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GEORGIA PRIMARY EDUCATION PROJECT

**MONTHLY REPORT
JANUARY 2017**

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G-PRIED HIGHLIGHTS

JANUARY 2017

G-PriEd Portal

- Continued to utilize Google Analytics to better understand Portal-user behavior. Recorded 10,186 users in January (including both new and returning users), with the highest number of users in a single day being 3,205 on the Portal-integrated Google Analytics tool.
- Finalized and launched a dynamic classroom observation reporting tool for reading and math coaches (available at www.kargiskola.ge) for coaches to report on lesson observations.
- Continued to moderate Portal-based Forum discussions. Presently, there are 1,107 registered users, including 220 principals, 362 teachers, 522 TLC facilitators, and three MES representatives. At the end of January, there were 22 general themes with 47 sub-themes. Users are involved in discussions on the Forum and share their experiences with each other.
- Started to collect and sustain statistics on the activities of coaches, principals, and teachers for the 2016-2017 academic year.
- Resolved the access issue to G-PriEd webinars by finding and testing an alternative solution, i.e. EMIS server used for registration and G-PriEd server used for steaming
- Updated “Monday Message”. Message for teachers and parents for January was “Effective communication requires a two-way flow of information”. Under this topic, G-PriEd offered several activities to schools in order to increase communication between schools and parents.

School Recruitment

- In January three schools dropped off the list, bringing the number of participating schools to 481, with a total of 974 math and reading coaches and 4,076 reading and 3,831 math participating teachers.

School Visits and Classroom observations

- Revised, finalized, and launched both a lesson observation and a feedback observation report form for national trainers (available at www.observation.ge).
- Conducted 122 trainer visits to schools:
 - During 57 visits, reading trainers observed: (a) 188 reading teachers; (b) 56 reading coaches at e-sessions or TLC meetings; (c) 41 reading coaches at feedback sessions.
 - During 65 visits, math trainers observed: (a) 251 math teachers; (b) 65 math coaches at e-sessions or TLC meetings; (c) 39 math coaches at feedback sessions.
- 217 school principals submitted a portal-based report on school-based teacher evaluation and classroom observation. During the November 2016 – January 2017 period, cumulatively:
 - 2,086 teachers were engaged in school-based teacher evaluation processes
 - School principals conducted 1,999 individual planning and goal setting sessions with teachers individually
 - School principals conducted 58 unannounced and 329 formal classroom observations
- In January 2017, reading coaches conducted 47 lesson observations and 24 math coaches conducted 37 lesson observations

TLC Activities

- 475 TLC coaches reported on 574 TLC activities conducted at their schools:
 - Model Lessons – 30
 - Lesson Study – 86
 - Case Study – 178
 - Data Analysis – 140
 - Peer Observation – 45
 - Parental Engagement – 95

Training Delivery

- Facilitated administration of online pre-test in math and Georgian language as basic subject knowledge training courses via the Portal for math and GL teachers in Georgian schools.
- Prepared a pre-test in GLS and translated the math pre-test into three ethnic minority languages. G-PriEd's national trainers will administer pre-tests in math and Georgian as a second language as basic subject knowledge training courses during in-person training for teachers of math and GSL in ethnic minority schools in February.
- Delivered one-day ToT to 29 reading trainers in Classroom Observation and Constructive Feedback on January 12, 2107.
- Delivered one-day ToT to 29 math trainers in Classroom Observation and Constructive Feedback on January 13, 2017.
- National trainers delivered one-day training to 450 reading and 450 math coaches in Classroom Observation and Constructive Feedback on January 21-22, 2017.
- Delivered one-day ToT in Module 1 and Module 2 of "math as the basic subject" to 31 math trainers on January 28, 2017 in preparation for coach trainings.
- TLC coaches from 330 schools facilitated 1,535 e-sessions in reading and 1,299 e-sessions in math.

Training Materials

- Finalized Module 1 for National Trainer TOT, which was held on January 28, 2017.
- Developed a draft of Module 2 (Operations on Numbers) for the training manual and trainer guide for "math, as the basic subject knowledge" training course.
- Finished collecting materials for Module 3 (Fractions and Decimals) for "math, as the basic subject knowledge" for National Trainer TOT.
- Began collecting materials for Module 4 (Geometry) for "math, as the basic subject knowledge" for National Trainer TOT, scheduled to be held on March 11, 2017.
- Continued development of training modules for "Georgian language, as the basic subject knowledge" and "Georgian as a second language, as the basic subject knowledge" training courses for GL and GSL teachers:
 - Shooting of video material for the first two GL training sessions was completed, and editing of the e-sessions commenced.
 - Development of scripts for five GSL e-sessions (out of 12 total) was finalized. These include an "Introduction to the Course" (e-session #1) and four e-sessions on Academic Writing. The reading materials for the first two training days were developed and/or selected.
- Updated and finalized guidelines for GL TOT and the training for GL Coaches. All materials for trainings were formatted and sent for printing and distribution.
- Finished translation of training Modules 1 and 2 for math coaches and teachers into Armenian, Azeri, and Russian languages.
- Translated training materials on Classroom Observation and Constructive Feedback into Russian, Armenian, and Azeri languages.

Instructional Resources

- Made the final technical review of the last two (out of nine total) chapters of "Math Basics" Resource Book and finished formatting all nine chapters.
- Completed a draft of the Methodological Materials Resource Book (volume 3) chapters for Grades 1-2 and 3-4.
- Edited Methodological Materials Resource Book (volume 3) chapters for Grades 1-2.

- Finalized a reading worksheet template to be applied to all worksheets (already drafted and/or under development).
- Continued development of reading worksheets for struggling readers both in GL and GSL. By the end of January, 64 non-fiction passages were drafted and reviewed.
- Uploaded 17 reading lesson plans onto the Teachers Resources section on the Portal.

Parental Engagement

- Prepared a Facebook presentation for schools and teachers, an activity, which involved parents in their children’s writing and learning process.

BSPE

- Signed eight more MOUs with companies in January, bringing the total number of signed MOUs to 22 and the number of volunteers to 175.
- Completed teacher trainings for 62 beneficiary schools.
- Continued development of the computer game focused on STEM topics for the 6th grade program “Our Nation”.
- Completed printing BSPE program materials and started packaging.
- Held five private sector trainings for Tbilisi, Mtskheta, and Rustavi-based volunteers.
- With BSPE institutional development support, JAG signed six contracts with schools outside of G-PriEd’s BSPE school pool for training approximately 700 students.

Textbooks

- Revised and edited materials for textbook author training and developed a draft training agenda.

Remediation

- Through a sub-contract with Tanadgoma, conducted two-day trainings for 24 selected teachers of GL, GSL, and math from Georgian and ethnic minority schools in eidetic education methodology on January 21-22 and 28-29.
- Reading and Math Improvement Directors participated in a study tour to Finland on January 21-29. G-PriEd participated in a number of school and university visits; interviewed classroom teachers, special education teachers, and school principals; and held discussions with education specialists and Finnish Reading Association board members. Through a variety of activities, study tour members got acquainted with the organizational structure and management of special education instruction in the Finnish primary education system and received useful sample learning materials and screening/progress monitoring instruments that can be adapted to Georgian contexts.

Project Communication

- The statistics for January period on the general G-PriEd Facebook page were:
 - Page likes: 4,545
 - People reaching G-PriEd page/posts in January: 47,649
 - Post engagement: 33,970

PLANNED ACTIVITIES

FEBRUARY 2017

G-PriEd Portal

- Continue to interpret Google Analytics to better understand Portal-user behavior
- Continue to upload materials to the Portal
- Continue to maintain a FAQ block on G-PriEd Portal to support schools in using the Portal
- Continue to moderate the Portal Forum
- Continue to collect and sustain statistics on the activities of coaches, principals, and teachers
- Fix any programming issues following the launch of webinars in February

School Visits and Classroom Observations

- Conduct 211 school visits in reading and math

Training Delivery

- Deliver two 1-day ToT for 28 reading trainers in Georgian language subject
- Deliver one 2-day ToT to GSL trainers in Georgian as a Second language subject
- Deliver one 2-day subject training to 463 reading coaches from Georgian schools
- Deliver one 1-day subject training to GSL teachers from non-Georgian schools
- Deliver two 1-day subject training to 461 math coaches from Georgian schools
- Deliver two 1-day subject training to 158 math teachers from non-Georgian schools
- Deliver one 1-day ToT to 20 principal trainers in assessment leadership
- Deliver several webinars on topics related to innovative instructional methods in reading and math, TLC facilitation skills, and BSPE.
- Deliver one 1-day practicum with teachers from mountainous Ajara and Pankisi Valley to provide feedback, answer questions, and administer quizzes, which would cover the first part of e-courses in Innovative Learning Instruction in reading and math. These practicums are organized for nine new schools that joined G-PriEd in October 2017.

Training Materials

- Finalize Module 3 (Fractions and Decimals) for “math, as the basic subject” training course and develop a draft of Module 4 (Geometry) for a TOT for national trainers, coaches, and teachers from ethnic minority schools.
- Edit and finalize translation of training Modules 1 and 2 for “math, as the basic subject knowledge” training course for math teachers from ethnic minority schools into Armenian, Azeri, and Russian languages.
- Begin to translate training Modules 3 and 4 for “math, as the basic subject knowledge” training course for math teachers from ethnic minority schools into Armenian, Azeri, and Russian languages.
- Finalize training and ToT materials for school principals on assessment leadership.
- Translate training materials for school principals on assessment leadership into Russian language.
- Finalize e-sessions and related reading materials in “GL and GSL as the basic subject knowledge” training courses to deliver TOTs and coach trainings and GSL teacher trainings.

Instructional Resources

- Upload the revised/edited leveled readers onto the teacher resources zone of the Portal, upon USAID’s approval

- Enrich several chapters of “Math Basics” resource book with additional resources and proceed with book design and formatting.
- Develop a draft of the chapter for Grades 5-6 and finish editing the Methodological Materials Resource Book (Volume 3).
- Continue to develop worksheets for GL and GSL instruction.
- Start to prepare for the launch of an online learning project “The Airplane”.
- Submit a request for disposition of instructional resources to USAID, and upon approval, proceed with distribution of resources to nine new schools in Ajara and Pankisi, which joined G-PriEd in October 2016.

