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GEORGIA PRIMARY EDUCATION PROJECT

SEMI-ANNUAL REPORT
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Chief of Party: Kathryn Camp

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ACRONYMS

COR	Contracting Officer’s Representative
EMIS	Education Management Information Systems
G-PriEd	Georgia Primary Education Project
LEPL	legal entity of public law
MES	Ministry of Education and Science
NEC	National Examinations Center
NCEQE	National Center for Educational Quality Enhancement
NCGEDD	National Curriculum and General Education Development Department
RFP	Request for Proposals
TPDC	Teacher Professional Development Center
USAID	United States Agency for International Development

INTRODUCTION

This semi-annual report for the Georgia Primary Education Project (G-PriEd) presents an overview of the project's progress and accomplishments between April 1, 2012 and September 30, 2012. The progress is reported against the work plan outputs. G-PriEd would like to acknowledge the invaluable support of the project's Contracting Officer's Representative (COR), Medea Kakachia, and the representatives of the Ministry of Education and Science, in particular those from the National Curriculum and General Education Development Department (NCGEDD), the National Center for Educational Quality Enhancement (NCEQE), Teacher Professional Development Center (TPDC), General Education Development Division, and the Department for International Relations and Programs.

Contract Background

On September 20, 2011, USAID/Georgia awarded the Georgia Primary Education project to Chemonics International. USAID/Georgia appointed Medea Kakachia as Contracting Officer's Representative (COR) on September 21, 2011. G-PriEd is a five-year project, extending to a completion date of September 20, 2016.

Project Overview

G-PriEd's five-year activity will provide comprehensive assistance to the primary education system to improve reading and math competencies of Georgian and ethnic minority students. This will be achieved through supporting instructional improvements, testing and improving standards, use of technology, and development of subject experts in reading and math in schools as well as in the education departments of Georgia's universities. Specifically, the project will:

- Improve reading outcomes for grades 1-6, including reading outcomes in Georgian language for minority students
- Improve math outcomes for grades 1-6, including math outcomes for ethnic minority students
- Strengthen capacity to develop and implement pre- and in-service teacher training programs for teaching reading and math

Accomplishments Summary

- G-PriEd successfully transitioned project leadership to Chief of Party Kathryn Camp in June.
- G-PriEd and MES staff selected Teacher Learning Circles as the model for school-based professional development.
- G-PriEd and MES staff collaborated to create readability standards for texts designed to help grade 1-6 students learn to read.
- G-PriEd finished the first draft of the WordCalc software, which is the first step towards establishing reading draft benchmarks for students in grades 1-6 (which the project will then test to determine their appropriateness).
- G-PriEd's assessment task forces have drafted test items for several versions of the project's reading and math assessments. These assessments will be the first

standardized tools to be used by Georgian teachers to identify reasons why students may be failing to meet grade-level curricular standards.

- USAID approved of disposition of educational equipment for the Teacher Professional Development Center (TPDC) and National Examinations Center (NEC).

Challenges and Opportunities Affecting the Program

Consistent engagement with the Ministry. G-PriEd’s relationship with the Ministry has at times presented a challenge over the past sixth months. However, at the moment, it offers an opportunity. There have been two challenges in the project’s relationship with the Ministry. The first related to the Ministry’s strong caution when it came to issues of assessment and evaluation, which initially led to some misunderstandings about what the project was trying to accomplish, particularly with respect to the diagnostic assessment and impact assessment. However, just as the project was beginning to address that first problem, the second challenge arose: replacement of the Minister and some Ministry personnel. Given the recent electoral win by the opposition party, additional changes in Ministry personnel are expected. While it is always time-consuming to build relationships with new counterparts (and it is unclear how many staff at the Ministry will change), the chance to engage new people who likely bring a new energy to make quick progress in the education sector offers the project a real opportunity. Our understanding is that the new government is concerned about teacher professional development. The project will work to demonstrate to the Ministry that we provide a set of ready-to-implement solutions for addressing the need for improved teacher professional development.

