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USAID QUALITY LEARNING PROJECT (QLP)

Quarterly Report

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List of Abbreviations

ADB	Asian Development Bank
AKF	Aga Khan Foundation
AOE	Academy of Education (Tajikistan)
DED	District (Rayon) Education Department
EFWG	Education Finance Working Group
EMIS	Education Management Information System
FTI	Fast Track Initiative
GTZ	German International Development Organisation
HE	Higher Education
IBET	Improving Basic Education in Tajikistan (USAID supported project 2003-2007)
ISTTI, ITTI	In-Service Teacher Training Institute
ITT	In-Service Teacher Training
KAE	Kyrgyz Academy of Education
LC	Local Consultant
MOE	Ministry of Education (Tajikistan)
MOES	Ministry of Education and Science (Kyrgyzstan)
MOF	Ministry of Finance
MSBF	Minimum Standards of Budget Financing
MTEF	Mid-Term Expenditure Framework (project supported by the EU in Tajikistan)
MU	Methodological Unit
OSI	Open Society Institute
PCF	Per Capita Financing
PEAKS	USAID/Participation, Education and Knowledge Strengthening (Project 2003-2007)
PMU	Project Management Unit
PRESET	Pre-Service Training
PTA	Parent Teacher Association
PTT	Pre-Service Teacher Training
PTTI	Pre-service Teacher Training Institution
QLP	USAID/Quality Learning Project
RayFO	Rayon Finance Office (under subordination of the Hukumat/Hakimyat)
RayOnO/REA	Rayon Education Administration (under subordination of the MOE)
REP	Rural Education Project (Kyrgyzstan, Supported by the World Bank)
RT	Republic of Tajikistan
RTTI	Republican (in-Service)Teacher Training Institute (Tajikistan)
SSS	Secondary School Standards
TE	Technical Expert
TOT	Training of Trainers
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WB	World Bank

I. Overview

The goal of the Quality Learning Project is to expand access to quality primary and secondary education in Kyrgyzstan, Tajikistan, and Turkmenistan. QLP activities will build on achievements and lessons learned by USAID's previous programs in basic education. The program will also support government efforts to implement their national education strategies and, when applicable, support government's implementation of Education for All Fast Track Initiative (FTI) grants, including those awarded to Tajikistan for 2006-2008, 2008-2010 & 2010-2011 and to Kyrgyzstan for 2007-2009. The project will result in improved student learning outcomes through i) broad application of modern teaching and student assessment methodologies, ii) active participation of teachers in curriculum and education policy development, and iii) use of transparent and efficient school finance and management systems.

The Project started on 30 September 2007 and is due to be completed by 29 September 2012. Overall budget allocation is \$12,191,288¹, apportioned to the three target countries as follows: Tajikistan \$5,590,542; Kyrgyzstan \$4,807,303 and Turkmenistan \$1,793,443

II. Project goal, components and activities

A. Project Goal

The project aims to build the capacity of state systems of pre-service and in-service teacher training in order that student achievement results reflect greater levels of higher order thinking such as application, synthesis, problem solving and critical thinking. These latter skills are needed for students to be prepared for and compete in emerging market-driven economies, as well as to fulfill roles as active citizens in a participatory democracy.

The project targets curricula of in-service and pre-service teacher training programs to introduce more child-centered pedagogy, including the use of formative assessment techniques to boost student learning. It will also examine what supplementary materials teachers need in the classroom to ensure improved student outcomes.

The project will continue USAID's involvement in piloting and introducing reform of education financing by providing technical assistance to introduce per-capita financing of education in Kyrgyzstan and Tajikistan.

B. Project Components

Tajikistan

1. Program Overview

a. overview of activities conducted in the previous quarter and how these activities relate toward progress of reaching the overall project goals.

¹Modification #5 , 09/28/09

IR 1. Improved Quality of Teacher Training in Student Centered Methodologies

1.1 Improved Quality of In-service Training

1.1.1 Cohort 2 school selection

Due to budget constraints the total number of schools selected for Cohort 2 reduced from 50 to 36, as agreed with USAID. Three rayons have been identified for the target school selection; Vakhsh (as it will be the rayon where QLP per-capita support will be focused) and two from Sughd Oblast (most likely Asht and Isfara) as Sughd TTI will receive focused capacity building from year 3.

1.1.2 Review and adjustment of lesson planning module in Secondary teacher training materials

It was necessary to review of the secondary modules developed in year one to ensure they reflect the QLP strategy that places an emphasis on lesson planning using student learning outcomes that was defined in year two. This approach is also supported by the initiative in the year three work-plan to support the Academy of education to develop state subject standards using a student learning outcome approach and structure, which has proved highly successful at the primary level in giving clarity to teachers by linking classroom teaching more closely to the state standards.

QLP staff and local consultants reviewed four subject modules, i.e. Math, Tajik language and Literature, Biology and Chemistry. These modules were updated with this focus and the final versions used in training and shared with FTI/RITTI.

1.1.3 Trainers' capacity building

In December QLP held a 3-day TOT for the existing pool of trainers trained during year 2 to support preparation for the final round of cohort 1 school teacher trainings in January. QLP is maintaining a dossier on each trainer to track their skill development and progress

1.1.6 Cohort1 Teacher Training Target school delivery

During the autumn school vacations (November 2-8) the second phase of Cohort1 target school delivery trainings for Kulob, Vahdat, Varzob and Ismoili Somoni rayons was conducted

Over 500 teacher training and received official certificates from RTTI regarding completion of 144 hour teacher training course

1.1.8 Further support to FTI

During this quarter support to RTTI/MOE in finalizing the FTI3 Proposal and Budget Estimation for the human resources component. The FTI 3 proposal for Tajikistan was approved by the FTI Secretariat in December.

SIR 1.2. Improved Quality of Pre-Service Teacher Training

1.2.1 Review and analysis of current courses/resources at target departments of Dushanbe and K-T State Pedagogical Universities

In October the International Consultant providing support to this component visited the field. Key activities during her visit were to run workshops on best practices worldwide for staff from key departments from the Tajik State Pedagogical University (TSPU) and Kurgon Teppe State University (KTSU) and to initiate the Curriculum review of target departments of TSPU and KTSU. See attached for detailed report.

These activities supported the work under this component to move forward and most heads of departments that QLP is working with (Centre for Methodology, Methodology of Teaching Primary and Secondary Mathematics, Methodology of Teaching Primary and Secondary Tajik Language, Pedagogy, Psychology) accepted the need for change in the curriculum content, reading materials for their courses and approaches to teaching.

For the remaining period of the quarter staff from the departments carried out an analysis of the curriculum content for each subject

1.2.4 Strengthen Student Practicum and PTI-school linkage

During this quarter the proposal, action plan and instruments were developed with the support of the international consultant for the study on the existing student practicum in Tajikistan. The leading local consultant and the staff members from each target university practicum departments have been identified. This staffing of the study is proposed to enable the staff from the universities to gain a better understanding of how practicum can be restructured to improve the outcomes for students.

SIR1.3. Improve Capacity of State Authorities in Mentoring, Monitoring and Pedagogical leadership

1.3.1 Target schools delivery of Mentoring program for Cohort1

In preparation for mentoring delivery training in quarter 2 a joint TOT with RTTI/FTI was conducted in October. The MOE Regional Consultant, hired under the FTI program, was responsible for developing the mentoring training and led the workshop, with QLP supporting the potential trainers they will use for target school delivery.

This was the first time the QLP team had seen the final FTI product for the mentoring training and following a review of the material QLP has recommended some adjustments in order for the mentoring outcomes to be linked more specifically to the QLP developed teacher training programs.

1.3.4 TOT for Management module for Principals (Pedagogical leadership component) for Cohort1

Following the completion of the training materials, prior to the TOT for trainers of the School Directors Training course, a presentation was made for official stakeholders from the Ministry of Education, RTTI, World Bank, GTZ and other agencies. Local consultants hired by both FTI and QLP jointly presented the various components of the training modules (Management, Pedagogical Leadership and Finance Management). An overview of training module was prepared (Tajik and English) and given to participants (see attached). Some specific questions raised by participants were on education strategy, gender issues and the government policy on community participation in education process. These issues are reflected in the Training Module. The training module includes finance management because the per-capita finance reform is now implemented in all schools in Tajikistan from 2010.

The TOT took place from November 17 – 26 for 30 participants. At the current time there are no trainers from the re-training system who are able to train this course, so participants were selected

based upon their experience and background (given the addition of finance management about half the participants have this specific background). Each participant was asked to select and conduct a session independently in order to demonstrate his/her skills as a potential trainer. These training sessions were evaluated using specially prepared evaluation form. (*The list of certified trainers is attached*).

Master trainers from IPD Khorog had a lead role in the TOT delivery and based upon the outcomes of the TOT they made final adjustments to the trainers manual after completion of the training.

The full set of materials (training modules and trainers manual) will be handed over to the RITTI/FTI in January.

IR 2. Improved Quality of Student Assessment

2.1 Institutionalization of formative assessment guidelines

This task was initiated during Y2 and finalized in the last quarter.

- Secondary Tajik Language Formative Assessment Guideline developed and edited;
- Formative Assessment in Primary Grades (Tajik, Math, Art and Craft) developed and edited;
- Secondary Math Formative assessment Guideline developed and under review;
- General FA Guideline developed and being reviewed

IR 3. Greater Involvement of Teachers in Curriculum Reform

3.1 New Skill-based standards guidelines in target subject-matter curricular as a result of discussions and feedback from subject teachers and teacher groups

3.1.1 Development of Primary Standards Guidelines

The updated state Primary Standards, which were developed by the Academy of Education with QLP technical support were approved for distribution to schools in Tajikistan by the Minister of Education in December 2009.

The development of the guideline for Schools and teachers on how to use the updated standards is delayed due to the later than expected approval of the Primary Standards, and thus the need to give teachers an opportunity to utilize them and gain valuable feedback that can be used in developing the guideline.

3.1.2 Review and assess Secondary Education Standards

In October the International consultant assigned to support this process led a 3-day workshop to share teacher friendly, learning outcome based format and requirements of standards with team leaders for each subject assigned by Ministry prikaz (order) to be responsible for updating the standards. The workshop was hosted by the Academy of Education.

Tasks were given to each subject group to develop their content according to a uniform format. QLP staff received initial incomplete drafts following the workshop and provided feedback to the working groups so that they could continue to develop the task.

QLP plans to follow up with a further workshop to review draft outputs from the working groups.

3.1.4 Academy of Education capacity building

The above workshop (3.1.2) was a contribution to this overall task

3.2 Development of high quality, affordable supplementary subject-based curricular materials

3.2.1 Institutionalization of supplementary materials developed in Y2

Drafts of a range of supplementary materials for QLP target subjects that were developed in the last quarter of year two were reviewed and final draft versions prepared.

During the final round of teacher training in January these draft versions will be discussed with classroom teachers and finalized based upon their feedback.

IR 4: Increased Effectiveness of Education Finance Systems

4.1.1. Supporting the Policy Process

4.1.1.1. Provide technical assistance to Education Finance Working Group (EFWG) in stewardship of the per capita financing implementation

The 6th EFWG meeting was held on October 23rd at the QLP office in Dushanbe. The head of Budget Planning, Formation and Prognosis Department of the Ministry of Education chaired the meeting.

The following issues were presented:

- Brief information on the implementation of the budget for 2009 and plans for 2010
- Planning of educational institutions' budget for 2010 under the new normative and coefficients
- Possibilities of using unspent funds during the year
- Update of the instructions on per capita financing
- Results of monitoring of per capita financing in schools of Shugnon district and Khorugh GBAO
- Institutionalization of school management, accounting and PTAs training modules
- Selection and training of potential trainers for finance management training

The Ministry of Finance committed that per capita financing in 2010 will be funded at 100%, although the budget execution in the districts will be depend on the local revenue. The new edition of the 'Instruction on per capita financing' will be issued soon, after review by the Ministry of Finance.

It was proposed to increase coverage of per capita financing in the mass media and to invite journalists and Hukumat representatives to an extended EFWG meeting in the future.

The issue of the performance of school accountants was discussed as monitoring continues to reveal poor performance of accountants at school level. The institutionalization of the training for accountants needs to be solved in order to address this issue going forward.

4.1.1.2. Strengthen central government capacity in per capita financing implementation

Monitoring site visits with MoE specialists and a PMU representative were conducted in Isfara, Ghafurov, Kulob, Dushanbe, Vahdat, Rumi, Rasht and Kughon-Teppa from October 15 - November 6.

USAID/QLP met with the World Bank and the MOE to discuss the projects contribution to the analysis of existing normative-legal base to support PCF in Education that will be lead by the WB/FTI during FTI-3. The MoE is developing TORs for three consultants, namely lawyer, financial and educational experts to conduct the analysis.

4.1.1.3. Increase public awareness of PCF and PTA

A draft article on PCF in Tajik language was developed. It will be translated into English and submitted to USAID for review and approval. It is planned to be published in MoE newspaper in January 2010 after USAID authorization.

4.1.2. Implementing School Financing Reforms

4.1.2.1. To continue monitoring of per capita financing implementation in Kulob rayon

The QLP Education finance Specialist continued to provide assistance to DED specialists with school data analysis and to prepare tariff system for new school year from October 30 to November 2 and a report on results of the monitoring of 19 schools of Kulob was given to the MoE

4.1.2.3. Support national roll-out of per capita financing

QLP staff continue to collect and review the latest normative-legal documents to ensure the instructions released to practitioners are appropriate

4.1.2.4. Introduce per capita financing in Vakhsh rayon

Orientation meetings and consultative technical workshops were held in October with school directors and Rayon officials to support the preparation for the switch to per-capita financing in 2010. A further meeting was held with the Oblast Administration in November to provide detailed information of the project's role in Vakhsh rayon

The budget of Vakhsh schools for 2010 based on per capita normative has been reviewed and formatted by QLP specialists. The 80 schools of Vakhsh rayon have been restructured to 48 schools for the switch to per-capita with small schools combined with bigger ones for budget and accounting purposes, according to regulation #701 of the Chairman of Vakhsh Hukumat dated 11 October 2009.

4.1.2.5. Support infrastructure development of local organizations for PCF implementation

Purchase of 3 computers for DED and DFD of Vakhsh postponed to 2nd quarter

4.1.3. Improving School Management

4.1.3.1. Support institutionalization of accounting and PTA training modules

Preliminary agreement has been reached with the MoE about institutionalization of the revised Accounting module and an agreement has been reached with MoE and RTTI about institutionalization of the PTA training module.

4.1.3.2. Increase school administration capacity in Vakhsh and Kulob

Accountancy training for 44 accountants of Vakhsh schools, 2 specialists of DED and 4 DFD was conducted on 21-27 November

4.1.3.3. Ensure effective usage of the automated expenditure tracking system

Technical support to the MoE IT specialists will commence in January 2010 because of delay in official adoption of the system by the MoE

b) Implementation challenges

During Cohort1 school selection in Y2, MOE assured QLP that the project can rely on the data from the Statistics department to develop the preliminary list of schools. But in reality, the recommended MOE department was asking more questions and requested for more clarifications instead of providing the necessary information. Therefore, for developing preliminary list of Cohort2 target school selection, QLP didn't request MOE to provide the necessary information but looked for other possible ways of obtaining the data, particularly relied on IR4 and WP/PIU database which was more reliable.

Joint activities and close cooperation of QLP and FTI sometimes cause some challenges in implementing the projects strategies and activities, particularly where trainers and materials being shared. Due to shortage of trainer's pool, FTI and QLP had to schedule the training in such a way that both the projects would be able to reach the targets but not all the trainer involved in both FTI and QLP trainings would respond to the trainer's criteria.

The QLP shared criteria for review the target department curricula at TSPU and KTSU seems hard for the LCs – Head of Departments due to the demands and level of analysis required and to which the HoD didn't get used to. It requires lots of energy and time for Program Specialist to make the HoDs of mainly TSPU understand each of the points of their assignments and get the necessary results, although at the orientation meetings where the Deputy Rectors also took part, everyone mentioned and agreed with the importance of the review.

Lack of resource in Tajik and Russian in the target universities make it harder for the PS and the HoDs to refer their analysis to a particular literature and document while reviewing their curricular

Quality deliverance issue

Political sensitivities (mostly TSPU)

- Primary and Secondary Pedagogy departments are mostly challenging due to their Heads not being cooperative with QLP
- Pulling back because of pressure

Particular shortage of trainers is felt in School Principals training due to lack of potential specialists working in the Pedagogical leadership, Management and Finance Management systems. It has been identified that only RTTI and IPD GBAO have specialized department focused on School Directors and Management while the rest of the TTIs have not done anything particular in this area.

Joint FTI-QLP Training of Trainers showed that mentoring program that was developed under FTI hasn't fully responded to the QLP concepts. Program specialists had to review the developed material and look for additional resources to feed in to the FTI product.

- Institutionalization of revised Accounting, School management and PTA training modules
- Finding qualified potential trainers among school directors and accountants to be prepared as trainers
- Further consultations to be undertaken with the Ministries of Education and Finance regarding institutionalization of training modules developed or improved by USAID/ QLP.
Explore the opportunities for creating training courses for school accountants at the regional Teacher Training Institutes or teaching centers within education and finance departments

c) Cooperation with local government counterparts

MOE and other government affiliates recognize the projects intention to provide high quality support to the teacher training and education finance reforms in the country. This recognition is reflected by the project requests and letters are accepted and approved to continue with implementation of activities.

The USAID/QLP close cooperation with FTI-2 and intensive support provided by the project in finalizing FTI3 proposal and budget is also recognized as an important factor in the success of the FTI-2 program (by other international agencies as well as the MOE). The MOE will fully implement FTI-3 (starting in 2010) and it is anticipated QLP will continue to provide close cooperation and support.

During the second year and the last quarter QLP has been a strong support for the AOE in reviewing and restructuring the subject-specific standards which has been a great challenge and success at the same time for both the project and AOE. The MOE Collegium's approval of the Primary Standards strengthened the feeling of trust and confidence in the QLP-AOE relationship to strengthen the positive, intensive cooperation. This cooperation is also developing in the start-up of the Safe Schools program.

QLP has been involving the State Agency for Education Quality Control staff during the target school trainings by equipping them with the project developed monitoring instruments and tools. This helped the Agency to be informed about the work being done by the project in the target schools and not become an obstacle during certification of the participants after the training completion.

The joint cooperation of QLP-RTTI in modifying the teacher training material convinced the MOE and its affiliates in the project capacity to provide concrete technical support. This helped QLP to easily get agreement from the RTTI and its newly appointed Rector (former Head of MOE International Relations Directorate) to initiate the work on the teacher training curricula that will lead to stronger institutionalization of the QLP developed teacher training modules.

Methodological Center mandated by MOE for development of PRESET syllabuses and curriculum grids has been actively involved by QLP in modifying the course grids and syllabuses.

QLP has provided the MOE and relevant affiliates with training products, such as improved in-service training modules, the revised Accounting and PTA training modules. Where relevant, QLP has jointly developed these materials and documents, such as the improved School Management training and the updated Primary Standards with specific bodies (RTTI/FTI & AOE respectively).

QLP has endeavored to update and involve the officials of Hukumats of Khatlon Oblast and various Rayons where the project works about USAID support of education reform in the country as well as different initiatives such as the consultation on primary standards. In this quarter there has been developed an effective cooperation Khatlon Oblano and the local administration and education officials in Vakhsh Rayon in relation to the last phase of the roll-out of per-capita financing.

d) Forecast of Activities for the Next Quarter

- Final list of Cohort2 target schools will be prepared and MOE approval will be obtained
- After completion of Cohort1 trainings and FTI target school workshops (January, 2010), QLP will provide assistance to RTTI in reviewing and updating teacher training curricular for the purpose of making it in line with teacher training modules
- After completion of Cohort1 trainings and FTI target school workshops (January, 2010), QLP will provide assistance to RTTI in reviewing and updating teacher training curricular for the purpose of making it in line with teacher training modules
- Trainers capacity will be further strengthened and another round of TOT conducted

- Report on the results of the curriculum review process at TSPU and KTSU will be prepared
- Student Practicum Research will be conducted
- Training for target mentors will be delivered
- Cohort1 School Principals will be trained
- Formative assessment guidelines will be finalized and shared with target rayon/school mentors for further introduction to teachers
- Primary Standard guidelines will be developed and shared with the target rayon/school mentors shared for further introduction to teachers
- Secondary Education Standards second draft will be prepared
- Supplementary material for teaching primary and secondary grades will be finalized and shared with target rayons/schools
- To provide logistical support for conducting next meeting of EFWG Develop EFWG meeting protocols in English and Tajik, share with MoE and EFWG members
- Conduct monitoring site visits with MoE specialists, develop reports and recommendations based on monitoring results, discuss results with the EFWG based on MoE' request
- Contribute to analysis of existing normative-legal base to support PCF in Education if WB/FTI/MoE will consider QLP participation is necessary
- Continue assistance with school data analysis, tariff system, and budget analysis to rayon school directors and accountants, and education and finance specialists in Kulob
- Provide technical support to rayon education and finance department's specialists (2) of Kulob on quarterly and annual school budget
- Provide regular technical support to Kulob school directors (46) and accountants (35) on monthly basis
- Develop recommendation reports based on Kulob field trips for discussion and submission to MoE, MoF and EFWG
- Meeting with Kulob Hukumat and local authorities together with specialists from MoE and MoF to update on PCF progress
- Collection of the existing and latest normative-legal PCF and school management documents to develop a reference manual "Handbook for School Principals" (to be published in PY4)
- Monitoring of school management trainings (15 trainers)
- Conduct refreshing seminars for school management trainers
- Conduct consultative meetings with school directors (48) and accountants (44), rayono and rayfo specialists (4) of Vakhsh in formulation of school budget based on per capita formula
- Conduct technical workshops with rayon education (2) and finance department's specialists (2) to analyze school budget based on new financing mechanism on a quarterly basis in Vakhsh
- Develop progress report based on site visits to Vakhsh and submission to MoE, MoF and EFWG
- Print and disseminate instruction materials for schools accountants (48)

2. Achievement of Targets for the Quarter

- MOE is informed about QLP intention of Cohort2 target schools selection.
- Preliminary list of the Cohort2 target schools has been developed

- Primary, Math and Tajik language teachers from 43 Cohort1 target schools were trained and received RTTI/MOE certificates (Teachers of the remained 7 schools of Cohort1 will be trained in January)
- QLP planned to review the RTTI teacher training curricula at Primary level but due to intensive workload of RTTI and QLP workplan with target school trainings this target hasn't been achieved during the last quarter.
- Curriculum review of the target departments of TSPU and KTSU initiated. The process moves very slowly at the TSPU particularly due to certain obstacles mentioned in the challenges section. This causes serious delay in the QLP target achievements.
- Secondary Education Standards development process started on the basis of the teacher-friendly and student learning outcome based format introduced by QLP. This process also moves slower than the Primary standard development process, because of certain reasons:
 - Secondary standards authors are more conservative in their views and it is harder for QLP to get through the required criteria for change and restricting the standards
 - Subjects in the secondary level are more than in primary
 - QLP has given the leading role in improving and restructuring the standards to AOE with certain support provided by the project only which slowing the process but give AOE to feel more ownership
- Trained 30 school directors, accountants and TTI specialists on school management
- Trained 44 school accountants, 2 DED and 4 DFD specialists of Vakhsh district on accountancy
- Delay: Institutionalization of 3 training modules

3. Proposed changes to Work Plan/operational arrangements

During the reporting period, QLP conducted monitoring/training follow-up visits to the schools, where teachers have received full training. One common feature of the monitoring/observation regarding the use of new methods of teaching is that although almost the observed teachers had some knowledge of the recommended methods, they did not use them in their actual lessons as frequently as it was expected. They could enumerate some of the key elements of the methods they learnt at USAID/QLP trainings, but asserted that it was not always easy to use the methods in practice. For instance, group work, they said, takes a lot of time whereas they often need to cover a series of themes in a short amount of time to keep up with the school education work plan.

A preliminary conclusion of the observation and interviews with teachers is that the trained teachers need more time and support to practice the new methods. They needed a more in-depth training devoted particularly to practical application of the new methods. Teachers wanted to learn the methods from a more practice approach. For the training to be more useful, they wished the ratio of theory and its practical application be even more balanced towards the practical.

Teachers say they need more practical tips and direct support and demonstration of the approaches. They ask for manuals/guides which contain easy to follow patterns they can replicate (the language of existing manuals is too complex and they do not have solid connection with the actual work in the class).

QLP Program specialists reviewed the monitoring results and have proposed different models for tackling the issue, particularly changes has been recommended to make in training delivery format, switching from direct target school training into on-job training through a team of locally trained trainers. QLP is considering adjusting the training for cohort 2 schools in Tajikistan to this approach.

4. Support from USAID required

- In-depth discussion regarding the suggested change in training approach.
- Organizing National Tolerance Education Forum requested by AOE (possibly through Safe Schools)

- Seek additional funds to organize study tour for AOE staff for their capacity building when a relevant objective becomes clearer

5. Analysis of the project's contribution to Education development in the country

As QLP enters the third year of implementation there are a number of elements of the project that are making a contribution to making clear improvements to the country's education delivery and they are creating a base to support parts of the country's National Education Strategy to move forward.

These include:

- Supporting the Academy of Education to update the Primary (grades 1-4) standards and presenting the standards and syllabus in a format that is clear for teachers. QLP was able to influence the structure of the standards document to include student learning objectives for each element of the syllabus, an important achievement as this creates a clear link to the teacher training that QLP developed where there was an emphasis on student learning objectives as the basis for lesson planning and preparation.
- Upgrading some of the in-service teacher training programs (primary, secondary Tajik language, math, biology, chemistry) to develop a focus on student learning objectives as the basis of lesson planning and preparation, the integration of formative assessment techniques to improve classroom practice and student learning and ensuring training is based upon interactive and practical teaching approaches that create a stronger learning environment for all students.
- Capacity building of a core group of system trainers and developers who now have greater experience in materials development and training of trainers approaches. This group is starting to influence (based upon approaches and training of QLP) the different institutions that are affiliates for the MOE and carry out some of the core functions of the education system.
- QLP has been supporting the coordination and working environment for the roll-out of the education finance reform that is in the last stage of roll-out in 2010. The Education Finance Working Group mechanism was a USAID initiative and still provides the basis for coordination, both between the MOE & MOF and the different international donors and agencies to manage, monitor and resolve implementation issues in the per-capita financing reform in Tajikistan.
- QLP has engaged in coordination amongst MOE affiliates and is strengthening coordination of different Ministry agencies to support common understanding and institutionalization of project outputs. This includes involving the Education Methodological Centre in the review of syllabus of pedagogical training and supporting the Academy of Education to develop its new role as coordinator of all MOE affiliates.

On October 29, 2009 MOE has acknowledged all the QLP training material developers, Program Staff and the COP with the "Certificate of Appreciation" for the valid contribution in to the teacher training system.

QLP has been providing strong and constant support to MOE and RTTI in implementing FTI2 and finalization of FTI3 proposal and budget as well as strengthening the capacity of AOE in improving and modifying the subject specific standards.

The supervisor-trainer-trainer assistant structure introduced by QLP during Cohort1 target school trainings motivated the TTI/DED staff engage with updated in-service training programs and their own self-learning. This structure gave also ordinary but most active teachers an opportunity to share their experience, train their colleagues, grow professionally and become serious and strong candidates for higher and more responsible positions in their local educational institutions.

