



Contract # EDH-I-07-05-00029

**USAID QUALITY LEARNING PROJECT (QLP)
Quarterly Report
April 1 – June 30, 2010**

Submitted to:
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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 Organization
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 build on achievements and lessons learned by USAID's previous programs in basic education. The program also supports 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 reform and education policy development, and iii) use of transparent and efficient school financing and management systems.

The Project started on 30 September 2007 and is due to be completed by 29 September 2012¹. Overall budget allocation is \$11,907,307², apportioned to the three target countries as follows: Tajikistan \$5,590,555; Kyrgyzstan \$4,807,311 and Turkmenistan \$1,508,441³

II. Project goal, components and activities

A. Project Goal

The project aims to build the capacity of pre-service and in-service teacher training systems in order for students to achieve higher order thinking such as application, synthesis, problem solving and critical thinking. These 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 in-service and pre-service teacher training curricula to incorporate more child-centered pedagogy, including the use of formative assessment techniques. It also examines what supplementary materials teachers need in the classroom to ensure improved student outcomes.

The project will continue piloting and introducing reform of education financing by providing technical assistance to 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.

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

¹ Current timeline for Kyrgyzstan and Tajikistan is 30 June 2012 based upon budget realignment dated 22 February 2010

² Includes \$212,024 for the Safe Schools Challenge (Tajikistan only)

³ Including reduction of \$285,000 (ref. letter from USAID 9 February 2010)

SIR 1.1. Improved Quality of In-service Training

1.1.1 Cohort 2 school selection

Completed

1.1.3 Trainers' capacity building

QLP conducted a three-day coaching of twenty five core trainers on May 5-7, 2010. The aims were to strengthen teacher trainers and methodology experts' skills on:

- the implementation of effective use of Primary Education Standards through in-service teacher training courses and methodological units (MU)
- supporting teachers to develop calendar (unit) plan based on primary education standards;
- supporting teachers to develop lesson plans based on primary education standards and calendar plan; and
- supporting teachers to develop assessment criteria and tools to support lesson plans.

Twenty Five primary teacher trainers from Republican Teacher Training Institute, Kulob TTI, Kurghonteppa TTI, Sughd and Khorog TTI, target DED and schools participated in the trainers' capacity building workshop. The main challenge faced was to define indicators and sub-objectives to the standard learning outcomes. The core trainers developed a list of recommendation to QLP for further development of curriculum guidelines to make standards more useful and accessible for teachers.

a. Publication articles on methodology and pedagogy in professional Mass Media

Three articles were submitted to the local scientific and educational journal and published in "Maktab va Jomea" (School and Society) under the heading:

- 1) *Feedback is an assurance of quality learning*, author - Umeda Ermatova, QLP master teacher trainer and Safarmo Kuibekova (primary teacher, secondary school # 91, Dushanbe city) teacher trainer. The article explains and presents different approaches to provide on-time quality and effective feedback during a classroom session. (attachment 1)
- 2) *Assessment should be conducted based on criteria!* author - Farosat Olimova and Mukhiddin Ziyoev, QLP master teacher trainers. The article illustrates the importance of setting success criteria and evaluation of students' learning performance based on the criteria. (attachment 1)
- 3) *Innovative teaching through in-service teacher training courses*, author - Alisher Kholmurodov, RITTI master teacher-trainer. The article enlightens mainly higher order thinking and multiple intelligence (different learning styles) and focusing on QLP intervention to develop trainers' and teacher training Institutes' capacity to implement modern pedagogy concepts through teacher training course. (attachment 1)

1.1.4 Institutionalization of Primary Teacher Training Modules

- Two Local Consultants contracted to review QLP/FTI and state teacher training impact
- Primary teacher training modules and syllabi reviewed and approved by RTTI Academic Council/ Scientific Board (attached)

The Primary Teacher Training curricula for teaching Math, Tajik language, Nature, Art and Craft, Music, Physical Instruction, Pedagogy and Psychology, Computer, Educational Policy were revised and updated to reflect teaching and learning concepts, methods and approaches implemented through QLP supported teacher training materials.