Change in project professional development models. Over the course of the first project year, project staff had multiple discussions with Ministry staff about the professional development model proposed by the project: school-based coaches, also known as literacy and numeracy leaders. Among the issues discussed were whether the literacy/numeracy leaders should be compensated for the extra time they spent in coaching their colleagues. In the project’s original plan, this was a significant amount of time, given that the coaches would be engaged in delivering the project’s training to their colleagues. However, in the end, the Ministry decided that the literacy/numeracy leaders could not receive additional funds. At that point, the project and the Ministry reconsidered the professional development options available and decided to change the project’s plans.

While the project had originally envisioned all training and professional development for teachers to happen within schools through the school-based coaches, now training and professional development will be delivered in two distinct ways. G-PriEd trainers will provide external training in curricular content and new methodologies, and G-PriEd will help organize teacher learning circles within schools for teacher to engage in ongoing professional development activities (with materials provided by G-PriEd).

Type of Support for Teachers	Original Plan	Modified Plan
Training	Provided by school-based coaches	Provided by project-funded trainers
Professional Development	Provided by school-based coaches	Provided through teacher circles

This change in plans also has budget implications, given the expanded amount of direct training provided by the project, and therefore may impact the number of activities G-PriEd is able to undertake. Project staff are discussing these implications and a possible contract modification with the COR. However, the new framework for building teacher skills and knowledge (teacher learning circles) is best suited to the resources the government has been able to make available to the schools, so project staff will aim to make this new arrangement sustainable and fruitful for schools.

Incentives for change. An ongoing challenge over the project's first year has been to identify the right incentives to motivate teachers to participate in the project-supported professional development activities. This issue was more pressing when the project was promoting school-based coaches, though it continues to be important. Given the emphasis the Georgian government has placed on teacher certification, the project organized several of its professional development activities around those that could either (1) help teachers achieve certification or (2) help certified teachers earn credits that they can apply towards future re-certification. However, there have been rumors that the new government, which is due to take office in October, might want to revise the certification regime. As the new Ministry makes its plans clearer, it will be important for the project to engage Ministry staff in the importance of ensuring that incentives of some kind will motivate teachers to take advantage of G-PriEd training. Whether those incentives are related to certification is much less important than that such incentives exist.

SECTION I: ACCOMPLISHMENTS BY PROJECT COMPONENT

During the second half of Year 1, project staff continued to foster productive working relationships with project counterparts in the Ministry of Education and Science (MES), and began technical implementation of a variety of activities in preparation for the professional development training scheduled to begin in January 2013. This report summarizes the progress of the tasks initiated and/or accomplished during this reporting period.

Output 1: Reading fluency and comprehension outcomes improved in grades 1-6

Input 1.1: Reading instruction improved

Create Reading Working Group (Task 1). After consultation with USAID and the Ministry on this issue, G-PriEd created several task-focused working groups under the reading component.

- *Reading module writing working group.* This group is composed of experienced national trainers who the project has engaged in preparing the training modules. As needed, the group consults with the Teacher Professional Development Center (TPDC). Members of this working group are also working on materials for minority-language schools.
- *Reading diagnostic assessment working group.* This group consists of members of the Ministry (specifically, the National Examinations Center, TPDC, and the former National Center for Educational Quality Enhancement).
- *Leveled readers working group.* This group consists of children's book writers and Georgian-language linguists. They consult with the National Curriculum and General Education Development Department (NCGEDD) as needed. Members of this working group are also working on materials for minority-language schools.

Facilitate activities of the working group in applying national reading standards and developing assessment tests for each grade between 1 and 6 (Task 2). During the last six months, the G-PriEd team has been working to develop a diagnostic assessment tool for teachers to help them better understand the challenges children might be experiencing in meeting curricular standards. This work has involved the following elements.