Support of joint monitoring visits to oversight implementation of PCF

Meetings/travel/staff changes

A. Table of Meetings for October - December 2009

Data	Organization	Responsible staff of organization	The main issues discussed
October 5,09	QLP/National Consultant	Mamadaliyeva M.	Preparation for conducting ToT on school management training module
October 9, 09	QLP/National Consultant, RTTI	Mamadaliyeva M., Rajabov Z., Qodirov Sh., Muminov B.	Preparation for conducting ToT on school management training module
October 12, 09	Hukumat, DED and DFD of Vakhsh district	Ruziyeva Z., Sharipov K., Sayidmurtazoev S.	Restructuring of Vakhsh schools/classes, creating database of the schools
October 13, 09	Hukumat of Vakhsh district	Musoev Sh.	Introduce USAID/QLP intervention to the district. Agreement on schools restructuring
October 23, 09	MOE	MoE, MoF, PMU, QLP	The 6th EFWG meeting
October 29, 09	QLP/USAID	Nabiyeva M.	Discussion of WP
November 1, 09	DED of Kulob	Amirov D., Sadirov J.	Monitoring of PCF implementation in Kulob schools and preparation of tariff calculation
November 10, 09	QLP/National Consultant, RTTI	Mamadaliyeva M., Rajabov Z.,	Discussion of trainers and participants of ToT on school management and plans of RTTI
November 13, 09	RTTI	Abdulazizov A., Rajabov Z.,	Presentation of School Management Training Module for MoE, RTTI, WB and other stakeholders
November 17, 09	USAID	USAID – Garth, Mavjuda	Meeting with donor to discuss activity progress
November 24,09	WB/PMU	Bazarova S., Khojaeva S., Avanesyan V.	update on FTI and discussion of issues of coordination on PCF as well as budget of Tajikistan for 2010
November 25,09	DED of Kulob	Amirov D.	Discussion of PCF implementation in Kulob schools and activities of local resource person
November 26,09	MOE	Rasulov A., Ismonov F.	Coordination of activities with MoE. Discussion of analysis of normative-legal base for PCF
November 27,09	Hukumats of Khatlon Oblast and Vakhsh district, MoE	Homidov A., Karimov I., Gafurov M., Ismonov F., Musoev Sh., Gurezova Z.	The USAID/ QLP support to schools of Vakhsh district on the implementation of reforms in education sector. The discussions of preparation for transition to per capita financing that will start on January 2010.
December 2, 09	QLP/USAID, MoE, MoF	Nabiyeva M., Ismonov F., Nazirjanova M.	Discussions of PCF implementation in Tajikistan with USAID Deputy Regional Mission Director
December 3, 09	QLP	QLP	Regional Planning Meeting of USAID/QLP
December 10, 09	QLP/National Consultant	Mamadaliyeva M.	Discussion of conducted ToT on school management and compiling list of recommended trainers
December 14, 09	MoE	Ismonov F.	Discussion of institutionalization of refreshed accounting training module
December 16, 09	USAID Tajikistan Country Office	Nabiyeva M.avjuda	Introduction to USAID Tajikistan Country Office and programs/implementing partners, development of outreach

Data	Organization	Responsible staff of organization	The main issues discussed
			communication and other USAID policies, priorities for USAID Tajikistan Strategy
December 18, 09	QLP/USAID	Garth Willis, Nabieva Mavjuda	Discussion of the revised WP and budget for FY3
December 19, 09	WB	Gerard Peart, FTI IC, Zikriyo Rajabov, FTI Coordinator	Support FTI III in finalizing the budget and WP
December 23, 09	Hukumat, DED and DFD, Vakhsh district	Ruzieva Z., Sharipov K., Sayidmurtazoev S.	Selection of school accountants and their training, handover of schools assets from jamoats

B. Table of Meetings - Safe School Program

Data	Organization	Responsible staff of organization	The main issues discussed
November 17, 09	USAID	USAID – Garth, Mavjuda	Meeting with donor to discuss activity progress
November 25, 09 10:30-12:00	NGO “Hamroz”	Safiya Ashurova, The Head	To discuss trainers” pool
November 25, 09 10:30-12:00	NGO “Hamroz”	“Shamsiya Mirzoeva, The Head	To discuss trainers” pool
November 25, 09 10:30-12:00	NGO “Makhbuba”	Zubaidova Kurbongul, The Head	To discuss trainers” pool
November 27, 09 14:00-16:00	MOE	Tojinnisso Mahmadova, Deputy Minister of Education	To introduce the objectives of the Safe School project
November 28, 09 10:00-12:00	Human Right Information Center, NGO	Sabokhat Jumaeva , The Head	To discuss joint cooperation with school #1 where the NGOs works already on leadership
December 2, 09 14:00-15:30	AOE	Mrs. Karimova Irina Kholovna	To introduce the objectives of the Safe School project
December 4, 09, 09:00-11:00	AOE	Mrs. Karimova Irina Kholovna	To introduce the objectives of the Safe School project to Gender group
December 4, 09, 09:00-11:00	RTTI	Mr. Abdulazizov Vahob – Rector	To introduce the objectives of the Safe School project to Gender group
December 4, 09, 09:00-11:00	Pedagogical Research Institute	Mr. Aphgonov Makhmadali Director	To introduce the objectives of the Safe School project to Gender group
December 8, at 15:00-16:00	MOE	Mrs. Makhmadova Tojinnisso, Deputy Head, MOE	To discuss 3 DOORWAYS modules (Definition of goals, Gender Issues)
December 11, 09 09:00-10:00	School 1, Dushanbe	School# 1 Principle	To introduce Safe School project
November 19-20, 09 8:45-17:00	UNICEF		National Forum Building Strong Foundation Early Childhood; the Best Investment . The National Forum brought together government officials from central, regional and district-levels and relevant international partners to explore the most pertinent opportunities for early childhood development in Tajikistan.
November 24, 09, 8:45-16:30	OSCE	National and International Partners	Round Table on Ways and Perspectives for Prevention of Violence against Women in

Data	Organization	Responsible staff of organization	The main issues discussed
			the RT. Proposed changes to draft Law on Domestic Violence in RT.
November 25, 09 9:00-117:00	AWEDIS	AWEDIS Program staff and the project stakeholders	Meeting on prevention of Violence against Women held with VAW project implemented by AWEDIS (funded by Swiss Agency for Cooperation) to discuss trainers pool

C. Changes in Staff

Date	Name and title	Change
October 2009	Parvina Asanova, Gender Specialist, Safe Schools Component	Joined project
October 2009	Nehmat Alifbekov, Teacher Training Program Specialist	Joined Project
October 31, 2009	Salimov Yussuf, finance specialist (Abt Associates)	Left the project for full time job in KFW project
November 1, 2009	Nasibadzhon Alibaeva, finance/administrative specialist (Abt Associates)	Was hired as a part time consultant

D. Staff Travel / Visitors

Dates	Name	Purpose
November 22- 28, 2009	Jyldyz Uzbekova, Regional Education Financing Director	Tajikistan: Participation in ToT on management for school directors, discussion of collaboration activities with MoE, RTTI and WB/PMU in PY3 trip to Kulob for meeting with Head of DED, meeting with Vakhsh Hukumat
December 3-6, 2009	Jyldyz Uzbekova, Regional Education Financing Director	Tajikistan: Review of plans for PY3

Safe Schools and the Reduction of School Related Gender Base Violence (SRGBV)

A. Project Goal

The overall purpose of the Safe School Program (SSP) is to create safe environments for all girls and boys that promote gender-equitable relationship and reduce SRGBV, resulting in improved educational outcomes and reduce negative health outcomes.

QLP hired Mrs. Parvina Asadova, Gender Specialist to lead Safe School component under the QLP COP supervision.

1. Reviewing and adapting the Doorways materials to the country's needs and circumstances in collaboration with key government stakeholders

1.1. Review existing teachers training materials on gender –based violence

During the reporting period meeting were held with the purpose to examine what the international community has already done on the issue and what training materials are available, and have been delivered to which target groups, in order not to duplicate previous work.

UNICEF provided to QLP their Project training materials on prevention of violence against children (for teachers, police, social workers and medical people). The Swiss Agency for Development supports via local agencies a 'Protect Women Against Violence' project and has published a manual "Breaking the Silence" to work with victims of domestic violence. OSCE provided a number of interesting documents "Ways and prospects on prevention of violence against women in RT, and "Needs Assessment of women migrant workers".

The Ministry of Education has carried out a gender audit with the support of UNICEF and provided QLP with the report "Education Gender Audit in RT"
All the materials are studied by QLP Gender Specialist and ready to support IC in his/ her assessment planned for early 2010.

The gender specialist had the opportunity to participate in different forums and round tables which gave a clear picture what different international and national organizations do on gender issues, what is the national gender strategy, what is the trainers' pool available for the project to launch training activities in target QLP schools. The QLP gender specialist is included into the list of the Gender Theme group facilitated by UNIFEM.

The gender specialist initially restructured and adapted the Doorways training materials which were given to professional translators. The project is expecting translation of Doorways materials (Russian) to be ready by the first week of January. The translation into Tajik has also been started in order to give Mrs. Tojinisso Makhmadova, Deputy Minister, MOE a more detailed understanding of their content. She expressed interest and a readiness to review the Modules to ensure content relevance, cultural appropriateness and methodology. The Project intends to give the similar task for Gender Center, NGO lead by Mrs. Irina Karimova (President of the Academy of Education) to review the revision of the content and be involved in the presentation of the the final version to organizations at multiple levels Ministry of Education (MOE), Academy of Education (AOE), Methodological Curriculum Center, representatives from school and community to ensure their feedback.

1. To Hire IC

The detailed Sow has been drafted

2. M&E plan

Not developed yet

Data	Organization	Responsible staff of organization	The main issues discussed
2 Dec.	AOE	Mrs. Karimova Irina Kholovna	To introduce the objectives of the Safe School project to Gender group
2 Dec.	RTTI	Mr. Abdulazizov Vahob – Rector	To introduce the objectives of the Safe School project to Gender group
2 Dec.	Pedagogical Research Institute	Mr. Afgonov Makhmadali Director	To introduce the objectives of the Safe School project to Gender group
28 Nov.	NGO Human Right Information Center	Sabokhat Jumaeva	To discuss joint cooperation with school #1 where the NGOs work already on leadership
Dec	MOE	Mrs. Makhmadova Tojinisso	
Dec	School 1, Dushanbe	Mrs. Director	To introduce Safe School project
Dec	NGO “Hamroz”	Safiya Ashrova	To discuss trainers’ pool
Dec	NGO “Mahbuba”	Shamsiya	To discuss trainers’ pool

Kyrgyzstan

1. Program overview

a. overview of activities conducted in the previous quarter and how these activities relate toward progress of reaching the overall project goals.

Project Components

Project Architecture

Recruitment of IC and LC for each component

SOW developed for all ICs and LCs in Year 3. Some LCs have been recruited.

Media outlets selection & Interaction

Work with media source, with whom QLP has been cooperating in Year 2, has been renewed.

Create and clarify terminology – Kyrgyz Glossary in education field

A working group has been set up involving specialists from KAE, MOES, National Commission on Kyrgyz Language, and other experts. Work to develop a glossary clarifying education terminology, particularly new concepts in Kyrgyz language, is in progress.

IR 1. Improved Quality of Teacher Training in Student-Centered Methods

SIR 1.1 In-service teacher training

SSIR 1.1.1. Establish cooperation relations with regional ITTIs (Yssyk –Kul, Jalal –Abad and Batken Methodological Centers)

1.1.1.1 Reaching agreement with Yssyk Kul ITTI, Batken and Jalal –Abad Methodology centers

Multilateral agreement for cooperation was signed with regional ITTIs:

- Between KAE, Yssyk Kul ITTI and USAID QLP on November 23rd, 2009.
- Between KAE, Osh ITTI, Jalal-Abad and Batken methodology centers on November 25th, 2009.

A tentative work plan on cooperation between QLP and partner ITTIs is developed for Year 3.

SSIR 1.1.2 Strengthen capacity of in-service teacher training instructors

First 3 day TOT for instructors of Yssuk Kull ITTI on Student Centered Methodology was held during December 11-13, 2009. 18 Yssyk Kul ITTI staff participated in the training.

SIR 1.1.3. Mentoring/ongoing capacity building of ITTI instructors

Recruitment of experts. Development and discussion of SOW for both IC & LC completed during the quarter and USAID approval for IC recruitment will be obtained in January.

Develop observation instruments. Discussion of the mentoring concept is in progress. Format of the observation toolkit discussed with LC.

Observation, review and development of plans. Initial monitoring visits conducted to KAE target departments to identify overall status of their work/training delivery and to explore ideas for the observation toolkit to be developed.

SSIR 1.1.2.5. Improvement of the project deliverables

Though teacher training module content itself has not been reviewed yet, the TOT content to prepare trainers to teach this module has been improved based on results/observations from trainings to cohort one target schools. Emphasis was made on developing questioning skills of a trainer and application of more exercises/strategies in developing reading comprehension skills to training content.

1.1.2.6. Purchase equipment and literature for Osh and Issyk Kul ITTIs

Additional equipment, literature and final copies (hard and soft copies) of training modules were handed over to Osh ITTI in order to support the ITTI to further deliver the newly modified training programs.

SIR 1.2 Pre-service teacher training

1.2.1 Support new teacher retention (Tasks 1.2.1. –1.2.1.3)

On the request of EdNet association SIR 1.2 TTS developed an article on QLP PTT component, which was published in “Higher Education of Kyrgyz Republic” journal.

Excerpts from the report on New Teacher Retention study was also submitted to a local journal “Mektep/Shkola” for publication. USAID branding requirement were observed.

Local consultant tasked to review the UNICEF teacher shortage report as part of the overall task to change QLP report on teacher retention into a more strategic policy document in Year 3, which to be discussed and promoted to state institutions for policy dialogue.

SSIR 1.2.2 Improve PTTI curricula on 3 target specialties

Generic scheme for testing revised work programs was proposed to Arabaev university and it received an official approval.

Discussion of joint work between Arabaev university in-service teacher training department and QLP on piloting work programs at Arabaev university and up-coming series of trainings for Arabaev university instructors is under progress.

Documents pertinent to piloting of work programs (self –report forms, observation forms, questionnaires for students) finalized.

QLP made a significant contribution to initial phase of developing new generation of state standards for pedagogical specialties in Kyrgyzstan through the two-days forum “Concept of continuous pedagogical education” arranged by OSI. If finalized, this document will be foundation of pre-service teacher training in the country.

SSIR 1.2.3 Strengthen linkages between universities and schools (Tasks 1.2.3.1-1.2.3.5)

Overall framework for student practicum modification developed and shared with Arabaev University. LC prepared analysis of Arabaev university regulatory documents according to framework indicators. IC provided several materials about the international experience in this area.

Student practicum working group was established at Arabaev university to review student practicum process and content.

LC and STTA developed first drafts of a modified University regulation on the student practicum, and student-teacher mentor's Handbook. These documents will be discussed at the Student Practicum working group meeting in the next quarter.

SIR 1.3 Improved Capacity of Education Administrators in Mentoring, Monitoring and Pedagogical Leadership

1.3.2 Training of HMU in Mentoring technologies

IC and LC SOW are developed and submitted for approval with candidates for IC and LC. IC jointly with LC will develop training modules, handouts and toolkits and provide technical assistance in developing workable mentoring, pedagogical leadership and monitoring instruments in selected cohort I schools and rayon education departments. Based upon this experimental/action research process the project will define an appropriate mentoring mechanism to be proposed for adoption by the MOES & education system.

Intensive hands on training for core mentoring group postponed to February 2010. Development of training modules is in process. It has been agreed with IC to develop the final draft of the modules via e-mail.

Selection criteria for 14 schools to observe/test out mentoring practice and checklists have been developed and submitted to Rayon Education Departments of where QLP target schools exist for more detailed data collection to support the selection process.

Systematic school visits to cohort I schools aimed at monitoring the level of progress of practical application of training materials are underway

1.3.3 Training of Directors and Zavuches in Pedagogical Leadership

Development of training modules is in process. The international consultant, when contracted, will provide technical inputs to this process via e-mail.

IR 2. Improved Quality of Student Assessment

SIR 2.1. Improve Student Assessment Guide book, training module

2.1.1. Improve Student Assessment (including formative assessment) Guide Book/

During this quarter the draft 'guidebook on student assessment' was further distributed among teachers of Cohort 1 schools (166 copies during the November trainings). This completed the distribution among all QLP trained teachers. Feedback will be received from these teachers to support the finalization of this guidebook.

Five articles on formative assessment have been selected jointly with International and Local Consultants. It is expected that each article will include a set of questions and commentary to guide the readers understanding. Kyrgyz and Russian translations have been arranged.

2.2.1. Develop recommendations on improvement of the Regulation on holding subject Olympiads

A working group on the improvement of the Regulation on holding Olympiads has been formed and approved by MOES order. This working group is supported by one local consultant and two technical experts. The working group includes sixteen members representing different levels of education system – school level, Raiono, KAE, universities, MOES.

The first meeting of the Working group has been held. A list of changes and additions to the Regulation has been developed and submitted to technical experts for processing, analysis and development of new draft of the regulation.

IR3: Greater Involvement of Teachers in Curriculum Reform

SIR 3.1: Improved Use of Skill-Based Educational Requirements in Subject Matter Teaching

3.1.1. Develop Syllabus guide on focus subjects (2 subjects 1-4 grades), (2 subjects 5-9 grades)

Syllabus guide drafts on the four QLP target subjects were given to some trained teachers of the first group of QLP cohort schools. (166 copies were distributed during the November trainings).

A working group with KAE specialists established to improve the Syllabus guide draft and publish final copies in all 4 focus subjects based on the feedback from the trained teachers.

3.1.2. Select and publish Supplementary Materials (SM) developed by teachers

Similarly the draft ‘manual on supplementary materials’ has been given to final group of trained teachers of the first cohort schools (166 copies distributed during the November training)

3.2.1. Involving teachers in discussion through Mass media

A cooperation agreement with Kut Bilim (national newspaper for teachers) has been signed.

A two day workshop was conducted for teachers, who regularly contribute their lesson plans and other methodological assistance to Kutbilim newspaper. 24 participants were involved, representing teachers, heads of school methodology units, and specialists of Rayon Education Departments.

IR 4: Increased Effectiveness of Education Finance Systems

SIR 4.1. Increased Government Capacity in the Implementation of Education Finance Reform

SSIR 4.1.1. Supporting the policy process

4.1.1.1. Provide technical assistance to EFWG in oversight of per capita financing implementation

EFWG meeting held on 17 December 2009. 20 people participated. Copy of the report has been submitted to MOES (attached).

4.1.1.2. Increase central government officials' capacity in PCF implementation

A monitoring visit to Panfilov rayon with MOES representative was made. 39 school principals and teachers together with the Head of DED participated. Results of monitoring report were discussed in the EFWG meeting.

4.1.1.4. Support the transfer of ownership and funding authority from RayFO/ RayONO to municipal administrations for 139 schools in Chuy Oblast

TOR for local consultant/lawyer to transfer the ownership and funding authority from RayFO/ RayONO to municipal administrations has been developed and the list of potential candidates compiled.

SSIR 4.1.3. Improving school management

4.1.3.1 Roll-out six-day training module "Effective education management" for school directors of Chuy oblast

Schedule of training "Effective Education Management" and list of trainees (school principals) coordinated with MOES. This will give School Directors from schools moving to per-capita financing the full training required to manage the new approaches to finance management of schools.

4.1.3.3 Develop six-day training module "Accounting in schools" for school accountants

TOR developed for a local consultant to develop six-day training module "Accounting at School" for school accountants, to give them the background for accountancy for budget organizations and new regulations relating to school financing. These training materials will be shared with the World Bank representative.

4.1.3.6 Support improvement of school teacher incentive system (CLP)

A draft guideline "School Teacher Incentive System" (Coefficient of Labor Participation) has been developed jointly with REP/WB and translated into Kyrgyz language.

4.1.3.7 Support mentoring of school directors, deputy principles, accountants and RayONO specialists (Jointly with SIR 1.3.)

Mentoring visits jointly with staff working under component IR-3 have been made to the schools of Alamedin rayon. A checklist for joint monitoring was prepared.

4.1.3.8 Support integration of the automated expenditure tracking system in RayONO and MoES KR

Support integration of the automated expenditure tracking system in MOES. Data from rayons for monitoring the process of the transition of schools to per capita financing has been collected for entry into this database for the period of June through September 2009

SIR 4.2. Increased Involvement of Community Stakeholders in School Financial Oversight

SSIR 4.2.1. Increasing transparency and accountability for school resources

4.2.1.1 Roll-out three-day module “Community Involvement in School management”

Schedule for 3-day training module “Community Involvement in School Management” and list of trainees coordinated with MOES. This training module has been translated into Kyrgyz.

4.2.1.2 Roll-out orientation workshops for school directors, ACs, local administrations, RayONO

Six one-day workshops led by a local consultant (lawyer) on State-Community Management and the role of Advisory Committees in education and per-capita financing specifically in Chiu Oblast. Information and consultative support to establish Advisory Committees was provided during the seminar. In total 215 people participated.

4.2.1.4 Strengthen AC role in school management

MOES order on Advisory Committees has been reviewed by the project and an analysis with recommendations for improvement has been submitted to the representative of the ‘Public Chamber under the President of KR’. The Public Chamber has been given a mandate to review access to education services and transparency of parental contributions to education.

b. Implementation challenges

Project Architecture

QLP was not able to recruit a Program Manager, who plays a key role in tasks related to Project Architecture, and it is unlikely that the post will be filled due to budget limitations

IR 1. Teacher Trainings

- Under SIR 1.1 QLP has a key strategy of building capacity for quality teacher training at KAE and the regional TTIs. This demands master trainers who can provide quality TOT activity and following TOT to provide coaching to TTI trainers when they are putting the training into practice during the state teacher training program. QLP seeks to address this challenge by involving master trainers as observers and coaches to TTI trainers while training state in-service programs.
- During year 2 trainers from KAE and Osh TTI and have the opportunity to practice new training skills taught during supervised training of QLP cohort schools. In year 3 this opportunity will only happen for Jalalabad Methodology Centre during the training for cohort 2 schools in Jalalabad Oblast. For Batken Methodology Centre and Issik Kul TTI this is not possible so QLP is seeking to develop intensive mentoring for these trainers when carrying out training for the state in-service program.
- Due to the program specialist for SIR 1.3 leaving the project, there was some delay until a new person was recruited. Thus, December was devoted for organization of further practical activities. Capacity building training for QLP staff has been postponed to February 2010 due to the issue above.
- In year 3 QLP will be supporting TTIs in both Jalalabad and Batken in the south of the country, which is some distance from the QLP office in Bishkek. In this regard it is proposed to hire a local consultant/assistant, living in Osh Oblast. The LC will be trained during February trainings on Mentoring.
- Due to budget limitations the overall planned level of training for mentoring, pedagogical leadership and monitoring was reduced.
- Student practicum modification turned out to be more complex than expected. Therefore, QLP had to go through considerable discussion with heads of student practicum departments in each

target department and with the University head of student practicum. Instructor from each target department will be invited to the Working group on student practicum modification

IR 3. Involving teachers into Curriculum reform

- Negotiating of action plan to develop final versions of Syllabus guides in 4 target subjects is still underway. This is due to KAE specialists not being available due to workload demands from KAE.

IR 4. Education finance

- Local governments (Ayil Okmotu) do not give financial independence and control over management of funds to schools and School Directors, as should happen in the per-capita model. To identify strategies to overcome this issue the representative from National Agency on local self-government (lawyer) was invited to EFWG meeting. However, based on statements coming from the representative at the meeting there appear to be contradictions between the mandate of the Ayil Okmotu and the P-C F regulation, so further discussions are needed to identify possible solutions to this issue.
- Getting the school accounting system to work effectively is a challenge as accounting never previously happened at school level. Training programs are being updated to respond to this issue and mentoring by the project to assess and support critical issues. The low potential and lack of accounting knowledge/skills at school director and accountant level is one of the factors contributing to this.

c. cooperation with local counterparts

Project Architecture

- Kyrgyz Academy of Education
- Ministry of Education and Science
- National Commission on Kyrgyz language
- Turkish-Kyrgyz Manas University
- University of Central Asia

IR 1. Teacher Trainings

- Kyrgyz Academy of Education
- Osh Oblast In-Service Teacher Training Institute
- Yssyk Kul Oblast In –Service Teacher Training Institute
- Jalal –Abad Oblast Methodology Center
- Batken Oblast Methodology Center
- Arabaev University
- Rayon education departments
- Target schools

IR 2. Student Assessment

- Kyrgyz Academy of Education

- Ministry of Education

IR 3. Involving teachers into Curriculum reform

- Kyrgyz Academy of Education
- ADB Second Education Project
- Ministry of Education

IR 4. Education finance

- Public Chamber KR on working with ACs
- Kyrgyz Academy of Education
- World Bank/Rural Education(Motivation of teachers)

d. forecast of activities for next quarter

Project Architecture

- Arrange online (distance learning) mentoring training on program related fields to program staff
- Organize 1-day Branding and Marking Training through USAID
- Arrange regional 1 – day Training “How to write success stories”
- School selection for Cohort 2 target and control schools
- TV programs on project related activities.
- Publications of QLP updates through MOES "Kut-Bilim" teachers newspaper
- Organize Media tour to target schools through coordination with USAID office
- Organize Round Tables/discussions on QLP research findings on individual components with Members of Parliament, key officials from the Kyrgyz President’s Administration, Kyrgyz Government & and MOES in order to promote Education Reform through Policy Dialogue
- Develop progress report based on QLP researches’ findings
- Create terminology – Kyrgyz Glossary in education field

IR 1. Teacher Trainings

- Conduct 2nd and 3rd round TOT on Student Assessment, Curriculum Development and teaching modified training courses for Yssyk Kul ITTI
- Conduct 1st and 2nd round TOT on Student Centered Methodology, Student Assessment and Curriculum development for Jalal Abad and Batken methodology Centers
- Conduct 5 day informative seminars for all interested untrained instructors and heads of departments of KAE and Osh ITTI to ensure equal preparedness for launching mentoring training and practice
- Develop and conduct 3 day mentoring training for target departments of KAE and Osh ITTI
- Regular monitoring/mentoring of newly trained instructors both at KAE, Osh ITTI and Yssyk Kul ITTI
- Receive Mentoring Training on Program related fields
- 1-day Branding and Marking Training for QLP staff
- 1 – day Training “How to write success stories”
- School selection for Cohort 2 target and control schools
- Interaction with media sources to promote QLP findings/achievements

- Develop progress report based on QLP researches' findings
- Conducting one-day trainings on mentoring and three-day trainings on monitoring in Chui and Osh Oblasts
- Follow-up monitoring visits and TA to 14 cohort schools
- Launch the development of the toolkits on Mentoring, Pedagogical Leadership and Monitoring
- Pilot work programs at target department of Arbaev University
- Modify student practicum scheme
- Initial analysis of work programs at Osh State University
- Meetings with different groups of stakeholders in order to identify what each stakeholder can and will do on new teacher shortage and retention issue
- LC and IC will develop Guidebook for young teachers on the introduction into the teaching profession.

IR 2. Student Assessment

- Introduction of changes into the Guide book on Student Assessment based on collected materials from schools
- Workshop for TEs, LC on Video on Formative Assessment techniques
- Develop materials on student assessment to be published through teachers' newspaper "Kutbilim sabak".
- Revised regulation on Olympiads to be submitted to KAE and MOES Board for consideration.