The RITTI Scientific Board reviewed these updated syllabi, based on learning outcomes (see attachment #5, RITTI Scientific Board Resolution). RITTI Rector and Deputy Rector supported the structure proposed by the QLP project and officially requested the institute staff to review other syllabi based on it. Currently the updated syllabi are under final review by the MOE Collegium.

1.1.5 Institutionalization of Secondary Teacher Training Modules

Teacher Training Modules for Math and Tajik Language were revised to meet the syllabi requirement after receiving feedback from two teacher training institutes. Updated modules cover almost all modern teaching and learning concepts such as formative assessment, interactive learning, lesson planning, higher order thinking, and subject specific teaching methods in two modules (Math and Tajik Language). The modules are simplified and are now more accessible for reading and making analysis. Furthermore the updated modules give the project an opportunity to save the QLP and RITTI printing costs. These four modules will replace existing 12 Math and Tajik Language TT modules developed during QLP Y1-2.

The syllabi and the modules are being edited and submitted to the Collegium, MOE for final review and approval.

1.1.6 Cohort 1 Teacher Training Target school delivery

Completed

1.1.7 Cohort 2 Teacher Training Target school delivery

The project will continue the split training (twelve and eight days) for Cohort Two teacher training target school delivery. QLP and FTI's Cohort One target school training delivery received positive feedback from DEDs and teachers. Teachers had the opportunity to share their experience during implementation of concepts and methods delivered through the courses.

1.1.8 Further support to FTI

QLP initiated review of Pedagogical Leadership Training Module for School Directors. The syllabi for this course was revised and presented to the MOE. QLP developed teacher and school principal training impact assessment tools (with FTI consultant)

Review of the Mentoring module that was developed by FTI to ensure QLP objectives for IR1 are met

1.1.9 Assist RTTI and Methodological Center in providing teachers with relevant training and supplementary material

QLP received USAID approval to purchase a risograph (printing machine) for the RITTI to support sustainability and quality of RITTI trainings. Procurement of the equipment is planned for the next quarter.

SIR1.2. Improved Quality of Pre-Service Teacher Training

1.2.1 Review and analysis of current courses/resources at target departments of Tajik State Pedagogical University (Dushanbe) and Kurghon-Teppa State University

Completed

1.2.2 Modify courses/resources/syllabi/curriculum/ learning objectives at target departments of Dushanbe and K-T State Pedagogical Universities

Ten local consultants (LCs) from Tajik State Pedagogical University, Kurgon Teppe State University and Center for Methodology were contracted for updating the target subject curricula.

In order to make the cooperation more effective, the results of the program reviews agreements were signed with each university and a LCD projector was donated to each university.

QLP has supported the TSPU to propose Dr. Bird Stasz to come to support this component under the Fulbright program. T application was submitted this quarter.

Modify course curriculum teaching content in Primary, Math and Tajik Language Teaching Departments

QLP gave a detailed scope of work and general parameters to the LCs to align their department curricula. They have started the first phase of modifying their respective department work programs. The parameters included working on the structure, content, assessment procedures and methodology of the work programs. Based on the criteria given by an IC and the analysis conducted by the LCs, the LCs would modify the above aspects of their departments' work programs.

The key outcomes and results will include developed objectives as learning outcomes for the work programs, a vision of what a good young teacher should know, be able to do and demonstrate (attitudes and values). This will include reworking and developing theoretical aspect (key concepts taught), ways of practical application of the concepts (competencies built; skills developed; areas of application demonstrated), themes, literature proposed and methodology of teaching and learning.

The first round of meetings was held at the two universities. A QLP team met with individual Head of Department and clarified the objectives.

A further detailed program of modifying the curricula would be given by a regional consultant (RC) - Svetlana Sirmbard - who is planned to join the team end of July.

Discuss developed materials with the Scientific and Methodological Board of the target universities

No activity this quarter.