Parental Engagement

- Continue to work on new activities involving parents in children’s learning processes and offer a new project in parental engagement to schools.
- Continue to promote “Reading aloud strategy at school and home” among parents through Facebook messages and posts.
- Continue preparation of presentations and recommendations for parents and share them on G-PriEd’s FB page.

BSPE

- Begin distribution of the materials to the 62 beneficiary schools.
- Continue trainings for private sector volunteers in Tbilisi and other regions.
- Finalize the computer game on STEM topics and distribute in schools.
- Hold a make-up training session for the teachers who were not able to participate in the initial trainings.
- Continue meetings and sign MOUs with private sector companies.
- Continue meetings with schools and training providers interested in implementing the BSPE programs via JAG model.
- Together with JAG, participate in the International Education Fair, held at EXPO Georgia on February 16-17, and continue to provide institutional development support to JAG.

Textbooks

- Activities on hold upon MES decision.

Remediation

- Tanadgoma will organize school visits to eight schools selected for the pilot project to deliver classroom observation of application of eidetic skills and tools in instruction of GL/GSL and math in primary grades.
- Reading and Math Improvement Directors will make a presentation of different remediation techniques and approaches applied in Finnish primary education to USAID and the MES.

Cooperation with the MES

- Organize meetings with TPDC to discuss G-PriEd’s training and other activities under the newly revised and approved teacher professional development scheme and the number of credits for each G-PriEd target group.
- Cooperate with the MES in providing training to textbook authors in GL and math, as/if requested by the MES.
- Organize a presentation of G-PriEd study tour outcomes for the MES and through media.

Project Communication

- Continue preparation of presentations for sharing on G-PriEd's Facebook page.
- Organize a presentation of G-PriEd Finland study tour outcomes for the MES and through media.

ANNEXES

Annex A: Google Analytics Reports on G-PriEd Portal Developments

Annex B: January School Visit Report

Annex C: G-PriEd/MES Correspondence in January 2017

- GOALS:** 1. Improve reading and math instruction for approximately 100,000 Georgian students, grades 1-6, including ethnic minority students in approximately 560 schools.
 2. Improve reading and math delivery systems in Georgia’s primary education.
 3. Enhance community and public engagement, accountability, and transparency in approximately 560 schools.
 4. Improve business skills in at least 12,000 students in grades 1-6 in 60 schools

Component 1: Improve reading and math instruction for approximately 100,000 students of grades 1-6, including ethnic minority students, in approximately 560 schools.

Subcomponent 1.1: Improve Teacher Effectiveness in Teaching Reading and Math, as well as in the Use of Formative Assessment-Based Teaching Approach

JANUARY 2017 ACTIVITY

Task 1. Develop, propose and support the implementation of school-based mechanisms for promoting professional development for math and reading teachers

10. During implementation of the model in expansion schools, support and monitor (through occasional visits of the national trainers), in cooperation with the TPDC, the work of the teacher facilitators in expansion schools.

Classroom Observations by national trainers. In January 2017, G-PriEd national trainers continued to deliver school visits to observe math and Georgian language teachers delivering their lessons; TLC coaches conducting meetings or e-sessions, and to provide constructive feedback on their practices. Starting from January, an additional crucial goal of school visits is to strengthen lesson observation and feedback delivery skills of reading and math coaches. On average, a subject trainer observes 4 teachers and 1 coach during an e-session/TLC activity and a feedback session to follow a classroom observation by a coach.

Summary Report of School Visits – January 2017										
Regions	Reading Observations					Math Observations				
	Schools Visited	Teachers Observed	TLC Coach Observed			Schools Visited	Teachers Observed	TLC Coach Observed		
			TLC activity	E-session	CO &F			TLC activity	E-sessions	CO &F
Adjara	5	20	3	2	3	4	16	3	1	2
Guria	4	14	2	2	3	1	3	0	1	1
Tbilisi	5	19	4	1	3	16	59	16	0	10
Imereti	11	41	9	2	8	9	37	9	0	5
Kakheti	2	4	2	0	2	6	23	6	0	2
Racha Lech. And Kv. Sv.	3	12	2	1	3	0	0	0	0	0
Samegrelo and Z. Sv.	6	25	6	0	4	11	44	8	3	10
Samtskkhe-Javakheti	6	23	2	4	3	6	22	6	0	4
Kvemo Kartli	8	3	6	1	6	5	20	4	1	0
Shida Kartli	6	23	4	2	5	4	15	4	0	3
Mtskheta-Mtianeti	1	4	1	0	1	2	8	2	0	1
Abkhazia	0	0	0	0	0	1	4	1	0	1
Total	57	188	41	15	41	65	251	59	6	39



Math lesson at Kutaisi School # 14



A coach delivering a feedback session to her peer at Gori School # 12



Math Lesson at Tbilisi School # 145

In January, G-PriEd national trainers conducted 122 school visits. Reading trainers visited 57 schools and observed 188 Georgian language teachers, and math trainers visited 65 schools and observed 251 math teachers. In addition, the trainers observed 56 reading and 65 math coaches during e-sessions and TLC meetings. As mentioned above, from January 23, G-PriEd trainers started observing coaches at feedback sessions with the teacher whom she/he observed together with the trainer. In January, G-PriEd math and reading trainers observed 80 coaches and provided recommendations on improving their feedback techniques. For more information, please refer to Annex A, *January 2017 School Visit Report*.

Principals and deputy principals continued to demonstrate high interest in the visits paid by G-PriEd trainers. During 122 visits, 106 school principals and 24 deputy principals joined the national trainers in classroom and TLC observations and participated in the feedback sessions. Involving principals in the teacher evaluation process encourages principals to become successful instructional leaders in their schools.

G-PriEd trainers will continue visiting schools through May 2017. In ethnic minority schools and in nine new schools, which joined this autumn, G-PriEd national trainers, with or without a coach, will try to observe every teacher at least once per year. In all other schools, G-PriEd plans to organize at least one visit per school per subject, to ensure that coaches in both subjects receive direct technical assistance from a trainer.

Development of a Lesson Observation and Feedback Observation Form. To facilitate effective observation of feedback sessions led by coaches with teachers, G-PriEd developed a lesson observation and feedback observation report form. Trainers are expected to use this tool for observing and reporting on coach practices as they observe lessons and deliver feedback. The observation form includes all performance indicators coaches are expected to demonstrate during the feedback sessions. During the ToT held in January, all trainers were trained in using the new observation form. A dynamic, electronic version of the form was also integrated into the trainer report section at www.observation.ge.

Classroom Observations by School Principals. In January, G-PriEd school principals proceeded with school-based teacher evaluation and classroom observation. The goal of the activity is to support teacher professional development and establishment of innovative teaching practices of math and reading as introduced by G-PriEd. School Principals are expected to hold orientation sessions and inform their teachers about the teacher evaluation process. Following orientation meetings, school principals meet with each teacher individually to analyze their teaching practices and set professional development goals. During the academic year, school principals observe teachers through both announced (formal) and unannounced visits.

At the end of January 2017, school principals submitted reports on teacher evaluation and classroom observation. They have already engaged 2,086 teachers. Between November and January, 217 school principals conducted individual planning sessions with 1,919 math and reading teachers. Some of them conducted classroom observations as well and reported 387 observations (58 unannounced and 329 formal observations). For more information, please refer to http://kargiskola.ge/GC/stats/new/dir_new.php.

In February, the G-PriEd team will send an additional reminder to all school principals and encourage them to continue with school-based teacher evaluation and classroom observation processes at their schools.



A School Principal observing a lesson at Chkhorria School

School-Based Teacher Evaluation – Principals’ Reports: November 2016 - January 2017							
	Region	# of Reporting Principals	# of teachers engaged	# of ind. planning sessions	# of Classroom Observations		
					Unannounced	formal	Sum
1	Samegrelo & Z. Sv.	27	205	201	9	33	42
2	Kakheti	22	180	168	2	25	27
3	Kvemo Kartli	18	252	242	5	24	29
4	Mtskheta-Mtianeti	7	36	33	0	3	3
5	Abkhazia	2	15	15	8	0	8
6	Tbilisi	27	404	388	15	86	101
7	Shida Kartli	23	178	169	0	32	32
8	Samtskhe-Javakheti	15	87	76	8	26	34
9	Imereti	39	438	427	0	43	43
10	Guria	15	119	112	9	35	44
11	Racha-Lechkhumi and Kvemo Svaneti	10	65	65	0	9	9
12	Adjara	12	103	2	13	15	103
Total		217	2086	1999	58	329	387

Classroom Observations by Reading and Math Coaches. In January 2017, 900 reading and math coaches were trained in classroom observation and effective feedback techniques. They were given detailed instructions on how to observe lessons and collect evidence on teacher and student performance. They also received guidelines on criteria, steps, and formats of effective feedback. All coaches are expected to observe at least six teachers by the end of academic year. The focus of the observations will be the application of innovative methods by teachers during reading and math instruction. They are expected to use reading and math observation forms developed by G-PriEd and fill out online observation reports through their personal accounts at www.kargiskola.ge.

In the last week of January, several coaches stated classroom observations at their schools. Thirty-one reading coaches reported 46 reading lesson observations and 24 math coaches reported 37 math lesson observations. For more information, please refer to <http://kargiskola.ge/GC/stats/new/report-form.php>.

Classroom Observation and Feedback Sessions delivered by Coaches: January 2017				
Regions	Reading		Math	
	# of reporting Coaches	# of Observations	# of reporting Coaches	# of Observations
Samegrelo & Zemo Svaneti	7	11	3	5
Kakheti	4	5	4	10
Kvemo Kartli	1	2	1	2
Mtskheta-Mtianeti	2	2	2	3
Abkhazia	0	0	0	0
Tbilisi	2	3	1	1
Shida Kartli	4	8	1	1
Samtskhe-Javakheti	5	5	2	2
Imereti	2	3	0	0
Guria	0	0	0	0
Racha-Lechkhumi and Kv. Svan.	2	4	1	1
Adjara	2	3	9	12
Total	31	46	24	37

School Recruitment and teacher participation.

During the reporting month, five schools already registered for participation in G-PriEd 2016-2017 academic year refused to continue with G-PriEd activities due to teachers' busy schedules and lack of motivation. As a result, there are 481 schools engaged in the project. The table provides a breakdown of the participant schools and reading and math coaches and teachers by regions.