IR 3. Involving teachers into Curriculum reform

- Develop draft Syllabus Guide on four subjects
- Supplementary materials to be collected from (a) QLP target schools, (b) from schools in Kyrgyzstan, who wish to share their supplementary materials. Collected items will be assessed on whether the teachers make a clear and close link of lesson objectives with methods of teaching, assessment techniques and content of the class.

IR 4. Education finance

- Conduct trainings on "Public community management" and "Effective management in education" for school directors and Advisory committee in 3 rayons of Chui oblast.
- Monitoring visits of EFWG to schools jointly with MOES
- Mentoring visits to schools of Chui oblast
- Development of training module for school accountants.
- Registration of 30 ACs
- Hire local consultant for transfer of 139 schools in Chui oblast to municipal ownership.
- Conduct the National Forum on per capita financing implementation at schools of Chui oblast

2. Achievements of Targets for the Quarter (including M&E report)

Project Architecture

- Working group on creating a terminology book of educational notions set up

IR 1. Teacher Trainings

- Multilateral agreements signed with partner institutions: KAE, Osh ITTI, Jalal Abad and Batken Methodology Centers and Yssyk Kul ITTI.
- TOT on Student Centered Methodology conducted for Yssyk Kul ITTI.
- Overall delay with SIR 1.3. The component has been recently launched (December 2009). The first month was devoted to organizational process only.
- Delay: Recruitment of LCs and ICs on SIR 1.2. and SIR 1.3. due to ongoing workplan amendments and delay in approval of WP from USAID

IR 2. Student Assessment

- Working group set up to revise regulation on school Olympiads
- Delay: Recruitment of IC due to WP adjustments and approval

IR 3. Involving teachers into Curriculum reform

- Working group with KAE key specialists established to improve the Syllabus guide draft and publish final copies in all 4 focus subjects
- Workshop provided to teacher-authors to Kutbilim newspaper

IR 4. Education finance

- Conducted the orientation meetings with parents and school directors on establishing ACs.
- EFWG meeting conducted
- Delay: National Forum according to MOES

3. Proposed changes to Work Plan/operational arrangements

- Due to budget limitations some activities may be scaled back and it may not be possible to follow up all activities to the extent that is desirable (see also implementation challenges)
- Under literature and equipment purchase for ITTIs only 2 ITTIs were included. However, as we will be working with Jalal Abad Methodology center – to facilitate our own work it is proposed to share the amount between 3 ITTIs
- The initial design the module on mentoring/ongoing capacity building was planned to be developed by IC. However, after weighing pros and cons it is suggested to allocate the lead role to LC and entrust IC with consulting and support services
- 4.1.3.5 Due to the fact that only 10-12% of PCF schools in Chui oblast have local accounting department and in addition Kyrgyzstan began the transition of schools for international accounting standards, and therefore it is necessary for the Ministry of finance to re-train consultants, accountants (the process should be completed in 2012) it would be more effective to conduct the consultations and trainings on site by QLP than hiring local consultants.
- 4.2.1.5 There is a planned activity to develop a manual for school administration and members of advisory committees. However, the project specialist already developed a draft of such manual. Recommendation is to use funds saved for mentoring and mutual visits among advisory committees.

4. Support from USAID required

- Facilitate approval of WP for Year 3
- Assist QLP to set up policy dialogue among key institutions to discuss findings of QLP
- In the coming period a number of ICs will be proposed and QLP will request the COTR approval of these

5. Analysis of the project's contribution to Education development in the Country

- Support to regional ITTIs through KAE strengthens KAE role and responsibilities (that were redefined by MOES order in 2008)
- QLP is an active participant of new generation of state standards on pre-service teacher training area
- Regulation on school olympiads is expected to bring a number of important changes to the system;
 - Olympiad questions will be directed to test higher order thinking skills
 - The MOEs will be encouraged to develop a guidebook to the regulation on how to develop questions that develop higher order thinking skills
 - The procedure for holding school Olympiads will become more transparent
- TOTs for regional ITTIs will improve the quality of overall in-service teacher training quality.
- The pilot work on Mentoring, Pedagogical Leadership and Monitoring can serve as a basis for further analysis and recommendations to policy makers.
- Working collaboratively with Public Chamber KR to develop the policy document on ACs.

IV. Project management

A. Meeting with USAID and partners

Date	Organization	Key representatives of the organization	Key agenda items
Kyrgyzstan			
November 26,	MOES	School department specialist	Discussion of plans of implementation of task on improvement of Regulation on Republican Olympiad
October, November.	MOES	OSI, ADB SEP, WB REP	3 working meetings on developing methodological guidebook for subject curriculum developers
November 5-6	CEATM	Representatives of Kazakhstan, Tajikistan, Kyrgyzstan, Russia, international consultants	Central-Asian Conference Discussion of situation about National Testing
October 21, 2009	KAE	Senior management of KAE	Hand over equipment and literature to support target departments of KAE
November 23	Osh ITTI Jalal Abad Methodology Center Batken Methodology Center	Directors, deputy directors, leading Methodists and instructors of all three ITTIs	Discussion of prospects of cooperation between ITTIs and USAID QLP in Year III. (2009-2010) Signing multilateral partnership agreements Development of tentative action plans Hand –over of equipment and literature to Osh ITTI
November 25	Yssyk Kul ITTI	Director, deputy director, department heads and instructors	Discussion of prospects of cooperation between ITTIs and USAID QLP in Year III. (2009-2010) Signing multilateral partnership agreements Development of tentative action plan
December 16, 2009	USAID	CTO and CoCTO	Discuss overall challenge to balance budget Discuss activities for Year 4 and 5
December 22, 2009	MOES	Donor community MOES Secretariat of the President of KR	Presentation of national program “Education reform” Presentation of OECD/WB education sector review
October 7, 2009	MOES KR	Minister of Education KR	Discussion of date of conducting the National Forum in terms of progress on implementation of per capita financing: 1 year
October7, 2009	MOES KR	Deputy Minister of MOES	Discussion of agenda National Forum in terms of progress on implementation of per capita financing: 1 year
October7, 2009	MOES KR	Adviser to the Minister of MOES	Discussion of list of participants of National Forum in terms of progress on implementation of per capita financing: 1 year
October8, 2009	Chui Rayoo	Deputy head of Rayoo	Discussion of presentations of heads of Rayoo in National Forum +meeting

Date	Organization	Key representatives of the organization	Key agenda items
			with school directors
12 October	MOES KR	Specialist of MOES	Participation of project representative in EFWG in commission of validity of collecting money at schools
23 October	MOES KR	MOES	Discussion of National Forum agenda
27 October	Jogorku Kenesh	Kulikova	Discussion of National Forum agenda
28 October	Jogorku Kenesh	Kanimetov	Discussion of National Forum agenda
4 November	MOES KR	Pak Z.A	
6 November	Panfilov rayon	Meeting with school directors	Monitoring the per capita financing process
16 November	Tokmok city, Kemin rayon, Orlovskaya schools №1 and №2	Meeting with school directors	Monitoring of schools with Jogorku Kenesh commission
17 November	Sokuluk Rayoo	Meeting with deputy Rayoo	Agreement with school directors on conducting of one day seminar on establishing advisory committees
17 November	Ministry of Finance KR	Specialist of Ministry Finance KR	Discussion the structure of training module for school accountants
20 November	MOES KR	Head of Informational technologies of MOES KR	Discussion of collecting data from schools on monitoring and financing and management of schools
1 December	Public Chamber of KR under the president KR, Foundation of Education Initiative Support	Senior secretary, director of Foundation of Education Initiative Support	Discussion of education problems, development of advisory committees at schools of KR
11 December	MOES KR	Collegium	Results of commission on education access and validity of parental money collection
17 December	Public Chamber KR	Senior Secretary	Participation of project representative in Public Chamber session in terms of Advisory Committee at schools
23 December	Public Chamber KR	Session of Council of Public Chamber KR	Agenda of session: Discussion on issues of school bullying and regulations on advisory committees at schools.(MOES order from 12.10.09)

B. Changes in Staff

Date	Name and title	Change
11.02.2009	Chinara Kumenova Teacher Training Specialist	Left the project to work for UNICEF
11.17.2009	Chinar Aidarbekova Finance Manager	Left the project to work for a UNDP project
11.20.2009	Ainura Moldokmatova, STTA under SIR 1.3. TTS	New staff member
12.7.2009	Nurjamal Shadieva Project Assistant/Receptionist	Left project to work in the US
12.21.2009	Aziza Eshmamatova, Finance Manager	New staff member

C. Consultants

Dates of consultancy	Name of consultant	Tasks
Oct 1 – Dec 30	Nuriya Chukusheva	Student Practicum modification
Oct 1 – Dec 30	Rahat Joldoshalieva	Student Practicum modification
Oct 20- Nov 10	Vladimir Briller	Selection of literature on formative assessment
Nov 5- Dec 20	Aliya Burkitova	Selection of literature on formative assessment
Dec 15-Dec 30	Samarkul Umralieva	Improvement of Regulation on Olympiads
December 02-31, 2009	Abdiev Almanbet	Delivery of TOT for Yssyk Kul ITTI (December 11-13, 2009)
December 02-December 31, 2009	Esengulova Mirgul	Development of TOT (SCM) materials Delivery of TOT for Yssyk Kul ITTI Master –trainer observation of ITTI instructors (KAE)

D. Major Procurements

Date	Procurement	Amount
November 2009	Literature for Osh ITTI	960 USD

E. Staff Travel / Visitors

Dates	Name	Purpose
November 2-4, 8-10	Rashid Shakirov SA&CDS	Osh ITTI, Training for teachers of target schools
December 2-6	Program staff	Dushanbe, Tajikistan, Planning 2010 year
December 14-24	Rashid Shakirov SA&CDS; Ainura Moldokmatova STTA under SIR 1.3. TTS	Visits to three schools of Chuy oblast for monitoring purposes. Observed classes, met with HMUs and zavuches
Nov. 23	Elnura Usupova-TTS –STTA	Signing of multilateral partnership agreement with Jalal Abad and Batken Methodology Centers, Osh ITTI and KAE
Nov 25	Elnura Usupova-TTS-STTA	Signing of multilateral partnership agreement with Yssyk Kul ITTI, and KAE
Dec. 10-13	Elnura Usupova-TTS-STTA	Karakol, Yssyk Kul. TOT for Yssyk Kul ITTI on Student Centered Methodology

Turkmenistan

Following USAID's renewed Task Order to Creative Associates to restart work in Turkmenistan a draft work-plan was submitted to USAID in October 2009.

The overall approach that was agreed is for the project to take forward activity that would develop contextual approaches to in service teacher education (and potentially pre-service teacher education), that includes a focus on technology in the pedagogical process, with a view to engaging with the government education system to institutionalize the training program.

Following clarification and revision of the timetable it was agreed to move ahead with staff recruitment in order that activities can get underway.

1. Program overview

a. overview of activities conducted in the previous quarter and how these activities relate toward progress of reaching the overall project goals.

During this quarter two visits were made by the COP to Turkmenistan, one accompanied by the Regional Finance and HR Manager. During the first visit the recruitment process for Country Director was completed and a recommendation was made to USAID. During the second visit the remaining three planned staff positions (Program Specialist, Finance Manager and Office Manager) were recruited. Office premises were identified and corporate bank account opened.

Implementation challenges

Clearly one of the key challenges is the lack of cooperation from the government and Ministry of Education, given the formal approaches made during 2008 & 2009. The program strategy is designed to take account of this and create the optimum opportunities to develop and demonstrate products that are relevant to the government and develop an engagement process that has the best opportunity to succeed.

One specific challenge is that the project has, in principle, no direct access to schools or teachers. The plan to work through local partners is a way of overcoming this challenge.

During this quarter there was a delay in setting up the situational analysis because the Union Economists, the local organization that were proposed to conduct the situational analysis, required six months to conduct the situational analysis. To try to resolve this issue the COP will work with the newly appointed local staff to break down the TOR into smaller tasks and look to identify a number of local partners who, collectively, could complete the TOR in a shorter time.

Co-operation with local counterparts

QLP aims to partner, initially with one local organization who has the opportunity and contacts to work with school teachers. This will enable the training program to be developed and tested on the target audience. The project may draw upon trainers and materials developers from several organizations.

QLP has been coordinating closely with IREX, who run a number of education and technology programs here. There are likely to be opportunities to share materials and potentially to share trainers/run joint training.

QLP will maintain coordination with international donors, implementing agencies and local organizations to ensure plans and activities are not duplicated and to ensure common messages.

Forecast of key activities for next quarter

- Contracting of local partner
- Identification and selection of local consultants to support training program development
- CD & Program Specialists learn of experience of QLP in Kyrgyzstan and Tajikistan
- Structure and format of training program defined, development of content by local and International consultants
- Identification and visit of International Consultant(s) to provide technical support and training for the program
- Data collection for situational analysis
- Visit by Regional M&E Coordinator

Achievements of Targets for the Quarter (including M&E report)

By the end of the quarter the proposed staff positions for the Turkmenistan office were recruited, office premises were identified and an organizational bank account was opened. The recommendation regarding the appointment of the country director (key personnel) was forwarded to the COTR.

There was a delay in setting up the situational analysis because the Union Economists, the local organization that were proposed to conduct the situational analysis, required six months to conduct the situational analysis.

Proposed changes to Work Plan/operational arrangements

During discussions with IREX regarding the plans for the new PICTT project and with the newly recruited local staff it was considered that the program strategy should focus initially upon thread 2 in advance on thread 1 such that QLP can develop a tested training program that is relevant to the Turkmenistan context. In this scenario the International consultants would provide technical inputs to the program development and training to QLP staff and local consultants (developers). Should the opportunity to conduct training for other counterparts during the same visit this can still be done.

Support from USAID required

Should QLP procure technical equipment from outside Turkmenistan support for importation may be required.

Analysis of the project's contribution to Education development in the Country

The project has the goal of making a key contribution to the training of teachers to use modern teaching approaches in their classrooms such that students gain skills and competencies that enable higher order thinking skills and other associated skills that will help increase opportunities for further study and career enhancement. The training program that aims to achieve this will have a focus on technology that exists (computer classes) and is increasingly being installed (interactive whiteboards) in schools and the wider education system. This is with a view to creating a platform for engagement with the government and Ministry of Education who have a policy of promoting technology in the education process, yet do not appear to have a clear training program that utilizes this technology to a maximum.

IV. Project management

A. Meeting with USAID and partners

Date	Organization	Key representatives of the organization	Key agenda items
Turkmenistan			
16 Nov	Union of Economists	Yuri Aronskii	Potential partnership in situation analysis data collection
17 Nov	GTZ	Hans Ulrich Ilm Svetlana Bairamova	Update of each organization's programs
17 Nov	IREX	Aman Amansahatov	Cooperation between QLP & PICTT
18 Nov	USAID	Ashley Moretz, Vepa Berdiyev	Review of process of re-starting the program in Turkmenistan
22 Dec	IREX	Aman Amansahatov	Cooperation between QLP & PICTT
22 Dec	USAID	Vepa Berdiyev	Wrap-up meeting

B. Changes in Staff

Date	Name and title	Change
December 2009	Enebay Kakabayeva, Country Director	Proposed to USAID (Key Personnel)
December 2009	Serdar Jorayev, Teacher Training Program Specialist	Joined the project
December 2009	Akmaral Gudjikova, Finance & HR Manager	Joined the Project
December 2009	Irina Sergeyeva, Office Manager	Joined the Project

C. Consultants

n/a

D. Major Procurements

n/a

E. Staff Travel / Visitors

Dates	Name	Purpose
Nov 13-19	Terry Giles, COP	CD Recruitment
Dec 14-23	Terry Giles, COP Nasiba Nurova, Regional Finance & HR Manager	Recruitment of Finance Manager, Office Manager, Program Specialist Identify office premises, open bank account

III. Contracted deliverables or results

M&E SECTION

M&E INDICATOR REPORTING AND OPERATIONS

1. M&E plan and system development

EOPS and each project year targets were updated according to reduced number of schools in Cohort 2. Final version of PMP PY3 and EOPS targets will be prepared after Work Plan approval.

School Selection. Process of school selection was started in both countries. According the draft version of work-plan 36 target schools in Tajikistan and 25 target schools in Kyrgyzstan will be selected for Cohort 2. In both countries meetings with MOE was held to restate school selection criteria and the role of the target schools in the project. In Tajikistan 15 schools in QLP PCF rayon Vakhsh were pre-selected after meeting with school directors. Other target schools will be selected in Sughd oblast, where three rayons were pre-selected after consultations with MOE and FTI, however QLP may reduce the number of target Rayons in Sughd to two after consultations with MOE/Sughd Oblano and USAID. In Kyrgyzstan school selection will be continue after WP approval.

2. Routine Operations for monitoring progress, activities and outputs

- **Staffing.** Zarrina Bazidova was hired as part-time M&E officer to coordinate M&E activities in Tajikistan.
- **MOE collaboration.** M&E unit conducted presentation for MOE in Tajikistan to inform about PY 2 outcomes, baseline results and collaborate planning. Planned workshop for MOE and ITTIs in Kyrgyzstan was postponed to January according MOE request. Meetings with MOE on school selection Cohort 2 was conducted in both countries.
- **M&E unit** presented and discussed baseline reports and participated in Regional planning meetings to help in planning process and to give specific inputs to the program implementation to improve the effectiveness of the project. The M&E unit also helped to develop plan and instruments for program monitoring and mentoring program under IR1. Together with program specialists the M&E Coordinator visited target schools.
- **Data base revision.** The existing QLP M&E database includes three parts: Trainee registration DB, school profiles and assessment database. After one year experience of using them suggestions on database improving were developed by database assistant. Local consultant will be hired for updating database structure in January 2010.
- **Data base management.** Routine data collected from staff regularly, data entered into the database and reports produced.

3. School Performance Assessment (Baseline – COHORT 2)

- **CEATM contract** is under negotiation and will be signed after WP approval. CEATM is preparing for test adjustments based on a review of the first year test and preparing to test trial these adjustments.

IV. Activities undertaken and progress toward results

A. Modifications to the work plan

During Year 2 three modifications to the contract were made:

- a. 22 May 2009 stop work order for Turkmenistan
- b. 24 August 2009 Release of stop work order for Turkmenistan
- c. 28 September 2009; increasing the ceiling price (as a result of increasing the Tajikistan ceiling) to add the Safe Schools Challenge program to Tajikistan V. Project management

B. Meetings with USAID and partners

Available from previous bi-monthly reports

C. Other notable management events

In July 2009 USAID appointed a firm of auditors (Ernst & Young) to carry out a financial review of the Representative Office of Creative Associates in Dushanbe, Tajikistan. Initial feedback was given by the firm of auditors although the results of the financial review have not yet been received by Creative Associates.

VI. Challenges and actions taken

During the second year of the project QLP faced many challenges, both strategic and operational. Here some of the key strategic and operational challenges that the project has faced and will continue to face are summarized.

General/strategic

- As one of the primary aims of the project is capacity building of state agencies to deliver quality improvements to teachers and schools QLP has to work with the Ministry of Education and other Ministries and government institutions and their personnel. The time government personnel have to give to joint activity and cooperation and their incentive for doing so is an ongoing challenge. Similarly their capacity to understand and engage in some of the reform actions with the project is variable, and sometimes the lack of time personnel have to have capacity built (eg by attending training) is a barrier.
- Changes in government staffing (eg in Kyrgyzstan in December 2008 when the Minister of Education and all Deputy Ministers changed) can create delays in getting project activities approved. Similarly resistance to approving project activities (such as the delay in signing the MOUs in Kyrgyzstan and Turkmenistan) can significantly inhibit the project implementation).
- All countries are nearly 20 years being independent from the Soviet Union. The issue of language is building in its impact as an increasing proportion of the population are less proficient in Russian, the teaching of Russian is weak and patchy, and countries appear to be strengthening the role of their national languages. While the project undertakes most of its activities in local languages there still remains very limited technical materials

for example on pedagogy, in local languages, which will increasingly be a problem for younger professionals.

- As highlighted in the report by Tom Cassidy in his functional review of the Ministry of Education commissioned under FTI-2, the management culture in the Ministry is a barrier to change and reform. This is true for certain key planned outcomes of the project and is a likely difference between individual and small scale change and systematic change

Teacher Training:

- School Directors are a key focal point for many of the improvements that the project is trying to support to take hold in schools, and have the deciding role as to whether a school is transformed or not. Schools that have improved their performance have largely done so because of the initiative of the director, but results are largely individual rather than system-wide. Factors limiting the potential for getting a critical mass of school directors transformed from the traditional administrator to innovative leader include the management culture in the government and Ministry of Education hierarchy and the absence of capacity in the in-service training structure to lead a national training, as well as the political vision that this is required. QLP has developed training programs that can support this change, but with no system capacity or political will to drive it, institutionalized change will continue to be patchy.
- Sustained improvement in teaching performance not only depend on improved in-service training courses but also support post training in school from School Directors, Deputy Directors and Raion Education Departments. This support is both political (ie managers and supervisors encouraging innovation and child centered teaching) but also technical, in the form of some level of mentoring. There of course needs to be a degree of optimization of mentoring (balancing cost, time and technical ability of those carry out this role), but it appears that an absence of support (both political and technical) leads to a low level of training outcomes. The project is supporting the systemization of mentoring, but there are limited resources (human, financial) to provide a base for sustaining this support mechanism.
- Work at the Pre-Service Pedagogical training area has had less engagement from donors than the in-service area and as a result many of the staff have had limited exposure to international and best practice, so it will take time to achieve systematic results in this area.
- The in-service teacher training area, while more open to change and reform still poses a number of challenges, though these are often more operational in nature, such as: the lack of clarity of the approval process in Tajikistan for the project support teacher training programs; the limited time (72 hours) allocated to state in-service training in Kyrgyzstan and that it does not offer enough training time to change teachers conceptual understanding of teaching and overall the intensity of the project training activity partly due to the limited window in which to carry out training activity. QLP is putting a lot of effort into raising the quality of the training process but trainers in the in-service system have no resources allocated to support the training process, which will in the long terms limit the effectiveness of training and hamper the sustainability and institutionalization of the project outputs.
- In Tajikistan the collaboration with FTI brings challenges in terms of the coordinating the timing of activities and the limited capacity of the Ministry (and its affiliates) to deliver that defined under the FTI program. These challenges, however, do bring the opportunities of additional funds to replicate materials developed by the project and the greater potential for institutionalization of joint products and practice.

Education Finance

- Education finance reform in the form of per-capita financing has proved to be successful at equalizing education budget resources geographically and at school level has shown to be effective when school directors have the confidence and conditions to implement. The conditions to implement, however, at both macro and micro level are affected by many factors that the project is seeking to deal with and respond to. A lot of these relate to how other parts of the government and administration view and respond to the per-capita system and particularly the decentralization of budget formation, approval and disbursement. At local level there is often the situation where local finance offices (not under the Ministry of Education supervision) do not respect the regulations that have specially set up to enable the per-capita finance reform, as they run in contradiction to other procedures they administer. At a more macro level the wider institutional and legal framework needs to be reviewed (eg laws on budget) and amended in order to ensure that these contradictions do not in the long terms prevent the institutionalization of the reform
- The other more topical potential challenge is how the current global financial crisis might impact on government revenues and therefore funds allocated to education, utilities and to the maintenance of buildings.

VII. Financial report

Provided separately

Attachments

Attachment 1

Diana Lubelska
Report on consultancy visit for
USAID Quality Learning Project

Tajikistan
October - November 2009

Diana Lubelska

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Acknowledgements

I would like to thank all of the QLP team in Tajikistan. They gave me a warm welcome, looked after me and made me feel really at home. I really appreciated and enjoyed working with the team.

Abbreviations

FTI	Fast Track Initiative
HE	Higher Education
HoD	Head of Department
IC	International Consultant
INSET	In-service Education and Training
LC	Local Consultant
KTPU	Kurgon Teppa Pedagogical University
MOE	Ministry of Education
QLP	Quality Learning Project
PRESET	Pre-service Education and Training
PTTI	Pre-service Teacher Training Institute
RITTI	Republican In-service Teacher Training Institute
TSPU	Tajikistan State Pedagogical University named after Aini
TTI	Teacher Training Institute
SOW	Scope of Work
SSS	School Subject Standards

1. Dates of consultancy visit

11 October - 2 November 2009.

2. Scope Of Work (SOW) and deliverables

This was the second visit by the International Consultant (IC) during Years 2/3 of Quality Learning Project (QLP). The purpose of the visits is to assist QLP Tajikistan staff to develop its strategy to support quality improvement of pre-service training (PRESET). There are 4 key outcomes planned for this consultancy, under the overall goals of:

A: Support QLP to operationalise the strategy for intervention at Pre-service pedagogical training (under IR 1.2)

B: Support QLP to provide technical assistance to the Academy of Education to take forward review and updating of basic² education standards for Tajikistan (under IR3)

1. Prepare and lead a one day seminar (separately in Dushanbe and Kurgon Teppe) with key stakeholders from the Tajik State Pedagogical University (TSPU), the Kurgon Teppe Pedagogical University (KTPU) and the Education Methodological Centre³ that highlights international best practice and examples of pedagogical training curricula, relevant forms of teaching at Higher Education (HE) level for pedagogical students and effective student teacher practicum
2. Prepare and conduct a workshop with local consultants who will review and propose changes to the syllabus and work programs for target departments
3. Prepare and hold working group to plan structure and interventions to support key teaching staff to take on a new approach to pedagogical teaching.
4. Prepare and hold first working group session on review and improving student practicum.
5. Support QLP to run a two day workshop for leaders on the appointed working groups responsible for review and updating of basic education standards.

3. Achievement of deliverables

Deliverables 1) 2) and 5) were addressed during this visit. It was too early to address deliverables 3) and 4) as these depend on the outcomes of the PRESET curriculum review, which was set up as part of deliverable 2 and is due to be completed early in 2010.

Work on deliverables 3) & 4) will take place partly by e-mail and partly during IC's next planned visit, during the first quarter of 2010.

The activities conducted during this visit are described in more detail in the next sections.

4. Consultancy activities and outputs

Background

To date there has been little support to the Pedagogical Universities and Colleges which are responsible for PRESET. As a result little has changed since the Soviet era: PRESET is lagging behind in quality and contributes little to modernisation of the education system. QLP aims to assist the PRESET sector to better equip new young teachers with the capacities and skills required to raise the quality of student learning in schools. In order to understand the needs of

² 'Basic' relates to grades 5-9 ie lower secondary school

³ The Education Methodological Centre has responsibility for Higher Education curricula

the sector and plan specific interventions that will take place in Years 3-5 of the project, QLP conducted several activities during project Years 1-2 including:

- two studies (on Teacher Training Desktop Review & Teacher Retention) and consultation meetings with MOE and those working in the sector;
- IC reviewed the studies and made suggestions for how they could be improved;
- IC and QLP staff conducted a set of meetings to seek the views of stakeholders on the nature of changes required in PRESET, and to establish whether any interventions in the sector were planned by other donors.

As far as could be established at that time, no interventions by other donors or partners were planned. However, since the conclusion of the IC's second visit it has come to light that the Tajik State Pedagogical University (TSPU) has a link with Ball State University, USA. As yet it is not clear what the link covers. It is important that QLP liaise with TSPU and representatives of Ball State University to ensure that QLP activity and Ball State University is complementary, that to avoid confusion similar terminology and definitions are used, etc.