1.2.3 Develop training approach for target subject specialists

No activity this quarter.

1.2.4 Strengthen Student Practicum and PTTI-school linkage

Local consultants completed the student practicum research. A thorough research of Practicum which involved student practitioners, District Education Departments, university, college and school methodologist responsible for student practitioners was conducted through interviews, observations, document analysis and focus group discussions.

The analysis included the following areas:

- Review of structure of practicum at target institutions;
- Review of all regulatory documents for practicum at target institutions; and
- Study of practicum implementation at schools.

Report and research outcome analysis is underway to complement the curriculum review report and later shared in a roundtable

The outcomes of the Practicum Study will be ready in the next quarter. This will include a thorough analysis of the way practicum is set in the two universities for the sake of identifying and sharing the best practices. Recommendations will be shared with the roundtable which will include best practices from an international perspective. An IC will help with the final suggestions and documents.

SIR 1.3. Improve Capacity of State Authorities in Mentoring, Monitoring and Pedagogical leadership

1.3.2 Target schools delivery of Mentoring program for Cohort One

QLP prepared an in-depth analysis of the mentoring practices by mentors trained by QLP. A draft review of the Mentoring program (developed by FTI) is underway and will be completed in time for use during summer training sessions. Incorporation of the analysis and monitoring outcomes into the final mentoring package is in progress

1.3.5 Training on Pedagogical Leadership for Principles, of Cohort One and Two target schools

QLP made preparations to conduct a seven-day training programs on Pedagogical Leadership end of July and early August at the request of DEDs and school principals.

IR 2. Improved Quality of Student Assessment

2.1 Institutionalization of formative assessment (FA) guidelines

Finalization of formative assessment Guidelines is in progress. It will be submitted to the Republican Methodological and Teaching Center of the MOE for review and approval.

2.2 Development of FA kit

Articles on formative assessment guidelines were published in National newspapers (see point 1.1.3.)

2.3 Target school delivery of formative assessment guidelines and FA Kit for cohort 1 and 2 target schools

To be delivered in August training sessions.

2.4 Incorporate formative and summative assessment elements into QLP Olympiads

QLP held several discussions and brainstorming sessions with different stakeholders in regards to the existing Olympiad structure and content and its effect on the student performance. QLP learned that MOE and the key people involved are not very much interested in changing the structure and content of the Olympiads. The formal response to questions regarding restructuring the Olympiads is to propose QLP provides support to improve the infrastructure of the Republican Center for Gifted Students as the official MOE body for conducting and monitoring of Olympiads at both regional and international levels.

QLP will develop draft structure and content for piloting a restructured Olympiad in selected target rayons that would include higher order thinking questions and assessment tools, as an experiment

and based on the results make a decision as to whether progress can be made with respect to this issue.

IR 3. Greater Involvement of Teachers in Curriculum Reform

SIR 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

QLP together with AOE specialists developed the structure and main sections of the guidelines.

The final version will be completed next quarter along with the primary teachers' and students' supplementary material developed on the basis of the primary standards.

Field test Primary Standards Guidelines will be conducted in August during Cohort Two teacher training sessions.

3.1.2 Review and assess Secondary Education Standards

The President of the Academy of Education (AOE) supports QLP involvement in the review process as she has a huge task to fulfill. She appreciated QLP support in getting the Primary Standards in good order. Tajik language, Math, Chemistry and Biology are under review after the first draft has been completed.

QLP with the support of an IC in organized a one-week working session on learning outcomes and indicator development for standards' guidelines for teachers in Bishkek. QLP and AOE staff were in attendance. The IC will also support the finalization of the standards.

A cross curricular review to establish linkage and consistency of the basic standards is also underway. And QLP will take advantage of the forthcoming teacher training for Cohort Two schools to field test and review the drafts in Tajik Language and Math.

The timeline for submission and review by the MOE/Curriculum Board is end of the calendar year.