- *Review conceptual framework.* In the spring, international consultants prepared an extensive conceptual framework for the diagnostic assessment and shared it with the working group, which had extensive discussions about it. The diagnostic assessment is composed of one screening test covering all competencies and several subtests focused on individual competencies. Overall, the group discussed three purposes for the diagnostic assessment.
 - *Screening.* The project recommends that teachers conduct a screening assessment three times a year: at the beginning, middle, and end of the year. The purpose of screening is to identify a student's strengths or weaknesses early enough to allow them to receive any support they may need. It also helps teachers determine whether students are on track to meet grade-level

standards, assuming they have benchmarks against which to measure student progress.

- *Diagnosis*. While the screening assessment will indicate areas in which a student may have weaknesses, it will not provide an in-depth assessment of those weaknesses. The diagnostic sub-assessment, focused on a particular competency and only administered to those students who the screening assessment identified as having weaknesses, will provide teachers with additional information about areas that might be particularly challenging for struggling students.
- *Progress monitoring*. For those students who the screening assessment indicated are struggling, teachers may want to use the diagnostic sub-assessment described above to measure their progress towards grade level standards, which gives the teacher feedback regarding whether their efforts are working.

In keeping with the curriculum adopted by the Georgian Ministry of Education and Science as well as research-based international-best practice in developing strong readers, the reading diagnostic assessment is organized into five components:

- phonemic awareness, including phoneme and syllable segmenting,
- alphabetic principle,
- fluency as defined by word reading and passage reading fluency,
- vocabulary, and
- comprehension of fiction and non-fiction.

These components are recognized as being critical in developing good readers. The assessment is composed of eight tests that investigate a developing readers' competency in these key areas.

- *Develop test components*. Below, we describe the progress on the various elements of the diagnostic assessment for reading.
 - *Test items*. By the end of this reporting period, the assessment working group had drafted items for all eight tests and begun the quality control work necessary to prepare items to be tested. While the elements of the assessment can be evaluated in a relatively straight-forward manner (for example, the letters of the alphabet should all be represented), the assessment items for the upper-grade tests, such as the comprehension assessments, require much more in-depth quality control (do they have appropriate story grammar, are they properly “leveled” according to grade benchmarks?). This work depends in part on the development and deployment of the WordCalc software, described under Task 4 below.
 - *Administration guidelines*. These guidelines will be developed in Year 2.
 - *Reporting templates*. In the first year of administration, G-PriEd expects that teachers will use paper-based reporting templates, as prepared by G-PriEd to track individual student performance as well as to identify trends among the class as a whole. These templates are currently in English but will be translated into Georgian.

- *Prepare for validation study.* In September, international consultant Gerald Tindal helped the project prepare a plan to test the assessment and validate its items. It suggests two steps in the validation process. One step will be simply trying the test forms in a few schools. The purpose of this exercise is to determine whether the test is approximately the right length and whether the administrative instructions are clear. The purpose of the second step is to test the validity of the items within the assessment tool. To do so, the validation plan proposes that each item be evaluated in a quality review process regarding the extent to which the items appropriately test for skills covered in the Georgian curriculum. It also proposes that at least 250 students take each test item in order to provide evidence as to whether the item performs well among a representative range of Georgian children. To provide another source of information that demonstrates the validity of the test items, teachers will be asked to rank students with respect to expected performance.. Should test results consistently diverge from teacher expectations, the project will investigate to identify the cause. Following the validation study, the data collected will be analyzed to see how effective each item was. G-PriEd plans to conduct the item validation study in schools in early December.

Facilitate activities of the working group to review current teacher guidelines in reading for Georgian and ethnic minority students (Task 3). Given limited Ministry interest in this task, no related activities were implemented during this reporting period.

Facilitate the activities of the working group to develop paper-based and electronic instructional content (Task 4). During the reporting period, the project has made progress in developing leveled readers to supplement Georgian textbooks in the classroom.

- *Readability and readability standards.* In July, project staff organized a two-day workshop entitled “Readability: What it is, Why it is Important to Reading and Learning?”. Representatives of all stakeholders, including MES, LEPLs, publishers, universities, were invited to attend. At the workshop, international consultant Mary Spor reviewed the concept of readability and its role in providing the best learning resources for reading instruction. Participants developed the draft criteria for evaluating text readability and selecting appropriate texts for instruction.

