and Inter-ethnic Relations	<ul style="list-style-type: none"> Developed training materials for online training to reading teachers of Azeri and Armenian students Developed resources for teachers to use with ethnic minority students Trainers participated in TOT

With the goal of building the capacity of the grantees to be USAID legacy institutions, the Program worked closely with the grantees to develop a quality training program for lead teachers and principals. The universities' first-hand experience with schools will inform the development of the courses for the 300-credit pre-service program. Instead of focusing only on theoretical pedagogy, the universities will be able to offer courses on student-centered instruction that emphasizes critical thinking and problem solving. The same hands-on-experience applies to the NGOs as well. Both NGOs have experience in their respective areas of expertise; however, the Program provides a unique opportunity to work with international specialists as well as engage teachers in all primary schools in Georgia, a scope broader than either NGO has experienced.

To ensure continuous communication with the university grantees, the Program's University Cooperation Coordinator created various online sites to disseminate information and collect reports. The sites served as an example for grantees to use in communicating with their assigned schools. More information about these sites is provided in the "Use of Technology" section below.

In response to the ongoing pandemic, the MOESCS recommended training be online for groups of more than twenty people. To comply with the recommended guidelines, the USAID Basic Education Program transitioned to online training in August. The transition necessitated modifying the scopes of work of all grantees except for CCIIR. The budget for face-to-face training was reallocated to cover the costs of preparing the films for online training. The Program worked closely with the grantees to develop quality online training programs.

Use of technology

Resource Repository. The USAID Basic Education Program uses technology in every aspect of implementation. The Program is currently developing the Learning Management System (LMS) on

which all resources will be uploaded. To leverage resources previously created, the Program will categorize the resources currently housed on kargiskola.ge and inclusion.ge to make them more accessible by educators. Based on recommendations from RTI home office ICT specialists and in agreement with the local stakeholders such as EMIS and TPDC, the Program selected Moodle, an open code platform with well-developed offline and mobile formats, as the platform for the courses and resource repository. While Moodle is primarily designed to facilitate online facilitated educational courses’ development, it does allow storage of instructional resources for teachers and principals to access.

The user will first select the language of instruction, i.e., Georgian, Armenian, or Azeri. Within each language resources will be categorized for math and language teachers, principals and TLC facilitators, special education teachers, extra-curricular activities, and cross-cutting themes. The math and reading sections are further organized by grades, skills, and instructional methods, i.e., differentiation, formative assessment, for easy search. (Annex B: Illustrative structure of the LMS Resource Repository.) The Program is finalizing the Georgian language interface, which will be piloted first. Azeri and Armenian interfaces will follow.



Screenshot of LMS Home Page

TPDC-approved courses. Over time, the Program will build a catalogue of training topics, including reading, math, problem solving, and critical thinking, and student-centered methodology. The LMS section “Courses” will display the list of the training modules and courses.

During Y1, the Program met with TPDC and NSM teams to clarify requirements of the newly approved Teacher Professional Development Scheme to ensure that the training modules and courses, offered either by the Program or its partner universities/NGOs, would be eligible for credit. TPDC’s requirements will be considered during the design of teacher courses. In Y1, the Program completed the Gender Equity course but has not submitted it yet to TPDC.

Teacher Learning Circles (TLCs). the Program is currently customizing Moodle to enable a Lead Teacher assigned by the school and trained by the Program to have administrative rights to form a TLC group, schedule a meeting, report on the meeting and share resources with the peers. Using Moodle, each TLC in a school will be a cohort with a facilitator and teacher participants.

Online TOT. The pandemic necessitated changing from the anticipated face-to-face to online training. With the EMIS support, the Program received administrative level accounts under the MOESCS Office 365/Teams for its technical team and for the Program partners’ management staff and trainers. September 25, 2020, the Program delivered the first TOT to 115 trainers using the Teams’ platform to organize trainee groups, deliver and record training sessions and upload training-related resources.

Partner universities will also offer online training to lead teachers and principals, beginning in Y2. The partners may elect to use Program-produced recorded sessions or develop their training programs based on the same topics. The partners will continue to use Teams until the LMS is fully tested and launched. Lead teachers will be able to access training materials and resources via Teams to share during TLC meetings.

IT Capacity. To support teachers with limited Information Communication Technology (ICT) skills and to make navigation and the use of LMS easy, the Program is developing several tutorials on topics such as: 1) How to login; 2) How to register for a course; 3) How to take a course; 4) How to search for a resource. Additionally, the LMS will have a “Frequently Asked Questions” section where enrolled participants may submit a question which Program or grantee specialists answer. Once

the LMS is successfully piloted, the Program will organize a LMS navigation session for partner trainers during the Y2 training sessions.

Communicating with University Partners. Communication with the university grantees, who are located throughout Georgia, is critical. To facilitate communication with the universities, the Program created “university space” on Google platform. This space includes all information, E-forms, templates for training management processes, school data, Program information, and recommendations for training management. All documents can be downloaded, printed, and edited. Guidelines for 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 is updated periodically based on the Program and partners’ needs. The Program will use this tool to create calendars for each partner to coordinate all activities effectively.

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

Links

General University space: <https://sites.google.com/view/usaidebep/home>

Link with English titles: <https://sites.google.com/view/englishusaidebep/home>

Sub-spaces for quick access:

- About the Program: <https://sites.google.com/view/252020/home>
- Scopes of work: <https://sites.google.com/view/25-2020/home>
- Training Management: <https://sites.google.com/view/beptraining/home>
- For trainers (about NSM): <https://sites.google.com/view/beptrainer/home>
- TOT (September-October): <https://sites.google.com/view/beptot/home> *Note: site where trainers can find all materials and resources shared by the program during the TOT*

The Program created a **reporting space** to collect Partners reports, annexes, training plans, teacher distribution plan, feedback, and all documents from partners with the Program’s University Cooperation Coordinator. Link: <https://sites.google.com/view/bepreport/report>

Public-Private Partnerships

The Program began engaging the business sector in Y1 to support activities. The Program focused on companies operating in various fields, such as construction, hospitality, education, finance, and consulting. The goal of the engagement was to identify businesspeople willing to support Next Generation Camps (an after-school activity) and to participate in Business Leaders’ Roundtables.

During the regional visits, the university partners arranged for the Program to meet with local businesspeople supportive of the university. The businesspeople expressed interest in the Next Generation Camps, suggesting creative ideas for projects that students in grades 4-6 could complete during a competition. The businesspeople would be willing to serve as competition judges and provide prizes for the winning teams. The program designed and distributed a one-page promotional leaflet which provided the companies with information about the Next Generation Camps. Both the Program and university partners will distribute to private sector companies in their areas. (Annex E: Leaflet for Private Sector)

In addition to the Next Generation Camps, the Program elicited the support of businesses to participate in Business Leaders Roundtable. The Program agreement stipulates only one Roundtable in Tbilisi to provide the MOESCS with input into the skills that the education system needed to address to prepare a highly competitive future workforce. However, during the visits to the universities, the Program decided to establish a Business Leaders Roundtable at each partner university in addition to the one in Tbilisi. Cooperation between the universities and private sector will inform the content of each university’s 300-credit, pre-service program. Meetings of the Roundtable will take place in Y2.

To engage companies located in Tbilisi, the Program applied for membership with American Chamber of Commerce (AmCham). Having access to the AmCham’s private sector member network as a member will be very instrumental in engaging member companies, particularly large and medium size businesses. Additionally, in August, the Program had a meeting with the Center for Strategic Research and Development of Georgia (CSRDG) to discuss potential engagement of their partner private sector companies in Program activities; CSRDG will provide the Program with the database of partner companies and distribute the promotional leaflet within its network of companies. During Y1, the Program met with seventeen private sector companies in Tbilisi, Zugdidi, Batumi, Telavi, and Akhaltsikhe, as described in Table 2.