Deliverable 1: Prepare and lead a one day seminar (separately in Dushanbe and Kurgon Teppe) with key stakeholders from the Tajik State Pedagogical University (TSPU), Kurgon Teppe Pedagogical University (KTPU) and the Education Methodological Centre⁴ that highlights international best practice and examples of pedagogical training curricula, relevant forms of teaching at HE level for pedagogical students and effective student teacher practicum

Activity

Taking into account the results of the consultation meetings held during IC's first visit in June - July 2009, IC made a powerpoint presentation on international best practice in PRESET. The presentation was illustrated with examples of training curricula, training methodology and student practicum from a UK pedagogical university. The presentation was followed by a question and answer session with the IC. QLP staff also organised a short discussion session. Participants received a written version of the presentation in Tajik to serve as a basis for further discussion. Separate seminars were held at KTPU and TSPU.

See Appendix 1 for the programme, Appendix 2 for a list of participants at the KTPU seminar and Appendix 3 for a list of participants at the TSPU seminar.

Outcome

The presentation provoked a lot of interest, especially at TSPU. Management at both universities and staff of the Education Methodological Centre of the Ministry of Education were enthusiastic and supportive of revision of current PRESET courses to include appropriate elements of international best practice as presented, as were the majority of Heads of Department (HoDs).

While the response to the presentation was generally very positive, there was little real discussion of the appropriacy of international practice for Tajikistan after either of the presentations. This is perhaps not surprising, given that the practices described are very different from current practices in Tajikistan. It would therefore be wrong to assume that KTPU and TSPU staff, though they apparently espouse change, will necessarily understand or introduce changes readily. It will be important to build into the programme time and opportunities for university staff to understand the proposed changes in more depth.

⁴ The Education Methodological Centre has responsibility for Higher Education curricula

One way of doing this is to provide additional input to back up presentations. This for example as part of the next activity in February-March 2010 it would be useful to have available translations of key short articles on the new themes which may be added to the target PRESET curricula.

It may also be useful to structure the follow-up to presentations differently. Limited discussion after a presentation is a common problem. Partly stems from the fact that it is difficult to process information from a 'lecture' straight away. It is helpful to organise small group discussion of specific questions before plenary discussion. Generally participants feel more comfortable sharing their ideas and reactions in the safety of a small group. It is also helpful to elicit views group by group before moving to plenary discussion so that all groups will have a chance to express their views. This technique helps to avoid the situation where a few senior staff dominate the discussion from the beginning, as happened in TSPU particularly.

Next steps

On the basis of the consensus expressed at each of the seminars about the need for revision of existing PRESET courses, it was agreed that the first step should be an analysis of how far existing target department curricula and practicum train teachers in the knowledge, skills and attitudes needed for effective delivery of the new student-centred school curriculum. The activity to achieve this analysis forms Deliverable 2 and is described in the next section.

Deliverable 2: Prepare and conduct a workshop with local consultants who will review and propose changes to the syllabus and work programs for target departments

Background

It was decided to recruit local consultants (LCs) for the pre-service curriculum review from amongst those normally responsible for PRESET course development in the target specialities: staff of the Education Methodological Centre, university management and the heads of target departments in each university. Through involving as LCs the very staff from within the system who are responsible for pre-service curriculum, QLP hopes to gain maximum buy-in for the changes which will be proposed, to create champions for the changes within the system, and also to build the capacity of staff working within the state system.

Activity

A joint seminar⁵ was organised in Dushanbe for LCs from the two universities to begin the process of reviewing existing pre-service teacher training curricula. See Appendix 4 for a list of seminar participants.

During the seminar the IC presented the purpose, approach and tools for conducting the analysis. Detailed guidance was given on how to use the tools and copies were distributed. The approach and the tools for the analysis are similar to those used successfully by QLP Kyrgyzstan. LCs have a list of 10 criteria to use in analysing the curricula. These criteria encompass the main aspects of student-centred approaches and as such represent the target

⁵ Although the SOW refers to a Workshop, this is usually an activity lasting several days. This activity lasted a single day and so I refer to it as a seminar.

changes. Another set of criteria were supplied for use in analysing the teaching and learning materials used in current PRESET courses.

Outcomes

Most LCs are not used to undertaking this type of analysis. One or two were sceptical about the need for such a thorough analysis and most had some difficulties in understanding how to use the various tools and tally sheets presented. Clearly LCs will need support and guidance in order to complete the analysis correctly and on time. As a first step, IC and QLP staff therefore broke the analysis down into four parts and set weekly deadlines for the submission of the analysed data from each part. Senior Management staff at each of the two universities agreed to coordinate the work and to ensure that LCs complete their tasks.

Next steps

Although senior management staff at the two pedagogical universities are coordinating the analysis, these staff are unlikely to be able to deal with specific technical questions. QLP staff will need to visit each institution weekly during the period of the analysis to help with queries (and sometimes probably with the analysis of data) as well as to receive the completed analyses and keep up the pressure to submit the parts on time.

This is essential because there is a series of activities which must take place according to a tight schedule, if changes in the PRESET curriculum are to be introduced in academic year 2010-2011. The activities are:

November 2009	Analysis of PRESET curriculum and resources
December 2010	Preparation of report on PRESET curriculum
January 2010	Presentation of report findings at round table and generation of suggestions for changes to curricula and resources. Incorporate suggestions into report.
February-March 2010	On the basis of the report and suggestions, IC presents detailed suggestions for new themes and their sub-themes which could be incorporated into the PRESET curriculum.
February-March 2010	TSPU & KTPU staff develop revised Standard Programs (curricula) ⁶

It is vital to keep to this tight timetable if the Standard programs are to be approved and detailed Work Programs (syllabuses and outlines of each session including all necessary reading materials) are to be ready for trialling in the new academic year starting in September 2010. Delays would probably mean that new courses could only be trialled in academic year 2011, which is close to the end of the project (2012) and would thus leave little or no time for adjustment or refining.

Deliverable 3: Prepare and hold working group to plan structure and interventions to support key teaching staff to take on a new approach to pedagogical teaching.

As mentioned above, it is too early to address this deliverable. First the analysis of curriculum and resources and the practicum study must be completed so that stakeholders have identified and got agreement as to the changes that are needed. Only then can a working group be

⁶ For a full list of all activities and deadlines see detailed plan in Appendix 6.

convened to plan the actual changes to the curriculum, resources and training methodology and the training needed to support teaching staff in implementing the changes.

During her next visit in February-March 2010 IC will review the curriculum analysis and the practicum study report. On the basis of these she will present detailed suggestions for new themes and their sub-themes to incorporate into the PRESET curriculum. She will also help with the formulation of learning outcomes and objectives for these new themes and the resources needed to implement them. Further, she will work with QLP staff and university staff to develop a training course. The training will support key target department teaching staff to take a new approach to teacher training.

At the same time (February-March 2010) it will also be necessary, as agreed with the Deputy Minister for Education (see June-July 2009 report for further details), to develop university staff capacity to present revised State Programs in line with Bologna requirements. It is recommended that a seminar to achieve this be organised for HoDs of target departments and senior university staff led by the regional consultant who successfully handled this process for QLP Kyrgyzstan. These programs should be submitted to the Academic Councils of TSPU and KTPU for approval in March 2010.

Deliverable 4: Prepare and hold first working group session on review and improving student practicum.

As stated above, it was too early to achieve this Deliverable. However, preliminary steps towards it were put in place. IC discussed in detail with QLP staff the approach to improving student practicum, recommended that a study should be conducted to examine current practice, which varies considerably between institutions, and drafted an outline for the study. The aim of the study is to discover all the various practices and identify and disseminate successful practices. The study should also identify any areas in which current practicum practices do not prepare teachers adequately, and explore possible improvements including identifying a new model of pre-service teacher training institution (PTTI) -school link.

It is proposed that to achieve this, a similar approach should be taken as with the curriculum analysis, namely that those who are responsible for student practicum policy and practice should be engaged as LCs. This means that LCs will be drawn from the staff of the Education Methodological Centre and the Heads of Practicum in the two universities. The study will elicit the perspectives of all stakeholders including school staff and young teachers. To ensure sound study design and a quality report, the IC recommended that the study should be conducted under the guidance of an experienced education researcher, who should also be responsible for producing the final study report in collaboration with LCs. The study outcomes and recommendations would be shared at a round table meeting with staff from other universities and training institutions, and further suggestions from the round table would be incorporated into the study report.

The revised study report would be presented to the Academic Councils of the two target universities together with Guidelines on strengthened 'formalised' PTTI-school links.

The draft study report should be complete by the time of the IC's next visit in February-March 2010. It is envisaged that the round table meeting would be held in April-May 2010 so that the final study report and Guidelines on strengthened 'formalised' PTTI-school links can be presented to the Academic Council of the universities, which are held in June.

As part of the study on Student Practicum it will be important to identify what a mentor is and the knowledge and skills needed to supervise beginning teachers. There has been an assumption that experienced school teachers who have completed the mentor training module (developed under FTI) would be competent to mentor student teachers in a new model of student practicum. A review of the mentor training module shows that while such experienced school teachers would have a good understanding of how to teach in more student-centred ways from the module, they would *not* have developed the specific skills needed to support a student teacher's development. This means that there will be a need for training and support for school teachers who participate in the revised student practicum to enable them to work in new ways with student teachers. This can be partly handled through production of a practicum Handbook for Classroom Supervisors, though it would be more effective if there could be some practical face to face training as well as a Handbook as a follow-up and reference.

In the QLP Workplan for 2009-2010 it was intended that QLP staff should use new approaches and procedures to prepare a large number of student teachers for their practicum in early 2010. I recommend that this should not take place. It is preferable that the university and school staff normally responsible for preparing students should develop new approaches and procedures. This will happen as part of planned activity in late summer/autumn 2010 with the development of new Guidelines for Student Practicum. Based on these Guidelines, new procedures for preparing students for practicum and new approaches and procedures to working with students during practicum will be developed.

It is planned that training for university teaching staff under QLP project will be divided into two courses with the first focussing on updating their content knowledge and the second on developing process skills (see Workplan in Appendix 6). I recommend that part of the second course should be spent on mentoring and developing supervisory skills. In this way university staff will develop both their own mentoring & supervisory skills and the capacity to train school teachers responsible for supervising practicum students.

Deliverable 5: Support QLP to run a two day workshop for leaders of the appointed working groups responsible for review and updating of basic education standards.

Background

Earlier in 2009 QLP was asked by the Academy of Education for assistance to refine the quality of the newly developed standards for primary education and to elaborate new secondary education standards. Although this was not originally a part of QLP's remit, this request presented an opportunity to make an intervention which can contribute greatly to raising teaching and learning quality in schools. QLP requested IC to assist with this.

During the first visit in June-July 2009, IC worked with the heads of primary curriculum subject working groups (SWGs). These have now been completed.

During the first visit IC also undertook similar work with the heads of lower secondary SWGs. It was intended that secondary SWGs would develop the lower secondary subject standards at a residential workshop in August 2009 (see June-July 2009 consultancy report Deliverable 6, Next Steps) and that on this second visit IC would deal with questions and queries arising from their work, and to work further on outcomes at three levels (if it had been decided to go ahead with this).

However, in the event the Academy of Education decided to concentrate on completing the primary standards and to leave work on the lower secondary standards to later in 2009.

Activity

QLP organised a 2-day workshop. IC made a powerpoint presentation to the Director of the Academy of Education and the heads of lower secondary SWGs similar to that given to primary standards developers but illustrated with examples relevant to lower secondary level and including an additional focus on the nature of cross-cutting skills and how to deal with them in the standards.

QLP staff followed up the presentation with a question and answer session and workshop sessions for standards writers to begin a first draft of the introductory section of the revised document. Writers were provided with copies of the State Standards of Tajikistan, the existing subject standards and the revised standards of the Russian Federation to support their work. For a list of workshop participants see Appendix 5.

It was pleasing that, thanks to the efforts and excellent support of the Director of Academy of Education, this workshop was much better attended than the standards workshops given by IC during her first visit. There were representatives for virtually all 19 lower secondary subjects.

Outcomes

Although the presentation was well-received, once asked to begin drafting the new standards document many standards developers found it challenging and were reluctant to get down to work. Some stated that they needed more training before they could do the job. It is true that some of the subject SWG leaders lack up to date subject and pedagogic knowledge, which makes the task difficult for them, particularly at this first workshop. The situation will be easier when the full SWGs convene as some members have more exposure to recent developments and more secondary school experience. On the second day of the workshop in response to the demand for additional training, QLP staff provided additional input on outcomes-based teaching and learning objectives.

In some subjects a first draft of the introduction to the standards was completed by the end of the seminar. A number of these introductions were reviewed by IC. Some were quite promising. Others did not follow the agreed format, however. Some writers had difficulty in identifying the aims of learning their subject.

Next steps

QLP agreed a timetable and a process for the development of the standards. This includes review and feedback from QLP staff to develop the standards. When reviewing the draft standards it would be useful to identify any good examples which follow the guidelines exactly and to show these to those who are having difficulties. It may be easier to understand what to do from an example than from a set of guidelines.

It would be helpful if QLP staff could locate examples of the aims of learning various subjects from one or two other countries and make them available in Tajik. This will help standards developers to see what understanding, skills and capabilities their subject can develop.

Although QLP has no right to change the content of the standards, when giving feedback on the draft standards it is worthwhile challenging standards developers to reconsider where syllabus content is repeated in a subject or between subjects, where something seems unsuitable for the age group or unnecessary, or where an important aspect is missing.

Once the draft standards are developed, it will be important to support their wide dissemination and discussion, particularly by practising teachers, and then their revision as necessary based on feedback received.

Other activities undertaken by IC at the request of QLP staff

QLP Year 3 PRESET workplan

In QLP Year 2 the PRESET activities conducted were limited and preparatory. In QLP Year 3 the main activity is beginning and so a Teacher Training Specialist on PRESET has been appointed to coordinate PRESET activities. Based on QLP Year 3 Workplan, IC assisted the Programme Manager and PRESET Teacher Training Specialist to develop a detailed plan for Year 3-4 PRESET activity. See Appendix 6 for a copy of the plan. It became clear from this exercise that it will be crucial to stick to deadlines to ensure that it will be possible to trial new materials and procedures, adjust them, trial them again and finalise them before the end of the project.

Provision of up to date resources

One difficulty for those engaged in teacher training in Tajikistan is the almost complete lack of up to date literature. IC provided QLP Tajikistan with a key UK text on PRESET approaches and procedures.⁷ Parts of this text were used in IC's presentation on international best practice in PRESET the text of which was provided in Tajik to all seminar participants (see Deliverable 1 above).

IC agreed to begin gathering short articles on aspects of modern PRESET content and pedagogy during December 2009 - February 2010 for translation into Tajik. These will be made available to support university staff in developing up dated curricula and themes.

Formative Assessment

IC assisted INSET Teacher Training Specialist to develop a short presentation on formative assessment to be presented at the Forum on Assessment in Kyrgyzstan.

⁷ Wallace, MJ (1991) Training Foreign Language Teachers Cambridge: Cambridge University Press

APPENDIX 1: Programme: International Best Practice In PRESET



**USAID, Quality Learning
Project**

**Ministry of Education of the
Republic of Tajikistan**

AGENDA

for 1-Day Seminar with the staff of Tajik State Pedagogical Universities (TSPU)

Venue: TSPU (Dushanbe)

Date: October 23, 2009

Number of Participants: 25

Aims, Objectives:

The aim of the 1-day seminar is to provide an overview of the world practice in PRESET: curriculum, pedagogy and practicum.

Process:

The above aims will be achieved by familiarization of the TSPU staff with the following areas:

- 1) Giving an overview of the world practice in PRESET curriculum
- 2) Looking at the aspects of pedagogy through which the PRESET curriculum is implemented
- 3) Looking at the practice of how practicum is instigated in schools

Outcomes:

- 1) The concerned staff of both universities get acquaintance with the world practice in PRESET curriculum, pedagogy and practicum
- 2) Participants are encouraged to start thinking of analysing the existing PRESET curriculum, pedagogy and practicum

Time	Activities	Responsible people
09:00-09:10	Opening. Introduction to the agenda and the importance of the issues to be discussed in the seminar Zarif Sharifov – Rector of Tajik State Pedagogical University	Representative of the TSPU
09:10-09:20	A general overview of the work ahead – the seminar, its aims and objectives, the follow-up process and the generic and specific outcomes of the initiative (TSPU representative to talk about the existing practice in PRESET)	Nurullo Mirzomatov – QLP/USAID Specialist
09:20 - 09:30	Perspectives of cooperating with the QLP/USAID with regard to reflecting on and later reviewing the TSPU PRESET curriculum, pedagogy and practicum	Sattorov, T. - Deputy Rector for Education of the TSPU
09:30-10:30	Overview of world practice PRESET curriculum, pedagogy and practicum (1)	Diana Lubelska – International Consultant for the QLP/USAD
10:30-11:00	<i>Tea break</i>	
11:00-11:30	Overview of world practice PRESET curriculum, pedagogy and practicum (2)	Diana Lubelska – International Consultant for the QLP/USAD
11:30-12:00	General discussion and general analysis of the PRESET existing curriculum, pedagogy and practicum	Nurullo Mirzomatov and Nemat Alifbekov
12:00-	Question and Answer session	Lubelska,

Time	Activities	Responsible people
12:15		Mirzomatov, Alifbekov
12:15- 12:20	Concluding the Seminar and elucidating the way forward	Dilrabo Inomova – Country Director, QLP/USAID

APPENDIX 2: List of Participants 1-Day Seminar: International Best Practice in PRESET, Kurgon Teppa State Pedagogical University (KSPU) October 22, 2009

#	Name	Title
1	Akbar Niyozov	Head Teacher, Dept. of Methodology of Teaching Primary Classes, KSPU
2	Nargis Rahmonova	Dept. of Russian Language and Literature, KSPU
3	Ruzigul Barotova	Lecturer, Dept of Methodology of Primary Classes, KSPU
4	Gulnora Nasriddinova	Lecturer, Dept of Communication and Information Technology (CIT)
5	Mahbub Mahmudov	Head Teacher, Dept. of Pedagogy and Psychology
6	Ibodullo Gulaev	Head of Practicum, Dept. of Physics and Mathematics
7	Qiyom Fathulloev	Head Teacher, Dept. of Methodology of Teaching Mathematics
8	Sh. Musavvirov	Head of Gymnasium
9	Hikoyat Ataboeva	Head Teacher, Dept. of Pedagogy and Psychology of Primary Classes
10	Taghoinazar Nodirov	Head, Dept. of Methodology of Teaching Primary Classes and Physical Training
12	Ubaydullo Boyakov	Head Teacher, Dept. of Physical Training
13	Haydar Aliev	Head of Practicum, Dept. of History and Law
14	Malik Boltaev	Head of Master Degree Courses
15	Rustam Taghoymurodov	Head of CIT
16	Murodali Sharipov	Head of Practicum
17	Saidjon Kholmatov	Head of Practicum and Tutorials
18	Hasan Murodiyev	Advisor to the Rector, Head of Dept. of Tajik Language
19	Ghaforali Safarov	Deputy Head of Dept. of Tajik Language
20	Abdullo Bobokhonov	Lecturer, Dept. of Tajik Language
21	Musofir Hakimov	Staff, KSPU
22	Mirzokhuja Sharifkhojaev	Staff, KSPU
23	Hasan Gulov	Deputy Rector for Education Matters

**APPENDIX 3: List of Participants 1-Day Seminar: International Best Practice in PRESET, Dushanbe State Pedagogical University
October 23, 2009**

(TSPU)

#	Name	Title
1	Sattorov, T.	Deputy Rector for Education Matters
2	Isroilov, S.	Dean, Faculty of Mathematics
3	Numonov, M.	Head of Dept. of Secondary Mathematics
4	Sherboev, S.	Head, Dept. of Methodology of Teaching Tajik Language
5	Badalova, M.	
6	Rajabov, T.	Head, Dept. of Primary Mathematics
7	Shukurov, A.	Assistant, Dept. of General Pedagogy
8	Rajabov, S.	Head of Practicum and Tutorials
9	Sharifov, M.	Head Teacher, Dept. of Methodology of Teaching Biology
10	Ismatulloev, N.	Head Teacher, Dept. of Methodology of Teaching Primary Classes
12	Khudonazarov, B.	Head Teacher, Dept. of Pedagogy and Psychology of Teaching Primary Classes
13	Tojiboev	Academic Staff, Dept. of General Psychology
14	Mamatova, A.	Assistant, Dept. of General Psychology
15	Saidov, K.	Head Teacher, Dept. of Methodology of Teaching Primary Classes
16	Shodieva, Z.	Head Methodologist
17	Aliev	Head of Dept. of Methodology of Teaching English Language
18	Kholiqov, U.	Head Teacher, Dept. of Methodology of Teaching Mathematics
19	Hamdamova, M.	Head Teacher, Dept. of Methodology of Teaching Mathematics
20	Buriev, M.	Head of Library
21	Latipova, Z.	Head of Soros Fund Representation at the TSPU
22	Odinaeva, Kh.	Librarian at the TSPU library
23	Bozorov	Lecturer, Dept. of Biology
24	Samiev, A.	Lecturer, Dept of Geography
25	Sangov, N.	Dean of Faculty of Psychology
26	Shomurodov, Kh.	Academic Staff
27	Kenjaeva, Z	Head Teacher, Dept. of Dept. of Psychology

APPENDIX: 4: List of Participants - Joint meeting with Tajik State Pedagogical University in Dushanbe, Kurghonteppe State University, The Center for Methodology

Date: 30 October 2009

Venue: Dushanbe State Pedagogical University

#	Name	Position	Department	Institution
1	Rajabov Taghoymurod	Head of Department	Methodology of Teaching Primary Classes	Tajik State Pedagogical University
2	Majidova Bibifiruz		Methodology of Teaching Pre-School Classes	Tajik State Pedagogical University
3	Khudonazarov Beknazar		Pedagogy and Psychology of Primary Classes	Tajik State Pedagogical University
4	Shomurodov Hasanjon	Head of Department	General Pedagogy	Tajik State Pedagogical University
5	Mahmudov Shokir	Head of Department	General Psychology	Tajik State Pedagogical University
6	Rajabov Saidnumon		Head of Practicum	Tajik State Pedagogical University
7	Isroilov Sayfuddin	Dean	Faculty of Mathematics	Tajik State Pedagogical University
8	Numonov Mansur	Head of Department	Methodology of Teaching of Mathematics in Secondary Classes	Tajik State Pedagogical University
9	Gulov Alimahmad Sobirovich		Pedagogy and General Psychology	Kurghonteppe State Pedagogical University
10	Niyozov Akbar Nematovich		Methodology of Teaching Primary Classes and Physical Training	Kurghonteppe State Pedagogical University
11	Halimov Zuhurbek Malakhovich	Head of Department	Methodology of Teaching Primary Classes	Kurghonteppe State Pedagogical University
12	Sharifov Juma	Head of Department	Methodology of Teaching Mathematics in Primary Classes	Kurghonteppe State Pedagogical University
13	Mahkamov Mamadjon	Deputy Director		Republican Centre for Methodology
14	Shodieva Zaynura			Republican Centre for Methodology

APPENDIX: 5: List of participants, Workshop to develop new Secondary School Subject Standards, Academy of Education, 15 & 16 October 2009

1. Karimova I. Kh. - President of the Tajik Academy of Education
2. Terry Giles - Regional Head of QLP/USAID
3. Imonova Dilrabo - Country Director of QLP/USAID
4. Dushanбиеv Hurmat - Programme Manager of QLP/USAID
5. Mirzomatov Nurullo - QLP/USAID Specialist
6. Teshaeв Qadriddin - QLP/USAID Programme Assistant
7. Aminov S. - Head Secretary of Tajik Academy of Education
8. Iskandarov S. - Head and Editor of "Omuzgor" newspaper
9. Nematov Sadullo - Dean of a Faculty Tajik State Institute of Language
10. Saidov J. - Academic staff of Tajik Academy of Education
11. Soliev M. Academic staff of Tajik National University
12. Amoni S. - Academic staff of Tajik Academy of Education
13. Muminov B. - RTTI
14. Khidirov R. - Head Teacher at Tajik State Pedagogical University
15. Sayfulloev Kh. - Academic staff of Tajik State Pedagogical University
16. Shoev M. - Dean of the French Faculty of Tajik State Pedagogical University
17. Niyozov Faiziddin - QLP/USAID Specialist
18. Ziyoev T. - Head of a Department at Tajik Academy of Education
19. Ismoilov V. - staff of Department of Science and Innovation of Ministry of Education of Tajikistan
20. Numonov - Academic staff of - Tajik Academy of Education
21. Mahkamov M. - Deputy Director of Tajik Methodological Centre
22. Zubaydov U. - Academic staff of Tajik Academy of Education
23. Toshev H. - Assistant to the Rector of Tajik State Pedagogical University
24. Majidov H. - Deputy Director in charge of the academic aspect of Gymnasium #53 of Dushanbe
25. Rahimov M. - Ex-Staff of the Tajik Academy of Education
26. Sattorov T. S. - Deputy Rector of Tajik State University
27. Qurbonov L. - RTTI
28. Aliev A. - Head of Department of Science and Innovation of RTTI
29. Sangov N. - Dean of the Faculty of Entrepreneurship and Innovation of Tajik State Pedagogical University
30. Rahimov S. - Academic staff of University of Khujand
31. Ziyoev M.- Teacher of School #4 of Warzab District
32. Kholiqov A. - Academic staff of the Tajik Economic University
33. Zikriyoev F. K. - Academic staff of Tajik-Russian Slavonic University
34. Rajabov I. - Tajik State Economic Institute
35. Garth Willis - Regional Director of USAID
36. Partoev A. - Academic Staff of Tajik Academy of Education
37. Imatova L. - Academic Staff of Tajik Academy of Education
38. Alifbekov Nemat - QLP/USAID staff
39. Toshev Hosib - Teacher of Tajik State Pedagogical University
40. Islomov Ozodjon - Dean of a Faculty at Khujand University
41. Nozimov Otajon - Academic staff of the Tajik State National University

Appendix 7: QLP Year 3 PRESET workplan

October '09	November '09	December '09	January '10	February '10	March '10	April '10	May '10	June '10	July '10	August '10	September '10
1.2.1 Review and analyze of current courses/resources of target departments of TSPU and KTSU											
Contract 7 LCs +2 from MC to analyze university curricular and grids	9 LCs analyze curricular + criteria supplied by QLP	QLP writes report on curriculum processes + analysis	Share report findings in a round table. Incorporate suggestions into report On basis of draft report IC prepares presentation on possible new areas to include in curricula	On basis of report & input from IC, QLP and helps LCs to decide what to include in revised outline curriculum; RC helps LCs format outcomes & objectives in Bologna style. Develop revised doc	Present revised doc to academic board for approval. IC develops resources for training	Appoint LCs as trainers to develop training material. Develop training content materials to give detailed understanding of school level changes – learning objectives +outcomes, new theories of learning and task-based learning etc. using resources from IC	LCs run two x 6-day training for university staff (mixed? September Dush+KT). Lecturers develop summaries of all new lectures to include in their working plans, and lesson plans for 2 lectures to give in the next year Draft be ready by September				Present summaries of new lectures to H of D & get approved

October '10	November '10	December '10	January '11	February '11	March '11	April '11	May '11	June '11	July '11	August '11	September '11
1.2.1 Review and analyze of current courses/resources of target departments of TSPU and KTSU											
IC develops (process) training and resources LC develops self-access Handbook based on content training for university staff who have not attended QLP training	Appoint LCs as trainers. Develop training material	Start trainings, 6-8 single days over several months	Trainers, QLP staff monitors, conducts support visits, 2 per lecturer; develop feedback instruments for <ul style="list-style-type: none"> - Students - Lecturers - QLP Observers 								QLP develops self-access Handbook based on process training for university staff who have not attended QLP training

October '09	November '09	December '09	January '10	February '10	March '10	April '10	May '10	June '10	July '10	August '10	September '10
STUDENT PRACTICUM											
Select and hire 3 LCs (1 TSPU, 1 KTPU, 1 lead LC)	Develop study structure and research questions and research instruments. Decide on research samples. Involve MC to review study structure, aims	LCs conduct research and develop draft bits of text as they go along	Lead LC develops draft study report and recommendations. (including new structure of PTTI-school linkage) IC to supply info as necessary on practice elsewhere and review draft and help with report	Round table to share outcomes of study and recommendations. Suggestions to be incorporated into report. Invite staff from other universities, INGO, NGOs, school admin and teachers, MC, MOE				Present revised document to Academic Councils of TSPU and KTSU, MC or approval. Guidelines on strengthened "formalized" PTTI-school linkage	LC draft Handbooks for practicum for University staff, students, schools with common sections and separate info for each target audience		Other required documents eg. on roles and responsibilities, job description and performance indicators, financial arrangements, (according to the changes that are approved by university councils & MC)

MC = Education Methodological Centre

Attachment 2**List of trainers on Leadership and Management , Tajikistan**

#	Names	Oblast, rayon	Institution or school #	The lead area	Evaluated as
1	Gadoev Gairat	Vahdat	School 139	The whole course	strong
2	Yusupov Nurullo	Vahdat	School 13	The whole course	strong
3	Boboev Jamshed	Kulob	School 2	The whole course	strong
4	Saidaliev Kurbonali	Kulob	School 53	The whole course	strong
5	Kudusov Uktam	Vahsh	School 1	The whole course	strong
6	Ahmedova Salima	Khujand	School 9	The whole course	strong
7	Kamolova Dilbar	Khujand	TTI	Managerial Leadership	fair
8	Radjabova Karomat	Khujand	TTI	Pedagogical Leadership	weak
9	Nozimov Sohob	Kurgonteppa	TTI	The whole course	strong
10	Abdulloev Vohidjon	Kurgonteppa	TTI	Pedagogical Leadership	weak
11	Kuzieva Munira	Dushanbe	School 56	Managerial Leadership	Fair, Russian speaking
12	Boronov Azizbek	Dushanbe	School 36	Managerial Leadership	weak
13	Maksudova Mahbuba	Dushanbe	TTI	The whole course	strong
14	Nazarov Ismoil	Dushanbe	RTTI	Pedagogical Leadership	fair
15	Halimov Amirali	Dushanbe	RTTI	The whole course	strong
16	Soibnazarov Karamhudo	Dushanbe	RTTI	The whole course	strong

Attachment 3

Overview of the School Directors Training Module, Tajikistan: Training Modules

The purpose of this training is to develop the leadership skills needed to take advantage of changes in the school financing system and to create the conditions where trained teachers can be effective in improving the quality of teaching and learning in schools. There are three important areas for leadership:

1. Managing the organization (school) effectively (*managerial leadership*);
2. Creating an environment that supports and encourages innovative, effective teaching (*instructional leadership*); and
3. Engaging the community in a variety of ways to support the goals of the school (*community oriented leadership*)

The training begins by focusing on teaching and learning since this lies at the core of everything a school does and defines the quality of education that a school provides. Participants are introduced to active learning methodologies and how to support teachers as they work to improve their practice.