Trainers and Coaches Registered at the portal (by January 31)					
Region	# of schools engaged	# of reading Coaches	# of Math Coaches	Reading teachers	Math teachers
Abkhazia	3	3	3	17	15
Adjara	39	39	39	327	292
Guria	31	31	31	222	207
Imereti	88	88	87	714	665
Kakheti	48	49	49	333	322
Kvemo Kartli	37	40	40	375	391
Mtskheta-Mtianeti	15	15	14	106	86
Racha-Lechkhumi & Kv. Svaneti	20	20	20	100	95
Samegrelo & Zemo Svaneti	70	70	70	525	487
Samtskhe-Javakheti	29	29	30	165	168
Shida Kartli	47	47	47	362	337
Tbilisi	54	56	57	830	766
Total	481	487	487	4076	3831

Task 3. Support national trainers to train teachers and teacher facilitators in the pilot schools in methods they can use to improve reading and math outcomes

2. *Finalize training manual and other learning materials in line with the TOT training manuals, video lessons, and other multi-media assistance, for use in training of teachers*

Training materials for reading and math coaches. In January, G-PriEd finalized development of training materials for reading and math coaches on classroom observation and constructive feedback, which were used at the training for coaches on January 21 and 22. Upon the completion of the training, coaches received a PDF version of the training materials, which are also uploaded onto the TLC sub-zone of G-PriEd Portal.

Training Materials for School Principals. In January, G-PriEd Technical Director developed ToT guidelines and trainee training materials for school principals on assessment leadership. The materials will be finalized in February and used at the ToT to be held on February 25.

Reading. G-PriEd continues development of training materials for the “Georgian language (GL) and Georgian as a second language (GSL) basic subject knowledge” training courses. Shooting of video materials for the first two GL training sessions was completed, and files are being edited and finalized for the first e-sessions. By end of January, the scripts for five e-sessions (out of 12 total) were drafted and revised by the technical experts. The first e-session

is titled “Introduction to the Course”, and the other four sessions will cover foundational aspects of Academic Writing. Similar to e-courses in innovative instructional methods launched by G-PriEd last year, this basic subject course in GL will be in e-format.

For GSL teacher training program in “GSL as the basic subject knowledge training course”, the materials for the first two training days (out of six total) have been developed and/or selected. Similar to the last year, GSL teachers will be trained by national trainers in a face-to-face training approach.

The reading team also developed a GL and GSL pre-test form for teachers to take prior to taking the courses. Teachers from Georgian schools took the test online through the G-PriEd Portal. GSL teachers from ethnic minority schools will take the pre-test during Day 1 of the training course, to be delivered by National trainers.

Math. In January 2017, G-PriEd finalized training materials and delivered a one-day ToT on January 28 to Math trainers in “math, as the basic subject knowledge” in preparation for coach ToTs (Modules 1 and 2). Similar to the reading team, the math team finalized a pre-test for “math, as the basic subject knowledge” training course and facilitated its administration online through the Portal. It was also translated into Armenian, Azeri, and Russian languages and will be administered by national trainers during the face-to-face meetings.

G-PriEd also developed a draft of Module 2 (Operations on Numbers) for the training manual and the trainer guide for “math, as the basic subject knowledge” training course. Collection and selection of materials for Module 3 (Fractions and Decimals) and Module 4 (Geometry) of “math, as the basic subject knowledge” started.

In February 2017, G-PriEd plans to deliver the Day 1 training to coaches. Each training day (a total of four) is divided into three 2-hour sessions, which coaches will deliver to their subject teachers at schools. Following the coach training by national trainers, coaches will have two to three weeks to deliver sessions that will cover Day 1. This cascade training model (G-PriEd provides a ToT to national trainers – National trainers provide a ToT to coaches – coaches train teachers) is applied to teachers from Georgian schools. Registration of attendance will be done via G-PriEd Portal. Teachers from ethnic minority schools, including coaches, will be trained directly by national trainers in February. Training materials of Day 1 are being translated into EM languages.

G-PriEd continued to work on additional teacher resource materials. The final technical review of the last two (out of nine) chapters of “Math Basics” Resource Book was done, and formatting of all nine chapters started. Chapters for Grades 1-2 and 3-4 of the Methodological Materials Resource Book (volume 3) were developed; a draft of a chapter for Grades 5-6 is being developed, while linguistic editing of chapters for Grades 1-2 has started.

Task 4. Expand the training of teachers and teacher

1. Process results of all teacher training.

The results of the first cycle of training are recorded in the June 2013 Logistical Training Report, which G-PriEd submitted in the June 2013 monthly report. The results of the second cycle of trainings in Fall 2013 were submitted in the December 2013 monthly report.

The results of the third cycle of trainings in Spring 2014 were submitted in the May 2014 monthly report.

The results of the fourth and final cycle of trainings conducted in Fall 2014 – Winter 2015 were submitted in the February 2015 monthly report.

facilitators to the other target schools of the project.

The results of the 2015-2016 academic year were processed and were reported as part of Semi-Annual Report #10 in October 2016. Teacher accreditation data was processed in July and submitted to schools for final accreditation.

As described in Task 3. Activity 2 above, G-PriEd prepared and administered online pre-tests for “GL, as the basic subject” and “math, as the basic subject” training courses for teachers of GL and math from Georgian schools. An online option was chosen because of the cascade training format, where national trainers are training coaches in a ToT mode to enable coaches train teachers at schools. G-PriEd developed a tailored online testing software, integrated into the individual teachers’ accounts onto the G-PriEd Portal. The software, following testing, has made an automated scoring of the answers and produced a consolidated pre-test score report, disaggregated by subjects, schools and regions. An approach with teachers from ethnic minority schools is different, as there are being trained directly by national trainers. These teachers will complete their pre-test as the first activity during Day 1 of the training and the trainers will collect and submit the answer sheets to G-PriEd for scoring and data consolidation.

The purpose of the pre-test is to measure the level of basic subject knowledge of a teacher of math, or Georgian language, or in both subjects, and GSL, prior to taking G-PriEd designed basic subject knowledge training courses. At completion of the training course, the teachers will take a similar post-test to see the progress, or increase in subject knowledge, achieved as a result of participating in G-PriEd trainings.

A total of 3,588 teachers of GL and 3,358 math teachers completed the online pre-tests. The review of the consolidated score report of online pre-tests revealed that vast majority of math teachers, or 68%, and the vast majority of teachers in GL, or 51%, are in the range of 81 – 100% of correct answers, as per the tables to the right.

Such high achievement rates, especially provided that most of the teachers are not certified because they could not pass state exams, self-indicates that teachers did not work independently. There could have been two scenarios: 1) the best teacher(s) would come up with the answers and share them with the rest of the teachers in that school; or 2) the teachers worked together on the test and then entered their unified answers. Whatever the case is, these results cannot be true and reflective of teachers’ current knowledge of the subject matter. Following consultations with USAID, G-PriEd, with the help of a statistician, determined a sample size for a paired T-Test, which will be applied to randomly selected schools anonymously with all math and GL teachers in a school. To ensure integrity and proper administration, G-PriEd contacted NAEC for the list of well-trained and experienced test administrators and their compensation packages. Upon finalization of the list of schools, G-PriEd will determine the number of test administrators per location and will administer another round of pre-test in the selected schools. G-PriEd will also develop new pre-test forms in math and GL. Since training of coaches are scheduled for February 11-12 and 18-19, G-PriEd will make sure the pre-test is administered between February 9 – 17, prior to the start of the school-based subject training sessions to be delivered by coaches.

GL Test Scores range (%)	# of teachers (%)	
<10 %	0.03	
10-20 %	0	
21-30 %	0.2	
31-40 %	0.61	
41-50 %	1.64	
51-60 %	6.02	
61-70 %	14.13	
71-80 %	26.5	
81-90 %	42.9	
91-100 %	7.97	50.87

Math Test Scores range (%)	# of teachers %	
<10 %	0	
10-20 %	0.06	
21-30 %	0.12	
31-40 %	0.39	
41-50 %	1.52	
51-60 %	4.71	
61-70 %	10.57	
71-80 %	14.1	
81-90 %	38.5	
91-100 %	30.11	68.61

2. *Design schedule of re-taking the ToT, training teachers and teacher facilitators; support their training of the teachers and teacher facilitators; emphasize training of national trainers and teachers from the ethnic minority and the most remote areas (including mountainous Guria, mountainous Ajara and Pankisi Valley)*

Materials for webinar #1 and #2 in Math and Reading were finalized in November and December, but the actual webinars did not take place due to technical problems caused by EMIS data center. EMIS server has multiple security blocks, which allow schools to register for the webinar, but block the actual streaming of the webinar. G-PriEd was working with EMIS technical staff to resolve the issue, but a solution has not yet been found. G-PriEd considered the option of buying a webinar platform outside of EMIS internet space, but this solution has two major problems: 1) schools do not have access to most of the internet space, including Facebook, and 2) G-PriEd will be unable to record participation in a webinar to the participant teachers' accounts. In January, G-PriEd continued to look into other solutions, working with EMIS, and decided to use its own server to stream audio and video content but still use EMIS-managed G-PriEd Portal to ensure proper registration of participants, as this data will be a part of teacher credits for participation in G-PriEd trainings. In parallel, G-PriEd worked on technical solutions to record and archive webinar content to enable other teachers to watch archived materials and still get credit. The first webinar in Reading is scheduled for February 7. G-PriEd may have to revisit the technical design based on the outcomes of this first webinar.

Training of Trainers in Classroom Observation and Constructive Feedback. To strengthen the expanded role of reading and math coaches, G-PriEd planned extensive support to coaches as the school-based professional development leaders. Prior to assuming a new function of a classroom observer, G-PriEd trained coaches in advanced course in innovative teaching of math and reading (December 2016). Before training coaches in classroom observation and feedback techniques, G-PriEd prepared the national trainers. On January 12 and 13, G-PriEd technical director delivered a 1-day ToT to 29 math and 29 reading trainers. The following topics were covered at the ToT:

- The role and importance of reading and math coaches
- Teacher and Coach collaboration
- Overview of the Classroom Observations Cycle
- Analysis of the Observed Lesson
- Techniques and process of delivering feedback
- Online reporting of classroom observation.

