



Georgia Team

Case study in progress from the KIX-EAP learning cycle “Teacher Professional Development at Scale (TPD@Scale)” held in collaboration with the TPD@Scale Coalition for the Global South, through the Foundation for Information Technology Education and Development, Inc. (FIT-ED)

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About case studies in progress

This case study in progress was drafted by a national team that participated in the KIX EAP Learning Cycle on Teacher Professional Development at Scale (TPD@Scale). Case studies in progress are ongoing and incomplete studies. As such, the KIX EAP Hub/ NORRAG does not guarantee the quality of the work nor the accuracy of the data.

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About the KIX-EAP Hub

The Global Partnership for Education (GPE) Knowledge and Innovation Exchange (KIX) is a joint endeavour with the International Development Research Centre (IDRC) to connect expertise, innovation, and knowledge to help GPE partner countries build stronger education systems and accelerate progress toward SDG 4. There are globally four KIX hubs or Regional Learning Partners, overseen by IDRC. The hub functions as a regional forum within KIX. NORRAG (Network for International Policies and Cooperation in Education and Training) is the Regional Learning Partner for the KIX Europe Asia Pacific (EAP) hub.

The KIX EAP hub facilitates cross-country knowledge and innovation exchange and mobilisation, learning, synthesis, and collaboration among national education stakeholders in 21 GPE partner countries in the EAP region. The hub also offers opportunities for peer learning and exchange by means of professional development and inter-country visits.

About the learning cycle on Teacher Professional Development at Scale (TPD@Scale)

This case study is a result of the KIX EAP Learning Cycle ‘Teacher Professional Development at Scale (TPD@Scale)’. Organised by NORRAG in collaboration with the TPD@Scale Coalition for the Global South, through the Foundation for Information Technology Education and Development, Inc. (FIT-ED), this professional development course ran from 23 September to 5 December 2022. Across 10 weeks, this Learning Cycle enabled national experts to examine how ICT-mediated TPD programmes can be scaled through adaptation/localisation to improve students’ learning outcomes. Thirteen national teams of educational sector experts from Bangladesh, Bhutan, Georgia, Kyrgyz Republic, Maldives, Moldova, Mongolia, Nepal, Sudan, Tajikistan, Uzbekistan, Vietnam, and Yemen took part in this Learning Cycle.



Contents

Part 1. Policy Brief..... 3

1. Context and Background..... 3

2. Existing Issues and Challenges of TPD..... 4

3. Proposed Solutions and Policies..... 5

4. Prioritised Area for Scaling TPD..... 6

Part 2. Project Proposal..... 7

I. Project Overview..... 7

II. Proposed Project Description..... 8

Part 1. Policy Brief

1. Context and Background

Over the past 15 years, the government in Georgia has instituted radical reforms at different levels of the education system which have yielded some positive results.

Pre-service TPD

After becoming part of the Bologna Process, in 2007, Georgian Higher Education Institutions (HEIs) introduced BA (240-credit) and MA-level programs to prepare future teachers in subject content and pedagogy for teaching in primary (1-6) and upper (7-12) grades respectively. As another path, candidates with a prior higher education degree who successfully passed the subject exam in one of the curriculum disciplines are invited to take a one-year 60-credit program.

In-service TPD

There are 2100 public schools in Georgia with up to 60,000 teacher population.

Teaching in Georgia is a regulated profession and all the requirements for entering the teaching profession, professional development and professional conduct are stipulated in the law on General Education. Teacher professional standards and teacher professional development and career progression scheme introduce the uniform system of teacher professional development and career advancement ensuring the retaining of the best workers, motivation of existing teachers and raising their status.

TPD is based on the following principles:

- a) Active involvement of secondary education establishments in the process of professional development and assessment of teachers with the view of increasing their autonomy.
- b) Supporting cooperation-based school culture.
- c) Supporting institutional development of secondary education establishments.
- d) Professional development based on teacher's needs and support.

The current version of teacher standards and scheme specify three categories of teachers: senior, lead and mentor teachers. Teachers have to pass subject exams and levelled exams in professional skills to advance to a higher category. In a subsequent stage, the external evaluation team conducts a 360-degree evaluation of teachers' performance: they analyze teacher portfolios, observe lessons, interview teachers and their school leaders and colleagues, and decide on teacher promotion. Also, per recent changes, instead of accumulating credits through participation in various professional development activities, teachers must undertake the minimum mandatory hours of training annually.