Several aspects of this criteria — which include features of text (such as font size or amount of text on a page), words (length and familiarity), sentences (length and syntactical complexity), and content (structure, familiarity, etc.) — are qualitative (for example, the familiarity of content or predictability of structure). Others are quantitative, such as length of words or sentences.

To help establish benchmarks for this quantitative criteria, G-PriEd has commissioned the creation of an Excel file, called WordCalc, that is capable of analyzing a text and reporting on the most frequently used words in a text, the most frequently used syllables and three-letter combinations, and the average word and sentence length, among other things. In September, G-PriEd received the first draft of this tool and began using it to analyze school textbooks and popular children’s books, many of which have generously been provided by

publishers in digital form in order to be run through the program. G-PriEd hopes to have identified the parameters of Georgian textbooks and popular books by the end of October. Experience has shown that the WordCalc program requires several refinements in order to become slightly easier to use, and G-PriEd will pursue these improvements in October.

- *Leveled readers.* During the reporting period, G-PriEd staff facilitated meetings of the book writers' working group, which developed a set of draft texts according to grade levels. G-PriEd has developed a list of materials created as grouped by grade, which provides the following information: title of the passage, text type, grade level, and a short description of the topic and the content. This tool is being regularly upgraded to help the team in planning and ensuring that the content is being covered. In October, G-PriEd and USAID staff will brainstorm a range of possible areas for the leveled readers to cover and will amend this list according to that plan.

With MES and the working group, identify pilot schools through a stratified random selection of at least 270 Georgian and 50 ethnic minority school) and launch the pilot (Task 5). During the reporting period, G-PriEd received a list of 318 pilot schools. However, the change in the training/professional development model means that G-PriEd expects to work in approximately 100 pilot schools.

- *Sampling strategy.* In the project's first six months, G-PriEd staff developed a sampling strategy to identify the schools that will participate in the project's interventions. This strategy underwent several minor modifications during the second half of the first project year. However, with the changes in the number of pilot schools, G-PriEd will work with the Ministry to redraw the sample in October.
- *Impact assessment.* During the reporting period, USAID decided to move administration of the impact assessment outside of the project in order to comply with USAID expectations that such evaluations be conducted by independent evaluators.

Pilot teacher training (Task 6). During the reporting period, project staff worked on multiple fronts to prepare to launch the project's teacher training and professional development.

- *Create teacher professional development materials in reading.* Project staff have developed training materials that (1) cover the five core reading skills of phonemic awareness, alphabetic principle, fluency, vocabulary, and comprehension and (2) introduce the diagnostic teaching methodology, which the project is calling assessment-based instruction, following TPDC's preferences. This approach calls for making the teacher the decision-maker in the classroom. S/he sets the objective for the lesson (ideally aligned with curricular standards), draws on information and formal assessment tools to identify what support different student groups might need to achieve the lesson objective, and implements differentiated instructional strategies that meet the needs of those different student groups, enabling all to achieve the objective. The materials will be ready for USAID review in October.