In addition to the above-mentioned topics, G-PriEd technical director introduced new forms of lesson observation reporting and feedback observation reporting to reading and math trainers. They received detailed guidelines on (a) incorporating the new coach observation component into the current format of school formats and (b) preparing online



Training of Reading Trainers, January 13



Training of Math Trainers, January 12

reports, using new forms. At the ToT, reading and math trainers received trainer’s manual with description of activities, PP presentations, and other supporting materials (observations forms, lesson evaluation rubrics, etc.).

Math Subject Training of Trainers. On January 28, G-PriEd Math Improvement Director, along with STTA, trained 31 math trainers in two cohorts, who were provided with Module 1 (out of a total of four Modules) of “math, as the basic subject” training course. Prior to the TOT, national trainers received all training materials, as they were expected to be ready for the TOT. Following TOT, national trainers will train math coaches in this module. For coaches’ convenience, Module 1 is comprised of three 2-hour sessions, which coaches are expected to deliver at schools after lessons during the two to three week period after the coaches’ TOT, i.e. prior to coach TOT in Modules 2, 3, and 4.

In February, G-PriEd will field selected national trainers to deliver Day 1 practicum with teachers from five new schools in mountainous Ajara region and four new schools in Pankisi Valley. Teachers have registered for and are taking e-courses in Innovative instruction of Reading and Math. These practicums are designed to provide direct interaction of teachers with the trainers to provide feedback, answer questions, and administer quizzes on the already taken content. A total of four 1-day practicums are planned for these schools.

Training of Teachers in Eidetic Education Methodology. On January 21-22 and 28-29, NGO Tanadgoma, subcontracted by G-PriEd, delivered two 2-day trainings to 24 teachers from eight G-PriEd schools, selected from Tbilisi and Kvemo Kartli regions. The goal of the project is to introduce eidetic instructional methods into the classroom at GL, GSL, and math lessons to check if they are truly helping to increase student outcomes. The following topics were covered during the two-day training:

- Imagination as a main component of eidetic education;
- Remembering any information by applying eidetic tools;
- Remembering information by pictogram method;
- Attention and its features

Participant teachers are expected to use methods of eidetic education in their classrooms. Representatives of Tanadgoma will visit them, observe teaching and learning process, and provide recommendations as needed. Teachers will administer student pre- and post-tests using Tanadgoma’s templates. The results will be used to measure progress and change. If successful, G-PriEd may consider integrating eidetic instructional tools into its Innovative Instructional resources for all students, or for its remediation model, which is under development. The table below provides teacher attendance information:



Training Participation Report: Eidetic Education Methodology

N	Training Venue	Date	Participants invited			Participants attended		
			Reading	Math	GSL	Reading	Math	GSL
1	"Tanadgoma" Office	January 21-22	4	4	4	4	4	4
2	"Tanadgoma" Office	January 28-29	4	4	4	4	4	4

3. Support the trainers to train teachers at the face-to-face trainings and conferences; and train teacher facilitators in the implementation of electronic trainings, forums, and webinars.

Training of Coaches in Classroom Observation and Constructive Feedback. Along with expanded role of reading and math coaches, G-PriEd has planned extensive support to professional development leaders. Following ToT of national trainers on January 12-13 (please refer to Task 4, Activity 2 above), on January 21 and January 22, 29 reading and 29 math trainers delivered one-day training to 450 reading and 450 math coaches (out of 975 invited). The goal of the training was to equip coaches with classroom observation and feedback-delivery skills and prepare them for assuming the new role of a classroom observer. The following was covered at the ToT:

- The role and importance of reading and math coaches
- Teacher and Coach collaboration
- Overview of the Classroom Observations Cycle
- Analysis of the Observed Lesson
- Techniques and process of delivering feedback
- Online reporting of classroom observation



Training of Reading Coaches at Khashuri School # 7

Following the training, G-PriEd shared PP presentations to all coaches and suggested to use the slides for communicating information on the new role of a coach to deliver classroom observation of teachers. Math coaches from non-Georgian schools received all training materials in their native languages. The training materials are also uploaded onto the TLC sub-zone onto the Portal. The project may consider conducting a make-up session in February for 75 coaches who missed the January training. The tables provide detailed information on the participants and the breakdown by cohorts.

Training Participation Report: Training of Reading and Math Coaches, January 21 and 22

N	Training Venue	Date	Number of Participants Invited	Number of Participants Attended	Difference
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			Reading Coaches	Math Coaches	Total	Reading Coaches	Math Coaches	Total	
1	Tbilisi School N45	22.01.2017	23	23	46	22	20	42	4
2	Tbilisi School N51	22-21.01.2017	34	33	67	30	32	62	5
3	Tbilisi School N166	21.01.2017	30	29	59	28	28	56	3
4	Khashuri School N7	22.01.2017	13	13	26	12	12	24	2
5	Gori School N1	21.01.2017	34	34	68	33	34	67	1
6	Telavi School N1	21.01.2017	19	19	38	17	15	32	6
7	Village Gurjaani School N1	22.01.2017	20	18	38	19	17	36	2
8	Rustavi School N23	22.01.2017	34	38	72	32	37	69	3
9	Akhaltshke School N6	21.01.2017	29	30	59	26	26	52	7
10	Ambrolauri School N1	21.01.2017	11	11	22	11	11	22	0
11	Kutaisi School N1	22-21.01.2017	36	36	72	32	32	64	8
12	Kutaisi School N41	21.01.2017	35	35	70	33	32	65	5
13	Terjola School N1	22.01.2017	27	27	54	26	24	50	4
14	Zugdidi School N1	22.01.2017	31	31	62	27	27	54	8
15	Senaki School N1	22.01.2017	26	26	52	24	23	47	5
16	Tsalenjikha School N1	21.01.2017	15	15	30	14	14	28	2
17	Batumi School N2	22-21.01.2017	39	39	78	36	38	74	4
18	Ozurgeti School N1	21.01.2017	31	31	62	28	28	56	6
			487	488	975	450	450	900	75

TLC Activities. In December, G-PriEd reading and math coaches resumed TLC activities. In November, they received detailed plan and guidelines on their activities for 2016-2017 academic year. According to this plan, they are expected to conduct a minimum of eight TLC meetings by the end of the academic year.

In January, reading and math coaches conducted five types of TLC activities at their schools. As the table shows, 475 coaches submitted reports on their activities. They reported a total of

TLC meetings led by coaches: January 2017								
	# of reporting coaches	Total # of Activities	Model Lesson	Lesson Study	Case Study	Data Analysis	Peer Obs.	Parent Engag.
Samegrelo and Zemo Svaneti	61	63	0	12	27	14	4	6
Kakheti	48	55	4	11	18	10	4	8
Kvemo Kartli	39	59	1	4	21	15	3	15
Mtskheta-Mtianeti	13	18	0	3	5	8	0	2
Abkhazia	3	3	1	1	1	0	0	0
Tbilisi	61	87	6	9	30	22	7	13
Shida Kartli	46	47	1	6	13	11	4	12
Samtskhe-Javakheti	28	34	6	9	7	7	3	2
Imereti	96	113	6	18	29	27	13	20
Guria	19	20	1	5	4	3	1	6
Racha-Lechkhumi and Kv. Svaneti	21	22	0	1	6	10	1	4
Adjara	40	53	4	7	17	13	5	7
Total	475	574	30	86	178	140	45	95

574 TLC activities with the following distribution: Model Lesson – 30; Lesson Study – 86; Case Study – 178; Data Analysis – 140; and Peer Observation – 45; Parent Engagement – 95. TLC coaches will continue their TLC activities and report by the end of every month. For more statistics, please refer to <http://kargiskola.ge/GC/stats/new/teachers.php>.

E-sessions. G-PriEd provides opportunities to new reading and math teachers to participate and complete the e-courses of innovative instructional methods of math and reading, launched in the 2015-2016 academic year. Along with participation in these sessions they will be able to join their colleagues in the subject trainings (GL, GSL, and math, as the basic subject training course) and complete the full package of the G-PriEd professional development program by the end of the 2016-2017 academic year.

The table shows that 330 schools have launched e-sessions. Reading TLC coaches facilitated 1,535 sessions: 738 sessions for grade 1-4 teachers and 797 for grade 5-6 teachers. Math coaches conducted 1,299 sessions: 742 sessions for grade 1-4 teachers and 557 sessions for grade 5-6 teachers. Cumulatively, TLC coaches conducted 2,834 e-sessions in math and reading. Detailed statistics of expansion schools' participation in e-trainings can be viewed at http://kargiskola.ge/GC/stats/new/video_sessions.php.

Summary Statistics: E-sessions Conducted in January 2017				
#	Region	# of Schools Conducting e-	# of E-sessions Conducted	
			Reading	Math

		sessions	Reading I-IV	Reading V-VI	Sum	Math I-IV	Math V-VI	Sum	Total
1	Samegrelo and Zemo Svaneti	43	74	84	158	84	51	135	293
2	Kakheti	34	43	94	137	73	76	149	286
3	Kvemo Kartli	24	52	43	95	44	33	77	172
4	Mtskheta-Mtianeti	7	14	5	19	6	23	29	48
5	Abkhazia	3	3	3	6	11	1	12	18
6	Tbilisi	47	167	132	299	157	117	274	573
5	Shida Kartli	35	67	74	141	88	54	142	283
8	Samtskhe-Javakheti	17	63	48	111	53	20	73	184
9	Imereti	66	108	153	261	114	81	195	456
10	Guria	20	1	72	143	48	35	83	226
11	Racha-Lechkhumi and Kv. Svaneti	9	12	16	28	11	20	31	59
12	Adjara	25	64	73	137	53	46	99	236
	Total	330	738	797	1535	742	557	1299	2834

6. Monitor teacher training effectiveness (including pre- and post-training test); develop and share teacher training study reports with the MES.
As mentioned in sections above, G-PriEd developed an online pre-test in mat in four languages, in GL and GSL, for the basic subject knowledge courses. Please refer to Task 4, Activity 1 for more details.