As for the VET sector, in Georgia, it is small and participation rates are low, with only about 3% of registered students enrolled on VET programmes (Ibid). There are about 3,260 VET teachers in the system (EMIS, 2019).

There are defined 3 categories of teacher:

- Vocational teacher
- In-Company Instructor
- Invited Teacher

It has been more than a decade since the reforms are underway in the VET system of Georgia. Overall, 3 major milestones can be distinguished during the entire reform process: 2010, 2013, and 2018.

In 2011, the government approved a Professional Standard for Vocational Education Institution Teachers. The VET reform process commenced in 2013 and has been implemented within the framework of the VET Reform Strategy of Georgia 2013-2020. The new VET Law, approved in 2018 initiated, a new phase of the reform phase



in the VET system. The law aims to improve the quality and flexibility of the vocational education system. At this stage, there is one academic educational program in Georgia that provides education for VET teachers. There are not implemented pre-service and in-service programs. In the direction of CPD from 2011 to 2022 there were conducted different training courses for teachers, especially in pedagogical skills, but it was not systematic activity.

Thus, the key building blocks of a modern TVET system have already been developed but are at varying stages of implementation. It will be necessary to ensure sustainability and a systematic model of Commencement of Work, Professional Development and Career Advancement, which is under development.

2. Existing Issues and Challenges of TPD

Identification and explanation of existing issues and challenges of TPD with respect to equity, quality and efficiency.

General education

- Despite its comprehensiveness and good intentions, the TPD scheme, over time, turned into a bureaucratic instrument with decreasing potential for promoting proper professional development among teachers.
- Current TPD do not account for the different needs of teachers at various stages of their career and for schools with different contexts and characteristics.
- Some activities from a comprehensive list of optional and mandatory activities in the TPD scheme are not meaningful and relevant for many teachers. Given existing burdensome reporting and accountability mechanisms, teachers are more encouraged to participate in activities that could do little for their improvement rather than pay attention to the quality of the teaching practice.
- Two important conditions for teacher learning, constructive feedback and self-reflection, are missing from the scheme-coordinated processes. Teachers are not always able to receive helpful advice on how to improve their classroom instruction from internal or external observers. Neither took advantage of a self-assessment questionnaire as an instrument for reflection and improvement and instead turned it into required documentation for bureaucratic compliance.
- The TPD scheme is not able to reward good teaching and motivate professional development.
- There is a lack of integrity in the school evaluation teams evaluating teacher participation in the activities.
- Teachers are believed to engage as passive learners and get limited opportunities to transfer knowledge in their classrooms. This is mainly explained by the absence of model lessons or follow-up support for training participants.
- The unified approach of the training, i.e., standardized content, has failed to align with the level of readiness and specific professional development needs of the teachers. It should be noted that compared to their fellows from Georgian-language schools, teachers at non-Georgian schools have limited access to any type of training at all.
- Teacher collaboration and professional learning have been only formality rather than regular practice. Instead of engaging in professional learning, teachers perceived some of those activities solely for career advancement. The formal nature of the collaboration and little emphasis on school-based professional learning can be explained by the shortcomings in the design of subject departments and support structures and regulations. For example, serving as the head of a subject department is an unpaid position, and teachers have no incentives to take it. Also, there is no established expectation that in addition to teaching classes, which make up half of the teachers' weekly workload, teachers regularly spend time in school for other non-teaching activities, including collaboration and school-based professional development.
- The scheme does not propose opportunities for meaningful job-embedded activities and formats, such as data analysis teams, case study analysis teams, peer observation, etc.

- The absence of a culture that is oriented towards student success negatively affects teachers' intrinsic motivation and enthusiasm for authentic professional learning.
- Interestingly, developments during the COVID-19 Pandemic revealed the capacity of **teachers to take leadership** and collaborate for mutual learning when navigating remote teaching. Teachers have been fully aware of the new skills and knowledge they needed amid the Pandemic and have done their best to seek help and collaborate within their school and beyond. Peer-led teaching and learning, sharing experiences, tools and resources appeared to be very effective and instilled and maintained a shared sense of purpose among participants. **This promising experience of less formalized, need-based, self-driven, and collaborative professional learning can be used for future policy planning in the area of in-service teacher professional development.**