The training then shifts to the process of developing school goals and specific plans that lead to improvements in the school that support student learning. Participants learn how to develop school goals through working with staff and community and then how to translate these goals into specific action to accomplish these goals. Action plans include specific activities, timelines, budgets, persons responsible and plans for monitoring the implementation of these action plans.

One of the challenges of implementing any plan is identifying and managing the funds to support the different activities. Participants will be introduced to the per capita financing process, budgeting and strategies for effectively organizing schools to generate funds to support school goal activities. In addition, participants will be given the information they need in order to supervise the school accountant in appropriately managing the school budget and accounts.

The community is also an important source of resources, both monetary and other, for the school. Participants will be introduced to ways to engage the community in order to generate the needed support for the school.

Participants will also develop skills in communication, running meetings, organizing and delegating tasks, and collecting and using data that are essential to being an effective school leader.

Training Module on Financial Management

The module is designed to strengthen and develop the management capacity of school directors and specialists of education and finance departments in per capita financing in order to enable them at a professional level to plan, manage and effectively use financial and material resources of the school.

A large part of the module focuses on the development of practical skills among school directors in development of school budgets based on the per capita normative, estimation of revenues and expenses of the school, accountancy, etc.

The following are the main objectives of the module:

1. To acquaint participants with the key areas of finance reform in school education and the existing regulations governing this process, to show the mechanism of distribution of state budget funds in the education system at the present stage of economic and social development of the republic.
2. Provide information to participants about the content of the reform of financing and management of school education in other countries and to familiarize them with international experience.
3. Expand knowledge of participants in the techniques of financial management of schools, adapted to new per capita financing's mechanism.
4. Generate the participants' right approach to accounting and financial management and use of the basic tools of financial management - the budget, estimation of school revenue and expenditure.
5. To provide participants with information about modern methods of formation of school budget based on the norm of per capita financing, to acquaint them with the basics of accounting in school and the main financial accounting and reporting documents and procedures.

The structure of the Module

The content of the Module corresponds to the stated objectives and includes four thematic blocks:

- I. Financing reforms in education
- II. Planning of school incomes
- III. Formation of school budget
- IV. Basics of the School Accounting

Training Manuals

The training manual has three sections:

- Section 1: General guidelines for conducting training sessions
 -
- Section 2:
 - Overview of training
 - Competencies and expected results
 - Specific lesson plans for each session which incorporate many of the training guidelines
- Section 3: Financial management

Section 1: General Guidelines for Trainers:

Training vs Education:

For the trainer, it is important to realize that a training program is different to an education course. Training programs are of short duration, practical, and focus on developing specific skills and competencies that the school director needs to be successful on the job. Theory is introduced only as needed to provide a framework for the development of skills but is not an end itself, as in an education course. The focus of this training is to give School Directors very specific skills with specific examples and relevant training activities to help school directors learn to become leaders in their schools.

Focus on Improving Student Learning:

The overarching responsibility of principals is to improve the quality of learning for their students. This is a theme should be reflected in every session.

Distinguishing between Leadership and Administration:

Since one of the goals of training is to give school directors skills that will enable them to move from being administrators to being leaders, it is important to address this difference in every session.

Below are a few key points to distinguish between leadership and management. Up until now, school directors have been administrators, now they are expected to be leaders.

Leader	Administrator
Has a vision	Guided by the rules
Seeks change	Seeks stability
Leads people	Manages work
Long-term view	Short-term view
Focused on goals	Focused on tasks
Sets directions	Plans details
Proactive	Reactive
Sees beyond rules	Focused on rules
Gives credit to others	Takes credit for self
Accepts mistakes	Blames others
Encourages and persuades staff	Tells staff
Delegates authority and responsibility	Retains authority for self

How adults learn:

The trainer should keep these points in mind as the sessions are designed and delivered

Incorporating and sharing experiences:

School directors bring a wealth of experience to this training. It is the responsibility of the trainer to recognize, honor, incorporate, and build on these experiences in the training. Here are some sample questions and suggestions:

- What has been your experience with developing, for example, an annual activity plan? What was easy, what were the challenges? How does your experience relate to what we discussed about school activity plans?
- When directors raise problems, ask others in the group if they have found successful solutions to the problems.

Reflecting on strategies used in training as models of good learning:

The lesson plans should be models of good instructional practice. Periodically, step back from an activity and discuss how this was a valuable learning activity or not. What made it effective or not effective? This helps school directors be aware of effective ways of teaching. How lessons are implemented in this training is relevant to how they will work with their own staff and how teachers

work with children. School directors need to model good practice in their schools; they can't just tell others how to do something. Therefore, discussions about the pedagogy of these training lessons can be valuable.

Section 2: Key competencies the training is aiming to develop

Key competencies that the training is aiming to develop are:

Managerial leadership

- Develop goals and plans to achieve those goals that focus on improving student learning
- Manage implementation of school development plans
- Develop and manage per-capita school budgets
- Manage school according to regulations and legal requirements, including EMIS and using EMIS information
- Manage school calendar to maximize learning time and enable collaborative planning for teachers
- Allocate resources (financial, human, material) effectively
- Ensuring positive learning environment
- Run effective meetings

Pedagogical leadership

- Support and develop competence of Deputy Principals and effectively delegate to them
- Use of knowledge of pedagogy to recognize and support active learning strategies and teaching and create the environment that supports innovation
- Create the environment for collaboration and support between teachers, including joint planning. Maintenance of high ethical standards
- Encourage and support professional development of teachers and other staff
- Support teachers to use data (including student assessment data) positively to support instruction and student learning

Community Oriented leaders

- Communicate effectively with parents and the community
- Effectively raise funds
- Acquire and use other non-monetary community resources to effectively benefit the school

Section 3: Finance Management

The finance management section of the guideline for trainers describes the structure of the training module, especially issues related to adult education and training methodology. It presents the goals and objectives of the training and describes each session. Each session is divided into logical sequenced steps, and there are varied presentation and training techniques, such as introductory presentations & lectures, general discussions, brainstorming, group work, practical exercises etc. The guideline supports the trainer to lead the sessions step by step to reach the goals and objectives. The guide helps the trainer complete and summarize each session with the correct emphasis and learning point of the session.

Attachment 4

Attachment 5

MINUTES

MEETING OF EDUCATION FINANCING WORKING GROUP OF MOES
Kyrgyz Republic
“ON FINANCING AND MANAGING”

Date of meeting: 17 December, 2009

Place of meeting: Bishkek, Ministry of Education and Science of KR, 2nd floor

Time	Activity/ Subject	Responsible person
10.00-10:10	Registration of participants	
10:10-10:20	Welcoming speech and review the agenda	Marchenko. L
10:20-11:10	Analysis of results on transferring schools to per capita financing in Chui oblast	Esenalieva S.
11:10-11:30	Discussion	
11:30-11:45	Results of monitoring visits to Chui oblast’s schools on per capita financing	Pak Z. A
11:45-12:15	Results of work “Quality Learning Project”/ USAID in school financing and management reforms in 2008/2009. Plan activities to the 3 rd project year.	Uzbekova. J
12:15-12:30	Discussion	
12:30-13:10	Various questions	
13:10-13:20	Summary of EFWG	Marchenko. L

List of participants:

No		position
Members of Working group MOES “on financing and management”		
1	Tynalievna Umuthan Moldobekovna	Deputy Minister of MOES, KR
2	Marchenko Larisa Urievna	Head of the strategic department, MOES KR
3	Djamansariyev Ayat	Coordinator of WB Project “Rural education” (REP)
4	Matysyna Elya Georgievna	Head of economic-finance department of Sokuluk RAYOO
5	Olimpieva Lidia Petrovna	Head of Social economic support and salaries of RC of the educationalist’s union.
Invited people		
6	Maksat Esenaliev	Head of law department of National Agency of local self-government KR
7	Aizada Joldosheva	Chief specialist on administering of local budget, MoF KR
8	Myrza Karimov	Specialist of project implementing in education sphere, USAID
9	Sagyn Esenalieva	Deputy Director, “Socium Consult”
10	Symbat Rysalieva	Expert, “Socium Consult”
11	Mamytova Guljan	Coordinator of component on improvement of system of teachers’ incentive, REP/WB
12	Dingyoung Hou	World Bank
13	Aisuluu Bedelbaeva	World Bank
14	Riokko Tamito	World Bank

15	Keneshbek Sainazarov	Director of the project "Quality Learning Project" in Kyrgyzstan, USAID
16	Jyldyz Uzbekova	Regional director on education financing, "Quality Learning Project" USAID
17	Larisa Kiseleva	Education Financing Specialist, "Quality Learning Project", USAID
18	Orozobekova Nuraiym	Education Financing Specialist, "Quality Learning Project", USAID
19	Alimjan Masaev	"Kut-Bilim" newspaper
20	Sultanova G.	Director, World Bank project "Rural education"
21	Asel Ryskeldieva	Expert, "Socium Consult"

Marchenko L. introduced the agenda and aims of EFWG meeting: (1) look at the results and experience that schools were gained during the transition period to per capita financing; inform and discuss the problems in order to work efficiently in future; (2) inform the results of monitoring visits of EFWG MOES KR to rayons; (3) work plan for next year. She noted that MOES is interested in the mechanism of per capita financing has been clearly worked.

Esenalieva C made a presentation on Socium Consult's work results. She reported about the tasks of introducing the new model of school financing and necessary conditions for the work effectiveness (agreement with the administration of Chui oblast and heads of aiyl-okmotu; the necessity of redistribution by public policy on categorial grant, and policy on introduction of new payment system, policy in terms of motivation of educational staff etc)

She focused on the results which are gained (The budget increased in 37% of Chui schools, the additional services brought 14 million soms to schools over the year; a significant increase of categorial grant in all schools; optimization of school network in some rayons; 73 independent accounting department opened)

She also noted the potential factors that could help to improve the effectiveness of using of state budget: (1) through of more efficient using of school infrastructure (for example 10 schools out of 14 do not use its capacity e.t.c); (2) by optimizing of Curriculum, saved money can be addressed to the teacher's motivation; (3) by optimizing school network.

Esenalieva C. mentioned some of the problematic issues: the school financing is going by different flow, therefore it is difficult to track with compliance of aiyl-okmots commitments; state financing of pre-primary education (grade 0) still in discussion; problems with the treasury, because of opening of independent accounting departments, they do have workload; the low capacity of school directors and accountants in financial issues; reluctance of aiyl-okmots to give the finance to schools; aiyl-okmotu do not fulfill obligations toward school financing, even if the Ministry of Finance gives the 100% grant.

Karimov M. noted that there are people who are not satisfied by per capita financing among teachers, Deputies JK, NGO. One of the reasons is the lack of information among population. Therefore it is desirable to speak to Deputies of JK KR, to press the information about the per capita financing in the Mass Media and present it as a state and MOES policy.

Matysyna E. informed that school directors and accountants need guidance materials on accounting; how to form the budget and how to calculate the school economy and also they need the assistance in the working process.

Uzbekkova J. supported the previous speaker and added that QLP is also aware of the existing problems and what steps are being taken by project to solve them. She noted that within the framework of the project the methodical guidance on CLP developed, and the mentoring visits started

to be organized. There is a plan to develop the reference book for school directors where financial issues will be included. Socium Consultant added that they are preparing the guidance on how to form the calculation costs.

Olimpieva L. reminded that from January 2010 in two oblasts will start the approbation of new payment system; therefore it is necessary to have the new training seminars.

Dingyoung Hou noted the importance of political approach to the reform of education financing. At the same time with the transfer of schools to the new methods of financing there is the policy in equalizing the rayons in financing, implemented the new system of remuneration and the opportunity to motivate the teachers through savings, plus importance of optimizing the school network in rayon level.

Kiseleva L. (instead of Pak Z. who was sick) informed about the monitoring visits to schools of Panfilov rayon. She informed about the aims of monitoring visits which are accomplished by Working Group of MOES KR supported by the project. The school directors of Panfilov rayon are interested in per capita financing reform, at the same time there are difficulties which make slow down the process of per capita financing: There are 17 schools are small-packaged out of 25; two ayil-okmotu are subsidized by state out of seven; the rayon do not collect the land tax enough.

She noted that these problems can be divided in two groups: (1) the first group problems are can be solved by the school itself or by project support (increasing the capacity of school directors and accountants in the financial matters, consultations on payments of salaries to teachers, opening of accounting departments etc); (2) the second group - problems that should be solved in a higher level (aiyl-okmotu do not fulfil of commitments) unwillingness of ayil-okmotu to give the independency to schools; the revenue is not giving additional units to staff list; ayil-okmotu do not allow the school directors to participate in budget commissions; ayil-okmotu transfers its expenses to schools etc.

She noted that the monitoring visit results can be good basis for conducting of mentoring process at schools, and added about the school directors' wishes: to develop the guidance on how to calculate the savings on compensation and on municipal expenses; reconsider the coefficients on small-packaged schools and set up the norms on municipal expenses at school.

Esenaliev M. informed that the financing of schools are going through ayil-okmotu, but not all local government can undertake these expenses. The income of ayil-okmotu before consisted from 16 tax sources, nowadays only two. These are land tax and property tax, in addition there is a moratorium on property tax. The income from land tax depends on quality of land: in some rayons lands are wasted which do not bring any incomes. Moreover, the ayil-okmotu obliged to pay arrears to Social Fund; Jogorku Kenesh KR accepted the law on identification of poor people, it is expecting ayil-okmotu will cover those expenses on electricity. Therefore the equalizing policy should make ayil-okmotu interest in additional financing of schools. There is the regulation on Advisory Committees and probably AC will transfer the finance to special accounts of ayil-okmotu? Ayil-okmotu will cover only those expenses of schools that they can cover.

Matysina E. categorically opposed to the finance of parents focused on the special account of ayil-okmotu because she knows from her experience that money then "disappear" or difficult to "take it back"

Sultanalieva G. noted that in accordance with the law on "Financial and economic activities of local authorities" they have to support schools. Ayil-okmotu does not want to give the independency to schools, because self-supporting schools can work independently from ayil-okmotu.

Uzbekova J. presented the results of QLP work in school financing and management reforms in 2008/2009. Planning activities to the 3rd project year were also presented to participants of EFWG and discussed.

Marchenko L. summarized the WG MOES meeting on financing and managing. She noted that were presented different views on solving of per capita financing problems. National Agency of Local Government sees more problems than achievements. It is necessary to have trilateral negotiations (MOES, Ministry of Finance and National Agency of Local Government) in order to discuss the legal base in terms of this issue. The MOES can make some changes through the committee of education. In the Ministry of Education was discussed the expansion of per capita financing model in other oblasts of Kyrgyzstan (Jalalabad and Talas oblasts)

Quarterly Report Performance Data Table for Kyrgyzstan and Tajikistan

with FY 2010 Targets⁸

No.	Proposed Project Indicator	FY2010 Target	Oct – December'09 Planned	October-December'09 Actual	Cumulative to date	Comments
Goal (SO): Expand access to quality basic education in Kyrgyzstan, Tajikistan, and Turkmenistan						
1	% increase in average aggregate score of primary and secondary students on higher order thinking skills test (in selected grades and subjects) in target schools (over baseline)	Baseline Assessment 4/10				
2	% of primary and secondary students (in selected grades and subjects in sample schools) demonstrating greater responsibility for learning outcomes	Baseline Assessment 4/10				
3*	# of children receiving better quality education in ... a. target schools b. QLP ed. finance pilot districts schools c. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) schools Standard Indicator equivalents • # of learners enrolled in USG-supported primary schools • # of learners enrolled in USG-supported secondary schools	K: 333 489 students ⁹ -primary: 149 456 -secondary: 184 033 a. 42 965 students* -primary: 15 677 -secondary: 27 288 b.115 318 students (grade 1-11) -primary: 46 914 -secondary: 68 404 c. 204 695 *** -primary: 97 789 -secondary: 106 906	K: 155 576 students -primary:59 853 -secondary:95 723 a. 32 570 students** -primary: 11 938 -secondary: 20 632 b.118,400 students -primary: 45,800 -secondary: 72,600 c. 23,700 (in Issyk-Ata) -primary: 9,300 -secondary: 14,400	K: 155 576 students -primary:59 853 -secondary:95 723 a. 32 570 students** -primary: 11 938 -secondary: 20 632 b.118,400 students -primary: 45,800 -secondary: 72,600 c. 23,700 (Issyk-Ata ¹⁰) -primary: 9,300 -secondary: 14,400		* in 75 target schools, estimates based on 400 students per school of 25 Cohort 2 schools (36% primary/64% secondary) plus 50 target schools Cohort 1 actual number ** Target schools Cohort 1 only, Cohort 2 not selected yet *** Includes two new PCF oblasts of WB
		Ta:1,957,953 students ¹¹ -primary: 759,811 -secondary: 1,198,142 a: 92 168 students ¹² -primary: 36, 618 -secondary: 55 550	Ta: 1,554 967 students -primary: 617 204 -secondary: 937 763 a. 56 168 students* -primary: 23 658 -secondary: 32 510	Ta: 1,554 967 students -primary: 617 204 -secondary: 937 763 a. 56 168 students* -primary: 23 658 -secondary: 32 510		* Target schools Cohort 1 (50 schools) only, Cohort 2 (36 schools) not selected yet

⁸ Targets 2010 are not approved yet. They were updated based on cutting # of schools in Cohort 2 – 36 in Tajikistan and 25 in Kyrgyzstan

⁹ Includes students in 46 target schools (21 of Cohort 1 and 25 of Cohort 2) outside ed. financing districts, all students in 'b,' and all students in 'c.'

¹⁰ Issyk-Ata- rayon were PCF was implemented by WB

¹¹ Includes all students in 'b,' and all students in 'c.'

¹² 86 target schools for Cohorts 1 and 2. Assume that 15 Cohort 2 schools are located in QLP ed. financing rayon Vahsh and other are in new education financing rayons supported by the WB.

No.	Proposed Project Indicator	FY2010 Target	Oct – December'09 Planned	October-December'09 Actual	Cumulative to date	Comments
		b: 76,004 students (Kulyob and Vahsh) -primary:29,126 -secondary:46,878 c: 1,881,949 students -primary:730,685 -secondary : 1,151,264 (all 68 rayons in the country have been converted to new per capita financing)	b. 43,448 students -primary: 17,406 -secondary: 26,042 c: 1,471,611 students -primary: 582,963 -secondary: 888,648	b. 43,448 students -primary: 17,406 -secondary: 26,042 c: 1,471,611 students -primary: 582,963 -secondary: 888,648		
		Total:2 291 442 students -primary: 909 267 -secondary: 1 382 175 a. 135 133 -primary: 52 295 -secondary: 82 838 b. 191,322 students -primary: 76 040 -secondary: 115 282 c. 2 086 644 students -primary: 828 474 -secondary: 1 258 170	Total: 1 710 543 students -primary: 677 057 -secondary: 1 033 486 a.88 738 students* -primary: 35 596 -secondary: 53 142 b.161,848 students -primary: 63,206 -secondary: 98,642 c. 1,495,311 students -primary: 592,263 -secondary: 903,048	Total: 1 710 543 students -primary: 677 057 -secondary: 1 033 486 a.88 738 students* -primary: 35 596 -secondary: 53 142 b.161,848 students -primary: 63,206 -secondary: 98,642 c. 1,495,311 students -primary: 592,263 -secondary: 903,048		
4	% of primary and secondary teachers in target schools meeting or surpassing minimum standards of composite index for effective teaching behaviors (e.g. student centered, formative assessment methods, etc.)	Baseline Assessment in 4/10				
5	% of target schools meeting or surpassing minimum standards of composite index for specified quality-enhancing standards and practices	Baseline Assessment in 4/10				
Result/Component 1: Improved Quality of Teacher Training in Student-Centered Methodologies						
6	# of selected ISTTIs and PTTIs having <u>incorporated</u> targeted (i) student-centered and practical classroom management methods for teachers (ISTTIs and PTTIs), (ii) pedagogical leadership (ISTTIs) for school administrators, and/or (iii) mentoring for rayon methodists, school administrators or school methodological unit leaders (ISTTIs) in their curriculum/syllabus a. ITTI b. PTTI	K : 5 teacher training institutions with new courses a. 5 ITTIs -student-centered/classroom mgt. b. NTY (Arabaev U. continues to use)				
		T: 3 teacher training institutions a. 2 ITTI (Khujand and Kulob) -1student-centered/classroom mgt. - 1 mentoring for rayon Methodists				

No.	Proposed Project Indicator	FY2010 Target	Oct – December'09 Planned	October-December'09 Actual	Cumulative to date	Comments
		b. 1-PTTI (Dushanbe Pedagogical University) -student-centered/classroom mgt. Total : teacher training institutions a. ITTIs b. PTTI				
7	# of training modules for in-service and pre-service teacher training <u>developed</u> for (i) student-centered and practical classroom management methods for teachers (ISTTIs and PTTIs), (ii) pedagogical leadership (ISTTIs) for school administrators, and/or (iii) mentoring for rayon methodists, school administrators or school methodological unit leaders (ISTTIs) a. in-service modules b. pre-service modules c. both in-service and pre-service	K: 0 modules developed Ta: 2 modules a. In-service :0 b. Pre-service: 2 - General pedagogy - Student practicum c. Both: NA Total: 2 a. In-service :0 b. Pre-service: 2				
8	# of newly developed in-service and pre-service teacher training modules (including materials) for (i) student-centered and practical classroom management methods for teachers (ISTTIs and PTTIs), (ii) pedagogical leadership (ISTTIs) for school administrators, and/or (iii) mentoring for rayon methodists, school administrators or school methodological unit leaders (ISTTIs) <u>approved by the MOE (and/or other official institution)</u> a. in-service modules (approved by...) b. pre-service modules (approved by) c. both in-and pre-service modules (approved by)	K : 6 modules approved* a. In-service: 2 modules approved by KAE b. Pre-service : 4 modules approved by Arabaev University Ta: 6 modules approved a. In-service: 4 approved by RTTI/MOE - Primary Math - Primary Language - General primary - Mentoring module b. Pre-service: 2 approved by Dushanbe PTTI - General pedagogy - Student practicum c. Both: NA Total : 12 modules* a. 8 in-service b. 4 pre-service c. NA both				*Task completed PY 2
9	# of workshops, trainings and consultative meetings conducted on new teaching methods, pedagogical leadership and mentoring methods and approaches in support of...	K: 55 workshops, trainings and consultative meetings a. in-service training: 35 b. pre-service training: 20	K: 14 workshops, trainings and consultative meetings a. in-service training: 8 b. pre-service training: 6	K: 8 workshops, trainings and consultative meetings a. in-service training: 8 b. pre-service training: 0*		*Activities IR 1.2. were postponed because contracts with LC not sign yet (budget approval issue)