Subcomponent 1.2: Increase the Availability and Use of Age and Language-Appropriate Reading and Math materials and supplies

Task 5. Develop paper-based and electronic age- and language-appropriate reading and math materials (i.e., for grades 1-6 and in Georgian language

6. Finalize the leveled reading materials; develop advice and mechanisms for teachers to support their incorporation in the learning process

The final checking and proofreading of G-PriEd leveled readers' content was finalized. The revised readers were submitted to USAID for final review. After receiving the comments and approval from USAID, the resources will be revised as needed and will be uploaded onto the Portal, replacing the readers currently located there.

7. Create electronic versions of the supplementary reading materials

Same as Activity 6 above.

10. Support the MES in textbook development for the next six-year cycle by incorporating the G-PriEd age- and grade-appropriate methodology and resources into the design of reading and math textbooks for primary grades

In January, G-PriEd was closely monitoring developments within the MES in regards to the textbook procurement process. There were several meetings held between the MES and publishing houses about different scenarios, including submission of textbooks on April 15 with the aim to introduce them in 2017-2018 academic year; submission of textbooks in September with the aim to introduce them in 2017-2018; piloting some textbooks in some subjects in selected schools in 2017-2018, etc. Between these meetings, G-PriEd was contacted by the MES to confirm our readiness and interest in providing trainings to math textbook writers in innovative instructional methods in math and trainings to all subject textbook writers in innovative instructional methods in reading, as reading is the foundational and cross-cutting skills for all subjects. G-PriEd confirmed its readiness to participate in this activity and

	<p>is on hold until a decision is made.</p> <p>Meanwhile, in January 2017 G-PriEd revised and edited materials for textbook author training and developed the training agenda.</p>
<p>Task 6: Distribute paper-based and electronic age- and language-appropriate reading and math materials for grades 1-6 and in Georgian language.</p>	<p><i>3. Publish and distribute final versions of the supplementary reading materials for all pilot and other target schools;</i></p> <p>In January, G-PriEd has revisited its stock of available instructional resources and developed a distribution plan for nine schools, which joined G-PriEd in October 2016. To make the distribution package as full as possible, based on the number of teachers and students, G-PriEd identified quantities by types of resources to be printed in addition to the available stock. This applies only to paper-print resources, not to math manipulatives, which are available in a very limited quantity but cannot be refilled due to production quantity/import limitations. Upon USAID COR concurrence, G-PriEd ordered printing of some limited number of resources, such as Teacher Resource Books posters and drafted a disposition request. In February, the full stock will be delivered and the packaging per school will be completed. In early February, G-PriEd will submit a request for disposition to USAID and upon approval, will distribute instructional resources to these schools.</p> <hr/> <p><i>5. Provide low-cost and scalable technologies to the project target schools to support the learning of reading and math, including those for reading improvement in ethnic minority school</i></p> <p>G-PriEd continues development of reading worksheets for struggling readers both in GL and GSL. By the end of January, 64 non-fiction passages were drafted and reviewed. Out of these, 32 sets of exercises/activities (comprehension, vocabulary, grammar and usage, writing) were finalized.</p> <p>The reading team designed a template worksheet, which will be used for all worksheets.</p> <p>By the end of January, 17 lesson plans in reading were finalized and uploaded onto the Teachers Resource zone of the Portal.</p>
<p>COMPONENT 2: READING AND MATH DELIVERY SYSTEMS IMPROVED</p>	
<p>Subcomponent 2.1: Promote professional standards and support professional development for teachers and administrators.</p>	
<p>Task 7: Provide evidence-based recommendations for improved effectiveness of teachers and assist in the implementation of effective policies for professional development of teachers</p>	<p><i>5. In line with the project's school-based professional development model, assist the education departments of at least three (maximum five) universities across the country to enhance their curricula for teacher education and education administration programs to ensure more effective teaching, induction, and retention of future cadre of teachers and school administrators</i></p> <p>No activities this month.</p> <hr/> <p><i>6. Support TPDC to take up the core components of the teacher training modules; assist non-governmental organizations to take-on the teacher training modules and acquire state accreditation for providing in the future these trainings independently.</i></p> <p>In January, another edition of the Teachers Professional Development Scheme was approved. In relation to this, the Minister decided to decentralize teacher training provision and change the previously used accreditation process of training programs and training providers through EQE with a simplified registration process through TPDC. Such a change will require TPDC to change its Charter by submitting a Charter change to the Ministry of Finance and Ministry of Justice. Unlike accreditation, which was fee-based, registration will be free; however, the eligibility criteria are likely to be very similar to those used by EQE in the past, (i.e. a training provider has to prove to have adequate material and HR resources and the training content has to be not only structured, but in line with the training themes, prioritized by the MES).</p>

	<p>G-PriEd plans to meet TPDC ASAP to get more clarification and guidance on the process, schedules, training themes, etc., for two purposes: 1) to ensure that teachers participating in G-PriEd during 2016-2017 academic years get credits; 2) to develop a sustainability strategy for selecting and working with eligible training providers.</p>
<p>Task 8: Expand the school-based professional development model, adjusting it as needed for rural and ethnic minority schools, and support appropriate policy changes to improve teacher professional development</p>	<p><i>1. As agreed upon with MES, provide assistance to TPDC to revise professional standards of principals and the corresponding training and certification programs, to incorporate the major concepts of school-based professional development introduced by the project.</i> No activities this month.</p> <p><i>2. Build capacity of school principals to support reading and math instruction: conduct direct and electronic training for schools principals in instructional leadership and parent engagement</i> With the aim to advance school principals’ knowledge and skills in instructional leadership, G-Pried will deliver trainings on assessment and differentiated instruction leadership in spring 2017. Meanwhile, principals have the opportunity to observe G-PriEd trainers during the feedback sessions and improve their knowledge and skills in the instruction of math and reading, as well as techniques in constructive feedback.</p> <p><i>3. As agreed upon with MES, provide assistance to TPDC to revise professional standards of teachers and the corresponding training and certification programs, to reflect on the major concepts of school-based professional development introduced by the project</i> Please refer to Task 7, Activity 6 for more details.</p> <p><i>4. Support Teacher Houses and other agencies of the MES in attracting and nurturing a least 10 reading and 10 math experts. This support will include providing additional training and other professional/academic development opportunities.</i> No activities this month.</p>
<p>Subcomponent 2.2: Strengthen the System for Testing Reading and Math Outcomes Through Classroom Formative Assessments</p>	
<p>Task 9: Support improved classroom formative and national assessment methodology in reading and math</p>	<p><i>7. Support formative classroom assessments in reading and math</i> G-PriEd continues to sustain E-Assess on its Portal and provides “hot line” assistance to teachers who experience difficulties in using E-Assess.</p>

Task 10: Suggest reading and math benchmarks and appropriate policy changes for Georgia.

3. *Suggest policy changes that have demonstrated to improve reading outcomes in Georgia, such as enhance instructional hours in support of reading, implement remediation classes, etc.*

On January 23-29, G-PriEd Reading and Math Improvement Directors visited several schools, HIEs, and education policy makers in Finland to observe the instructional processes in primary grades, with a focus on reading and math, and to get introduced to different remediation practices and tools applied in Finnish education. G-PriEd is preparing for a presentation of the outcomes and recommendations first to USAID and then to the MES and its agencies. G-PriEd believes that with little resources, many great practices can be easily adapted to the Georgian context. Following these discussions, G-PriEd will put together a remediation model and will pilot it in several schools.

COMPONENT 3: ENHANCE COMMUNITY AND PUBLIC ENGAGEMENT, ACCOUNTABILITY AND TRANSPARENCY

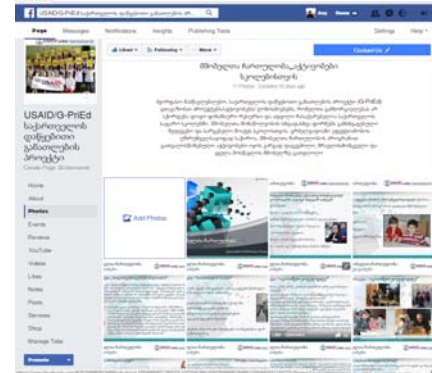
Subcomponent 3.1: Promote Expanded Student Participation in Reading/Math Activities and Parent Engagement in Children’s Reading/Math Outcomes Through School-Based Committees

Task 11: Support development of a Georgian model of parent engagement and promotion of expanded reading/math activities.

2. *Collaborate with the MES to develop/implement a communications plan to engage parents in this model of parent engagement and engage them in increasing their children’s use of the reading materials at home.*

G-PriEd continues its Facebook-based initiative to raise awareness among parents about G-PriEd instructional methods and stress the importance of parental involvement in their children’s learning processes. In the framework of this initiative, G-PriEd prepared a presentation and provided recommendations to parents on how to support children in the study process to improve their skills in reading and math.

G-PriEd also prepared a presentation for teachers and offered specific activities to increase communication between schools and parents and involve parents in school. G-PriEd has selected projects/activities/events that do not require substantial financial resources and which can be easily implemented at public schools of Georgia.



3. *Support the MES in expansion of innovative learning clubs in reading and math in the pilot and expansions schools as part of their elective and/or extra-curricular activities*

In December, G-PriEd, with USAID concurrence, decided to change its approach to developing Innovative Learning Club models from subcontracting to in-house development. Ketik Chachkhiani, the Technical Director, offered to take the lead in pulling together some international best practice materials and adapting them to the knowledge level of students in grades 5 and 6, with the help of some experienced teachers of science. G-PriEd plans to work on the model content from March and over the summer and pilot the Clubs in schools in the first semester of the 2017-2018 academic year. Outcomes and results will be consolidated and presented to USAID and the MES in January-February 2018.

4. *Develop remediation programs in reading and math for at-risk students, support its use in target schools, and ensure parents' engagement in these activities*

As described under Task 10, Activity 3, G-PriEd organized a study tour to Finland for its Reading and Math Improvement Director during the week of January 23-29, 2017. The study tour was hosted and organized by Ann-Sofie Selin, a Special Education Teacher from Finland. The aim of the tour was to

visit schools; meet with teachers of struggling learners, school leaders, and researcher; and get exposed to different strategies and practices. Paata Papava and Gia Nozadze participated in a number of school and university visits; held interviews with classroom teachers, special education teachers, and school principals; and held discussions with education specialists and Finnish Reading Association board members. Through a variety of activities, the study tour members got acquainted with the organization and management of special education instruction in the Finnish primary education system and received useful sample learning materials and screening/progress monitoring instruments that can be adapted to the Georgian contexts. G-PriEd plans to organize presentations for USAID and the MES to get their feedback for consideration during the design of a remediation model, to be piloted in several G-PriEd schools.