- *Instructional videos.* G-PriEd released an RFP in September to identify a contractor to help the project develop four videos to support training in reading instruction. The videos will cover: (1) diagnostic assessment of reading; (2) differentiated instruction in reading; (3) united reading and united writing; and (4) application of additional reading (leveled readers) in reading instruction.
- *Create teacher professional development materials in coaching.* At the end of August, the Ministry made its decision to move from a coaching model of school-based professional development to a model focused on teacher circles. G-PriEd held focus groups with teachers to better understand their experience with collaborative school-based professional development and their understanding of the elements of G-PriEd’s professional development model, which is focused on diagnostic teaching and assessment. Following the focus group meetings, G-PriEd staff began incorporating the information collected into the conceptual framework for the teacher circles. At the moment, it includes various teacher learning circle activities, including:
 - *Assessment meetings:* Teachers meet to discuss their assessment practices and engage in guided discussion to better understand the purpose and use of formative and summative assessment in their classrooms. As the G-PriEd program is implemented, these meetings will become forums for discussion of the data teachers collect from their diagnostic assessments and collective brainstorming about how to adjust instructional practice to close the learning gaps revealed in the assessment data.
 - *Model lesson meetings:* Teachers meet to view a videotape of a model lesson, provided by G-PriEd, and discuss what they think worked in the lesson and what they think would be applicable to their classrooms. As a next step, colleagues would observe a teacher modeling his or her own lesson, following the strategies included in the model lesson, and provide constructive feedback about its strengths and areas for improvement.
 - *Lesson study sessions:* In such a session, teachers co-plan a lesson to address an instructional challenge they are facing. Then two teachers co-teach the lesson while others provide constructive feedback to help ensure the lesson meets the instructional challenge.
 - *Professional inquiry groups:* The facilitator would lead such groups through guided discussion to solve a specific challenge, such as how to best use leveled readers and/or math manipulatives to achieve curricular standards.
- *Provide needed equipment.* In consultation with USAID and the MES, G-PriEd provided a range of equipment for Ministry agencies. These include smart boards and printers for NCEQE to use while planning its assessment activities and smart boards to be used in TPDC’s new Teacher Houses. In addition, CD and DVD players, together with the projectors and screens, will be provided to G-PriEd pilot schools.

Input 1.2: Reading delivery systems improved

Facilitate the working group to study the national reading assessment methodology (Task 7). In April, G-PriEd engaged international consultant John Olson to advise NCEQE on the development and implementation of its national assessments, specifically the assessment of Georgian as a second language among first-graders and of Georgian and math among fourth-graders. During his visit, Dr. Olson organized five day-long workshop sessions at NCEQE to advise and train the NCEQE staff on strategies related to test administration, test security, training of test administrators, quality assurance, test scoring, data collection and data cleaning, entry and analysis. At the end of each session, NCEQE staff asked questions regarding how to improve their work on national assessments. Dr. Olson also provided technical reports and other hard and soft copy resources to NCEQE staff to serve as guiding resources for NCEQE. The materials included a collection of 15 different documents on assessments and were distributed in CD format (we are happy to provide a copy of this CD to USAID if desired). In addition, during April, G-PriEd procured assistance for the NCEQE to print the test booklets and questionnaires for their national assessment, and developed and released an RFP to procure test administration services for the NCEQE.

G-PriEd has not done further work under this task pending discussions with USAID regarding the contract modification.

Process the results of the first pilot year (target and control groups) and develop recommendations and strategy for country-wide implementation (Task 8). No activities under this task were implemented in the reporting period.

Facilitate expansion of the pilot to all schools in Georgia (Task 9). No activities under this task were implemented in the reporting period.

Assist the MES in creating reading libraries in schools by developing/translating additional reading materials for grades 3- 6 and grades 7-9 (task 10). No activities under this task were implemented in the reporting period.

Develop remediation and promotions programs (Task 11). In May, G-PriEd's Parent Engagement Advisor Ron Mirr visited Tbilisi in order to begin work with the Parent Engagement Working Group. Mr. Mirr met with the working group and MES representatives to begin discussion about a parent engagement model for Georgia. Following the meeting, Mr. Mirr drafted a concept paper for parent engagement in which he outlined five best practices recommended for any model that Georgia adopts:

- *Schools and parents need to have a shared vision of how they can work together.* A shared vision ensures that parents and teachers/principals can work together effectively and that they do not frustrate each other in their attempts to support children. Such a shared vision is often supported by written documents, such as a compact, that define the role of each group in the education process.
- *Parent engagement is connected to learning.* Parent engagement should be seen by both schools and parents as part of a broader instructional strategy that is focused on student outcomes. Successful programs do not have family engagement as a goal in and of itself, rather parent engagement is one tool —

along with quality instruction — that promotes increased student achievement, particularly in reading and math.