No.	Proposed Project Indicator	FY2010 Target	Oct – December'09 Planned	October-December'09 Actual	Cumulative to date	Comments
	a. in-service training b. pre-service training c. both in-and pre-service d. other	c. 2 d.NA	c. 0 d.NA	c. 0 d.NA		
		Ta: 75 workshops, trainings and consultative meetings a. In-service: 60 b. Pre-service: 15 c. Both: NA d. Other: NA	Ta: 39 workshops, trainings and consultative meetings a. In-service: 38 b. Pre-service: 1 c. Both: NA d. Other: NA	Ta: 27 workshops, trainings and consultative meetings a. In-service: 27* b. Pre-service: 0 c. Both: NA d. Other: NA		*Postponed part of delivery trainings on January '10
		Total: 130 workshops, seminars and trainings a. In-service: 95 b. Pre-service: 35 c. Both: NA d. Other:	Total: 53 workshops, seminars and trainings a. In-service: 46 b. Pre-service: 7 c. Both: NA d. Other:0	Total: 35 workshops, seminars and trainings a. In-service: 35 b. Pre-service: 0 c. Both: NA d. Other:0		
10	# of teachers , student teachers and educators (school directors, ISTTI/ PTTI/other instructors) and administrators and officials trained in innovative teaching methodologies (all), mentoring (DED Methodists, school methodological unit leaders and ISTTIs), and pedagogical leadership (school administrators, DED and ISTTIs) through... a. Direct project training b. Target rayons and schools c. ITTIs using officially adopted project modules/materials d. PTTIs using officially adopted project modules/materials e. F indicator calculation Standard Indicator equivalents <ul style="list-style-type: none"> # of teachers/educators trained with USG support # of administrators and officials trained with USG support 	K: 2,339 trainees a. direct project training: 300 -MOE & Rayon Officials: 25 -ITTI/PTTI Instructors & Trainers: 235 -Other: 40 (other projects, NGOs, consultants) b. Target rayons/schools: 500** -School Administrators: 50 -MUs: 75 -Teachers: 375 c. ITTIs: 1,215 (900 teachers & 315 school administrators at KAE/CTTR) d. PTTIs: 324 student teachers in Arabaev University e. report actual figures only*	K: 861 trainees a. direct project training:95 -MOE & Rayon Officials:0 -ITTI/PTTI Instructors & Trainers: 95 -Other: (other projects, NGOs, consultants) b. Target rayons/schools: 166 -School Administrators: 0 -MUs: 0 -Teachers: 166 c. ITTIs: 600 (in KAE and Osh ITTI) d. PTTIs: N/A	K: 726 trainees a. direct project training:18* -MOE & Rayon Officials:0 -ITTI/PTTI Instructors & Trainers: 18 -Other: (other projects, NGOs, consultants) b. Target rayons/schools: 166 -School Administrators: 0 -MUs: 0 -Teachers: 166 c. ITTIs: 542 (in KAE and Osh ITTI) d. PTTIs: N/A**		* IR1.2. data on trained student teachers in PTTIs will be reported annually ** will be reported annually, because student teachers in PTTI have been training yet (during academic year)
		Ta: 3 742 trainees a. Direct project training: 225 MoE\Rayon officials: 15 -ITTI/PTTI Instructors & Trainers: 185 -Other: 25 (other projects, NGOs, consultants) b. Target rayons/schools: 2 017** -School Administrators: 258 -DED methodist: 39 -Teachers: 1720	Ta: 1310 trainees a. Direct project training: 60 MoE\Rayon officials: 0 -ITTI/PTTI Instructors & Trainers: 60 -Other: 25 (other projects, NGOs, consultants) b. Target rayons/schools: 1250 -School Administrators/DED:	Ta: 1290 trainees a. Direct project training: 73 MoE\Rayon officials: 3 -ITTI/PTTI Instructors & Trainers: 18 -Other: 25 (other projects, NGOs, consultants) b. Target rayons/schools: 537* -School Administrators/DED:		*Delivery trainings for Cohort 1 not complete. Trainings were postponed on January '10 (winter holiday)

No.	Proposed Project Indicator	FY2010 Target	Oct – December'09 Planned	October-December'09 Actual	Cumulative to date	Comments
		c. ITTIs: 1500 (through 3 ITTIs)*** d. PTTIs: NTY e. report actual figures only	250 -Teachers: 1000 c. ITTIs: N/A d. PTTIs: NTY e. report actual figures only	31 -Teachers: 506 c. ITTIs: 680 d. PTTIs: NTY e. report actual figures only		
		Total: 6 081 trainees a. 555 b. 2517 c. teachers d. N/A e. report actual figures only*	Total: 2 171 trainees a. 155 b. 1 416 c. 600 teachers d. N/A e. report actual figures only*	Total: 2 016 trainees a. 91 b. 703 c. 1 222 teachers d. N/A e. report actual figures only*		
11	# of studies on new teacher retention prepared	Kyrgyzstan: 0 New Teacher Retention Study				Task completed PY 2
		Tajikistan: 0 New Teacher Retention Study				Task completed PY 2
		Total: 0 studies				
12	# of policies, programs or actions taken by MOE or other government institutions to address teacher shortages and new teacher retention as a result of project intervention	K: 1 action -1 guidebook for young teachers Ta: 1				
		Total: 2 actions				
13	# of schools linked to PTTIs (through project intervention)	Kyrgyzstan: 5 schools * (wth Arabaev University)				
		Tajikistan : 5 schools (Dushanbe)				
		Total : 10				
14	# of student teachers participating in project-promoted PTTI-school linkage programs (i.e. practicums)	Kyrgyzstan: 20 student teachers Tajikistan: 75 in 1 PTTI (Dushanbe PTTI)				
		Total: 95				
15	% of DED ^o offices in target rayon, school administrators and/or school methodological unit leaders in target schools meeting or surpassing minimal standards for mentoring and/or pedagogical leadership (following teacher training) a. DED offices (rayon methodists) [Tajikistan only] b. school administrators (principals and vice principals) c. methodological unit leaders [Kyrgyzstan only]	Baseline Assessment 4/10				
Result/Component 2: Improved Quality of Student Assessment						
16	# of ISTTIs and PTTIs having <u>incorporated</u> skill-based student centered formative and/or	K: 5new teacher training institutions a. ITTI: 5 b. PTTI: 0				

No.	Proposed Project Indicator	FY2010 Target	Oct – December'09 Planned	October-December'09 Actual	Cumulative to date	Comments
	summative student assessment in their curriculum/syllabus	Ta: 3 teacher training institutions a. 2 ITTIs (Kulob, Khujand) b. 1 PTTI (Dushanbe)				
	a. ITTI b. PTTI	Total : 8 teacher training institutions a. 7 ITTIs b. 1 PTTI				
17	# of student assessment training modules for in-service and pre-service training <u>developed</u>	K: 1 General Formative Assessment module a. in-service: NA b. pre-service: NA c. 1 both ITTIs and PTTIs d. other: NTY				
	a. in-service modules b. pre-service modules c. both in- and pre-service d. other	Ta: 5 modules a. in-service: 0 modules b. pre-service: 5 modules --General, Formative Assessment - Primary Math -Primary Tajik Language -Secondary Math -Secondary Tajik Language/Literature c. both: NA d. other: NA				
		Total: Formative Assessment modules a. in-service: modules b. pre-service: NTY c. both: 1 d. other: NA				
18	# of student assessment training modules (including materials) for in-service and pre-service training <u>approved</u> by the MOE (and/or other official institution)	K : 1 module approved a. in-service: 0 b. pre-service: 1 module (Arabaev University)				
	a. in-service modules b. pre-service modules	Ta: 10 modules approved a. In-service: 5 modules approved by RTTI/MOE -General, Formative Assessment -Secondary Math -Secondary Tajik Language/Literature -Primary Math - Primary Tajik Language b. Pre-service: 5 modules approved by				

No.	Proposed Project Indicator	FY2010 Target	Oct – December'09 Planned	October-December'09 Actual	Cumulative to date	Comments
		Dushanbe PTTI - General, Formative Assessment - Primary Math - Primary Tajik Language - Secondary Math - Secondary Tajik Language/Literature				
		Total: 11modules approved a. In-service: 5 modules b. pre-service: 6 modules				
19	# of workshops, trainings and consultative meetings conducted on formative and summative assessment methods and approaches a. in-service b. pre-service c. other	K:7 workshops, seminars and trainings* a. in-service: 2 b. pre-service:0 c. other: 5 Ta: 8 workshops, trainings and consultative meetings a. in-service: 5 b. pre-service: 2 c. other: 1 Total: 15 a. in-service: 7 b. pre-service: 2 c. other: 6	K:1 workshops, seminars and trainings a. in-service: 0 b. pre-service:0 c. other: 1	K:1 workshops, seminars and trainings* a. in-service: 0 b. pre-service:0 c. other: 1 Total:1 workshops, seminars and trainings* a. in-service: 0 b. pre-service:0 c. other: 1		*Target was changed because the most part of activities incorporated to the IR 1.1. and due to budget issue
20*	# of teachers, student teachers, educators (school directors, ISTTI/ PTTI/other instructors) and administrators and officials trained in student assessment through... a. Direct project training b. Target rayons and schools c. ITTIs using officially adopted project modules/materials d. PTTIs using officially adopted project modules/materials e. F indicator calculation for educators and for administrators/officials Standard Indicator equivalents • # of teachers/educators trained with USG support • # of administrators and officials trained with	K: 2 124 trainees a. direct project training: 85 -MOE & Rayon Officials: 5 -ITTI/PTTI Instructors & Trainers, teachers: 20 -Other: 60 (other projects, NGOs, consultants) b. Target rayons/schools: 500** -School Administrators: 50 -MUs: 75 -Teachers: 375 c. ITTIs: 1,215 (900 teachers & 315 school administrators at KAE/CTTR) d. PTTIs: 324 student teachers in Arabaev University e. report actual figures only*	K: 786 trainees a. direct project training:20 -MOE & Rayon Officials:3 -ITTI/PTTI Instructors & Trainers&teachers: 15 -Other: 2 (other projects, NGOs, consultants) b. Target rayons/schools: 166 -School Administrators: 0 -MUs: 0 -Teachers: 166 c. ITTIs: 600 (in KAE and Osh ITTI) d. PTTIs: N/A	K: 725 trainees a. direct project training:17 -MOE & Rayon Officials:2 -ITTI/PTTI Instructors & Trainers&teachers: 15 -Other: (other projects, NGOs, consultants) b. Target rayons/schools: 166 -School Administrators: 0 -MUs: 0 -Teachers: 166 c. ITTIs: 542 (in KAE and Osh ITTI) d. PTTIs: N/A**		

No.	Proposed Project Indicator	FY2010 Target	Oct – December'09 Planned	October-December'09 Actual	Cumulative to date	Comments
	USG support	Ta: 3 567 trainees a. Direct project training: 50 MoE\Rayon officials: 10 -ITTI/PTTI Instructors & Trainers: 35 -Other: 5 (other projects, NGOs, consultants) b. Target rayons/schools: 2 017** -School Administrators: 258 -DED methodist: 39 -Teachers: 1720 c. ITTIs: 1500 (through 3 ITTIs)*** d. PTTIs: NTY e. report actual figures only	Ta: 1250 trainees a. Direct project training: 0 MoE\Rayon officials: 0 -ITTI/PTTI Instructors & Trainers: 0 -Other: 0 (other projects, NGOs, consultants) b. Target rayons/schools: 1250 -School Administrators/DED: 250 -Teachers: 1000 c. ITTIs: N/A d. PTTIs: NTY e. report actual figures only	Ta: 1 217 trainees a. Direct project training: 0 MoE\Rayon officials: 0 -ITTI/PTTI Instructors & Trainers: 0 -Other: 0 (other projects, NGOs, consultants) b. Target rayons/schools: 537* -School Administrators/DED: 31 -Teachers: 506 c. ITTIs: 680 d. PTTIs: NTY e. report actual figures only		* Delivery trainings for Cohort 1 not complete. Trainings were postponed on January'10 (winter holiday)
		Total: 5 691 trainees a. 135 b. 2 517 c. 2 715 teachers (through FTI and ITTIs) d. 324 e. report actual figures only*	Total: 2 036 trainees a. 20 b. 1416 c. 600 teachers (through ITTIs) d. N/A e. report actual figures only*	Total: 1942 trainees a. 17 b. 703 c. 1 222 teachers (through ITTIs & FTI) d. N/A e. report actual figures only*		
21	# of Olympiads and alternative competitions for students and/or teachers including new assessment items and practices	Kyrgyzstan : 2 Olympiads on rayon level				
		Tajikistan : 4 Olympiads				
		Total : NTY				
22	% of DED methodists in target rayons, school administrators and/or school methodological unit leaders in target schools who demonstrate understanding of and support the use of formative/summative assessment by classroom teachers a. DED methodists [Tajikistan only] b. school administrators (principals and vice principals) c. methodological unit leaders [Kyrgyzstan only]	Baseline Assessment 4/10				
Result/Component 3: Greater involvement of teachers in curriculum reform						
23	# of target subject matter curricula (by grade or level) for which new guidelines for use and application have been developed with teacher input	Kyrgyzstan : 3 subject/grade guidelines prepared by teachers -Primary Grades (integrated language arts and math)				

No.	Proposed Project Indicator	FY2010 Target	Oct – December'09 Planned	October-December'09 Actual	Cumulative to date	Comments
		-Secondary School Math -Secondary school language/literature				
		Tajikistan : 4 curricula guidelines				
		- 1 Primary Math -1 Primary Tajik Language/Literature -1 Secondary Math -1 Secondary Tajik Language/Literature				
		Total :				
24	# of targeted subjects per grade/level for which supplementary materials have been developed in targeted local languages	Kyrgyzstan: 4 subject/level (3 set/each) -3 sets PG Math -3 set PG integrated language arts -3 set secondary Math -3set secondary language/literature				
		Tajikistan: 5 package for target subjects				
		-1 package for Primary Math -1 package for Primary Tajik Language - 1 package for Primary Environmental Studies -1 package for Secondary Math -1 package for Secondary Tajik Language/Literature				
		Total: sets/packages				
25	#/% of supplementary materials (SM) distributed. Standard Indicator equivalent: • # of textbooks and other teaching learning-materials provided with USG assistance	Kyrgyzstan: 3300 copies of SM ¹³ -550 Guide Books for teachers on Formative Assessment -275 packages of translated existing materials on formative assessment -275 copies of package of existing materials (purchase) -550 (2 sets of 275 copy each) of PG Math -550(2 sets of 275 copy each) of PG integrated language arts -550(2 sets of 275 copy each) of secondary Math -550 (2 sets of 275 copy each) of secondary language/literature				
		Tajikistan: 10,845 copies *				
		Total:				

¹³ This target, as well as the EOPS targets for this indicator is based on the assumption that QLP can leverage funding from other donors/projects. It may have to be adjusted downward, if funding is not forthcoming.

No.	Proposed Project Indicator	FY2010 Target	Oct – December'09 Planned	October-December'09 Actual	Cumulative to date	Comments
26	# of workshops trainings and consultative meetings conducted on curriculum a. in-service b. pre-service c. other	K:8 workshops, seminars and trainings a. see Indicator 9 b. see Indicator 9 c. 8	K:2 workshops, seminars and trainings a. see Indicator 9 b. see Indicator 9 c. 2	K:1 workshops, seminars and trainings* a. see Indicator 9 b. see Indicator 9 c. 1		*Two planned meetings were conducted jointly
		Ta: 29 workshops, trainings and consultative meetings a. in-service: 24 b. 4 c. 1	Ta: 2 workshops, trainings and consultative meetings a. in-service: 0 b. 0 c. 2	Ta: 1 workshops, trainings and consultative meetings a. in-service: 0 b. 0 c. 1		
		Total: 17 workshops, trainings and consultative meetings a. in-service: 12 b. pre-service: 0 c. other: 5	Total: 4 workshops, trainings and consultative meetings a. in-service: 0 b. pre-service: 0 c. other: 4	Total: 2 workshops, trainings and consultative meetings a. in-service: 0 b. pre-service: 0 c. other: 2		
27	# of teacher groups (i.e. methodological units, subject groups) participating in policy dialogues and professional exchanges	Kyrgyzstan: 3 groups (in PG, secondary Math and secondary Language/literature in Cohort 1 rayons)				
		Tajikistan: 3 groups -1 group Primary Grade -1 group Secondary Math, -1 group Secondary Tajik Language/Literature				
		Total: 6 groups				
28	#/% of teachers ... a. participating in policy dialogues and technical discussions b. accessing professional exchange media	K: 72,000 teachers a. 15 teachers b. 72,000 teachers*	K: 72,000 teachers a. 15 teachers b. 72,000 teachers	K: 72,000 teachers a. 24 teachers* b. 72,000 teachers**		* Participants of the workshop **Through “ Kut bilim sabagy”- professional media where QLP methodical materials were published in December'09 for further discussion
		Ta: 99 000 teachers a. 30 b. 99 000				
		Total : 171 000 teachers a. 45 teachers b. 171 teachers*	Total: 72,000 teachers a. 15 teachers b. 72,000 teachers	Total: 72,000 teachers a. 24 teachers b. 72,000 teachers		
Result/Component 4: Increased Effectiveness of Education Finance Systems						

No.	Proposed Project Indicator	FY2010 Target	Oct – December'09 Planned	October-December'09 Actual	Cumulative to date	Comments
29	# of data-based policy briefs and policy-related documents on per capita funding issues prepared by central and targeted local authorities Standard Indicator equivalent • # of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of educational services	K : 2				
		Ta: 1				
		Total : 3				
30	#/% of districts ¹⁴ in which per capita finance mechanism is officially adopted a. QLP ed. finance districts b. other ed.finance districts <i>QLP will report on these districts, but is not directly responsible for ensuring that the Kyrgyz and Tajik governments implement their roll-out plans as projected."</i>	K: 22 (39%)* a:8 (the same) b:14**				
		Ta: 68 (100%) a. 2 (Kulyab and Vahsh) b. 66				
		Total: 52 a.9 b. 43				
31	# of districts (project and others) receiving funds based on new per capita funding formula (per national roll-out plan) a. QLP target districts b. other education finance roll-out districts <i>NB: Present newly added rayons and cities each year.</i>	K: 13 a. NTY b. 13 (WB)				
		Ta: 25 rayons a:1 (Vahsh) b:24				
		Total: 37 rayons a. 1 b. 36				
32	# of courses, modules or materials <u>developed</u> for education finance	Kyrgyzstan: 1 module & 1 manual -1 module for school accountants - 1 manual for Advisory Committees				
		Tajikistan: 1 manual for PTAs				
		Total: 1 modules and 2 manuals				
33	# of courses, modules or materials for education finance <u>approved</u> by MOE (and/or other official groups)	Kyrgyzstan: K: 1 module approved -1 module for school accountants				
		Tajikistan: 0 (task completed)				
		Total: 1 module				
34	# of education finance materials distributed.	Kyrgyzstan: NTY				

¹⁴ % from the total # of districts. In Kyrgyzstan the total number of districts is 56, in Tajikistan – 68.

No.	Proposed Project Indicator	FY2010 Target	Oct – December'09 Planned	October-December'09 Actual	Cumulative to date	Comments
		Tajikistan: 0 Total: 0				
35	# of workshops, trainings , trainings and technical \consultative meetings conducted in education finance	Kyrgyzstan: 134 workshops , trainings and technical \consultative meetings Tajikistan: 60 workshops, trainings and technical \consultative meetings -58 Vahsh -2 Kulyab (PC training for accountants) Total: 194	Kyrgyzstan: 34 workshops , trainings and technical \consultative meetings Ta: 8 workshops , trainings and technical \consultative meetings Total: 42	Kyrgyzstan: 11 workshops , trainings and technical \consultative meetings Ta: 4 Total: 15		
36*	# of school boards, PTAs, Advisory Committees or other existing community group trained in ... a: target schools b. QLP ed. finance pilot districts c. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) Standard indicator equivalent ● # of PTA or similar school governance structures supported	K : 30 Advisory Committees a. 8 Advisory Committees* b. 30 (including target schools) c.N/A (WB-support) Ta: 45 PTAs a. 20 PTAs b. 45 PTAs (including target schools in Vahsh) c. N/A* Total: 75 Advisory Committees/PTAs a. 28 b. 75 c.N/A				
37*	# of administrators, officials, trainers, accountants, school-based personnel and school board members trained in education finance functions a: Central MOE/MOF b. Trainers c. target schools d QLP ed. finance pilot districts schools e. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) schools Standard Indicator equivalent ● # of administrators and officials trained with USG support	K: 201 trainees a.5 b.6 c. 74 -School Directors: 29 -School Board members: 36 -School accountants:10 d.190 -Rayon Authorities: 10 -School Directors: 50 -Local Authorities :55 -School Board members: 50 -School accountants:25 e. N/A	K: 124 trainees a.0 b.0 c. 39 -School Directors: 29 -School Board members: 0 -School accountants:10 d.85 -Rayon Authorities: 10 -School Directors: 50 -Local Authorities :0 -School Board members: 0 -School accountants:25 e. N/A	K: 331 trainees a.0 b.0 c. 39 -School Directors: 29 -School Board members: 0 -School accountants:10 d.331 -Rayon/ Local Authorities: 2 -School Administrators: 169 -School Board members: 0 -School accountants:111 e. N/A		
		Ta: 272 trainees a: 10 b: 0	Ta: 237 trainees a: 10 b: 0	Ta: 95 trainees a: 2 b: 6		

No.	Proposed Project Indicator	FY2010 Target	Oct – December'09 Planned	October-December'09 Actual	Cumulative to date	Comments
		c: 75 -Rayon authorities:0 (see below) -School directors 20 -School accountants 15 -PTAs 40 d:QLP 262 -Rayon authorities 23* -School directors 74* -School accountants 75** -PTAs 90 e. no data available from WB	c: 0 d:227	c: 0 d: 87 -Rayon authorities 6 -School directors 11 -School accountants 50 -PTAs 11 -other 9 e. no data available from WB		
		Total: 473 a. 15 b. 6 c. 149 d. 452 e. no data available from WB	Total: 361 a. 10 b. 0 c. 39 d. 312 e. no data available from WB	Total: 426 a. 2 b. 6 c. 39* d. 418 e. no data available from WB		*part of d
38	% of target schools retaining and programming annual cost savings of operating funds for teacher incentives, professional development, and quality improvements a. retaining savings b. programming savings for quality	Baseline Assessment 4/10				
39	% of target schools meeting or surpassing financial management quality index	Baseline Assessment 4/10				
40	% of target school boards engaged in budgetary oversight and school decision-making	Baseline Assessment 4/10				

* USAID standard or common indicator

Tajikistan – Quarterly report matrix

October 2009 – December 2009

Tasks	Activities/outputs planned for October 2009 – December 2009	Outputs achieved for October 2009 – December 2009	Activities planned for January 2010 – March 2010
IR 1. Improved quality of teacher training in student-centered methodologies			
SIR 1.1 Improved Quality of In-service teacher training			
1.1.1 Cohort 2 school selection	<ol style="list-style-type: none"> Orientation meeting with MOE Obtain necessary information on the targeted districts and schools from MOE Discuss with MOE the preliminary list of selected schools School visits and selection 	<ol style="list-style-type: none"> Preliminary discussions held with MOE staff responsible for data collection, statistics and analysis Completed. Partially from MOE but mainly from WB/PIU and QLP IR4 data base Letter regarding the districts and total number of schools to be selected within each district sent to MOE QLP staff visited Vaksh, QLP - target rayon for year 3. 	<ol style="list-style-type: none"> School visits and selection Prepare final list of target schools and obtain approval from MOE Orientation meeting with principals of selected schools Development of school profile for each target school
1.1.2 Review and adjustment of lesson planning module in Secondary teacher training materials	<ol style="list-style-type: none"> Hire 8 local consultants for four target subjects Conduct one-day orientation workshop Review and make adjustment to Lesson planning Module and Trainer's Guide Field test Module and Trainer's Guide in Dushanbe TTI Incorporate field testing feedback and finalize the draft module and trainer's guide Edit and prepare final draft 	- Activities 1 – 7 completed	No planned activity

Tasks	Activities/outputs planned for October 2009 – December 2009	Outputs achieved for October 2009 – December 2009	Activities planned for January 2010 – March 2010
	Module and Trainer's guide 7. Incorporate Updated Lesson Planning module and trainer's guide into the in-service teacher training system		
1.1.3 Trainers' capacity building	1. Identify core trainer's group 2. Develop Trainers Development Plan 3. 4-day coaching with core trainers 1. Drafting of methodology and pedagogy articles and publishing them in professional Mass Media	1. Completed 2. Completed 3. 3-day coaching with core trainers conducted 4. Activity started but not completed	4. Identify core trainer's group 5. Develop Trainers Development Plan 6. 4-day coaching with core trainers 4. Drafting of methodology and pedagogy articles and publishing them in professional Mass Media
1.1.4 Institutionalization of Primary Teacher Training Modules	1. Hire 6 local consultants to review and update Primary Teacher In-service Training Curriculum 2. Conduct 2- day orientation workshop for local consultants 3. Review and update Primary Teacher Training curriculum 4. Edit Primary Teacher Training Curriculum 5. 5. Submit Primary Teacher Training Curriculum to the Academy of Education for final review and approval	Due to RRTI's staff workload, the activity was postponed until the coming quarter.	1. Hire 6 local consultants to review and update Primary Teacher In-service Training Curriculum 2. Conduct 2- day orientation workshop for local consultants 3. Review and update Primary Teacher Training curriculum 4. Edit Primary Teacher Training Curriculum 5. 5. Submit Primary Teacher Training Curriculum to the Academy of Education for final review and approval
1.1.5 Institutionalization of Secondary Teacher Training Modules	No planned activity	—	1. Hire 8 local consultants to review and update Secondary Math and Tajik Language Teacher In-service Training Curricula 2. Conduct two day orientation workshop for local consultants 3. 3. Review and update Secondary Math and

Tasks	Activities/outputs planned for October 2009 – December 2009	Outputs achieved for October 2009 – December 2009	Activities planned for January 2010 – March 2010
			Tajik Language Teacher In-service Training Curricula
1.1.6 Cohort 1 Teacher Training Target school delivery	<ol style="list-style-type: none"> Hire 55 trainers and 8 training supervisors TTIs and DEDs conduct 8-day second phase of Primary and Secondary Math and Tajik target school teachers 	<ul style="list-style-type: none"> Completed in Kulob, Vahdat, Varzob and Ismoili Somoni target rayons. KT and Sarband will be completed in January 	<ol style="list-style-type: none"> Hire 55 trainers and 8 training supervisors TTIs and DEDs conduct 8-day second phase of Primary and Secondary Math and Tajik target school teachers
1.1.7 Cohort 2 Teacher Training Target school delivery	No planned activity	—	No planned activity
1.1.8 Further support to FTI	No planned activity	—	No planned activity
1.1.9 Assist RTTI and Methodological Center in providing teachers with relevant training and supplementary material	No planned activity	—	No planned activity
SIR 1.2 Pre-Service Teacher Training			
1.2.1 Review and analysis of current courses/resources at target departments of Dushanbe and K-T State Pedagogical Universities	<ol style="list-style-type: none"> Contract 9 Local Consultants and IC Review curriculum and resources of target departments Develop report on curriculum process and analysis 	<ol style="list-style-type: none"> Completed Initiated Review still in progress. Delayed. 	<ol style="list-style-type: none"> Develop report on curriculum process and analysis IC prepares presentation on possible new areas which are to include in curricula Share report findings in a Round table. Incorporate suggestions into report
1.2.2 Modify courses/resources/syllabi/curriculum/ learning objectives at target	No planned activity	—	No planned activity

Tasks	Activities/outputs planned for October 2009 – December 2009	Outputs achieved for October 2009 – December 2009	Activities planned for January 2010 – March 2010
departments of Dushanbe and K-T State Pedagogical Universities			
1.2.3 Develop training approach for target departments lecturers	No planned activity	---	No planned activity
1.2.4 Strengthen Student Practicum and PTTI-school linkage	<ol style="list-style-type: none"> Contract 1 Lead and 2 LCs to conduct Research study. Develop study structure and research questions and research instruments LCs conduct research and develop draft report and recommendations(including new structure of PTTI-School linkage) 	<ul style="list-style-type: none"> 1. Postponed due to Y3 WP and budget approval delay 2. Study proposal and plan drafted 	<ol style="list-style-type: none"> Contract 1 Lead and 2 LCs to conduct Research study. Develop study structure and research questions and research instruments LCs conduct research and develop draft report and recommendations(including new structure of PTTI-School linkage) IC supplies info as necessary on practice elsewhere and review draft and help with report
1.2.5 Introduction of formative assessment guidelines for PRESET	No planned activity	----	No planned activity
SIR 1.3 Improved Capacity of Education Administrators in Mentoring, Monitoring and Pedagogical Leadership			
1.3.1 Target schools delivery of Mentoring program for cohort 1	<ol style="list-style-type: none"> Conduct 3-day orientation workshop with 20 hired mentoring trainers Ensure Mentoring program meets M&E requirements Print Mentoring package for mentors Conduct 10-day Mentoring training for cohort1 districts 	<ul style="list-style-type: none"> - postponed until January – to be done during winter vacation in schools when all the participants, deputy principals and heads of MUs are available 	<ol style="list-style-type: none"> Conduct 3-day orientation workshop with 20 hired mentoring trainers Ensure Mentoring program meets M&E requirements Print Mentoring package for mentors Conduct 10-day Mentoring training for cohort1 districts Provide mentoring support to school teachers