COMPONENT 4: BUSINESS SKILLS IN AT LEAST 8,000 STUDENTS IN GRADES 1-6 IN 35 SCHOOLS IMPROVED

Subcomponent 4.1: School-based acquisition of business skills among learners in primary classrooms promoted

<p>Task 13: Business Skills curriculum and training materials development</p>	<p><i>1. Translate Junior Achievement (JA) materials in Business Skills (BS) development for grade 1-6 and adapt to Georgian context, adhering to MES's grade-level standards</i></p> <p>G-PriEd's BSPE component completed printing the BSPE program materials in January and started packaging grade-level programs. Once completed, the special additional items (pencils, dice, game pieces, rulers, and other miscellaneous items) will be placed into the bags and sent to the participating schools. Materials for the private sector trainings have already been delivered to G-PriEd and are being distributed to volunteers during their trainings. As soon as the materials are received by the schools, the head-teachers and volunteers will begin delivery of BSPE lessons.</p> <p><i>5. Develop the trainee's version of the manuals for teachers and volunteers</i></p> <p>The manuals for teachers and volunteers were developed by G-PriEd during the pilot phase last year. However, since JAG is administering all master trainer and teacher trainings this year, the training materials were revisited and updated. A new module was added to the training content by JAG, which is oriented on strengthening participating teachers' knowledge of basic business terms and concepts. This addition to the training module was requested by the teachers themselves.</p> <p><i>7. Create supplementary student materials to support classroom activities</i></p> <p>G-PriEd continued development of the computer game on STEM topics for the 6th grade program "Our Nation". The game content is being built using the original version, produced by Junior Achievement USA, with the addition of a new and innovative intro section. Game development will be completed in February, and the final draft version will be sent to USAID for review and approval. Once the game is approved, it will be published onto discs and sent to 6th grade teachers in all 62 schools. The students will be able to access the game through the JAG official website and G-PriEd's Portal.</p> <p>In addition to the game, G-PriEd will begin development of the second part of the animated movie "Kids from Our Street". Once the draft script is produced, it will be sent to USAID for approval. Upon approval, G-PriEd will announce a competition for production of the movie.</p>
<p>Task 14: Deliver training and teacher support</p>	<p><i>3. Hold conferences with principals to introduce the plan to adapt business skills curriculum and provide resources for classroom observation.</i></p> <p>Completed in October with 62 schools in the 2016-2017 academic year.</p> <p><i>4. Provide training to teachers to implement the BS curricula with the help of JA</i></p>

	<p>JAG has started delivery of teacher trainings in December and trained 450 teachers. In January, JAG trained 350 teachers. Under the BSPE component, this year, there are two categories of teachers: 1) so-called “old teachers” (345 teachers), who participated in the BSPE pilot phase last year and 2) “new teachers” (572 teachers) from new schools, who joined the BSPE program this academic year. All teachers received a one-day intensive training in BSPE program delivery and basic business terms and concepts. A make-up training session is planned for February 4th for the teachers who, for various reasons, were not able to participate in the initially scheduled training. February make-up session will complete the teacher training program and, once the materials are received by the schools, teachers will be ready to begin the lessons.</p>
	<p><i>5. Support and monitor training of teachers and well as teacher; instructions to grade 1-4 students through periodic site visits</i></p> <p>During the extension period, for the 2016-2017 academic year, G-PriEd plans to subcontract JAG to deliver at least two observations per school. Observations will be held in March – May.</p>
<p>Subcomponent 4.2: Private sector and community engagement in business skills curriculum strengthened</p>	
<p>Task 15: Private Sector Recruitment and Support</p>	<p><i>1. Support private sector companies develop their Corporate Social Responsibility (CSR) in education</i></p> <p>G-PriEd’s business skills team is actively working with companies on integrating education-related activities into their CSR. This academic year, several companies, including Finca Bank and Crystal, have dramatically increased the number of volunteers engaged in the program. G-PriEd and the companies actively share stories and photos on social media, thus effectively promoting volunteering in education. During the BSPE conference, planned for December 2017, G-PriEd plans to invite a prominent speaker who will present on the various ways companies can broaden their CSR campaigns, particularly with the emphasis on education.</p> <p><i>2. Recruit and train up to 100 private sector volunteers in the business skills curriculum.</i></p> <p>The BSPE team continued meetings with companies and organizations interested in participating in the business skills project. G-PriEd signed eight more MOUs in January, bringing the total number of signed-up companies to 22 and the number of confirmed volunteers to 175. Meetings were held with nine additional companies that expressed interest in participating in the program. Most of them committed to sign MOUs with G-PriEd, and the approximate number of additional volunteers who will participate in the program is 38.</p> <p>G-PriEd’s business skills team began training of the volunteers. In January, several trainings took place for Tbilisi, Mtskheta, and Rustavi-based volunteers. Regional trainings are planned in February. During the training, G-PriEd guides volunteers on program delivery and distributes materials. Once the materials are delivered to all of the schools, volunteers will be notified by G-PriEd and asked to start the visits. All volunteers receive detailed information about the schools they have been assigned to, which specific grade they have to teach, and contact information for the head teacher and the principal.</p> <p><i>3. Develop and implement a public awareness campaign to support G-PriEd activities, including the business skills activities listed under Component 4</i></p> <p>G-PriEd completed promoting the business skills program through Radio Imedi’s show “It is Education Time in Georgia” in December. Interviews from various local business CEOs, emphasizing the importance of teaching financial literacy and entrepreneurship from an early age, aired on the radio channel four times daily from July through December 2016. G-PriEd transformed the interviews into visual and audio presentations, which have been posted onto the project Facebook page in January.</p>
<p>Task 16. Popularization</p>	<p><i>1. Support JA to reach out to additional numbers of schools (public and private) to introduce the BS curricula and generate interest</i></p> <p>G-PriEd and JAG continue working on developing a PR Strategy for JAG and the list of the activities within the strategy, which will be oriented on raising</p>

of the BS curriculum among all public and private schools

awareness among schools and businesses on Junior Achievement programs and their importance for the future economic growth of Georgia. In order to assist JAG with meeting and signing up schools and training providers who are interested in introducing the BSPE program, G-PriEd issued a new Task Order 8 (TO 8) under the existing subcontract with JAG. Through TO 8, JAG is tasked to meet with 80 schools and training providers, and as a result of the meetings, sign at least 20 agreements on implementing the program.

2. *Through JA, help additional numbers of schools to raise public and private resources, and implement the BS curricula as part of their elective or extra-curricular courses*

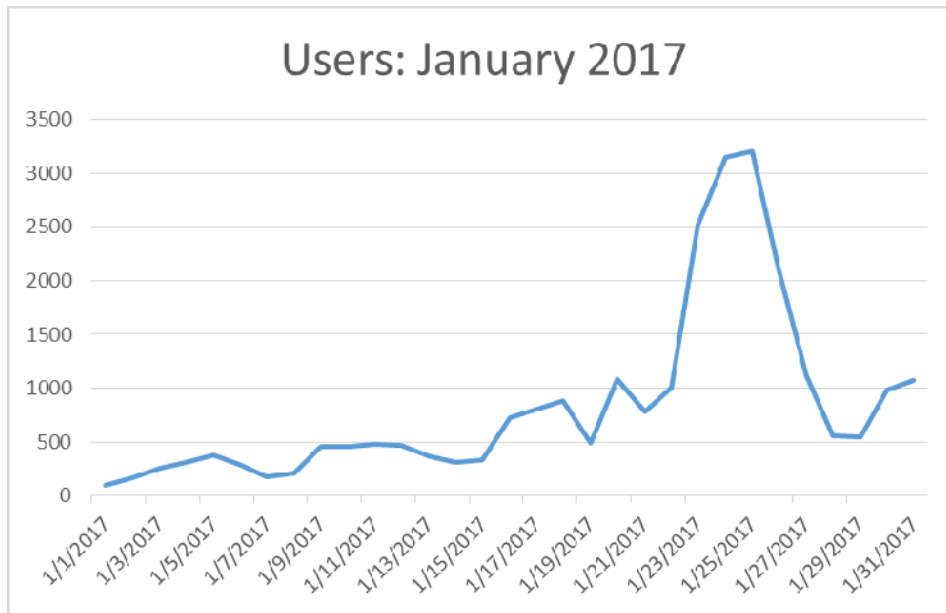
In January, JAG signed a total of six agreements with four private schools, with Tbilisi Youth Palace, and with Savings Banks Foundation for International Cooperation (SBFIC). Through these agreements, JAG will deliver the business skills lessons to approximately 700 students. The agreement with SBFIC was a direct result of JAG presenting the BSPE program to the members of the Coalition for Financial Capabilities on December 2. SBFIC, an active member of the coalition, will sponsor the program for 400 out of 700 beneficiaries.

JAG and G-PriEd will continue meetings with interested public and private schools and various training providers, in order to promote the program and sign additional agreements on introducing the BSPE program.

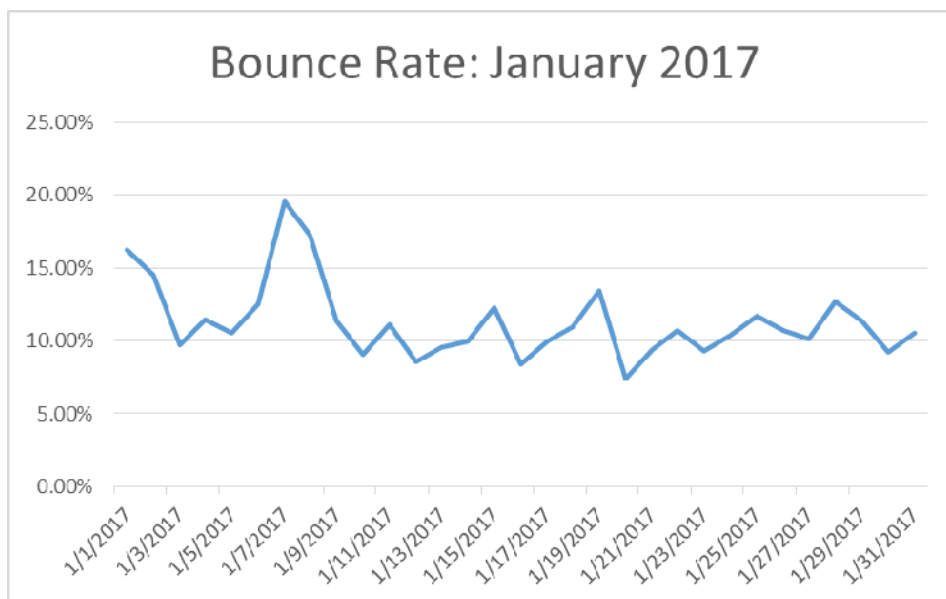
3. *Organize a conference of all participants of the BS component, to provide an opportunity for the volunteers to network among themselves, liaise with schools, business executives, and parents and discuss the value of CRS*

Conference with participation of all BSPE program stakeholders is planned for December 2017.