- *Schools should take an organizational approach to parent engagement.* An organizational approach requires leadership from the Ministry and from principals, who must provide teachers with a common set of expectations for parent engagement as well as tools and strategies for them to use to effectively engage parents. Such a common approach reduces parent frustration as their children move from one teacher to another and supports the shared vision mentioned above.
- *The Ministry, principals, teachers, and families must share information effectively.* To keep parents engaged, they need to receive information about what is expected of them, about what they can do to support their child’s learning, and how their child is progressing. As the people who know their children the best, parents can also provide key information to teachers about developing problems if they know the school will act on the information if they share it.
- *Data is collected and evaluated to ensure accountability and continuous learning.* Parents and school personnel need to understand the research that ties parent engagement to improved learning outcomes. Then the Ministry should help schools develop the capacity to collect data to evaluate the impact of parent engagement on student outcomes so they can use this information to help all students succeed.

Unfortunately, after this visit, the parent engagement work slowed. This was due to several reasons. First, Mr. Mirr became unavailable and the project needed to recruit a new consultant. Second, the changes in Ministry personnel occurred just as the project had located a new consultant, and there was a lack on continuity in counterpart participation during this time. However, project staff are in the process of arranging the visit of a new consultant to Georgia in early November to continue this work.

Starting in Year 2, assist the MES in conducting national assessment of reading fluency and comprehension (Task 12). No activities under this task were implemented in the reporting period.

Output 2: Math competencies improved in grades 1-6

Input 2.1: Math instruction improved

Create Math Working Group (Task 1). After consultation with USAID and the Ministry on this issue, G-PriEd created several task-focused working groups under the math component.

- *Math module writing working group.* This group is composed of experienced national trainers who the project has engaged in preparing the training modules. As needed, the group consults with the Teacher Professional Development Center (TPDC).
- *Math diagnostic assessment working group.* This group consists of members of the Ministry, specifically, the National Examinations Center, TPDC, and the former National Center for Educational Quality Enhancement.

Facilitate the activities of the working group to review the teacher guidelines in math for Georgian and ethnic minority schools and support development of guidelines for ethnic minority students (Task 2). Given limited Ministry interest in this task, no related activities were implemented during this reporting period.

Facilitate the activities of the working group to develop paper-based and electronic instructional content (Task 3). G-PriEd plans to localize freely available math games for use in Georgia. To support this effort, G-PriEd’s math improvement director has created a list of freely available math games that the project needs to discuss with the Ministry’s math experts in order to identify the right ones to localize.

Pilot new technology-based math methodology for grades 1-6 in 270 Georgian and 50 ethnic minority schools (Task 4).

- *Create teacher professional development materials in math.* Project staff are developing training materials that (1) cover six competencies from among the four core curricular areas, including numbers/counting, geometric shapes, numbers sets, multiplication/division, data analysis, and algebraic operations and and (2) introduce the diagnostic teaching methodology which the project is calling assessment-based instruction, following TPDC’s preferences. This approach calls for making the teacher the decision-maker in the classroom. S/he sets the objective for the lesson (ideally aligned with curricular standards), draws on information and formal assessment tools to identify the support different student groups might need to achieve the lesson objective, and implements differentiated instructional strategies that meet the needs of those different student groups, enabling all to achieve the objective. The materials will be ready for USAID review in October.
- *Instructional videos.* G-PriEd released an RFP in September to identify a contractor to help the project develop four videos to support training in reading instruction. The videos will cover: (1) active constructivist math teaching (grades 1-3); (2) active constructivist math teaching (grades 4-5); (3) diagnostic assessment (grade 1-2); (4) differentiated math teaching based on diagnostic assessment results (grade 1-3); differentiated math teaching based on diagnostic assessment results (grade 4-6).
- *Develop classroom assessment tools.* Please see Task 2 under reading for the general elements of progress under this task. With respect to assessment content, the table below describes the competencies that the math assessment covers by grade.