Tasks	Activities/outputs planned for October 2009 – December 2009	Outputs achieved for October 2009 – December 2009	Activities planned for January 2010 – March 2010
	5. Provide mentoring support to school teachers 6. 2- follow up support visits to 250 trained mentors		
1.3.2 Training for cohort 2 district/school mentors	No planned activity	----	No planned activity
1.3.3 Target schools delivery of Mentoring program for cohort 2	No planned activity	----	No planned activity
1.3.4 TOT for Management module for Principals (Pedagogical leadership component) For cohort 1		----	No planned activity
1.3.5 Target schools delivery of School Management module for Principals (Pedagogical leadership component) cohort 1	1. Hire 6 trainers 2. Conduct 8-day (1 st round) workshop for target district school principals in each target area for cohort 1 3. Conduct 7-day (2 nd round) workshop for target district school principals in each target area for cohort 1 4. 50 follow up visits by 2 master trainers and FTI representatives	- Postponed to February due to shortage of trainers and agreement with FTI not to overlap with the existing pool of trainers	1. Hire 6 trainers 2. Conduct 8-day (1 st round) workshop for target district school principals in each target area for cohort 1 3. Conduct 7-day (2 nd round) workshop for target district school principals in each target area for cohort 1 4. 50 follow up visits by 2 master trainers and FTI representatives
1.3.6 Target schools	No planned activity	---	No planned activity

Tasks	Activities/outputs planned for October 2009 – December 2009	Outputs achieved for October 2009 – December 2009	Activities planned for January 2010 – March 2010
delivery of School Management module for Principals (Pedagogical leadership component) cohort 2			
IR 2: Improved Quality of Student Assessment			
2.1 Institutionalization of formative assessment guidelines	<ol style="list-style-type: none"> 1. Submit formative assessment guidelines to the Methodological and Teaching Center of the MOE to review and approve 2. Submit formative assessment guidelines to the Methodological and Teaching Center of the MOE to review and approve 3. Finalize FA Guidelines 4. Conduct one day presentation of FA Guideline set in the Target education institutions 	<p>Guidelines completed and distributed to trained teachers for feedback</p> <p>-institutionalization postponed. QLP is yet to receive to feedback from teachers from target school</p>	<ol style="list-style-type: none"> 1. Submit formative assessment guidelines to the Methodological and Teaching Center of the MOE to review and approve 2. Submit formative assessment guidelines to the Methodological and Teaching Center of the MOE to review and approve 3. Finalize FA Guidelines 4. Conduct one day presentation of FA Guideline set in the Target education institutions
2.2 Development of FA kit	No planned activity	—	<ol style="list-style-type: none"> 1. Publication of articles on usage of FA practices articles 2. Develop a CD on demonstration of FA elements 3. Prepare further information on use of FA Kit
2.3 Target school delivery of formative assessment guidelines and FA Kit for cohort 1 schools	No planned activity	—	<ol style="list-style-type: none"> 1. Hire 6 local trainers 2. Print 300 FA guidelines 3. 2 day training for mentors on use of guideline
2.4 Incorporate formative and	No planned activity	—	No planned activity

Tasks	Activities/outputs planned for October 2009 – December 2009	Outputs achieved for October 2009 – December 2009	Activities planned for January 2010 – March 2010
summative assessment elements into QLP Olympiads			
IR3. Greater Involvement Of Teachers In Curriculum Reform			
3.1 New Skill-based standards' guidelines in target subject-matter curricular as a result of discussions and feedback from subject teachers and teacher groups			
3.1.1 Development of primary standards guidelines	<ol style="list-style-type: none"> 1. Hire international and 12 local consultants 2. Conduct three day orientation workshop 3. Develop Primary Standards Guidelines for all primary subjects 4. Field test Primary Standards Guidelines for all primary subjects with 100 teachers for Target District schools 	- Postponed due to delay in approving Primary Standards (which were approved in December 2009)	<ol style="list-style-type: none"> 1. Hire international and 12 local consultants 2. Conduct three day orientation workshop 3. Develop Primary Standards Guidelines for all primary subjects 4. Field test Primary Standards Guidelines for all primary subjects with 100 teachers for Target District schools
3.1.2 Review and assess basic education standards	<ol style="list-style-type: none"> 1. Develop TOR for IC and LC 2. Hire IC and 20 LC to support QLP to structure and format Basic Education Standards 3. Conduct two day orientation and target setting workshop 4. Develop review criteria for assessments 5. Review and restructure of the Basic Education Standards according to the criteria set 	- done	<ol style="list-style-type: none"> 1. Conduct cross curricular review to establish the linkage and consistency of the basic standards 2. Conduct review of the redeveloped standards at the target school delivery trainings 3. Get approval from the National Curriculum/MOE
3.1.3 Development of secondary education	No planned activity	—	No planned activity

Tasks	Activities/outputs planned for October 2009 – December 2009	Outputs achieved for October 2009 – December 2009	Activities planned for January 2010 – March 2010
standards guidelines			
3.1.4 Academy of Education capacity building	No planned activity	—	No planned activity
3.2 Development of high quality, affordable supplementary subject-based curricular materials			
3.2.1 Institutionalization of supplementary materials developed in Y2	<ol style="list-style-type: none"> Hire 6 local consultants Conduct field test of Supplementary materials 	Completed	<ol style="list-style-type: none"> Approve supplementary materials in MOE – Methodological Center
3.2.2 Development of subject-based, high-quality, affordable materials for teachers and students	No planned activity	—	<ol style="list-style-type: none"> Hire IC and 6 LC Three day orientation and target setting workshop Develop 5 target subject supplementary package
3.3. Increased Opportunities for Professional Exchange and Policy Dialogue through Subject Teacher Groups			
3.3.1 MU support implementation of Primary and Secondary Education Standards	<ol style="list-style-type: none"> Develop TOR for Local Consultant Hire 4 Local consultants Review of the current situation with Methodological Units in Target districts Develop report on current situation with Methodological Units in Target districts 	Postponed due to potential LCs being fully involved in Cohort1 target school delivery training	<ol style="list-style-type: none"> Develop TOR for Local Consultant Hire 4 Local consultants Review of the current situation with Methodological Units in Target districts Develop report on current situation with Methodological Units in Target districts
IR 4: Increased Effectiveness of Education Finance Systems			
SIR 4.1. Increased Government Capacity in the Implementation of Education Finance Reform			
SSIR 4.1.1. Supporting the policy process			

Tasks	Activities/outputs planned for October 2009 – December 2009	Outputs achieved for October 2009 – December 2009	Activities planned for January 2010 – March 2010
4.1.1.1. Provide technical assistance to EFWG in stewardship of PCF implementation	<p>1. To provide logistical support for conducting meetings of EFWG to review pilot progress, developing policies, discussing education financing issues and coordinating donor collaboration, etc.</p> <p>2. Develop EFWG meeting protocols in English and Tajik, share with MoE and EFWG members</p>	<p>1. The 6th meeting of EFWG was conducted on October 23th (9 participants)</p> <p>2. Protocols of the 6th meeting of EFWG in Tajik and English developed, signed and distributed among EFWG members</p>	<p>1. To provide logistical support for conducting meetings of EFWG to review pilot progress, developing policies, discussing education financing issues and coordinating donor collaboration, etc.</p> <p>2. Develop EFWG meeting protocols in English and Tajik, share with MoE and EFWG members</p>
4.1.1.2 Strengthen central government capacity in PCF implementation	<p>1. Conduct monitoring site visits with MoE specialists, develop reports and recommendations based on monitoring results, discuss results with the EFWG</p> <p>2. Contribute to analysis of existing normative-legal base to support PCF in Education led by the WB/FTI</p>	<p>1. Monitoring site visits with MoE specialists and PMU (FTI) conducted in Isfara, Ghafurov, Kulob, Dushanbe, Vahdat, Rumi, Rasht and Kurgon-Teppa from October 15 to November 6 (8 visits)</p> <p>2. Meetings held but further negotiation/discussion with WB/FTI and partners to be held</p>	<p>1. Conduct monitoring site visits with MoE specialists, develop reports and recommendations based on monitoring results, discuss results with the EFWG</p> <p>2. Contribute to analysis of existing normative-legal base to support PCF in Education led by the WB/FTI</p>
4.1.1.3 Increase public awareness of PCF and PTA	<p>1. Publish articles about PCF and PTAs activities in national newspapers</p>	<p>1. Draft article on PCF developed will be submitted for USAID review</p>	<p>No planned activity</p>
SSIR 4.1.2. Implementing School Financing Reforms			
4.1.2.1 Continue monitoring of PCF implementation in Kulob rayon	<p>1. Continue assistance with school data analysis, tariff system, and budget analysis to rayon school directors and accountants, and education and finance specialists</p> <p>2. Provide technical support to rayon education and finance department's specialists (2) on quarterly and annual school budget</p> <p>3. Provide regular technical support to school directors (46) and accountants (35) on monthly basis</p> <p>4. Develop recommendation reports based on Kulob field trips for</p>	<p>1. QLP provided assistance with school data analysis and tariff system to DED specialists</p> <p>2. Budget execution of Kulob schools for the 3rd quarter 2009 is currently complied together with specialists of education and finance departments and submitted to PMU/WB and MoE.</p> <p>3. Monitoring of the PCF implementation in Kulob conducted by local resource person and QLP specialists.</p> <p>4. Report on results of monitoring of 19 schools of Kulob submitted to MoE</p>	<p>1. Continue assistance with school data analysis, tariff system, and budget analysis to rayon school directors and accountants, and education and finance specialists</p> <p>2. Provide technical support to rayon education and finance department's specialists (2) on quarterly and annual school budget</p> <p>3. Provide regular technical support to school directors (46) and accountants (35) on monthly basis</p> <p>4. Develop recommendation reports based on Kulob field trips for discussion and submission to MoE, MoF and EFWG</p> <p>5. Regular meeting with Hukumat and local authorities together with specialists from MoE and MoF to update on PCF progress</p>

Tasks	Activities/outputs planned for October 2009 – December 2009	Outputs achieved for October 2009 – December 2009	Activities planned for January 2010 – March 2010
	discussion and submission to MoE, MoF and EFWG		
4.1.2.2 Increase local capacity for better implementing PCF in Kulob schools	1. Continue technical assistance to a local resource person	1. Local resource person accompanied QLP specialist on monitoring visit to Kulob schools. He was prepared as trainer on school management through ToT. His contract is terminated in line with QLP reduced support to Kulob though he may be used in future as a trainer	1. Continue technical assistance to a local resource person
4.1.2.3 Support national roll-out of PCF	1. Collection of the existing and latest normative-legal PCF and school management documents to develop a reference manual “Handbook for School Principals” (to be published in PY4)	1. Process ongoing, most of latest normative-legal documents collected	1. Collection of the existing and latest normative-legal PCF and school management documents to develop a reference manual “Handbook for School Principals” (to be published in PY4) 2. Monitoring of school management trainings (15 trainers) 3. Conduct refreshing seminars for school management trainers
4.1.2.4 Introduce PCF in Vakhsh rayon	1. Analysis of schools’ situation and their restructuring based on new financing mechanism 2. Conduct orientation meeting for school directors (80), education (2) and finance (2) specialists on proper data collection 4. Conduct consultative meetings with school director (80) and accountant (40), rayono and rayfo specialist (4) on school data analysis, tariff classification to develop statistical reports	1. Budget of Vakhsh schools for 2010 based on per capita normative prepared. 80 schools of Vakhsh restructured to 48 schools (regulation #701 from Chairman of Vaksh Hukumat dated 11 October 2009) 2. Orientation meeting for 80 school directors, 4 education and 4 finance specialists on proper data collection in Vakhsh rayon conducted in October 10 th 4. Consultative meetings with 80 school directors, 2 DED and 4 DFD specialists conducted to assist with school data analysis, data on tariff system, and development of statistical reports 5. Consultative technical workshops for	3. Conduct consultative meetings with school directors (80) and accountants (40), rayono and rayfo specialists (4) in formulation of school budget based on per capita formula 5. Conduct technical workshops with rayon education (2) and finance department’s specialists (2) to analyze school budget based on new financing mechanism on a quarterly basis 6. Develop progress report based on site visits to Vakhsh and submission to MoE, MoF and EFWG 7. Print and disseminate instruction materials for schools accountants (80)

Tasks	Activities/outputs planned for October 2009 – December 2009	Outputs achieved for October 2009 – December 2009	Activities planned for January 2010 – March 2010
	<p>5. Conduct technical workshops with rayon education (2) and finance department's specialists (2) to analyze school budget based on new financing mechanism on a quarterly basis</p> <p>8. Regular meeting with Hukumat and local authorities together with specialists from MoE and MoF to update on PCF progress</p>	<p>2 DED and 4 DFD specialists to analyze school budget conducted</p> <p>8. The 1st official meetings with Hukumats of Khatlon Oblast and Vakhsh districts together with MoE representative and USAID CTO held on November 27, 2009</p>	
4.1.2.5 Support infrastructure development of local organizations for PCF implementation	1. Provide computers to education and finance departments of Vakhsh	1. Activity postponed until 2 nd quarter	---
SSIR 4.1.3. Improving school management			
4.1.3.1 Support institutionalization of accounting and PTA training modules	<p>1. Continue discussions on institutionalization of the revised school accounting module with MoE and MoF</p> <p>2. Continue discussions on institutionalization of the PTAs training module by MoE</p>	<p>1. Preliminary agreement reached with MoE regarding institutionalization of the revised Accounting module</p> <p>2. Agreement reached with MoE and RTTI regarding institutionalization of the PTA training module</p>	<p>No planned activity</p> <p>No planned activity</p>
4.1.3.2 Increase school administration capacity in Vakhsh and Kulob	<p>1. Conduct training for Vakhsh schools' accountant (40) and specialist from education (2) and finance (2) departments</p> <p>2. Conduct training for Vakhsh school's director (80) and specialists from education (2) and finance (2) departments on improved finance management training module</p>	<p>1. 6 -day training for 44 school accountants, 2 DED and 4 DFD specialist of Vakhsh rayon conducted . Trainers used the updated accounting training module developed by QLP</p> <p>2. Finance Management training for school directors in Vakhsh rayon postponed following consultation with other components of QLP (to be conducted after baseline survey and in coordination with FTI demand fir trainers)</p>	<p>No planned activity</p> <p>3. Conduct training for Kulob school's director (46) and specialists from education (2) and finance (2) departments on improved finance management training module</p> <p>4. Interviewing of potential accountant trainers</p>

Tasks	Activities/outputs planned for October 2009 – December 2009	Outputs achieved for October 2009 – December 2009	Activities planned for January 2010 – March 2010
			5. Conduct three-day ToT for trainers on improved accounting training module
4.1.3.3 Ensure effective usage of the automated expenditure tracking system	1. Provide technical support to MoE IT specialists to ensure its effective usage	1. Technical support to the MoE IT specialists will commence in January 2010 because of delay in official adoption of the system by MoE	1. Provide technical support to MoE IT specialists to ensure its effective usage 2. Follow up on usage of the system by MoE during the decision making process
SIR 4.2 Increased Involvement of Community Stakeholders in School Financial Oversight			
SSIR 4.2.1 Increasing transparency and accountability for school resources			
4.2.1.1. Increased transparency in resource utilization in schools	No planned activity	----	1. Support school administration in development of demonstration stands on PCF mechanism in Vakhsh schools
4.2.1.2 Support formal registration of PTAs in Kulob	No planned activity	----	No planned activity
4.2.1.3 Support establishment of PTAs in Vakhsh	No planned activity	----	1. Conduct orientation workshop for school directors (80), DED specialists (2) and parents (5) 2. Provide consultations to school community on establishment of PTAs, Vakhsh
4.2.1.4 Increase public awareness on PTAs activities	No planned activity	----	2. Organize public educational events about PTA activity
4.2.1.5 Increase PTAs capacity to be involved in financial oversight	No planned activity	----	1. Interviewing potential trainers 2. To conduct 2-day ToT for trainers on training module for PTAs on per capita issues

Kyrgyzstan – Quarterly report matrix

Oct. – Dec. 2009

Tasks	Activities/outputs planned for Oct.– Dec 2009	Outputs achieved expected in Oct.– Dec 2009	Activities planned for January- March 2010
Task Recruitment of IC and LC for each component	1. Develop SOW for 7 ICs and 14 LCs 2. Recruit LCs for each component 3. Identify ICs 4. Recruit ICs in conjunction with USAID regulations.	1. Completed 2. Partially completed. Issue with finding a right LC on SIR 1.3. 3. Completed 4. Incomplete	
Task Receive Mentoring Training on Program related fields	No activities planned		
Task 1-day Branding and Marking Training	No activities planned		
Task 1 – day Training “How to write success stories”	No activities planned		
School selection for Cohort 2 target and control schools	1. Conduct meeting with MOES to present target and control schools selection criteria, procedure and pre-selected rayons. 2. Develop list of potential target and control schools. 3. Conduct site visits to problematic potential target and control schools to ascertain eligibility (about 10 schools out of 50).	Delayed due to work plan adjustments.	4. Finalize target and control schools selection based on developed criteria. 5. Hold 1-day orientation meeting in each oblast (where target schools are located) with school principals.
Media outlets selection & Interaction	1. Identify right media channels for matching with target audience. Develop list of potential mass media and sign contracts with	1. Delayed due to recruitment of Program Manager	TV and Radio programs broadcasting on project related activities & success

Tasks	Activities/outputs planned for Oct.– Dec 2009	Outputs achieved expected in Oct.– Dec 2009	Activities planned for January- March 2010
	<p>them.</p> <p>2. Develop content of materials to be submitted to target media outlets.</p> <p>3. Continue working with MOES newspaper “Kut bilim”/renew contract. Organize Forum/discussion with QLP Program staff and ICs input on challenging issues.</p> <p>4. Invite media outlets for all project related events.</p> <p>5. Organize joint press-conferences with MOES, KAE officials</p> <p>6. Organize media tours to target schools & PTTIs with USAID support.</p>	<p>2. Delayed, see above</p> <p>3. Contract renewed. Other activities delayed.</p> <p>4. Work in progress.</p> <p>5. Delayed, see above.</p> <p>6. Delayed, see above.</p>	
<p>Task Promoting Education Reform through Policy Dialogue</p>	<p>1. Conduct Round Table /discussion on QLP researches’ findings on individual components with Members of Parliament, key officials from the Kyrgyz President’s Administration, Kyrgyz Government & and MOES.</p> <p>2. Follow up activities.</p>	<p>1. Delayed, see above.</p> <p>2. Delayed, see above.</p>	
<p>Task Influencing decision making process in the Kyrgyz Society jointly with international donors</p>	<p>Organize meetings/ representational events with key contacts at the MOES, Parliament, Kyrgyz Government, and NGO sector in order to promote better understanding/ importance of project related issues.</p> <p>Topics: financial support</p>	<p>1. Delayed, see above.</p>	

Tasks	Activities/outputs planned for Oct.– Dec 2009	Outputs achieved expected in Oct.– Dec 2009	Activities planned for January- March 2010
	for regional ITT Centers; support for Methodological staff etc.		
Task Develop progress report based on QLP researches' findings	1. Develop SOW and hire Local Consultant and translator	1. Delayed, see above.	1. Develop a progress report 2. Edit and Print out 100 copies
Task Creating QLP Promo materials	1. Develop promo materials: brochures, calendars, pens, pins, etc 2. Print out promo materials	1. Completed partially 2. Completed	
Task Create terminology – Kyrgyz Glossary in education field	1. Organize a working group involving specialists from KAE, MOES, Kyrgyz National Commission on Kyrgyz language, and other experts	1. Work started, ongoing	1. Develop contract with WG members 2. Develop draft of terminology book 3. Review and discuss with stakeholders 4. Edit the final version 5. Print out 500 copies and distribute hard copies and e-versions to education stakeholders.
IR 1. Improved quality of teacher training in student-centered methodologies			
SIR 1.1 Improved Quality of In-service teacher training			
SSIR 1.1.1. Establish cooperation relations with regional ITTIs (Yssyk –Kul, Jalal –Abad and Batken Methodological Centers)			
1.1.1.1 Reaching agreement with Yssyk Kul ITTI, Batken and Jalal –Abad Methodology centers	Signed MOU with partner organization	Completed. Draft action plan, work schedule developed.	No planned activities
SSIR 1.1.2 Strengthen capacity of in-service teacher training instructors			
1.1.2.1 Training of instructors to teach modified courses in YK, JA, B,	1. Conduct methodological training for Yssyk – Kul ITTI instructors on Student centered methodology (Dec. begin) and on Stud. Assessment & Curriculum (Dec. end)	First training completed, second training moved to January	1. Conduct 3 day TOT on Formative Assessment and Curriculum development for YK ITTI on January 21-23, 2009 2. Conduct 7 day TOT on how to teach modified training course for YK ITTI – February 1-7, 2009 3. Finalize schedule and dates of the TOT for the JA and B Methodology centers 4. Conduct first round of 3 day TOT for JA and B Methodology Center on Student Centered Methodology – January 15-17, 2009 (tentative)

Tasks	Activities/outputs planned for Oct.– Dec 2009	Outputs achieved expected in Oct.– Dec 2009	Activities planned for January- March 2010
			5. Conduct second round of 3 day TOT for JA and B Methodology Center on Formative Assessment and Curriculum Development – March 10-13, 2009 (tentative)
1.1.2.2 Training program delivery to target schools	No activities planned	-	No activities planned
1.1.2.3. Master trainer observations during trainings of newly trained instructors	No activities planned	-	1. Master trainers observe regular trainings conducted by newly trained instructors of YK ITTI
1.1.3. Mentoring of ITTI instructors			
1. Recruitment of experts	Develop SOW and hire 1 master trainer of MGT and 1 IC	Incomplete	1. Finalize SOW for LC and IC 2. Signing contracts.
2. Develop observation instruments	Develop instruments for observation (Phases: preparation, delivery and evaluation of ITT courses)	Incomplete	1. Development of the observation toolkit 2. Testing it during monitoring and mentoring visits to KAE and Osh ITTI
3. Develop and conduct training for ITT mentors	No activities planned	No activities planned	3. Develop training module on how to run effective observation and provide mentorship 4. Conduct 3-4 day training on mentoring for system instructors, heads of departments and MGT trainers
4. Informative workshops	No activities planned	No activities planned	1. Informative workshop for Heads of Departments and untrained instructors from KAE and Osh ITTI on Learning 2. Informative workshop for Heads of Departments and untrained instructors from KAE and Osh ITTI on Student Centered Methodology 3. Informative workshop for Heads of Departments and untrained instructors from KAE and Osh ITTI on Formative assessment and Curriculum Development
5. Observation, review and development of plans	No activities planned	Initial monitoring visits paid to KAE	No activities planned

Tasks	Activities/outputs planned for Oct.– Dec 2009	Outputs achieved expected in Oct.– Dec 2009	Activities planned for January- March 2010
6. Development of recommendations for future work.	No activities planned	No activities completed	No activities planned
SSIR 1.1.4. Support legislation to promote institutionalization of in service teacher training in KR			
1. Improve training module following the training results of the first cohort	No activities planned	No activities completed	No activities planned
2. Improve Methodic Guide	No activities planned	No activities completed	No activities planned
3. Finalize Teacher's Toolkit	No activities planned	No activities completed	No activities planned
1.1.5. Purchase equipment and literature for Osh and Issyk Kul ITTIs			
1. Purchase equipment and literature for Osh ITTI	Acceptance and hand over of equipment and literature for Osh ITTI	Partially completed	1. Purchase of equipment (5 computers, scanners, printers) for Osh ITTI
2. Purchase equipment and literature for Yssyk Kul ITTI	No activities planned	No activities completed	2. Purchase equipment and literature for Yssyk Kul ITTI
SIR 1.2 Pre-Service Teacher Training			
SSIR 1.2.1 Support new teacher retention			
1.2.1.1 Modify the Report on New Teacher Retention into the Strategic document	1. Update data/ collect new data for the document 2. Review UNICEF research on Teacher shortage and integrate key moments into the document	Delayed due to recruitment process of LC	1. Update data/ collect new data for the document 2. Review UNICEF research on Teacher shortage and integrate key moments into the document 3. Develop modified policy paper with recommendations and cost estimates
1.2.1.2 Technical support for Policy dialogue and Action Support for new teacher retention	No planned activities		1. Initiate and conduct meetings with different groups of stakeholders in order to identify what each stakeholder can and will do and develop the final draft of the document for submission to Parliament with cost estimates <ul style="list-style-type: none"> • IOs • MOES • Government of KR • PTTIs 2. Develop the last draft of policy paper and submit to Parliament and Government of KR

Tasks	Activities/outputs planned for Oct.– Dec 2009	Outputs achieved expected in Oct.– Dec 2009	Activities planned for January- March 2010
1.2.1.3 Develop and distribute Guidebook for young teachers on the introduction into the teaching profession	No planned activities		1. Develop Guidebook for young teachers on the introduction into the teaching profession 2. Develop final draft and design of the Guidebook
SSIR 1.2.2 Integrate student-centered teaching methodology into the curricula of pre-service institutions			
1.2.2.1 Produce developed Handbook (I) for university instructors on how to develop work programs and on their content	1. Develop final draft and design of the Handbook 2. Produce 50 copies 3. Conduct presentation and distribute copies of the Handbook	1. Completed. 2. In progress 3. Delayed.	No planned activities
<u>1.2.2.2. Testing/ Piloting Modified Work Programs (3rd year students) Monitoring and mentoring</u>	No planned activities		1. University instructors fill in self-reports forms every time they deliver lessons integrated by the project 2. Observation of instructors activities (once per instructor per semester) 3. Students surveyed every time they study new topic integrated by the project 4. Students surveyed every time they study new topic integrated by the project 5. LCs conduct workshop for university instructors where following work is conducted <ul style="list-style-type: none"> • Feedback, lessons learnt, recommendations for improvement • Introduction of the new topic • Development of methodological recommendations (on a monthly basis)
1.2.2.3 Conduct trainings for university instructors on the process of delivery of material to university students on a monthly basis (Together with 1.2.2.2)	1. Training 1 “Experiential learning, reflective grid and the learning cycle”	Delayed. Contracts with LCs has not been signed yet due to delay with budget approval	1. Training 1 “Experiential learning, reflective grid and the learning cycle”
1.2.2.4 Development of educational methodical set for modified work	No planned activities	-	1. Each instructor develops pieces of Educational methodical set (EMS) 2. Pieces of EMS submitted to LCs/ LCs review