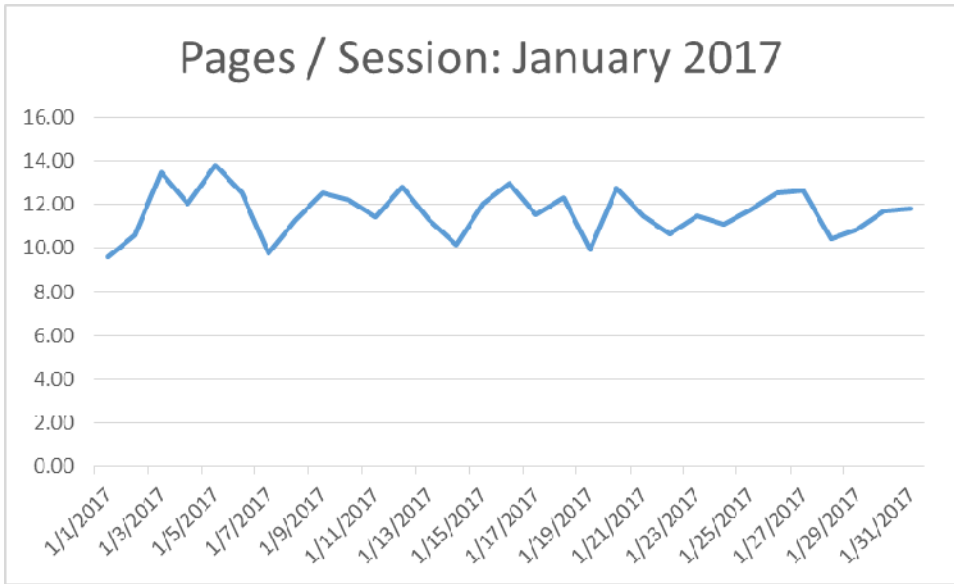
Annex A: Google Analytics Reports on G-PriEd Portal Developments



“Users” shows the number of visitors per day, including new and returning visitors.
- The line spikes during training sessions.

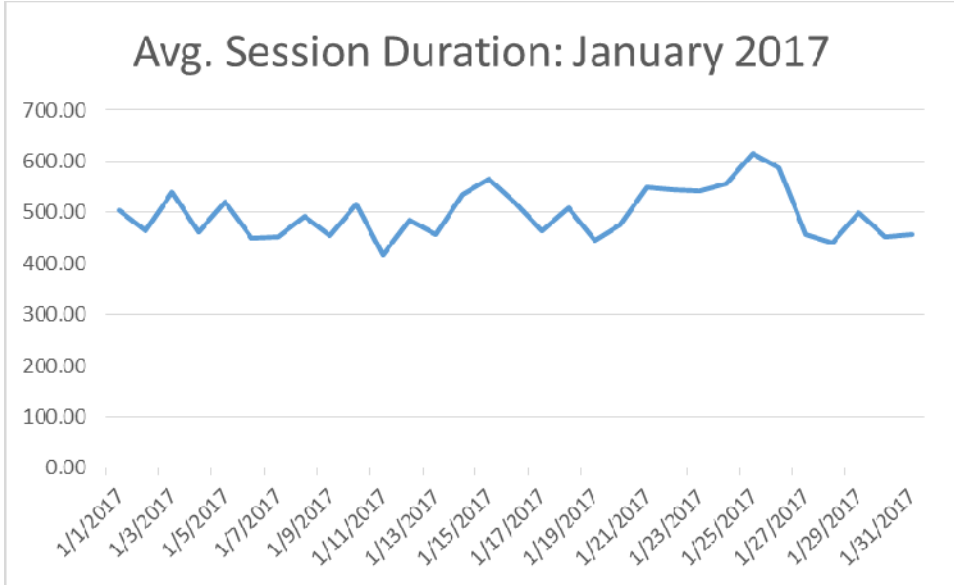


“Bounce Rate” shows the percentage of single page sessions, where a user entered the Portal and left after only viewing one page.
- Generally, the lower the line, the more interaction users are having with the Portal.



“Pages/Session” shows the average number of pages visited per session for a given day; a session is a single series of views, interactions, etc. done by a single user during a single visit to the Portal.

- Generally, the higher the line, the more interaction users are having with the Portal.



“Average Session Duration” shows the total time of all sessions divided by the number of sessions. This measurement shows time on the portal, rather than number of different pages viewed.

- Generally, the higher the line, the more interaction users are having with the Portal.

Annex B: January 2017 School Visit Report

B 1. January 2017 School Visit Report – Reading

Region	#	School	Trainer's Name	Date of the Visit	# of Teachers Observed	TLC Coach observed			Principal Attended	Deputy Principal Attended
						TLC activity	E-session	CO&F		
Adjara	1	Batumi School N13	Nato Urushadze	01/20/2017	4	1	0	0	0	1
	2	Batumi School N9	Davit Chkhaidze	01/25/2017	4	1	0	0	1	1
	3	Batumi School N22	Nato Urushadze	01/27/2017	4	0	1	1	0	0
	4	Batumi School N15	Nargiz Beridze	01/24/2017	4	0	1	1	1	0
	5	Batumi School N23	Nargiz Beridze	01/31/2017	4	1	0	1	1	0
		5			20	3	2	3	3	2
Guria	6	Ozurgeti School N2	Irma Janiashvili	01/25/2017	3	1	0	1	1	0
	7	Ozurgeti School N3	Irma Janiashvili	01/26/2017	4	1	0	1	1	0
	8	Daba Laituri School	Nana Gagua	01/25/2017	3	0	1	1	1	0
	9	Ozurgeti School N1	Nana Gagua	01/18/2017	4	0	1	0	1	0
		4			14	2	2	3	4	0
Tbilisi	10	Tbilisi School N51	Khatuna Chaladze	01/30/2017	3	0	1	1	1	1
	11	Tbilisi School N63	Vardo Vekua	01/26/2017	4	1	0	1	1	0
	12	Tbilisi School N82	Tamar Makharadze	01/20/2017	4	1	0	0	1	0
	13	Tbilisi School N59	Vardo Vekua	01/23/2017	4	1	0	1	1	0
	14	Tbilisi School N172	Vardo Vekua	01/18/2017	4	1	0	0	1	0
		5			19	4	1	3	5	1
Imereti	15	Samtredia School N1	Malvina Shanidze	01/26/2017	3	1	0	1	1	0
	16	Samtredia School N3	Khatuna Pirtskhalashvili	01/26/2017	4	1	0	1	1	0
	17	Kutaisi School N20	Malvina Shanidze	01/17/2017	2	1	0	0	1	0
	18	Kutaisi School N17	Malvina Shanidze	01/20/2017	4	0	1	0	0	1
	19	Kutaisi School N37	Lia Tsertsvadze	01/27/2017	4	0	1	1	1	0
	20	Kutaisi School N24	Inga Shvelidze	01/24/2017	4	1	0	0	1	0
	21	Kutaisi School N2	Maia Esartia	01/25/2017	4	1	0	1	1	0
	22	Kutaisi School N32	Malvina Shanidze	01/25/2017	4	1	0	1	1	0
	23	Kutaisi School N40	Malvina Shanidze	01/24/2017	4	1	0	1	1	0
	24	Kutaisi School N33	Inga Shvelidze	01/25/2017	4	1	0	1	0	1
	25	Kutaisi School N6	Lia Tsertsvadze	01/26/2017	4	1	0	1	1	0
		11			41	9	2	8	9	2
Kakheti	26	Apheni School N1	Nino Khachidze	01/26/2017	4	1	0	1	1	0
	27	Apheni School N2	Nino Balarjishvili	01/26/2017	4	1	0	1	1	0
		2			8	2	0	2	2	0
Racha-Lechkhumi & Kv. Svaneti	28	Oni School	Teona Sherazadishvili	01/26/2017	4	0	1	1	1	0
	29	Kveda Tsageri School	Khatuna Bendeliani	01/25/2017	4	1	0	1	1	0
	30	Tsageri School	Khatuna Bendeliani	01/24/2017	4	1	0	1	0	1
		3			12	2	1	3	2	1
Samegrelo & Zemo Svaneti	31	Darcheli School N1	Aza Jojua	01/18/2017	4	1	0	0	1	0
	32	Narazeni School	Khatuna Pantia	01/20/2017	4	1	0	0	1	1
	33	Rukhi school	Aza Jojua	01/27/2017	5	1	0	1	0	1
	34	Senaki School N3	Khatuna Pantia	01/25/2017	4	1	0	1	1	0
	35	Senaki School N2	Aza Jojua	01/25/2017	4	1	0	1	0	1