Table 2. Private Sector Contacts

N	Location	Company Name	Business Type	Contact Name	Position
1	Tbilisi	TBSC	Consulting	Paul Clark	President
2	Tbilisi	Smartex	IT	Tengiz Lashkhi	Executive Director
3	Tbilisi	Georgian Progress Group	Management Consulting	Misha Samkharadze	Executive Director
4	Samegrelo	EVROFOOD, SPAR	Retail	Giorgi Narmania	Founder
5	Samegrelo	Keksia	Agrobusiness	Mari Kodua	Owner
6	Samegrelo	Agrohouse	Agrobusiness	Maia Mikava	Owner
7	Adjara	Progress Schools	Education	Nino Chikvaishvili	Founder
8	Adjara	Anagi	Construction	Nino Jashi	Sales Officer
9	Adjara	Bassis Bank	Banking and Finance	Tamta Nutsubidze	Manager
10	Kakheti	Tamar Mikeladze	Artizan Products	Tamar Mikeladze	Owner
11	Kakheti	Alali	Juice Factory	Gocha Ghvinephadze	Owner
12	Kakheti	Gocha Ghaghashvili	Cheese Production	Gocha Ghaghashvili	Owner
13	Kakheti	Iuri Mikelashvili	Wine Cellar	Iuri Mikelashvili	Owner
14	Kakheti	Giorgi Latsabidze	Berry Production	Giorgi Latsabidze	Owner
15	Samtskhe-Javakheti	GLOBALPHARM	Pharmaceutical	Anton Obolashvili	Founder
16	Samtskhe-Javakheti	Nail Story	Salon	Natia Lomidze	Founder
17	Samtskhe-Javakheti	Eikon Development	Construction	Gia Petashvili	Director

Gender Considerations

The USAID Basic Education Program strives to ensure that primary teachers and administrators have the training and tools they need to provide an equitable education for all students. During Y1, the Program prepared the module “Gender Equity” to be posted on the LMS in the course section. While the Program completed the content, staff are awaiting guidance from the local IT consultants to include a quiz in the module. In Y2, the Program will submit the course to TBDC for approval.

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 first year, the Teaching and Learning Director, Reading Lead, and subject specialists focused on developing the materials and identifying resources to be introduced during the first training of the trainers (TOT) in September. Program specialists concentrated on student-centered instruction that built critical thinking and problem-solving skills. Program staff also closely collaborated with the New School Model (NSM) team to ensure that all training materials supported the NSM instructional templates that teachers would need to complete. The online TOT for partner university and NGO trainers began on September 25 and included recorded sessions from the NSM team and Deputy Minister Eka Dgebuadze to demonstrate Ministry support for Program activities.

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

New School Model. One of the first tasks of the Program’s reading and math specialists was to study the New School Model unit template to understand how teachers would plan their lessons. When the Ministry rolls out the model to all schools during the 2020-2021 academic year, the Program team wants to ensure teachers can use the template effectively. The complex template follows a concept-based curriculum which may be difficult for some teachers to grasp initially. Program specialists agreed that providing teachers with models of the NSM template which the Ministry would require them to complete would be an incentive for teachers to participate in the Program. Integrated in the NSM model templates would be activities that built critical thinking and problem-solving skills and stressed formative assessments and differentiated instruction. But to incorporate those student-centered aspects, the teachers first had to understand all aspects of the NSM template.

Designing the NSM training module for the TOT proved challenging. First, the Program team worked closely with the NSM team to understand the Ministry’s expectations and goals for the NSM instructional guides. Once the team had clarity on the units, they began to develop model units that teachers could use to develop additional units. Although the complex template for the instructional guides required much consideration and effort, Program specialists eventually produced units approved by the NSM. However, in late August, the team learned that NSM had changed the template, which necessitated complete revisions of the units already developed. By the end of September, Program specialists had developed three model NSM instructional units in Georgian language and three in math, reflective of the revised template. One unit in each subject area contained activities for students with special needs. (Table 3.) All Program trainers will have access to the units on Microsoft TEAMS; in turn, they will share with the teachers in their assigned schools. Program specialists will work with university and NGO partners to continue preparation of instructional units in each grade level and subject area in Year 2.

Table 3. Completed NSM Instructional Units

	Georgian Language	Georgian Language with Activities for Students with Special Needs	Math	Math with Activities for Students with Special Needs
Grade 1	X		X	
Grade 2	X	Intellectual disabilities and Dyslexia (Georgian, Azeri, and Armenian)		
Grade 3			X	Intellectual disabilities and ADHD (Georgian, Azeri, and Armenian)
Grade 4				
Grade 5	X			
Grade 6			X	

Training of the Trainers. Program reading and math specialists initially planned for a four-day, face-to-face TOT, to be delivered over two weekends in August or September. Training participants for the

twenty-five-hour TOT included 50 trainers from partner universities in East Georgia in Tbilisi, and for 50 trainers from West Georgia in Kutaisi. The agenda included 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 would cover the reading and math units that the reading and math teams had developed based on the NSM template and the activities in the accompanying supplemental resource kit for teachers. Program staff trainers would assign participants “homework” to develop activities and plans aligned with NSM template to facilitate their understanding of the model. The team would also offer suggestions for the trainers to organize and conduct the training of teachers and principals.

Despite concerted efforts, events did not go as planned due to COVID-19. The Program team acknowledged that the pandemic impacted activities in the spring and early summer but hoped things would return to normal by Fall 2020. In mid-August, the team learned the MOESCS advised all trainings to be conducted online, resulting in the scramble to prepare twenty-four hours of taped sessions. Content would be the same as had been planned for the in-person planning, but the delivery would be completely changed. The team unanimously decided that a sophisticated, professional approach to filming was required.

To ensure the TOT would be engaging, the team engaged Giorgi Molodinashvili who had produced the G-PriEd and TPDC videos, to liaise with the film crew at the University of Georgia studio in the production of the training sessions. After extensive hours of planning and filming, the resulting films exceeded our expectations. The films included greetings from the Minister of Education and USAID Mission Director. The content was presented in multiple ways: full screen speakers; shared screens with speaker and bullet points or graphics; full screen graphics; and video clips. At several points during the session, the films were stopped to engage the participants in live discussions. As mentioned above, the MOESCS facilitated delivery of the training by providing access to their Teams’ account to all partner universities and NGOs.



Peter Wiebler, USAID Mission Director, delivering greetings; 2) Tamar Tchanturia, Program Reading Specialist, conducting a session; 3) clip from a G-PriEd video used to illustrate an instructional approach

The MOESCS was also involved in the first TOT, presenting a session on implementing the national curriculum using the NSM template and a session on the constructivist approach, an approach advocated by the MOESCS which recognizes the learners' understanding and knowledge based on prior experiences. Involving the MOESCS in the TOT assured trainers and teachers of the Ministry’s concurrence with Program activities. The agenda for the September 25 training is in Annex C.



(left) Niko Silagadze from the MOESCS NSM team delivering a session on the NSM template; (right) Tamar Jakeli from the MOESCS Curriculum department delivering a session on constructivism.

Program specialists provided reading and math attachments, posted on Teams, for the participants’ reference. The attachments included:

- 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 successful constructivist teaching

Attendance rate for the first TOT was 97% with 112 trainers out of 115 from eight universities and two partner NGOs attending. (Annex D: Sep 25 TOT Attendance) Following the TOT, the Program’s University Coordinator followed up with the university and NGO program coordinators to determine the reasons for the absences. The coordinator also collected feedback from the participants and Program staff to provide suggestions for future TOTs. The remaining days of the first TOT will be in October and the second Y2 TOT will be in February. The team is preparing for the likelihood of an online February TOT.

Table 4. Feedback from first TOT

What Worked	What Needs Improvement
Active participants	Poor connectivity resulted in lack of synchronization of voice and video in both live and recorded sessions. Some scenes froze. Not much we can do about this as we have best internet available in Georgia. Some participants may not have good connectivity.
Good attendance	
Videos looked professional	
Good time management of live sessions	
Started on time	
Sufficiently dynamic – not boring – very engaging	Change the white background to off white to facilitate reading for people with impaired vision.
Partners have a better understanding of how to conduct their training sessions	Need to allocate more time for live discussion.
Training reflected best practices	
Rollups with USAID/RTI brands worked very well as backgrounds	
Presenters were flexible when programming needed slight change	
The assigned assistants in the office were invaluable	
The enhanced office internet helped.	