VET Education

- VET teacher is not an attractive profession - One of the key challenges is that the VET teacher profession is not regarded as an attractive career to those who could make a significant contribution to the TVET system. Remuneration is low by comparison with other similar professions in the public and especially private sector (where those with more up-to-date experience of industry are currently employed), short-term and intermittent contracts are prevalent, there exist few incentives for effective performance and career pathways are neither structured nor transparent (Vocational Education and Training Development Strategy For 2013-2020, Ministry of Education and Science, 2013).
- Lack of educational resources in Georgian Language.
- Non-systematic model of preparation for VET Teachers through initial training.
- Lack of standardised Continuing Professional Development Framework for VET Teachers; Limited opportunities for CPD designed to update their knowledge of workplace skills.
- Lack of a valid and reliable assessment strategy and assessment instruments to assess VET Teachers' competence in their teaching role; Individual professional development plan of a VET Teacher based on self-assessment.
- Collaborative projects, working in networks, sharing experience, supporting each other, peer-review etc.
- VET teachers lack the opportunity to learn from practice.
- VET teaching remains much based on theory.
- Lack of capacity building and professional development of VET educators in line with modern standards and requirements.
- Lack of incentive for teachers to enter into and/or develop a long-term career in VET.

3. Proposed Solutions and Policies

To meet the issues identified there are a number of solutions, that can be suggested:

- To create a unified electronic platform for a new model of TPD.
- To create resources in different forms for teachers (self-study material, videos, MOOCs, synchronous training, self and peer study toolkits) and make them available through a new platform.
- Ensure that all teachers have access to printed self- and peer-study toolkits that focus on interdisciplinary projects and subject-specific pedagogy. All supporting audio-visual materials are provided via the platform.
- To provide varied services to promote smooth and efficient continuous professional development.
- To design diverse educational resources with the view of supporting continuous professional development for teachers, school principals and parents thus offering an unprecedented opportunity for the first time in Georgia.
- To further support cooperation-based school culture and school/professional networks/communities.
- To identify and share best school practices.

- To encourage General education system decentralization by means of attracting other organizations operating in the field of education and promoting their involvement.
- To prepare a pool of teacher education Facilitators across the country who will facilitate the process.
- To select school subject leaders (leader teachers) in each school (with access to the internet and devices and good ICT skills).
- To encourage teachers to record their own practice to inform collective reflection.
- To engage teachers in monthly school-based communities of practice led by school subject leaders with guided session plans provided in advance by project PMU experts.
- To support sustainability, leader teachers are provided with toolkits and regular orientation.
- To organize facilitator follow-up visits to schools, organize remote follow-ups via Teams conference calls, and organize webinars to showcase schools' best practices.
- To organize visits of PMU experts to attend CoPs and share good practices from other schools, help school-based teams overcome local problems, and support teachers to reflect on their learning and engage in other school-based professional development activities.
- To assess teachers via lesson observations by facilitators and PMU staff using a progression matrix.
- CPD programme for VET teachers should be tailored to the real needs identified and should focus more on improving the teaching of VET subjects; Develop and implement the training and assessment modules for VET teachers; CPD should promote more active and practical teaching and learning; CPD should engage business more.
- Different activities of CPD implementation and evaluation are elaborated and suggested to teachers.
- The teaching profession is more attractive.
- Great emphasis is on the Improvement of teachers' foreign language, pedagogical and digital learning skills.
- Make the processes standardized and flexible by the platforms, apps, and other modern opportunities.

4. Prioritised Area for Scaling TPD

- To make TPD more meaningful and suitable to teacher needs, to recognize teachers as professionals-create communities of practice run by regional resource centres.
- To create a unified electronic platform for teachers' pre-service and in-service professional development.
- To develop and operate a coherent teacher management and development system.
- To provide varied services to promote the smooth and efficient continuous professional development of teachers in different contexts (mountainous regions, ethnic minorities, vet sector).
- To design diverse educational resources with the view of supporting continuous professional development for teachers, school principals and parents.
- To further support cooperation-based school culture and school/professional networks/communities.
- To identify and share best school practices.
- To encourage General and Vocational education system decentralization using attracting other organizations operating in the field of education and promoting their involvement.