Tasks	Activities/outputs planned for Oct.– Dec 2009	Outputs achieved expected in Oct.– Dec 2009	Activities planned for January- March 2010
programs (both day and correspondence students) (Together with 1.2.2.2)			the documents 3. Results will be discussed at the monthly workshop where the final drafts of the documents will be identified
1.2.2.5 Conclude first year of testing (piloting) and development of the final products	No planned activities	-	No planned activities
1.2.2.6 Conduct analysis of Osh State University curricula on 3 target specialties	No planned activities	-	No planned activities
SSIR 1.2.3 Strengthen linkages between universities and schools			
1.2.3.1 Arrange discussion of 1) Regulation on student practicum (university level) 2) Program on student practicum level (three target departments level) modified by QLP specialists among Arabaev university faculty and other interested stakeholders	1. Conduct meeting with Student practicum Working group (Arabaev university faculty) to discuss revised model of student practicum 2. Present and discuss revised model of student practicum with different education stakeholders (individual meetings)	Delayed due to increased complexity of modification process. Though Student Practicum Working Group is already formed Delayed. See above	1. Conduct meeting with Student practicum Working group (Arabaev university faculty) to discuss revised model of student practicum 2. Present and discuss revised model of student practicum with different education stakeholders (individual meetings)
1.2.3.2 Develop final draft of 1 Regulation and 3 Programs on student practicum & Get it approved by the university “Ucheniy sovet”	1. Conduct meeting with Student practicum Working group (Arabaev university faculty) to discuss the final draft of the documents 2. Develop final draft of the documents 3. Official approval of the documents by University “Ucheniy sovet”	Delayed. See above Delayed. See above Delayed. See above	1. Conduct meeting with Student practicum Working group (Arabaev university faculty) to discuss the final draft of the documents 2. Develop final draft of the documents 3. Official approval of the documents by University “Ucheniy sovet”
1.2.3.3 Develop Manual for mentors and student teachers on student	1. LC, STTA develop 1st draft of the Manual on how to conduct effective student practicum	Completed	2. Conduct meeting with Student practicum Working group to discuss Manual's 1st draft and provide recommendations

Tasks	Activities/outputs planned for Oct.– Dec 2009	Outputs achieved expected in Oct.– Dec 2009	Activities planned for January- March 2010
practicum	2. Conduct meeting with Student practicum Working group to discuss Manual's 1st draft and provide recommendations 3. LC, STTA develop final draft of the Manual	Delayed. See above. Delayed. See above.	3. LC, STTA develop final draft of the Manual
1.2.3.4 Conduct trainings for university supervisors, school mentors on mentoring	No planned activities	-	1. Develop training module 2. Conduct 1 day training for university supervisors 3. Conduct 1 day training for school mentors
1.2.3.5 Test revised student practicum & set up short-term courses conducted by teachers at Arabaev university	1. Develop plan and instruments of testing/ piloting modified student practicum 2. Identify schools for developing linkages with Arabaev University 3. Arabaev university and selected schools develop Action Plan of <ul style="list-style-type: none"> Setting up short-term courses conducted by school teachers in Arabaev university Implementing modified student practicum model Any possible ways of strengthening linkages between the university and school 	Completed Delayed due to complicated modification process of student practicum Delayed. See above	2. Identify schools for developing linkages with Arabaev University 3. Arabaev university and selected schools develop Action Plan of <ul style="list-style-type: none"> Setting up short-term courses conducted by school teachers in Arabaev university Implementing modified student practicum model Any possible ways of strengthening linkages between the university and school
SIR 1.3 Improved Capacity of Education Administrators in Mentoring, Monitoring and Pedagogical Leadership			
1.3.1 Training of programme staff & Local Consultant in Mentoring, Pedagogical Leadership and Monitoring Technologies	Deliver QLP capacity building training	Delayed due to IC and LC recruitment delay.	Deliver 3-day QLP capacity building training (Feb. 2010)
1.3.2 Training of HMU in Mentoring technologies	Develop SOW and hire IC and LC Deliver intensive hands for core mentoring group	IC and LC TORs are developed and submitted for approval, candidates for IC and LC are defined Delayed	Deliver intensive hands (to finalize training modules) for core mentoring group (Feb., 2010) Develop and finalize training modules (January, 2010), translate modules into Kyrgyz

Tasks	Activities/outputs planned for Oct.– Dec 2009	Outputs achieved expected in Oct.– Dec 2009	Activities planned for January- March 2010
	<p>Develop training modules</p> <p>Design selection criteria for 14 winner schools</p> <p>Monitor progress of training materials application in practice in cohort I schools</p>	<p>In process</p> <p>Designed and distributed to REDs in Chui and Osh Oblasts for data collection</p> <p>In process</p>	<p>Deliver start-up half-day long trainings for HMUs from 14 target schools in Osh and Chui Oblasts (Jan., 2010)</p> <p>Start delivering TA to 14 cohort I schools</p> <p>Deliver two 3-day trainings to HMUs from 14 target schools in Osh and Chui Oblasts (Feb., 2010)</p>
1.3.3 Training of Directors and Zavuches in Pedagogical Leadership	<p>Develop training modules</p>	<p>In process</p>	<p>Develop and finalize training modules (January, 2010), translate modules into Kyrgyz</p> <p>Deliver two 3-day trainings on pedleadership in Chui and Osh Oblasts (Feb., 2010) for 50 cohort I schools</p>
1.3.4. Training in Monitoring for Rayon staff	<p>No planned activities</p>	<p>-</p>	<p>Develop the TOR for LC to research current monitoring practices and potential for change</p> <p>Hire the research LC and start the survey (Jan., 2010)</p> <p>Develop training modules (March, 2010)</p> <p>Deliver two 3-day trainings to REDs in Chui and Osh Oblasts (March, 2010)</p>
1.3.5 Modeling of Help Line on Mentoring, Pedagogical Leadership and Monitoring	<p>No planned activities</p>	<p>-</p>	<p>To launch info exchange with the support of LC, QLP (including IR 2.3) staff (may be through Kut Bilim)</p>
IR 2: Improved Quality of Student Assessment			
SIR 2.1. Improve Student Assessment Guide book, training module			
2.1.1. Improve Student Assessment (including formative assessment) Guide Book	<p>1. Develop SOW for international, local consultants and TEs and hire them</p> <p>2. Conduct working group meeting with LC and TEs to discuss instruments for school visits to do analysis formative assessment</p>	<p>1. Work is in progress.</p> <p>2. Work is in progress.</p>	<p>5. Monthly collection of information on use of formative assessment under 4 subjects (problems, achievements, success stories) through SIR 1.3 hotline, teacher interaction by mail.</p>

Tasks	Activities/outputs planned for Oct.– Dec 2009	Outputs achieved expected in Oct.– Dec 2009	Activities planned for January- March 2010
	<p>practices at schools. Share instruments with SIR 1.1, SIR 1.2, SIR 1.3, IR 3 LC, IC, Program specialists. Collect comments and revise the checklist (instruments)</p> <p>3. Develop a list of 14 schools (weak and strong ones) for a visit based on phone contacts and management plan (Jointly with SIR1.3.)</p> <p>4. School visit of IC, LC and Program specialist to collect information on teachers' experience in using student assessment techniques through lesson observation, teacher and student interviews.</p>	<p>3. Work is in progress.</p> <p>4. Started</p>	
<p>2.1.2. Improve Student Assessment (including formative assessment) training session in line with SSIR 1.1.1.2</p>	<p>1. Develop SOW for local consultant and TEs out of MGT and hire them</p>	<p>1. Work is in progress.</p>	<p>2. Review comments generated from teacher trainings (trainee and trainer evaluation forms). Revise training module for SIR 1.1</p>
<p>2.1.3. Develop Formative Assessment video for teachers</p>	<p>1. Develop SOW for international, local consultants and TEs and hire them</p> <p>2. Conduct workshop for TEs, LC on Video training module development (Formative Assessment)</p>	<p>1. Work is in progress.</p> <p>2. Work is in progress.</p>	<p>3. LC, TEs develop content on video training module on formative assessment techniques on the basis of Guide book, teachers' feedback, IC recommendations.</p> <p>4. Discuss with the director and the cameraman possibilities of preparing video of the defined content.</p> <p>5. LC, TEs develop User's Manual on use of video training module on formative assessment techniques</p>
<p>2.1.4. Involving teachers into discussion of Student Assessment practices through Mass Media (under IR.3. component)</p>	<p>1. Develop SOW for local consultants and TEs and hire them.</p> <p>2. LC, TEs develop format of Mass Media involvement into discussion of student assessment</p>	<p>1. Work is in progress.</p> <p>2. Work is in progress.</p>	<p>3. Collect, develop and select content of the text on student assessment to be published through teachers newspaper "Kutbilim sabak"</p>

Tasks	Activities/outputs planned for Oct.– Dec 2009	Outputs achieved expected in Oct.– Dec 2009	Activities planned for January- March 2010
	system and practices (issues related to student assessment, problem texts, descriptive texts, outreach to different audiences).		
SSIR 2.2: Influence system of Olympiads and other competitions to include measures of higher order skills and competencies provided through project in-service teacher training			
2.2.1. Develop recommendations on improvement of the Regulation on subject Olympiads	<ol style="list-style-type: none"> 1. Defining the membership of the working group of MOES. Preparation of the prikaz (decree) of MOES on composition of the working group and the schedule of work. 2. Conduct orientation session to introduce outline on developing the Regulation. 3. LC and TEs develop recommendations on the Regulation 	<ol style="list-style-type: none"> 1. Completed 2. Completed 3. Work is in progress. 	<ol style="list-style-type: none"> 3. LC and TEs develop recommendations on the Regulation 4. Meeting of the working group. Discussion and improvement of the draft Regulation. 5. Revision of the draft Regulation by LC and TEs. 6. Correction of the text, translation of the regulation into Kyrgyz, and Russian languages.
Publishing additional literature on formative assessment	<ol style="list-style-type: none"> 1. Develop criteria on selection of additional literature on formative assessment for schools 2. Selection of literature on formative assessment on basis of criteria 3. Translate literature into 2 languages (Kyrgyz, Russian) 	<ol style="list-style-type: none"> 1. Completed 2. Completed 3. Work is in progress. 	<ol style="list-style-type: none"> 4. Publish literature (compilation of articles, techniques) on formative assessment in 2 languages (Kyrgyz, Russian)
IR3. Greater Involvement Of Teachers In Curriculum Reform			
SIR 3.1: Improved Use of Skill-Based Educational Requirements in Subject Matter Teaching			
3.1.1. Develop Syllabus guide on focus subjects (2 subjects 1-4 grades), (2 subjects 5-9 grades)	<ol style="list-style-type: none"> 1. Hire international, local consultants and TEs and develop SOW for them 2. Conduct workshop for TEs on develop Syllabus guide 3. Develop Draft 1 of Syllabus guide on 4 subjects 	<ol style="list-style-type: none"> 1. Work is in progress. 2. Work is in progress. 	<ol style="list-style-type: none"> 3. Develop Draft 1 of Syllabus guide on 4 subjects 4. Conduct meeting with TEs to review and develop recommendations
3.1.2. Select and publish	<ol style="list-style-type: none"> 1. Develop SOW and hire an 	<ol style="list-style-type: none"> 1. Work is in progress. 	<ol style="list-style-type: none"> 3. Selection of SM during school visits or

Tasks	Activities/outputs planned for Oct.– Dec 2009	Outputs achieved expected in Oct.– Dec 2009	Activities planned for January- March 2010
Supplementary Materials (SM) developed by teachers	<p>expert group on selection of SM developed by teachers for publishing and distribution in target schools</p> <p>2. Develop selection criteria SM</p>	<p>2. Work is in progress.</p>	<p>receiving of SM from schools through Mass media.</p> <p>4. Organization of the contest among school teachers to select SM developed by teachers to have them published.</p>
SIR 3.2.: Increased Opportunities for Professional Exchange and Policy Dialogue			
3.2.1. Involving teachers in discussion through Mass media	<p>1.</p> <p>2. LC, TEs develop format of Mass media space where teachers could exchange information on improvement of subject curricula.</p> <p>3. Contest for best lesson plan in focus subjects</p> <p>4. Seminar for winning teachers – authors of publications as ground for discussion on curriculum development.</p>	<p>1. Completed</p> <p>2. Work is in progress.</p> <p>3. Work is in progress.</p> <p>4. Completed</p>	<p>2. LC, TEs develop format of Mass media space where teachers could exchange information on improvement of subject curricula.</p> <p>3. Contest for best lesson plan in focus subjects</p> <p>5. Collection and selection of information and publication of it through “Kut Bilim Sabak” on curriculum Issues</p>
IR 4: Increased Effectiveness of Education Finance Systems			
SIR 4.1. Increased Government Capacity in the Implementation of Education Finance Reform			
SSIR 4.1.1. Supporting the policy process			
4.1.1.1 Provide the technical assistance to Education Finance Working Group (EFWG) in oversight of per capita financing implementation	<p>1. Provide logistical support for, including agenda development, for EFWG meetings to review pilot progress, develop policies, and discuss next generation education financing issues, coordinate donor’s efforts etc.</p> <p>2. Develop EFWG meeting ‘s protocols in English and Russian, passed to the MoES and distributed to the EFWG members</p>	<p>1. EFWG meeting held 17 December, 2009, 20 people participated.</p> <p>2. The protocols of the EFWG meeting in Russian and English provided to MOES and EFWG members</p>	<p>1. Provide logistical support for, including agenda development, for EFWG meetings to review pilot progress, develop policies, and discuss next generation education financing issues, coordinate donor’s efforts etc.</p> <p>2. Develop EFWG meeting ‘s protocols in English and Russian, passed to the MoES and distributed to the EFWG members</p>

Tasks	Activities/outputs planned for Oct.– Dec 2009	Outputs achieved expected in Oct.– Dec 2009	Activities planned for January- March 2010
4.1.1.2. Increase central government officials' capacity in PCF implementation	1. Conduct monitoring site visits with MoES specialists if needed; develop reports and recommendations based on monitoring results; discuss results with the EFWG	1. Monitoring visit to Panfilov rayon conducted; 6 November. 39 school directors and teachers participated. Results of monitoring were discussed at the EFWG meeting	1. Conduct monitoring site visits with MoES specialists if needed; develop reports and recommendations based on monitoring results; discuss results with the EFWG
4.1.1.3. Increase public awareness on PCF and PTA involvement	3. Ensure interactive information update with school administration (questions and answers) (Jointly with SIR 1.3)	3. In process	1. Publish articles on PCF implementation issues and PTA activities in MOES newspaper "Kut Bilim" 3. Ensure interactive information update with school administration (questions and answers) (Jointly with SIR 1.3)
4.1.1.4. Support the transfer of ownership and funding authority from RayFO/ RayONO to municipal administrations for 139 schools in Chui Oblast	1. Develop TOR and hire 2 local consultants lawyer and lawyer /assistant 2. Work on transfer of ownership and funding authority for 139 schools of Chui oblast	1. TOR for local consultant/ lawyer was prepared and List of potential candidates compiled 2. Discussions ongoing with MOES regarding transferring the ownership and funding authority from RayFO/ RayONO to municipal administrations for 139 schools in Chui Oblast.	2. Work on transfer of ownership and funding authority for 139 schools of Chui oblast
SSIR 4.1.2. Implementing School Financing Reforms			
4.1.2.1. Support calculation and approval of the MIN standards scale for 2010 by the MoES and MoF	1. Determine and adjust school financing policy for 2010 by the MoES and MoF (salary increase; inflation rate; meals for primary students) 2. Calculate the MIN standards scale based on the financing policy 3. Adjust MIN standards scale by MoES and MoF 4. Submit MIN standards scale for approval (with the joint order)	1;2;3;4 the Ministry of Finance order approved and agreed with MOES (order №211-П; December 11, 2009)	No planned activities
4.1.2.2. Support calculation of the categorical grant amount for 93 Ayil -Okmot (local self-governments) in	1. Develop local budget tracking database for 2010 2. Update student database based on September, 2009 data 3. Calculate funding needs within	1 Completed 2 Completed 3 Completed 4;5;6 Agreed with Ministry of Finance. Categorical grant amounts	No planned activities

Tasks	Activities/outputs planned for Oct.– Dec 2009	Outputs achieved expected in Oct.– Dec 2009	Activities planned for January- March 2010
Chuy oblast for 2010 and 2011 based on the MIN standards	MIN standards scale in each ayil – okmotu 4. Determine budget financing policy considering funding needs for 2010 5. Determine categorical grant amounts for each ayil –okmotu 6. Adjust categorical grant amounts for 2010 with the MoES, MoF and Ayil -Okmotus for including in the State Budget	adjusted for 2010 and introduced to draft budget for 2010 republican budget.	
4.1.2.3 Provide technical assistance to schools of Chui oblast in PCF implementation	1. Conduct consultations on 'Salary calculation within new the system of labor remuneration based on the labor level coefficient for the school directors (65), vice-principals (60), heads of methodological units (50), school accountants (25) and ayil -okmotu accountants (10). 3. Conduct technical workshops on calculation school budgets for 2010 to include additional education services; development agreements with parents on additional education services for school accountants (25), directors (70), ayil - okmotu specialists (68) and accountants (5), RayFo specialists (32) . 4. Continue legal registration of School Charts (during one year period) 6. Provide assistance with establishing independent accounting departments	1. Conducted consultations for 141 people (8 workshops) 3. conducted technical workshops for 168 people (8 workshops) 4;6 in process	1. Conduct consultations on 'Salary calculation within new the system of labor remuneration based on the labor level coefficient for the school directors (65), vice-principals (60), heads of methodological units (50), school accountants (25) and ayil -okmotu accountants (10). 2. Calculate budget standards for school needs based on MSBF 3. Conduct technical workshops on calculation school budgets for 2010 to include additional education services; development agreements with parents on additional education services for school accountants (25), directors (70), ayil - okmotu specialists (68) and accountants (5), RayFo specialists (32) . 4. Continue legal registration of School Charts (during one year period) 6. Provide assistance with establishing independent accounting departments
SSIR 4.1.3. Improving school management			
4.1.3.1. Roll-out six-day training module "Effective education"	1. Create database of the module trainees	1. The database of trainees developed. 2. The schedule of training was agreed	5. Roll out training workshops for school directors in Chuy oblast (Kemin, Chuy rayons, Tokmok city and Cohort 1 schools from Chuy oblast)

Tasks	Activities/outputs planned for Oct.– Dec 2009	Outputs achieved expected in Oct.– Dec 2009	Activities planned for January- March 2010
management” for school directors of Chuy oblast	2. Coordinate schedule and list of trainees with the MoES, RayONO 3. Translate training materials into Kyrgyz language 4. Print training materials	with MOES (order 1119/1; December 23, 2009) 3. The materials will be translated after conducting 4. The materials printed for trainees and trainers.	
4.1.3.2. Roll-out “Education Quality Management”“ module training for Cohort 2 school directors (Jointly with SIR 1.3.)	No planned activities	_____	1. Develop list of trainees 2. Approve training schedule with MOES and RayONO 3. Develop contract agreements with trainers 4. Conduct individual consultations with trainers on the module implementation 5. Roll out module training for Cohort 2 schools (Jalal-Abad, Batken and Issyk-Kul oblast)
4.1.3.3. Develop six-day training module “Accounting in schools” for school accountants	1. Develop TOR for training module developers 2. Hire 2 consultants 3. Coordinate a draft module outline with MoF, MoES 4. Develop the training module	1. Developed the TOR for training module developers. 2. In process 3. The draft outline of module discussed preliminary with the Ministry of Finance KR	4. Develop the training module 5. Select potential trainers
4.1.3.4. Institutionalize training module “Accounting at schools”	No planned activities	-	1. Establish policy dialogue to define a potential stakeholder to transfer the training module
4.1.3.5. Establish mentoring process of school accountants	1. Develop TOR and select local consultant for school accounting services 2. Hire local (in each of 9 rayon of Chuy oblast) consultants from strong accountants of RayONO, RayFO, school accountants	1, 2. the hiring of local consultant is under review due to the fact that Kyrgyzstan began the transition of schools for international accounting standards, and therefore it was necessary to re-train consultants, accountants (the process should be completed in 2012)	3. Provide technical support/consultations for school accountants on constant base
4.1.3.6. Support improvement of school teacher incentive system (CLP)	1. Finalize materials jointly with REP/WB to develop methodological guideline/recommendations 3. Translate the guideline/recommendations into	1. The materials finalized jointly with REP/WB 3. Materials were translated to Kyrgyz language.	2. Test methodological guideline/recommendations in Chuy oblast schools

Tasks	Activities/outputs planned for Oct.– Dec 2009	Outputs achieved expected in Oct.– Dec 2009	Activities planned for January- March 2010
	Kyrgyz language, print and disseminate in all schools of Chuy oblast.		
4.1.3.7. Support mentoring of school directors, deputy principals, accountants and RayONO specialists (Jointly with SIR 1.3.)	<p>1.Coordinate mentoring activities in cooperation with IR-1.3</p> <p>2.Plan and develop mentoring visit structure (checklists, schedule)</p> <p>3. Conduct mentoring visits in cooperation with SIR -1.3. (Interviews, review of successes and challenges) in Cohort 1 schools.</p>	<p>1. The mechanism of mentoring visits was discussed and developed jointly with IR-3.</p> <p>2 Checklist and schedule were developed for mentoring process and discussed in QLP</p> <p>3. Conducted the mentoring visits in 2 schools with SIR-1.3 in Alamedin rayon, 10 December, 2009 for 1-cohort school</p>	<p>3. Conduct mentoring visits in cooperation with SIR -1.3. (interviews, review of successes and challenges) in Cohort 1 schools.</p>
4.1.3.8. Support integration of the automated expenditure tracking system in RayONO and MoES KR	<p>1.Develop TOR, Hire IT specialist</p> <p>2. Provide support with database training and maintenance of the system at MoES and RayONO level.</p>	<p>1. The IT specialist was hired.</p> <p>2. Supported integration of the automated expenditure tracking system in MOES.</p>	<p>2. Provide support with database training and maintenance of the system at MoES and RayONO level</p>
SIR 4.2 Increased Involvement of Community Stakeholders in School Financial Oversight			
SSIR 4.2.1 Increasing transparency and accountability for school resources			
4.2.1.1. Roll-out three-day module “Community Involvement in School management”	<p>1.Develop database of school advisory committee chairmen and key representatives</p> <p>2. Approve training schedule and list of trainees with RayONO and MOES</p> <p>3.Translate training materials into Kyrgyz language</p>	<p>1. In the process.</p> <p>2. The schedule of 3-days training module and list of trainees coordinated with MOES(order 1119/1; December 23,2009)</p> <p>3. Materials were translated to Kyrgyz language.</p>	<p>4. Roll out the module workshops in Cohort 1 schools from Chyu oblast (Chuy and Kemin rayons, and Tokmok city).</p>
4.2.1.2. Roll-out orientation workshops for school directors, ACs, local administrations, RayONO	<p>1. Develop agenda</p> <p>2. Conduct orientations on establishment / development of AC (during a year)</p> <p>3. Provide information and consultative support on establishing ACs (during a year)</p>	<p>1. Agenda developed.</p> <p>2. Conducted 6 one-day workshops; 215 people participated.</p> <p>3. Consultative support provided to 32 schools.</p>	<p>1. Develop agenda.</p> <p>2. Conduct orientations on establishment / development of AC (during a year)</p> <p>3. Provide information and consultative support on establishing ACs (during a year)</p>

Tasks	Activities/outputs planned for Oct.– Dec 2009	Outputs achieved expected in Oct.– Dec 2009	Activities planned for January- March 2010
4.2.1.3. Support formal registration of ACs in target schools	1. Collect Letters of Interest from the Cohort 1 schools 2. Hire local consultants/lawyers to assist AC with formal registration 3. Register ACs in oblast Justice departments at least in 30 schools	1. 98 letters of interest were collected from Cohort 1 schools 2. Local consultant/lawyer was hired 3. In the process	1. Collect Letters of Interest from the Cohort 1 schools 3. Register ACs in oblast Justice departments at least in 30 schools
4.2.1.4. Strengthen AC role in school management	1. Review policy documents on AC and discuss recommendations with the EFWG 2. Develop amendments and modify existing regulation on ACs accordingly 3. Ensure approval of the final version of regulation on AC by MOES	1. The Policy document (MOES order 12 October, 2009; №962/1) on AC was reviewed. The recommendations on policy document presented and given to Public Chamber's discussion. 2. In the process 3. In the process	3. Ensure approval of the final version of regulation on AC by MOES 4. Work on budget transparency approach
4.2.1.5. Develop practical manual for ACs	1. Hire local consultant	1. the project specialist developed methodological recommendations for school directors and ACs . It will be reviewed if a LC needs to be hired.	1. Hire local consultant 2. Develop manual materials

Turkmenistan – Quarterly report matrix

Oct. – Dec. 2009

Tasks	Activities/outputs planned for Oct.– Dec 2009	Outputs achieved expected in Oct.– Dec 2009	Activities planned for January-March 2010
Work-plan development	Creative representative travels to Turkmenistan in preparation of activity start up in Turkmenistan Creative submits trip report USAID review s trip report Propose activities for Year 3 and 4 Develop work plan on the basis of trip observation and USAID feedback	all completed	No activities planned
Logistics and personnel	Advertise positions and hire key staff Identify and hire international consultants Office space Procurement of computers and other office equipment Internet connectivity Open bank account and start cash operations	Completed In progress Office established Procurement underway Bank account open	No activities planned
Organizational Issues	USAID includes Creative Associates on the list of partners who implement USAID programs in their annual submission to the MFA. This confirms that Creative works in TK under the bilateral agreement QLP identifies a local partner USAID approves local partner QLP develops SOW and a sub-contract for local partner Local partner signs sub-contract	Completed Local partner identified for situation analysis SOW with deadlines developed Proposed partner cannot meet short-term deadlines	No activities planned

Tasks	Activities/outputs planned for Oct.– Dec 2009	Outputs achieved expected in Oct.– Dec 2009	Activities planned for January-March 2010
Branding and Marking	Propose project name Develop templates for communications or program materials Identify key outreach events Identify a list of media targets	Delayed-awaiting proposal from local staff Delayed – to be developed once office operational Delayed- to be developed with local USAID office	Complete last quarter's activities
Monitoring and Mitigation Plan	QLP develops monitoring and mitigation plan USAID approves monitoring and mitigation plan	Delayed – until office established	Complete last quarter's activities
Development of PMP	QLP identifies indicators QLP develops M&E plan and PMP Approve Program indicators, M&E and PMP QLP identifies local partner (s) to contract to carry out M&E activities	Delayed- awaiting more detailed planning	Complete last quarter's activities
Basic education situation analysis	Develop TOR for situation analysis Identify local consultant Conduct situation analysis	TOR developed Local firm identified Delayed as local firm not able to complete in proposed timeframe	Submit situation analysis QLP uses recommendations to develop concrete activities for Year 3 and 4 USAID approved program activities
Thread One	QLP identify and field two International Consultants (IC) and run a week of 'taster' activities focusing on teachers and teacher educators	Combine this resource with thread two; see Narrative	Study tour for formal education structure (NIE staff, Oblono and Rayono staff, PED Institute Faculty Following the outcomes and feedback from participants from above activity, QLP sets up a series of longer trainings/courses that focus on the expressed needs of each of the target group.

Tasks	Activities/outputs planned for Oct.– Dec 2009	Outputs achieved expected in Oct.– Dec 2009	Activities planned for January-March 2010
Thread Two	QLP identifies local organizations to engage with schools and local education structures to identify a training program that achieves good coverage and critical mass.	Organizations proposed, requires follow up by COP and national staff to develop more specific plans and SOW for contract	<p>QLP identifies local organizations to engage with schools and local education structures to identify a training program that achieves good coverage and critical mass.</p> <p>QLP would provide these organizations grants</p> <p>QLP review training plans and training personnel</p> <p>QLP monitor the progress of the work</p> <p>Provide support to the TOTs to review and update the training materials to enable the training offered to respond to current demands and practice.</p> <p>Organize study tours to other QLP programs in the region</p>