Training of NSM Regional Experts. To ensure close school-level collaboration with the regional NSM experts, the Program’s Teaching and Learning Director conducted an online training on September 1 for 24 NSM regional experts in primary education and on September 6 for 24 regional math experts. The regional experts will be part of the MOESCS resource teams, each serving a cohort of schools throughout Georgia. The training focused on developing units using the NSM template.

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

The Program plan is for universities to first train teachers and become familiar with the situation in their assigned schools. The experiences with principals and teachers will inform the selection of courses for the universities’ 300-credit hour pre-service program.

Although this activity will not begin until Year 2, Ilia State University has already said it is incorporating the films from the TOT into pre-service lectures.

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

No activities during this reporting period. Activity will begin in Fall 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 categorizes the resources by subject, grade level, topic, type of resource, and target user, i.e., teacher, parent, principal, student. Topics most relevant to the Program include constructivist pedagogy, formative assessment, differentiated instruction and inclusive education. UG completed the mapping and submitted to Program specialists for review. Following input from Program specialists, the mapped activities will be uploaded to the LMS.

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

As described in the “Use of Technology” section, the Program selected Moodle as the primary learning platform for teachers and educators to access instructional resources and professional development opportunities. Instead of separate platforms to manage teacher trainings and house resources, the Program decided to create one “home” for teachers by customizing Moodle to serve both purposes as well as provide support for school-based professional development through TLCs. Moodle can offer offline and mobile formats, which will enable teachers to access teaching resources on their phones even if they have limited internet connectivity at school, or download a course to take offline, which then will be synced once the user has connectivity.

Resource Repository. Building on UG’s work on resource mapping, the resources have either been added in their entirety or adapted by the Program for use in the NSM instructional units. All resources are categorized, i.e., grade level, language of instruction (Georgian, Azeri, Armenian), skills (four math basic skills and six basic reading skills), and instructional method (complex tasks as per NSM, formative assessment, differentiated instruction and inclusive education.)

During the Moodle customization process, the Program IT specialists selected the visual interface to best meet the requirement for mobile use of the platform to ensure user-friendly, accurate appearance. During the pilot phase planned for November-December 2020, the Program will test all formats of the platform to determine necessary corrections and adjustments.

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

Inclusive Education. Program technical staff conducted numerous meetings with Child, Family, Society to agree on the types of resources and 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 the MOESCS' approach to inclusive education.

The math and reading technical teams worked closely with CFS staff to create instructional activities for general teachers to use in teaching students with special needs. CFS first focused on developing activities to use in the NSM units developed by the Program specialists. In the Grade 3 math unit, CFS provided activities for students with intellectual disorders and Attention Deficit with Hyperactivity Disorder (ADHA). They also provided activities for the Grade 2 reading unit for students with intellectual disorders, dyslexia, and dysgraphia. CFS translated the math activities into Armenian and Azeri but will work with CCIIR to create similar activities in reading for Armenian and Azeri-speaking students.

In preparation for the TOT, CFS, with considerable Program support, scripted the TOT session which provided an overview of the six-hour inclusive education module for general teachers. The overview TOT sessions were both recorded and live. Response from the training participants was that the presentations contained many activities that teachers could easily use in their classrooms.

CFS also began to develop the scripts for their 6-hour self-paced training module for general teachers, which will be uploaded to the LMS when finalized. The Program plans to present the drafts of the courses to TPDC to ensure the self-paced courses align with TPDC's requirements for accredited teacher professional development courses. The current Teacher Professional Development Scheme does not provide credits; rather the scheme awards credit hours which can count towards a teachers' professional development portfolio.



CFS team delivering a live session during TOT

Ethnic Minority Education. 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.

Following the grant signing, CCIIR recruited three ethnic minority specialists and eight master trainers who specialize in mother tongue instruction (4 Armenian and 4 Azeri). Once CCIIR had engaged staff, the NGO participated in meetings at the Ministry to understand the MOESCS' approach to ethnic minority instruction. Based on discussions with the Ministry and the Program, CCIIR completed two reading units with accompanying supplementary materials, each adjusted to the specificities of Azeri or Armenian. CCIIR also conducted an information campaign for Educational Resource Centers (ERCs) and schools located in ethnic minority areas to inform them of the Program goals and engagement opportunities.

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

1.3.1. Carry out TOT on continuous classroom assessment

Formative assessment was a part of the session on student-centered instruction in the September 25 TOT. The TOT materials incorporate activities and recommendations for using formative assessments as an essential part of continuous effort to inform instruction. In every future TOT, formative assessments will be incorporated into training activities and instructional resources.

1.3.2. Develop formative assessment curriculum for Teacher Learning Circles

No activities during the first year. Activity will begin in Y2.

1.3.3. Adapt continuous assessment resources for offline use.

As described above, one of the reasons that the Program selected Moodle as the learning platform was because of its offline capabilities. In Y2, the Program will begin to adapt the resources for offline use.

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

1.4.1. Implement Project: Next Generation camps.

During visits to partner universities, the Program collected ideas from private sector representative for projects that students in grades 4-6 could complete. Using their ideas, the Program developed the guidelines for the Next Generation Camps and produced a leaflet in both Georgian and English to disseminate the information to the business communities. (Annex E: Next Generation Leaflet - English version) The Program charged each university partner trainer to identify one school in their cohort in which to implement the Camps during the 2020-2021 academic year.

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

In Y1, the Teaching and Learning Director and Program specialists developed a session on remediation activities for the first TOT. The remediation activities included simple formative assessments for teachers to use to identify struggling students and strategies to share with parents to use to support their children. These activities are part of the Math Teacher Resource Kit which includes materials on remediation. The kits contain recommendations for teachers as well as concrete suggestions about remediation for topics in math, i.e., 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 in Y2.

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

Activities to begin in Year 2.

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

Activities to begin in Year 2.

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

Activities to begin in Year 2.

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

The USAID Basic Education Program started intensive meetings and consultations with the representatives of the many structures of Georgia's education system. The Program established online bi-weekly meetings with the NSM team, and periodic meetings with EMIS and TPDC. The MOESCS Policy Working Group did not meet during the pandemic.

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

Activities to begin in Year 2 when the MOESCS reactivates the group.

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

Activities to begin in Year 2 when the MOESCS reactivates the group.

3.1.4 Support the Policy Working Group to communicate with external stakeholders

Activities to begin in Year 2 when the MOESCS reactivates the group.

MANAGEMENT AND ADMINISTRATIVE ISSUES

Staffing

Table 5, below, details the engagement of each staff member.

Table 5. Basic Education Program Staff

	Position	Name	Date of Employment
1	Chief of Party (Key)	Nancy Parks	January 16, 2020
2	Deputy Chief of Party (Key)	Indira Amiranashvili	February 24, 2020
3	Financial and Administration Manager (Key)	Lasha Gatchava	Will begin October 1, 2020
4	Teaching and Learning Director (Key)	Giorgi Nozadze	February 24, 2020
5	Partnerships/Private Sector Advisor/Grants Specialist	Nikoloz Chachkhiani	February 24, 2020 ¹
6	Literacy Lead (50%)	Paata Papava	March 30, 2020
7	Literacy Specialist	Tamar Tchanturia	March 30, 2020
8	Program Assistant	Eka Kapanadze	March 23, 2020
9	Numeracy Assistant	Natia Kobadze	April 15, 2020

¹ Nika Chachkhiani was engaged as a consultant to assist with logistical start-up activities.