Competency	Grade I	Grade II	Grade III	Grade IV	Grade V	Grade VI
Numbers and Operations						
Counting	X	X				
Number Identification	X	X	X	X	X	X
Number Comparison	X	X	X	X	X	X
Operations on Numbers	X	X	X	X	X	X
Algebra and Patterns						
Patterns	X	X	X	X	X	

Competency	Grade I	Grade II	Grade III	Grade IV	Grade V	Grade VI
Algebra		X	X	X	X	X
Expressing Relations Between Quantities						X
Geometry and Spatial Perception						
Geometric Figures	X	X	X	X	X	X
Area					X	X
Probability, Statistics and Data Analysis						
Data Analysis		X	X	X	X	X

— *Develop test components.* Below, we describe the progress on the various elements of the diagnostic assessment for math.

- *Test items.* By the end of this reporting period, the assessment working group has drafted approximately 30 items for each test in each grade and begun the quality control work necessary to prepare items to be tested. In October, the group will continue drafting items. While item developers are creating items, the math experts are reviewing released items that have been used in assessments elsewhere in the world and modifying them for use in Georgia’s diagnostic assessment.
- *Administration guidelines.* These guidelines will be developed in Year 2.
- *Reporting templates.* See under Task 2 for reading.

— *Prepare for validation study.* In September, international consultant John Olson helped the project prepare a plan to test the assessment and validate its items. See description under Task 2 of Component 1.

- *Provide additional equipment to improve learning of math.* G-PriEd procured a set of five manipulatives (one for each of five grades) that will be incorporated into the project’s training and distributed to schools after their teachers have been trained.

Input 2.2: Math delivery systems improved

Develop remediation and promotions programs (Task 6). See Task 11 under reading.

Starting in Year 2, assist the MES in conducting national assessment of math (Task 7). No activities under this task were implemented in the reporting period.

Output 3. Teacher training delivery systems strengthened

Input 3.1: Teacher retention policies improved

Advise the MES in creating effective induction and retention programs for teachers (Task 1). Based on budget considerations, no activities were implemented under this task during the reporting period.

Propose effective mechanisms for developing a professional cadre for rural and mountain schools (Task 2). This activity is planned for Year 2.

Input 3.2: In-service training improved

Help establish Teacher Houses, develop clear policies, and effective professional development approaches (Task 3). Given limited Ministry interest in this task, no related activities were implemented during this reporting period. The project plans to work closely with TPDC in implementing the teacher learning circle approach.

Support the Teacher Houses in attracting at least 10 reading and 10 math experts (Task 4). G-PriEd expects to select these reading and math experts from among the national trainers based on their performance in the trainings.

Support the Teacher Houses in nurturing at least 10 reading and 10 math experts (Tasks 5). No activities were implemented under this task during the reporting period.

Provide series of ToT sessions to at least 50 teacher trainers of reading and math (Task 6). G-PriEd began selecting teacher trainers (in collaboration with TPDC) in February. However, when the initial recruitment did not identify enough regional candidates, in April the project launched a second recruit to identify more trainers from the regions. Staff contacted 52 national trainers, with 51 expressing interest, many of whom are Tbilisi residents. However, because G-PriEd will work in all regions, the project's goal is to have at least one local trainer per subject. As a result, project staff identified the regions where we did not have local trainer candidates (Guria and Kakheti), and with the Ministry's permission, announced vacancies in the identified regions via educational resource centers. G-PriEd plans to conduct interviews with the shortlisted candidates in October. The status of hiring trainers is described in the table below.

Region	Number of trainers confirmed	Number of trainers confirmed	Number of trainers being recruited	Number of trainers being recruited
	Reading	Math	Reading	Math
Adjara	1	0	0	1
Guria	0	0	1	1
Imereti	2	5	0	0
Kakheti	0	3	1	0
Kvemo Kartli	2	0	0	1
Racha-Lechkhumi	0	1	1	0
Samegrelo & Zemo Svaneti	1	2	0	0
Samtskhe-Javakheti	2	3	0	0
Shida Kartli	0	2	1	0
Tbilisi	19	10	0	0
Mtskheta-Mtianeti	will use Tbilisi trainers for Mtskheta-Mtianeti			
Sub-Total	27	26	4	3
Total	53		7	

Input 3.3: Pre-service training improved

Review current education programs of universities (Task 7). Based on budget considerations, no activities were implemented under this task during the reporting period.