Part 2. Project Proposal

I. Project Overview

Project title: Enhancing teacher subject networks by creating teacher online communities in Georgia

Context: National

Due to new challenges and needs of the teachers, recently it became obvious that teacher professional development in Georgia needs serious modification. During the COVID-19 pandemic, the Ministry of Education and Science started to focus more on strengthening the methods of online and distance education. Different steps have been taken to ensure that every element of the education system is responding, and school students do not fall behind in the education process. Special steps were taken to introduce Microsoft Teams as a remote teaching and learning system. However, there is an urgent need to rethink teacher professional development strategy and come up with a more modernized approach, that will respond to the needs of teachers and students.

Target participants: Secondary School Teachers, Technical and Vocational Teachers

Project duration: 2 years.

Estimated cost for 100 teachers in a year: 150 000 GEL.

Project group members and partners: National Center for teacher professional development, Skills Agency Georgia, Ministry of Education and science, donors.

Project Summary

Nowadays new paradigms of systematic management are being formulated, which enable people to unite in the interested parties and ideas, but of different directions and locations. In the modern world, professions, technologies, and systems are merging and uniting. In the last decade, in the field of education, working in some networks has become increasingly relevant for teachers and administrative staff. The main essence of a network is that a group ("cluster") becomes the axis of relations between various sectors in the industry (productions, educational institutions, specialists, experts, etc.). This corporate network increases the competitiveness of the educational system to respond to the challenges.

The need for the concept of creating networks is due to two main factors - one, the standard of teacher sets new requirements for the professional development of teachers, the most flexible opportunity to care for continuous professional development, and secondly, the network is the platform that can easily increase the role of the teacher in the education system as the initiator and implementer of changes, using the multifaceted communication capabilities of the same platform.

With the immediate future of restricted mobility and the long-term need for online education delivery, the importance of confident use of learning technologies both in teaching and professional development has become a growing need in Georgia. Teachers are encouraged to self-develop by connecting online with colleagues and sharing experiences, information and resources in communities of practice, either independently or with the support of facilitators. However, there is a lack of knowledge, skills and practice among teachers to cope with the new demands in Education provision and new ways of working. In the Landscape Review, the MoES of Georgia names Teacher training sessions around remote delivery skills and Support for teacher communities of practice as two high-priority areas where the government needs the most support.

Within the proposed project, the project team will pilot the Online Teacher Community model for all teachers for 24 months. This will not only give them the opportunity to try out the new CPD support systems through online communities of practice with the same subject teachers in the Georgian context but also enable them to implement new ideas in their daily practice and reflect on them within their subject groups.

II. Proposed Project Description

1. Main aim, objectives and deliverables in the context of a targeted set of challenges and issues

The project has been designed to develop subject-teacher communities on a national level as well as to enhance their methodology and digital skills.

Teachers of all subjects will be registered on the Online Teacher Community platform, training local OTC facilitators and providing teachers with access to networking, forums, resources, webinars etc. will ensure not only teachers of the same subject area engage in new ideas and relevant discussions online on regular bases, share knowledge and experience, reflect on their practice and take part in research but more importantly:

- Develop a sense of ownership of different models of continuing professional development.
- Raise awareness of the latest trends in teaching methodology.
- Develop skills for classroom practice reflection.
- Increase motivation in trying and applying new concepts, approaches, and techniques in their classroom.
- Increase ability to conduct meaningful, reliable, and valid action research.
- Develop student-focused approaches in lesson plan development that are in line with the new education reform requirements.
- Ensure better quality teaching and learning in the classrooms.
- Empower teachers by raising their professional skills and competencies.


The specific outcomes of the project are as follows:

- Teachers are engaged in Communities of Practice in support of their professional development.
- Teachers accept the idea of self-development and take ownership of their own CPD.
- Through OTC engagement, teachers meet the obligation set within school-based professional development standards that support their career progression and obtaining higher level teacher status within the National Teacher Professional Development and Career Progression Scheme.
- A pool of subject teacher education Facilitators is developed across the country.