10	MEL Specialist	Natia Lomtadze	March 30, 2020
11	University Collaborations Coordinator	Ani Abuladze ²	January 31, 2020
12	Procurement/Logistics Specialist	Gio Prangishvili	March 16, 2020
13	ICT/IT in Education Advisor	TBD	
	Consultants	Name	Date of Engagement
1	Ethnic Minority Specialist	Giorgi Tchautchidze	April 9, 2020
2	Video Production Manager	Giorgi Molodinashvili	August 17, 2020
3	LMS, Moodle Administrator	Lasha Kokilashvil	September 1, 2020
4	LMS, Moodle Administrator	Ilia Mestvirishvili	September 1, 2020

Geographic Scope: The USAID Basic Education Program implements activities in the capital Tbilisi and in all regions of Georgia except for the occupied territories of South Ossetia and Abkhazia.

Start-Up Logistics

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.

Program vehicle. RTI opted not to purchase a vehicle initially due to budget constraints. Fortunately, USAID agreed to the transfer of a vehicle from a USAID project that was closing to the USAID Basic Education Program. The transfer of title will take place by November 2020.

For travel within Tbilisi, the Program determined that engaging the Georgian taxi service Bolt on a corporate agreement was more economical. The Program vehicle, to be driven by an “on call” driver, will be used primarily for trips outside Tbilisi.

Work Planning. For Year 1, on February 24, 2020, RTI conducted a work planning session at the University of Georgia for Ministry staff and university and NGO partners with twenty-one participants. The planning Development session ended with messages from Adam Schmidt, USAID Director of Democracy, Governance, and Social, Medea Kakachia, AOR, and Tamar Sirbiladze, Alternate AOR, and Constantine Topuria, the Rector of UG.

Table 6. Work Planning Attendees

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 Gorgadze	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

² Ani Abuladze was engaged as a consultant to assist with HR start-up activities

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 Project 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

In July 2020, the Program technical team conducted a series of workshops, including one with the USAID AOR, to discuss and agree on activities for the second year of implementation, based on the progress made during the first year. The formal submission of the Y2 work plan was made on August 26, 2020 and approved on September 11, 2020.

Publicity

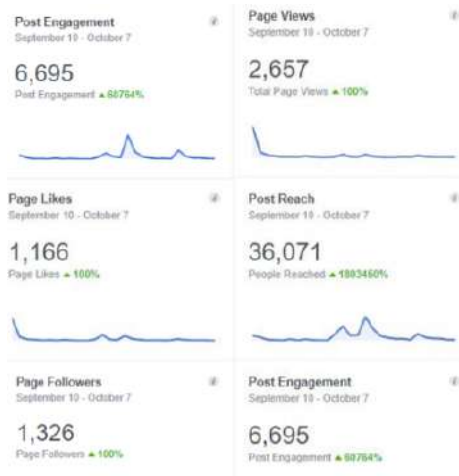
The USAID Basic Education Program started its active publicity campaign on July 1, 2020 when the Minister of Education, US Ambassador, and USAID Mission Director officially launched the Program. The Program carried out its publicity campaign in close cooperation with partner Universities and NGOs to publicize Program’s milestones such as the Program launch, cooperation and grant signing with partners, and Program’s representatives visits to partner universities. (Annex F: Table of Publications)

The Program created a [Facebook page](#) which was published on September 10, 2020. The Program Communications Specialist frequently updates with announcement of events and articles of interest posted by Program specialists and partners.



Screenshot of Facebook Home page

Summary of the Facebook page performance:



LESSONS LEARNED IN Y1

- 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. Staff have learned to be flexible in the design and implementation of activities.
- The Program offered a high-quality, online TOT; however, some of 115 participants experienced connectivity issues which hindered delivery. Within the office, RTI switched to the highest bandwidth to facilitate delivery. During the online trainings, only office computers used in the training were turned on. With all the precautions, the office still experienced a few connectivity issues. Connectivity remains an issue for online training.
- 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 the universities to explore ways to build the intrinsic motivation of teachers to participate. The Program plans to implement regional teacher recognition awards in selected regions, sponsored by a grant from the Gudavadze-Patarkatsishvili Foundation, as added incentives.
- 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. It was incumbent upon the Program staff to provide detailed tools for organizing, delivering, and reporting on training as well as strong oversight. Understanding among partners is not taken for granted.

- 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. Engaging local IT specialists was critical to designing the platform to meet Program specifications.

ANNEX A: ANNUAL MONITORING, EVALUATION, AND LEARNING PLAN (AMELP) UPDATE

USAID provided approval for the Program’s AMELP on June 17. For Y1, which was designed to be the Program’s preparatory year, the Program can report on four indicators. Those indicators are included in the table below.

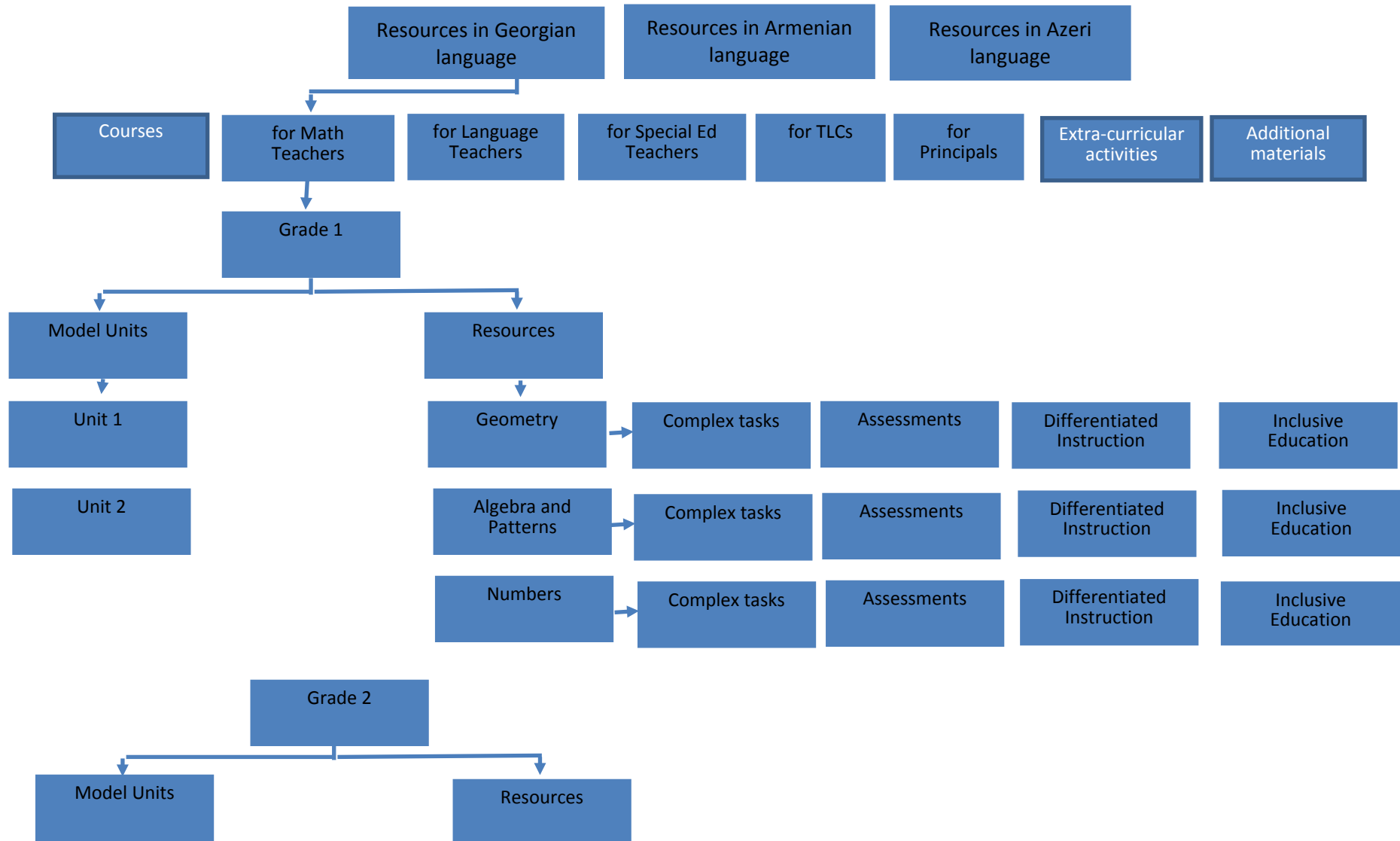
No.	Indicator	Indicator type	Definition of Indicator	Reporting Frequency	Data Sources and Collection Method	Disaggregation	Target	Actual	Target Rationale	Critical assumptions and risks
							Year 1 2020	Year 1 2020		
USAID Basic Education Program GOAL: Institutionalize student-centered reading and math instruction through a far-reaching systemic reform of pre-service and in-service teacher professional development and use of research and data to inform policy and classroom practice										
IR 1: Current primary grade teachers and administrators implement student-centered curricula										
4	Number of primary or secondary textbooks and other teaching and learning materials (TLMs) that are inclusively representative provided with USG assistance	USAID ES 1-49	Textbooks and other teaching and learning materials (TLMs) include reading and math modules, teacher manuals, reading materials, training courses, supplementary reading books, manuals and guides for coaches and teacher trainers and reference material in electronic formats and/or media format. TLMs are counted only once, in its final stage of USG support.	Annually	USAID Basic Education Program Reports	Subject, Grade level, Language of instruction, General Education teachers, Special Education Teachers	8	18	The Program aims to create 6 reading and 6 math modules (one/grade level) for a total of 12 TGUIs (in reading and math in each of the three languages (Georgian, Armenian, Azeri), or a total of 36 TGUIs over the LOP.	Modules, which follow the NSM competency-based template, will be completed in coordination with university partners, NGOs, and teachers
Note for indicator #4: The Program Literacy team created three model units for Grades 1, 2 and 5 for Georgian Language instruction together with the supplementary resources. The Program Math team created grades 1, 3 and 6 math model units, which were translated in Azeri and Armenian languages. CCIIR developed one instructional reading unit in Azeri and one in Armenian, as native languages; they also adapted two instructional reading units in Azeri and two in Armenian for a total of 6 units. In total eighteen units were created: three GL, three Armenian and three Azeri reading units; three Math units each of GL, Azeri and Armenian.										
8	Number of education administrators	USAID ES 1-12	Education administrators and officials are school principals. Completing professional	Annually	University Partners’ Training	Sex, Subject area, Grade Level, Region	0	48	75% of the 2,075 principals will participate in the	Poor internet connectivity, limited or no access to IT