Region	#	School	Trainer's Name	Date of the Visit	# of Teachers Observed	TLC Coach observed			Principal Attended	Deputy Principal Attended
						TLC activity	E-session	CO&F		
	36	Khobi School N1	Khatuna Pantia	01/27/2017	4	1	0	1	0	1
		6			25	6	0	4	3	4
Samtskhe-Javakheti	37	Arali School	Tamar Lobzhanidze	01/26/2017	4	0	1	1	1	0
	38	Akhalkalaki School N3	Zhana Khachaturian	01/20/2017	5	0	1	0	1	0
	39	Vale School N2	Azniv Kirakosiani	01/25/2017	4	0	1	1	1	0
	40	Akhaltikhe School N1	Tamar Lobjanidze	01/24/2017	4	0	1	1	1	0
	41	Ghveli School	Azniv kirakosiani	01/18/2017	4	1	0	0	1	0
	42	Saghmo School	Zhana Khachaturian	01/23/2017	2	1	0	0	1	0
		6			23	2	4	3	6	0
Kvemo Kartli	43	Daba Kazreti School N1	Ia Robakidze	01/27/2017	4	1	0	1	1	0
	44	Tchapala School	Nona Arevadze	01/25/2017	4	1	0	1	1	0
	45	Geta School	Madona Kaplanishvili	01/24/2017	2	1	0	1	1	0
	46	Gardabani School N3	Liana Charkviani	01/24/2017	4	1	0	1	0	0
	47	Rustavi School N22	Zeinab Beradze	01/27/2017	4	0	1	1	0	1
	48	Rustavi School N24	Zeinab Beradze	01/24/2017	4	0	0	0	1	0
	49	Rustavi School N12	Nona Arevadze	01/18/2017	4	1	0	0	1	0
	50	Rustavi School N25	Liana Charkviani	01/25/2017	4	1	0	1	1	0
		8			30	6	1	6	6	1
Shida Kartli	51	Gori School N3	Elene Betlemishvili	01/27/2017	4	0	1	1	1	0
	52	Gori School N9	Davit Chochishvili	01/20/2017	4	0	1	0	1	0
	53	Gori School N12	Nana Edisherashvili	01/26/2017	4	1	0	1	0	1
	54	Khidistavi School	Nino Kovziashvili	01/25/2017	3	1	0	1	1	0
	55	Kaspi School N3	Elene Betlemishvili	01/26/2017	4	1	0	1	1	0
	56	Khashuri School N7	Tamar Makharadze	01/24/2017	4	1	0	1	1	0
		6			23	4	2	5	5	1
Mtskheta-Mtianeti	57	Tserovani School N1	Tamar Makharadze	01/27/2017	4	1	0	1	1	0
		1			4	1	0	1	1	0
		57			219	41	15	41	46	12

B.2: January 2017 School Visit Report -Math

Region	#	School	Trainer's Name	Date of the Visit	# of Teachers Observed	TLC facilitator observed			Principal Attended	Deputy Principal Attended
						TLC activity	E-session	CO&F		
Adjara	1	Batumi School N28	Rusudan Amaglobeli	01/20/2017	4	1	0	0	1	0
	2	Batumi School N4	Zurab Vakhania	01/23/2017	4	1	0	1	1	1
	3	Batumi School N27	Zurab Vakhania	01/20/2017	4	1	0	0	1	0
	4	Batumi School N17	Rusudan Amaglobeli	01/27/2017	4	0	1	1	1	1
		4			16	3	1	2	4	2
Guria	5	Baileti School	Irine Sharabidze	01/26/2017	3	0	1	1	1	0
		1			3	0	1	1	1	0
Tbilisi	6	Tbilisi School N120	Sergo Durglishvili	01/26/2017	3	1	0	0	1	1
	7	Tbilisi School N122	Nato Gaboshvili	01/26/2017	4	1	0	1	1	0
	8	Tbilisi School N140	Nato Gaboshvili	01/17/2017	4	1	0	0	1	0
	9	Tbilisi School N2	Ianina Gigiberia	01/17/2017	3	1	0	0	1	0
	10	Tbilisi School N146	Zurab Vakhania	01/26/2017	4	1	0	1	1	0
	11	Tbilisi School N85	Zurab Vakhania	01/31/2017	3	1	0	1	0	1
	12	Tbilisi School N215	Zurab Vakhania	01/30/2017	3	1	0	1	1	0
	13	Tbilisi School N127	Murman Kashia	01/24/2017	4	1	0	0	1	0
	14	Tbilisi School N74	Neli Naskidashvili	01/18/2017	4	1	0	0	1	0
	15	Tbilisi School N105	Sergo Durglishvili	01/18/2017	4	1	0	0	1	0
	16	Tbilisi School N81	Sergo Durglishvili	01/27/2017	4	1	0	1	1	0
	17	Tbilisi School N176	Paata Chorgolashvili	01/24/2017	4	1	0	1	1	0
	18	Tbilisi School N94	Nato Gaboshvili	01/30/2017	4	1	0	1	1	0
	19	Tbilisi School N70	Nato Gaboshvili	01/25/2017	4	1	0	1	1	0
	20	Tbilisi School N145	Nato Gaboshvili	01/31/2017	3	1	0	1	1	0
	21	Tbilisi School N156	Nato Gaboshvili	01/27/2017	4	1	0	1	1	0
		16			59	16	0	10	15	2
Imereti	22	Nakhshirghele School	Mevlud Bardavelidze	01/31/2017	5	1	0	1	1	0
	23	Terjola School N2	Mevlud Bardavelidze	01/26/2017	4	1	0	1	1	0
	24	Kveda Simoneti School N1	Mevlud Bardavelidze	01/27/2017	4	1	0	1	0	1
	25	Dzevera School	Mevlud Bardavelidze	01/24/2017	4	1	0	1	1	0
	26	Kutaisi School N41	Aleksandre Badzgaradze	01/27/2017	4	1	0	0	0	1
	27	Kutaisi School N35	Iagor Balanchivadze	01/25/2017	4	1	0	0	1	0
	28	Kutaisi School N14	Iagor Balanchivadze	01/23/2017	4	1	0	0	1	0
	29	Tchiatura School N7	Pati Gaprindashvili	01/25/2017	4	1	0	1	1	0
	30	Tchiatura School N2	Pati Gaprindashvili	01/18/2017	4	1	0	0	1	1
		9			37	9	0	5	7	3
Kakheti	31	Vachnadziani School	Dimitri Popovi	01/27/2017	4	1	0	1	1	0
	32	Shashiani School	Irma Iakobishvili	01/25/2017	4	1	0	1	1	0
	33	Kisiskhevi School	Dimitri Popovi	01/20/2017	4	1	0	0	1	0
	34	Tsinandali School	Dimitri Popovi	01/18/2017	4	1	0	0	1	0
	35	Sagarejo School N1	Neli Naskidashvili	01/20/2017	3	1	0	0	1	0
	36	Sagarejo School N3	Sergo Durglishvili	01/20/2017	4	1	0	0	1	0
		6			23	6	0	2	6	0
Samegrelo & Zemo	37	Kakhati School N1	Tsitsino Toria	01/26/2017	4	0	1	1	1	0
	38	Chkhorvia School	Manana Sherozia	01/20/2017	4	1	0	0	1	1
	39	Gatchedili School	Gocha Dzagania	01/26/2017	4	0	1	1	1	0

Region	#	School	Trainer's Name	Date of the Visit	# of Teachers Observed	TLC facilitator observed			Principal Attended	Deputy Principal Attended
						TLC activity	E-session	CO&F		
Svaneti	40	Lekhaindrao School	Gocha Dzagania	01/27/2017	4	1	0	1	1	0
	41	Oche School	Gocha Dzagania	01/20/2017	4	1	0	1	1	0
	42	Poti School N1	Tsitsino Toria	01/31/2017	4	0	1	1	1	1
	43	Poti School N3	Levan Ghurtskaia	01/31/2017	4	1	0	1	1	0
	44	Khabumes Temi School N1	Keto Pipia	01/26/2017	4	1	0	1	1	0
	45	Tsalenjikha School N2	Tsitsino Toria	01/24/2017	4	1	0	1	1	0
	46	Tsalenjikha School N1	Manana Sherozia	01/24/2017	4	1	0	1	1	0
	47	Khobi School N2	Manana Sherozia	01/27/2017	4	1	0	1	0	0
		11			44	8	3	10	10	2
Samtskhe-Javakheti	48	Borjomi School N1	Marine Janashvili	01/20/2017	4	1	0	0	1	0
	49	Borjomi School N6	Irma Kurdadze	01/20/2017	3	1	0	0	1	0
	50	Akhaltikhe School N6	Irma Kurdadze	01/24/2017	3	1	0	1	1	0
	51	Atskuri School	Marine Janashvili	01/27/2017	4	1	0	1	1	0
	52	Heshtia School N1	Susana Melikidze	01/24/2017	4	1	0	1	1	0
	53	Heshtia School N2	Susana Melikidze	01/23/2017	4	1	0	1	1	0
		6			22	6	0	4	6	0
Kvemo Kartli	54	Mughanlo School	Shirvan Zeinalov	01/26/2017	4	1	0	0	1	0
	55	Khuldara School	Shirvan Zeinalov	01/20/2017	4	1	0	0	1	0
	56	Rustavi School N23	Lia Mghebrishvili	01/18/2017	4	1	0	0	1	1
	57	Rustavi School N21	Paata Chorgolashvili	01/17/2017	4	0	1	0	1	1
	58	Rustavi School N10	Lia Mghebrishvili	01/25/2017	4	1	0	0	1	0
		5			20	4	1	0	5	2
Shida Kartli	59	Gori School N8	Tamar Utelishvili	01/25/2017	4	1	0	1	1	0
	60	Gori School N1	Tamar Utelishvili	01/26/2017	4	1	0	1	1	0
	61	Kareli School N1	Mzia Dadvani	01/26/2017	3	1	0	1	1	0
	62	Khashuri School N8	Sergo Durglishvili	01/24/2017	4	1	0	0	1	0
		4			15	4	0	3	4	0
Mtskheta -Mtianeti	63	Tserovani School N3	Zurab Vakhania	01/27/2017	4	1	0	1	0	1
	64	Mtskheta School N1	Paata Chorgolashvili	01/18/2017	4	1	0	0	1	0
		2			8	2	0	1	1	1
Abkhazia	65	Abkhazia School N6	Aleksandre Badzgaradze	01/24/2017	4	1	0	1	1	0
		1			4	1	0	1	1	0
		65			251	59	6	39	60	12

Annex C: G-PriEd/MES Correspondence in January 2017

N	Subject of the Correspondence	Registration #	Status
1	G-PriEd asked NAEC to provide us with tests and materials in reading used during teachers' exams	01/09/17-IA-438	completed

Incoming correspondence

N	Subject of the Correspondence	Registration #	Status
1	NAEC sent e-version of teachers' tests of 2016 Refused to send tests of 2014 and 2015 referring on trademark law of Georgia	MES 8 17 00013098	completed