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Since 2011 USAID's major focus has been shifted from the education system to individual schools and performances of their students in the fundamentals of education, reading skills and mathematical reasoning; however, activities continue to support school self-governance, and priority educational programs at the university level.

Our flagship activity in primary education is a **five-year \$8.7 million Georgia Primary Education Project (G-PriEd)**, designed to improve the education delivery system through enhancing the access of Georgian and ethnic minority students to quality instructional materials, building the capacity of Georgian teachers to deliver the new math and reading instructional approaches, and engaging parents and communities in the education process. G-PriEd has developed supplemental reading materials and other educational resources, such as posters, math and reading activity cards, developed contemporary modules of teacher training, designed and implemented a school-based teacher professional development Teacher Learning Circles model, and provided classroom diagnostic tests and other types of formative assessments. A series of model lesson plans have been developed for both reading and math classes.

To date, G-PriEd has trained up to 100 national trainers and more than 1,200 primary grade teachers of Georgian Language, Georgian-as-the-Second Language and math in grades 1-6 at the 122 pilot Georgian and ethnic minority language schools. The program will be rolled out to an additional 178 Georgian and ethnic minority language schools. By the end of the project in 2016, G-PriEd will benefit approximately 3,000 teachers and 40,000 students of primary grades in 300 public schools across Georgia. In addition, the Ministry of Education and Science will have a set of evidence-based teaching methods, learning materials, classroom diagnostic and other types of formative assessment tools, and instructional practices, tested and validated through the Project's activities.

**Reading for the Better Future** is a 3-year \$1 million project implemented by a local NGO Disabled Child, Family, Society. This project, which started in September 2013, will complement the activities of G-PriEd, by focusing on special methodologies of learning reading and math skills by children with hearing and vision disabilities. This project cooperates with three schools for children with hearing and vision disabilities in Tbilisi and Kutaisi. In addition, the project will reach out the children with hearing and vision disabilities who are left out of the education system in Telavi, Ozurgeti, Kobuleti, Gori, Zugdidi, Akhalkalaki, and Marneuli to examine social and educational needs of these children in order to register and include them in the educational system.

**All Children Reading** is a 2-year \$300,000 project of USAID, implemented by a local organization, Center for Civil Integration and Interethnic Relations (CCIIR). The program aims at supporting reading skills of ethnic minority students in their native languages, as well as their bilingual education. Since its inception in 2012, the program has developed 416 reading texts in the native and bilingual formats for ethnic minority students of grade 1-6 and has been working on their electronic format; training of teachers is underway in approximately 200 schools.

USAID **Sustaining Reproductive Health and Maternal and Child Health Services (SUSTAIN)** Project supports development of the evidence-based reproductive health and maternal and child health modules and practicum and integration with medical and nursing schools curriculum. The project also supports the development of the Clinical Skills Teaching Centers. The project partners with the World Health Organization (WHO), the Harvard School of Public Health and the Oslo University to train faculty and professors of the Tbilisi State Medical University (TSMU), the Tvildiani Medical University (TMU), and the Batumi Shota Rustaveli University (BSRU) provides trainings for the university faculties in the curriculum development, modern teaching methods, modern students' assessment methods, and evidence-based research. As of today, 17 new modules of university education have been developed and 50 faculties and professors have been trained.

Under the Youth component of USAID's **HIV Prevention Project** we supported development of a Healthy Lifestyles curriculum for senior grade students. The Healthy Lifestyles Course in collaboration with the Ministry of Education and Science has now been incorporated into the national education plan. Georgian secondary schools nationwide started the 2012-2013 academic years with the new biology textbooks that included healthy lifestyle topics such as puberty, early marriage, unintended pregnancy, abstinence, and STI and HIV prevention information.

The **Introducing Addictology in educational system of Georgia** project was an 18-month effort with a local NGO, Alternative Georgia, completed in December 2013. The main goal of the activity was to develop a university and in-service training curricula in Addictology - an addiction science and to train teachers and trainers to deliver this curricula. The project worked with the Ilia State University in Tbilisi and Batumi State University. As a result of this project's activities a new specialty of Addictologist was added to the National Qualification Framework, and the MA in Addictology was developed. Twenty-two trainers were trained in Prague and Tbilisi, 80 professionals were enrolled in the Summer school held at ISU, and the Professional Association of Addictologists was established.

USAID's **Advancing Civic Education and Teacher Training (ACETT)** project aims at improving the quality and scope of school-based civic education in grades 9-12 to influence the knowledge, attitudes, and behaviors of youth as active participants in Georgia's democratic society. The activity supports school civics clubs, civics supplemental textbooks for students, and mini-grants for students' activities. Civic education teachers are being trained in to enhance potential participation of youth in the local civic and democratic processes. This work would not have been possible without a coordination of the activities with the Ministry of Education and Science and its educational agencies. We are happy to announce that our joint work together has been one of the most cooperative, friendly, and successful.