	and officials who complete professional development activities with USG assistance		development activities mean that an individual has met the completion requirements of a structured training, coaching, or mentoring program as defined by the program offered. Educators who benefit from services or training delivered by other trainees as part of a deliberate service delivery strategy (e.g. cascade training) are counted. Each individual is counted once for the year being reported.		Reports				face-to-face trainings planned for Year 2 and will regularly access the program online platform in Years 3 and 4	equipment and lack of IT skills may limit the number of administrators who access the portal
<p>Note for indicator #8: For Year 1, the Program counts education officials represented by the New School Model experts, who were trained by the Program in model unit development. The training was conducted twice: on September 1, 2020 for 24 primary grade experts (24 female) and on September 6, 2020 for 24 math experts (20 female/4 male). In total, 48 experts were trained, 24 primary grade (24 female experts) and 24 math (20 female and 4 male expert). As these experts are not assigned to schools, they are not disaggregated by grade levels and regions.</p>										
IR 2: Future teachers acquire student-centered teaching skills and future administrators acquire relevant instructional leadership skills										
9	Number of host country higher education institutions receiving capacity development support with USG assistance	USAID ES 2-1	Host country higher education institutions are the Program partner state universities. Capacity development support is comprised of a range of activities, interventions, processes, and approaches that may include, but are not limited to: institutional partnerships, professional development, training and coaching. Each institution is counted once for the year being reported.	Annually	USAID Basic Education Program records	Type (public/private), Region	8	8	8 universities will participate in the Program	Target will be updated annually
<p>Note for indicator #9: The Program signed grant agreements with eight universities. Capacity development support with USG assistance for Year 1 is comprised of professional development and training. Among eight partner universities one main partner is the private university and others are public.</p>										
10	Number of individuals affiliated with higher education institutions receiving capacity development	USAID ES 2-52	Individuals affiliated with higher education institutions are partner university faculty members and trainers. Capacity development support is not a single event such as a training or a workshop. It is sustained and may be comprised of a range of activities, interventions, processes, and	Annual	USAID Basic Education Program records, Partner University reports	Sex, Type (Public/Private), Region, Faculty/trainer	91	112	8 universities will participate in the Program	Faculty members and trainers will be counted. Target will be updated annually

support with USG assistance	approaches that may include, but are not limited to professional development, training, coaching, technical assistance, etc. Each individual is counted once for the year being reported.							
<p>Note for indicator #10: The Program has eight education institutions and two NGOs as partner organizations to participate in the Program. Based on the operating region and the number of schools, the higher education institutions recruit trainers and engage their faculty members. While the Program defined the number of required trainers per university, partners decided to recruit "reserve trainers" to be on a safe side, which led to a higher number of actual trainers (115). The TOT for the partners' trainers began September 25, 2020.</p>								

ANNEX B: ILLUSTRATIVE STRUCTURE OF THE LMS RESOURCE REPOSITORY

(Examples provided for Grade 1 math. All other grades and areas will reflect the same structure.)



ANNEX C. SEPTEMBER 25 TOT AGENDA

Time	Session/Facilitator	Session format
17:00 – 17:20	Training Opening <ul style="list-style-type: none"> • Welcome by Gia Nozadze • Welcome video, comprised of greetings from Nancy Parks, the Minister, the USAID Director • Participation rules by Nika Chachkhiani 	Plenary
17:20 – 18:40	Introduction to the main principals of student-centered instruction <ul style="list-style-type: none"> • Session opening by Paata Papava • Video on student-centered instruction comprised of 4 parts. Presentation of each part is followed by a discussion 	Plenary
18:40 – 18:50	Break	
18:50 – 19:40	Introduction to the New School Model <ul style="list-style-type: none"> • Session opening by Gia Nozadze • Video on New School Model, comprised of 2 parts. Part 1 is recording of Niko Silagadze about the New School Model and Part 2 is on literacy led by Tamar Jakeli. Presentation of each part is followed by a discussion. 	Plenary
19:40 – 20:00	Questions and Answers/Session wrap-up <ul style="list-style-type: none"> • Session opening by Paata Papava • Questions addressed by Gia Nozadze, Paata Papava, Ani Abuladze, Nika Chachkhiani 	Plenary

ANNEX D. SEPTEMBER 25 TOT ATTENDANCE

First Training for Partners' Trainers									
Day I, September 25, 2020									
	Trainers		Total Trainers' Rate	Reservist Trainers		Total Reservists' Rate	Total Invited	Total actual	Total Participation Rate
	Invited	Actual		Invited	Actual				
University									
UG	18	17	99%	0	0	0	18	17	99%
Ilia State	11	11	100%	1	1	100%	12	12	100%
Sokhumi	4	4	100%	1	1	100%	5	5	100%
Batumi	14	14	100%	0	0	0	14	14	100%
Samtskhe-Javakheti	9	9	100%	1	1	100%	10	10	100%
Kutaisi	16	16	100%	2	2	100%	18	18	100%
Telavi	8	8	100%	1	0	99%	9	8	99%
Zugdidi	11	11	100%	0	0	0	11	11	100%
NGO									
CCIIR	8	7	99%	0	0	0	8	7	99%
CFS	3	3	100%	0	0	0	3	3	100%
Other Participants									
BEP staff		8							
USAID		1							
University Personnel	2	2							
Program Ethnic minority Math Trainers	7	7	100%	0	0	0	7	7	100%

ANNEX E: LEAFLET FOR PRIVATE SECTOR (ENGLISH VERSION)



THE BASIC EDUCATION PROGRAM

The USAID Basic Education Program

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 eight Georgian universities. 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. Program efforts 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.