2. The approach/framework/model and strategies to be employed to achieve the proposed aim, objectives, and deliverables

To achieve the proposed aim and objectives the project will use strategies as follows:

- a. Strengthen professional competencies (Didactics, pedagogy, andragogy, student assessment, Competency-based learning),
 - b. Promote the introduction of innovative teaching methods.
 - c. Develop educational resources (for students and teachers).
 - d. Take care of professional (career) development
 - e. Develop ICT, digital and language skills of teachers.
 - f. Strengthen/facilitate partnerships with different sectors (private and public sectors, associations, international organizations, and others).
1. The development of digital technologies has significantly changed the roles and approaches of the educational process. Teaching is becoming more and more student-centered and it is important that the teacher, along with professional knowledge and competence, can plan lessons/assignments, which requires creative approaches and innovative methods. In the teaching evaluation process, teachers should take into account the needs of all students, develop 21st-century competencies and also be able to stay within the framework of educational standards and legal requirements.
 2. The network can organize and use in-house intellectual resources to translate, and develop new textbooks, and electronic and media resources for students, develop guidelines for innovative teaching methods,



lesson planning, implementation, and effective methods for achieving learning outcomes. It is also important to create sets of practice tasks/exercises/tests that can be used in formative assessment tools. Digital recourses in the Georgian language are one of the challenges in Georgia. It would be interesting and effective to work on some digital materials in networks too.

3. In the modern world, professional development can be carried out formally and informally. In the short and medium term, the network can organize activities for career development informally, as well as plan various events, conferences, master classes, and competitions, both within the college, community, and region. In the long term, activities can become international. The network can become a platform where various formal mechanisms for professional development or career growth can be introduced in the form of certification programs and other activities. The role of the network in supporting novice teachers is important. Sharing the experience of network members, consultations, organising various webinars, trainings, workshops, adaptation and professional development of new staff in the field, can become an important platform for strengthening competencies.
4. One of the big challenges is ICT and language skills for teachers In Georgia. To solve this problem one of the main purposes of the networks must be to develop digital and language skills, which are very important in globalization. The first activities of the network could be some projects, training or coaching about using digital skills in a subject, etc.
5. The network, as a unified platform for teachers in the field, can be mutually beneficial, both for teachers and other stakeholders. The network has a unique opportunity to have a coordinated relationship with various persons, experts, and organizations - both state regulatory bodies, and the private sector, community organizations and others, to achieve common goals. Members of the network, within the framework of this union, have more opportunities to present coherent initiatives with stakeholders, to unite with them to create policies, and action plans for the education system and to be involved in various activities. In the long term, it is possible to create a website where information and various publications, as well as information about interested parties and support for vocational education teachers, will be more organized and structured.

In the short term, at the initial stage it is possible to select one or two subjects in some region, create networks, for example, teachers of math in Kutaisi or Vet teachers of personal services in Kutaisi, choose a leader/small group of leaders/facilitators from among the members, who will distribute the directions in the network and coordinate the planned events/activities within their own subgroup. The group can hold online and offline meetings.

In the long term, it is possible to develop the communication platform of the network, for example, to create its own website, which will provide network participants with more resources and the opportunities to organise some events and activities, share experiences and work on some projects.

In the short term, the network has opportunities to plan online events (online meetings, webinars, information/experience sharing, etc.) that do not require financial support. Then education system (government) can participate in the implementation of some resources for example hiring specialists, and facilitators to monitor and coach the networks.

Later, the network can plan and implement paid services: certification programs, lectures, webinars, conferences, and more, both online and face-to-face. The material resources and infrastructure of the member institutions can be used during the implementation of the measures.

As for the long-term perspective, it is possible to turn to "fundraising", to attract and involve various organizations in the implementation of projects, including donors. To be involved in international networks, and projects, thereby contributing to the sharing of foreign experience and the internationalization of professional education.

- ***Teachers' networks can connect to other subject networks.***

For example, teachers in personal services need to be trained in first aid issues. Teachers in the healthcare sector are able to train the first group in this subject. This is connection and sharing experiences.

- ***Teachers can connect to the administration of the college/colleges or schools.***

Teachers' networks can initiate the projects, for example, economic activities, selling products created by students etc. Teachers' networks are able to make initiatives in teaching materials, models of teaching subjects and so on. They must discuss the initiatives and take the appropriate actions.

- ***Teachers can connect to the other schools and colleges.***

There are many issues teachers are able to connect to other schools and colleges and make unite projects or initiatives. For example, nowadays a lot of teachers in general and the VET education system understand that online teaching is possible and sometimes it's more relevant for learning outcomes. Teachers of for instance Labor safety or Science, can make the discussion of the module and make the mixed model of teaching, some lessons may be taught online and some of them – offline. They can make an appropriate protocol and offer a model of teaching in some subjects, which will be discussed by the relevant organizations.