Opportunities for Private Sector Engagement

The private sector is an essential stakeholder in Georgia's education system. The USAID Basic Education Program wishes to mobilize the resources of the business communities in each region to involve them actively in two important activities: Business Leaders' Roundtable and Next Generation Camps.

Business Leaders Roundtable. The business community has valuable insights into the soft skills needed in the Georgian workforce. According to USAID-supported research, key soft skills for workforce success include higher-order thinking skills, e.g., problem solving and critical thinking, social skills, self-control, positive self-concept, and communication. Private sector representatives are best positioned to provide input on the skills that should be prioritized in the classroom. Although our target students are in grades 4-6, they are not too young to begin learning skills needed for lifelong success.

Our university partner will host a regular forum for private sector representatives to provide feedback and suggestions for strengthening the link between real life experiences of the workplace and learning in the classroom.

Next Generation Camp. This after-school, volunteer-led activity promotes 21st century work skills through collaborative, creative problem-solving challenges for students in grades 4-6. The camps will be led by students enrolled in the universities' teacher pre-service programs, parents, business community members, or high school students. Universities will elicit ideas for the challenges from the private sector companies participating in the Business Leaders Roundtable. At the conclusion of the activity, Roundtable members will form the jury to award the best student project. The companies will be asked to contribute prizes to the winning teams. In return for their contributions, the USAID Basic Education Program will offer publicity for the participating companies at all events.

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Implementing Next Generation Camp Projects



1. Business community members will suggest ideas for projects. The project's topics can be IT, agriculture, environment, engineering, mechanics, drama, arts, finance – any topic that builds a young student's understanding of real-life challenges.
2. Each of the eight partner universities will pilot the camps in approximately 10 schools.
3. Teams of 5-6 multi-grade students in fourth, fifth, and sixth grades decide on the project they wish to complete.
4. The teams then work over a period of weeks in the after-school activity to design, build, and complete the challenge.
5. Upon completion, the team will write a story about their experience in completing the project. They will describe the steps they took and the challenges they faced.
6. The team will then decide how to best present their project to a panel of private sector representatives who will award the best projects. The private sector companies would provide small awards to the winners.








If you are interested in participating in either of these activities, please contact:
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ANNEX F: PROGRAM PUBLICITY

EVENT	DATE	SOURCE	LINK	PHOTO
The USAID Basic Education Program Launch	July 1, 2020	TV Company Maestro	https://www.facebook.com/usaidedu/videos/332286964763845	
The USAID Basic Education Program's grants' signing ceremony	July 10, 2020	News Agency Interpresnews	https://www.interpresnews.ge	
The USAID Basic Education Program's grants' signing ceremony (Second mention by a regional source)	July 10, 2020	News Agency On.ge		
The USAID Basic Education Program	July 25, 2020	Broadcasting Company Rustavi 2	https://www.facebook.com/usaidedu/videos/33073925169731	

visit to Batumi Shota Rustaveli State University			1/	
Signing Agreement with Samtskhe-Javakheti State University	July 25, 2020	E-newspaper Samkhretis Karibche	http://sknews.ge/index.php?newsid=28506	
USAID Basic Education Program's representatives visit to Batumi Shota Rustaveli State University	August 19, 2020	Broadcasting Company TV 25	https://on.ge/story	

				 <p>The screenshot shows the TV 25 website interface. At the top, there is a blue header with the TV 25 logo and the date 'საბუღალბო 08. თებერვალი 2020'. Below the header, there are navigation links for 'მთავარი', 'პროგრამა', 'კომენტაჟი', 'სამართალი', 'სახარმონიო', 'კულტურა', and 'მახარმონიო'. A main navigation bar includes 'მთავარი' and 'TV 25 განხილვებს დისტანციურად მიიღეს'. A secondary bar says 'გაზელი TV 25-ის ზღოერი'. The main content area features the headline 'USAID-ის საბაზისო განათლების პროგრამის ნარმომადგენლების ვიზიტი ბსუ-ში' and a sub-headline 'ახალი ამბები'. Below the text is a photograph of a group of people sitting around a long table in a meeting room.</p>
<p>The USAID Basic Education Program Launch in Imereti region</p>	<p>August 21, 2020</p>	<p>E-newspaper Kutaisi Post</p>	<p>https://www.kutaisipost.ge</p>	 <p>The screenshot shows a news article on the Kutaisi Post website. The headline is 'სახალი ამბები' and the sub-headline is 'დაწყებითი კლასების პედაგოგები სნაველების ბსუ მეთოდებს დაეუფლებიან'. Below the text is a photograph of a classroom with a teacher standing at the front and students sitting at desks. A timestamp '15:56 / 21.08.2020' is visible in the bottom left corner of the image. At the bottom of the article, there is a short paragraph in Georgian.</p>
<p>The USAID Basic Education Program representatives'</p>	<p>September 3, 2020</p>	<p>Broadcasting Company TV9</p>	<p>https://tv9news.ge</p>	

visit to the Samtskhe -Javakheti State University				
The USAID Basic Education Program Launch	September 10, 2020	E-newspaper of the National Center for Teacher Professional Development (TPDC)	http://mastsavlebeli.ge	
The USAID Basic Education Program Launch	September 10, 2020	NGO Parents for Education page	https://www.facebook.com/mshoblebiganatilebistvis/posts/2571769429804245	
The USAID Basic Education Program Launch	September 22, 2020	Socio-Political e-newspaper Metronome	https://metronome.ge/	

ANNEX G: PROGRAM MEETINGS WITH STAKEHOLDERS IN Y1

Date	Meeting Type	TWG	Topics for discussion	Group Facilitator	Program Staff	Stakeholder Participants
January 24, 2020	Post Award Orientation Meeting at USAID		Contractual Agreements		Nancy Parks, COP	Peter Wiebler, USAID Mission Director, Adam Schmidt, Director, Democracy, Governance & Social Development Medea Kakachia, AOR Tamara Sirbiladze, Alternate AOR Ekaterine Gamezardashvili, Contracts
January 29, 2020	Introductory Meeting		Cooperation with the USAID Basic Education Program		Nancy Parks, COP Indira Amiranashvili, DCOP	Eka Dgebuadze, Deputy Minister Staff from National Curriculum Department and New School team
February 4, 2020	Introductory Meeting		Cooperation with the USAID Basic Education Program		Nancy Parks, COP Indira Amiranashvili, DCOP	Staff from National Curriculum Department and New School team
February 5, 2020	Introductory Meeting		Cooperation with the USAID Basic Education Program		Nancy Parks, COP Indira Amiranashvili, DCOP	Director of EMIS
February 12, 2020	LMS		Discussion of platforms currently used by MOESCS agencies; development of new LMS		Nancy Parks, COP Indira Amiranashvili, DCOP Nika Chachkhiani, Grants/PPP	EMIS staff from statistics, software and GIS departments
February 18, 2020	Introductory Meeting at NAEC		Cooperation with the USAID Basic Education Program		Nancy Parks, COP Indira Amiranashvili, DCOP	Sopho Gorgadze, the Director of National Examination and Assessment Center
February 18, 2020	Introductory Meeting at TPDC		Cooperation with the USAID Basic Education Program		Nancy Parks, COP	Manana Ratiani, the Deputy Director of Teacher Professional Development Center
Feb. 24, 2020	Y1 Work Planning		Planning activities for Year 1		All Program staff	Representatives from UG, Ilia State USAID MOESCS NSM, Curriculum TPDC EMIS
February 27, 2020	Introductory Meeting		Discussion of NSM template		Indira Amiranashvili, DCOP Gia Nozadze, Teaching	National Curriculum Department and NSM staff

					and Learning Director	
March 5, 2020	World Bank Project Kick-off		Kickoff of the Georgia Innovation, Inclusion, and Quality (I2Q) Project funded by the World Bank.		Nancy Parks, COP Indira Amiranashvili, DCOP Gia Nozadze, Teaching and Learning Director	Staff from the I2Q Project
March 25, 2020	Introductory Meeting	Assessment and Diff. Instruction	Overview of the USAID Basic Education Program		Gia Nozadze, Teaching and Learning Director Paata Papava, reading Specialist	6 Assessment TWG Members
March 26, 2020	Introductory Meeting	Training/ Numeracy	Overview of the USAID Basic Education Program		Gia Nozadze, Teaching and Learning Director	8 Training/Numeracy TWG members
March 27, 2020	Introductory Meeting	ICT – platform and training delivery	1) overview of Learning Management System functionality; 2) training cascade; 3) training content/format		Indira Amiranashvili, DCOP	6 ICT TWG members
March 27, 2020	Introductory TWG	Special Needs	Introducing participants to the Program’s objectives and design. 2) Further activities of TWG	Maia Bibileishvili, CFS	Gia Nozadze	8 Inclusive Education TWG members
March 27, 2020	Technical Working Group Meeting	Literacy	Introduction of the objectives, implementation stages, and work format of the USAID Basic Education Program	Paata Papava	Gia Nozadze, Paata Papava, Ani Abuladze, Natia Kobadze, Giorgi Tchautchidze, Tata Tchanturia	MOESCS/NSM: Tamar Djakeli Ilia State University: Tamar Taliashvili University of Georgia: Nana Shavtvaladze, Elene Betlemishvili, Nona Arevadze, Sofiko Baramidze CCIIR: Natia Gorgadze CFS: Maia Bibileishvili, Khatuna Razmadze MOESCS/NAEC: Zakaria Kitiashvili
April 2, 2020	Technical Working Group Meeting	Ethnic Minority Instruction	Introduction of the objectives, implementation stages, and work format of the USAID Basic Education Program	Paata Papava	Gia Nozadze, Paata Papava, Ani Abuladze, Natia Kobadze, Giorgi Tchautchidze, Tata Tchanturia	MOESCS: Despina Koiava, Tamar Jakeli, CFS: Guna Bibileishvili Ilia State University: Ivlika Lobjanidze, Pati Ramishvili CCIIR: Kakha Gabunia, Natia Gorgadze, Zoia Mkhitarjan University of Georgia: Nona Arevadze, USAID TPDC: Tamuna Kekelidze, UG: Nana Shavtvaladze
April 3,	Technical	Training	Introduction of the	Any	Indira Amiranashvili,	MOESCS: Maia Shukhoshvili, Nika Silagadze

2020	Working Group Meeting	Mgt Protocol for University Partners	objectives, implementation stages, and work format of the USAID Basic Education Program	Abuladze	Gia Nozadze, Paata Papava, Ani Abuladze, Nika Chachkhiani, Natia Lomtadze	Ilia State University: Sofiko Lobjanidze GFS: Maia Bibileishvili, Guna Bibileishvili UG: Johnny Mtsariashvili, David Liparteliani CCIIR: Natia Gorgadze
April 27, 2020	Technical Working Group Meeting	Literacy	Presentation of the Unit developed according to the NSM by the Program's Literacy team	Paata Papava	Gia Nozadze, Paata Papava, Ani Abuladze, Natia Kobadze, Giorgi Tchautchidze, Tata Tchanturia	MOESCS/NSM: Tamar Djakeli, Tinatin Tseradze
May 5, 2020	Technical Working Group Meeting	Literacy	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	Gia Nozadze, Paata Papava, Ani Abuladze, Natia Kobadze, Giorgi Tchautchidze, Tata Tchanturia	MOESCS/NSM: Tamar Djakeli, Tinatin Tseradze TPDC: Maia Inasaridze Ilia State University: Tamar Taliashvili UG: Nana Shavtvaladze, Elene Betlemishvili, Nona Arevadze, Sopiko Baramidze CCIIR: Natia Gorgadze CFS: Maia Bibileishvili, Khatuna Razmadze
May 13, 2020	Technical Working Group Meeting	Assessment/Diff Instruction	Discussion of the evaluation criteria	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 CCIIR: Natia Gorgadze UG: Soso Gogoladze
May 14, 2020	Technical Working Group Meeting	Numeracy	Discussion of the training unit prepared according to the NSM by the Program's Numeracy team.	Gia Nozadze	Gia Nozadze, Paata Papava, Ani Abuladze, Tamar Chanturia, 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	Technical Working Group Meeting	Literacy	Discussion of the rubric for the evaluation of the New School Model matrix	Paata Papava	Gia Nozadze, Paata Papava, Ani Abuladze, Natia Kobadze, Giorgi Tchautchidze, Tata Tchanturia	MOESCS: Tamar Jakeli, Tinatin Tseradze TPDC: Maia Inasaridze Ilia State University: Tamar Taliashvili UG: Nana Shavtvaladze, Elene Bethlemishvili, Nona Arevadze, Sofiko Baramidze CCIIR: Natia Gorgadze CFS: Maia Bibileishvili, Khatuna Razmadze, (teacher)
May 21,	Technical	Special	Presentation of adapted	Maia	Indira Amiranashvili,	(CFS): Khatuna Razmadze, Salome Chokheli,

2020	Working Group Meeting	Needs' Instruction	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.	Bibileishvili (CFS)	Gia Nozadze, Tata Chanturia, Eka Kapanadze	Maia Bibileishvili MOESCS: Tamar Jgenti, Tamar Jakeli, Tatia Pachkoria (UG): Sophio Baramidze, Nato Gaboshvili TPDC: Salome Charkviani
May 28, 2020	Technical Working Group Meeting	Special Needs' Instruction	Presentation of the new Matrix with adapted resources	Maia Bibileishvili (CFS)	Indira Amiranashvili, Gia Nozadze, Tata Chanturia, Eka Kapanadze	USAID: Medea Kakachia CFS: Khatuna Razmadze, Salome Chokheli, Maia Bibileishvili
May 29, 2020	Technical Working Group Meeting	Ethnic Minority Instruction	Discussion of the activities planned by the MOESCS within the framework of the new school model in ethnic minority schools Future plans of TWG working	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: Ivlika Lobjanidze, Pati Ramishvili CCIIR: Kakha Gabunia, Natia Gorgadze, Zoia Mkhitarjan University of Georgia: Nona Arevadze, TPDC: Tamuna Kekelidze, UG: Nana Shavtvaladze
June 4, 2020	Technical Working Group Meeting	Ethnic Minority Instruction	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: Ivlika Lobjanidze, Pati Ramishvili CCIIR: Kakha Gabunia, Natia Gorgadze, Zoia Mkhitarjan University of Georgia: Nona Arevadze, TPDC: Tamuna Kekelidze, UG: Nana Shavtvaladze
July 1, 2020	Technical Working Group Meeting	Numeracy	Math Unit 6th grade data analysis	Gia Nozadze	Gia Nozadze, Natia Kobadze	Ekaterine Kordzadze, Ketevan Cercvadze (MOESCS), Levan Chikvinidze (NAEC), Khatuna Razmadze (CFS), David Liparteliani, Nato Gaboshvili (UG)
July 7, 2020	Technical Working Group Meeting	Assessment/Diff Instruction	6th grade learning unit, data analysis and built-in resources	Gia Nozadze	Gia Nozadze, Natia Kobadze	Nikoloz Silagadze, Ia Aptarashvili, Despina Koiava (MOESCS); Maia Zibzivadze (TPDC); Eka Jeladze (NAEC)