- ***Teachers can connect to other organizations.***

Teachers' networks are able to connect to the private sector, associations and so on. Such kinds of connections are better for sharing new ideas and developing the subject and sector. For example, associations of writers could be interesting for literary teachers. They are able to make discussions of the issues relevant to the literature, make events and presentations and so on, that's one of the ways to connect teachers to the sector and make them active.

- ***Teachers can connect to different state institutions.***

Teachers' connection to the state organizations is too important. This is one of the ways to make the system with more participation of the sector. Teachers can offer models of learning processes, models of evaluation systems etc. which will be discussed by the appropriate organizations, but networks are the opportunity for teachers to be involved in making systems of working.

- ***Teachers can connect to international organizations.***

Nowadays international partnership is not difficult when you have language and digital skills. These skills are challenges for Georgian teachers. The network will be one of the motivations to develop digital and language skills. When teachers are able to connect to international networks, it's an opportunity for them to develop in their profession. For instance, math teachers in Georgia can connect to math teachers in other countries. This will be an opportunity to worldwide and develop competencies, get information about professional exchange programs, make projects, get funds etc.

In conclusion, partners of the networks can be other networks, schools, associations, private and public sector and international organizations depending on the network aims, purposes and action plans. In the beginning, the government must fund the network, appoint facilitators and guide the networks. It's very important to make appropriate action plans and working processes to get efficiency. But after some time network must be independent and should be able to work without facilitators.

3. Proposed partner agencies and organizations and their roles to achieve the intended impacts

The project will be implemented in cooperation with all agencies under the Ministry of Science and Education. Donors and NGOs will be invited to contribute to the achievement of project objectives.

- Developing the project idea and format based on consultations with local and foreign experts
- Agreeing the project with project partners.
- Establishing a Project Coordination Team (PCT) that will be responsible for the effective implementation of planned project activities, sharing the information with project stakeholders, and monitoring and evaluating the project implementation process according to the set goals and objectives.
- Recruiting OTC Facilitators in cooperation and with the full support of TPDC and the Skills agency
- Conducting project monitoring according to the set objectives, preparing regular reports/information on the project implementation process and sharing the latter with main project partners.

- Coordination of project preparation and delivery under the supervision of the Project Manager and with the involvement of all partners.
- Organization of project activities and events (project launch, recruitment, online conference etc.) developing relevant schedules and programmes.
- Administration of the project according to the plans and schedules.
- Effective communication and reporting with involved project partners and OTC members.
- Coordination of work of OTC Facilitators in partnership with TPDC and Skills Agency Georgia
- Designate staff responsible for coordination of the project who will coordinate project activities in cooperation with the “British Council in Georgia” and take part in Project Coordination Team PCT meetings.
- Ensure effective communication is in place with project beneficiaries: Heads of Resource Centres, School Principals, and English teachers about the planned activities at any time of the project implementation in the preferred form.
- Facilitate motivation and active involvement of beneficiaries in project activities and events including clear communication of benefits within the National Teacher Professional Development and Career Progression Scheme.
- Make sure all teacher and facilitator activities and engagement on the platform are acknowledged within the obligations set out in school-based professional development standards of the National Teacher Professional Development and Career Progression Scheme.
- Engage in the process of recruitment of Facilitators jointly with the project partners: defining selection criteria, shortlisting candidates and making final decisions on successful candidates.
- Monitor and evaluate the process by:
 - a. undertaking a Pilot baseline, mid and final evaluation research of the project.
 - b. contributing to the implemented surveys interviews and data analyses
 - c. facilitate motivation and active involvement of School Principals in monitoring teacher activity on the OCT Platform and contributing to project evaluation
- Support the formation of a professional team of facilitators
- Ensure high-level representation (Minister, Deputy Minister Director TPDC, Skills Agency Georgia and relevant department representatives) at the key project events.
- Participate in monitoring and evaluation of the project outcomes and impact.
- Discuss the possibility of cascading the best practices across the education system in line with the country's planned reforms, to ensure further project sustainability.

Example of one region

In Kakheti, in the direction of Integrated programs in VET institutions, there are about 40 teachers.

They need about 2 facilitators.

Estimated rate for facilitators in a year: 24000 GEL.

Training in pedagogy and key competencies for novice teachers (1 training module, duration - 3 days, two times in a year): 10000 GEL.

Meetings (for example 2 offline meetings in a year): 5000 GEL.

Developing digital resources: 20000 GEL.

Total: about 60000 GEL.