July 16, 2020	Technical Working Group Meeting	Numeracy	1st grade learning unit, regularities, and resources	Gia Nozadze	Gia Nozadze, Natia Kobadze	Ketevan Tsertsvadze (MOESCS); Khatuna Razmadze (CFS) Nato Gaboshvili; Soso Gogilidze (UG); Levan Chikvinidze (NAEC)
July 17, 2020	Technical Working Group Meeting	Assessment / DiffInstr uction	1st grade learning unit, sequences, and built-in resources	Gia Nozadze	Gia Nozadze, Natia Kobadze	Nikoloz Silagadze, Despina Koiava (MOESCS); Salome Chokheli (CFS)
July 23, 2020	Stakeholder Meeting		Discussion on technical issues related to minorities with reading and math groups, as well as overview of the four milestones listed in the grant agreement	Nika Chachkhiani	Nika Chachkhiani, Indira Amiranashvili, Gia Nozadze, Ani Abuladze, Tata Tchanturia, Giorgi Tchanturidze	Natia Gorgadze (CCIIR); Kakha Gabunia (CCIIR)
July 30, 2020	Technical Working Group Meeting	Special Needs' Instruction	Materials for teachers of students with special needs	George Nozadze	George Nozadze, Natia Kobadze, Tamar Tchanturia	Khatuna Razmadze, Salome Chokheli, Maia Bibileishvili (CFS), Tamar Isakadze
July 31, 2020	Technical Working Group Meeting	Ethnic Minority Instruction	Selecting texts for Azeri and Armenian units; Using the NSM matrix template; Supporting the process by the MOESC	Paata Papava	Paata Papava, George Nozadze, Giorgi Tchanturidze,	Nino Gurgenidze, Tamar Jakeli, Mariam Chikobava, Nikoloz Silagadze, Tamar Kvitsinashvili, Despina Koiava (MOESCS); Natia Gorgadze, Kakha Gabunia (CCIIR), Tamar Kekelidze (TPDC); Ivlika Lobjanidze (Iliia State University); Nona Arevadze; Nana Shavtvaladze (UG)
August 14, 2020	Stakeholder Meeting		Grant modifications	Nika Chachkhiani	Nika Chachkhiani, Ani Abuladze, Nancy Parks	All 7 universities
August 18, 2020	Regional Meeting, Zugdidi		Cooperation with Program		Nancy Parks, COP Ani Abuladze, University Collaborations Coordinator Medea Kakachia, USAID AOR	Separate meetings: <ul style="list-style-type: none"> • Kakhaber Partsvania, Director of the Educational Resource Center • Teona Khupenia, University Rector • Representatives from 3 companies • University trainers
August 19	Regional Meeting, Bahtumi		Cooperation with Program		Nancy Parks, COP Ani Abuladze, University Collaborations Coordinator Medea Kakachia, USAID AOR	Separate meetings: <ul style="list-style-type: none"> • Tamar Siradze, the vice-rector of Batumi Shota Rustaveli State University • Bassis Bank representative • Trainers
August 20	Regional Meeting, Bahtumi		Cooperation with Program		Nancy Parks, COP Ani Abuladze, University Collaborations	Separate Meetings: <ul style="list-style-type: none"> • Gocha Davitadze, ERC Director • Maia Khadjishvili, Minister of Education in

					Coordinator Medea Kakachia, USAID AOR	Batumi • Two representatives from local companies
August 21	Regional Meeting, Kutaisi		Cooperation with Program		Nancy Parks, COP Ani Abuladze, University Collaborations Coordinator Medea Kakachia, USAID AOR	Separate Meetings: • Maia Tskitishvili, head of ERC • Shalva Kirtadze, the Vice-rector of Akaki Tsereteli State University in Kutaisi and the Program Coordinator Nato Kobuladze • Trainers
August 26, 2020	University Partner Introductory Meeting – Ilia State		Cooperation with Program		Ani Abuladze, University Collaborations Coordinator Nika Chachkhiani, Grants/Private Sector	Ketevan Lakirbaia, Head of University Administration Trainers Sofiko Lobzhanidze, Coordinator
August 27, 2020	University Partner Introductory Meeting - UG		Cooperation with Program		Ani Abuladze, University Collaborations Coordinator Nika Chachkhiani, Grants/Private Sector	Johnny Mtsariashvili, Coordinator Trainers
August 31, 2020	University Partner Introductory Meeting - Telavi		Cooperation with Program		Nancy Parks, COP Ani Abuladze, University Collaborations Coordinator Nika Chachkhiani, Grants/Private Sector	Nino Nakhutsrishvili, Coordinator, Rector Trainers Private sector representatives
September 2, 2020	University Partner Introductory Meeting - Sokhumi		Cooperation with Program		Nancy Parks, COP Ani Abuladze, University Collaborations Coordinator Nika Chachkhiani, Grants/Private Sector	Zurab Khonelidze, rector Lia Akhaladz, coordinator Trainers
September 4, 2020	University Partner Introductory Meeting – Samtskhe-Javakheti		Cooperation with Program		Nancy Parks, COP Ani Abuladze, University Collaborations Coordinator Nika Chachkhiani, Grants/Private Sector	Maka Beridze, Rector Irma Kurdadze, Coordinator Trainers
September 12, 2020	Private Sector		Engagement in the Business Leaders Roundtable and Next Generation Camps		Nika Chachkhiani	Georgian Progress Group - business consulting and training

September 15, 2020	Stakeholder Meeting		Progress meeting with the university partners		Nika Chachkhiani, Ani Abuladze, Natia Lomtadze	Progress with grants implementation and milestones; teams accounts; preparation for the TOT training; TOT dates.
September 16, 2020	Private Sector		Engagement in the Business Leaders Roundtable and Next Generation Camps		Nika Chachkhiani	Evol - IT solutions

ANNEX H: SUCCESS STORY



SUCCESS STORY

A DIFFERENT KIND OF TRAINING



Paata Papava, literacy specialist, delivering a pre-recorded training session.

THE USAID BASIC EDUCATION PROGRAM TRANSITIONS TO ONLINE TRAINING PROGRAMS



Giorgi Prangishvili, Program Specialist, assisting representatives from the Child and Family Society NGO to deliver live discussions.

The global pandemic necessitated changes in every aspect of project implementation, including training. Traditional face-to-face training sessions had to be replaced with training delivered online. For the USAID Basic Education Program, responsible for training 115 trainers who would, in turn, train over 6,000 teachers and 2,075 principals from every primary school in Georgia, transitioning to online training after months of preparation for in-person training represented a daunting task.

Canceling the training was never an option for the motivated staff. Instead, staff went to work brainstorming, researching, and preparing a new type of training that would combine pre-recorded sessions with live discussions. After all, the purpose of the training was too important to produce an inferior product. Effectively equipping a competent cohort of trainers from regional universities and NGOs throughout the country was critical to effect change in the instructional practice of primary teachers.

After watching various training videos and eliciting assistance from a local film producer, staff agreed on the overall production design. Scripts were written; USAID-branded backdrops prepared; technical aspects addressed. The University of Georgia, one of the Program's partners, provided access to their studio and the services of their camera and editing crews. The Ministry of Education, Science, Culture and Sports (MOESCS) allowed the Program to use their Microsoft Teams platform and provided Program trainers with Teams accounts. After much trial and error, the online training program was ready for viewing.

On September 25, 2020, Program staff anxiously awaited the 5 PM broadcast time to determine if all participants could join. Much to their surprise, 112 of the 115 trainers located throughout Georgia were able to join easily. Beginning with welcoming speeches from the MOESCS Minister and the USAID Mission Director, the training began, stopping occasionally to enable live discussions.

Sessions included plenary sessions, small group discussions, quizzes, surveys, and assignments to provide the training participants with a variety of forums. Participants agreed that this type of online training was quite a novelty.

Shorena Tkemaladze, a trainer from Akaki Tsereteli State University in Kutaisi said: "Before the TOT [training of trainers], I doubted that online training could be really beneficial and informative for teachers and principals. Now I definitely know how to deliver my online sessions effectively."

The online training program was not without a few glitches. Connectivity was an issue in some areas. Participants reported instances of voices not being synchronized with the scenes, or scenes freezing. Moving from plenary groups to cohorts was also challenging. Program staff noted the issues to address in future online trainings.

The online training sessions continued until October 20. The 115 trained trainers are now equipped to introduce student-centered instruction that focuses on critical thinking and problem-solving skills in all 2,075 public primary schools in Georgia.