3.1.3 Development of secondary education standards guidelines

Drafting of the guidelines is underway following the visit to Bishkek by specialists from AOE and RITTI to work with the International Consultant. The finalization of these Secondary Standard Guidelines - very much depends on the approval of the secondary standards which are still being developed by the AOE.

3.1.4 Academy of Education capacity building

A memorandum of understanding was signed between the project and the Academy of Education. A LCD projector was donated to support AOE in preparation of high quality presentations.

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

3.2.1 Institutionalization of supplementary materials developed in Y2– Methodological guide

Approval of supplementary materials in MOE – Methodological Center was rescheduled to the next quarter. The material will be finalized soon.

First draft of Primary Standards Guidelines for all primary subjects was developed and will be reviewed soon.

Field test of Primary Standards Guidelines for all primary subjects with 100 teachers for Target District schools– will be conducted in August during Cohort 2 teacher training sessions.

3.2.2 Institutionalization of supplementary materials developed in Y2

The development of further five target subject supplementary material packages was postponed to next quarter. It will resume upon the finalization of the first package.

3.2.3 Development of subject-based, high-quality, affordable materials for teachers and students

The review of the first set of supplementary materials that have already been developed will take place during Cohort2 training and feedback received from teachers will give a vision and specific parameters for the development of additional supplementary material to be developed

3.2.4 MU support implementation of Primary and Secondary Education Standards

MU function review report will be finalized and shared with MOE through a annual project report to the Ministry of Education.

SIR 3.3. Increased Opportunities for Professional Exchange and Policy Dialogue through Subject Teacher Groups

QLP conducted the review of the current situation with Methodological Units in target districts during teacher training and mentoring courses as well during the field visits. QLP is finalizing the report.

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 8th EFWG meeting was held on June 17th at the QLP office in Dushanbe. It was chaired by the Head of Budget Planning, Formation and Prognosis Department of the Ministry of Education (Attachment I).

The following issues have been discussed in the meeting:

- The results of monitoring of PCF implementation in Zafarobod, Istravshan, Penjikent, Mastchoh, Ayni, Taboshar and Konibodom districts of Sughd oblast;
- Formation of mid-term program of state expenses and budget of MoE for 2011-2013;
- Analysis of normative-legal base for PCF; and
- Transition to twelve years education

4.1.1.2. Strengthen central government capacity in per capita financing implementation

Monitoring site visits were conducted from 17 -22 May by a working group of specialists from MOE, MoF and QLP. The working group has conducted monitoring in Zafarobod, Istravshan, Penjikent, Mastchoh, Ayni, Taboshar and Konibodom districts of Sughd oblast. The goals of monitoring were to check the following:

- Allocation of funds according to normative;
- Approval of the unified estimates of revenues and expenses and procedure for allocation of funds;
- Approval and development of financial documents (staff units);
- Implementation of schools budget for 1st quarter of 2010;
- The state of database (statistical and financial) in education and finance departments; and
- Status of accounting and reporting (staffing accountants)

In conclusion, the monitoring has showed the proper realization of PCF in Sughd oblast. However, it revealed serious problems with budget implementation, inadequate funding and weak of accounting and reporting in several districts. The results of monitoring visits were presented on the last EFWG meeting.

4.1.1.3 Increase public awareness of PCF and PTA

An article titled “The best of collaboration” about the achievements of PTAs in Kulob schools was written and will be printed in the next volume of “Omuzgor” –MoE newspaper

4.1.2. Implementing School Financing Reforms

4.1.2.1. Continuation of monitoring of per capita financing implementation in Kulob rayon

QLP continues providing assistance to Kulob education and finance specialists as well as school principals and accountants with school data analysis, quarterly budget implementation and reporting. Besides, QLP Education Financing Specialist provided technical assistance to Kulob DED and DFD specialists with the formation of estimated budget for 2011-2013 based on the request of MoE. The recommendation report developed based on Kulob fields’ visits was presented in the 8th EFWG meeting.

QLP held a meeting with Kulob Hukumat on April 7th. That regular meeting was combined with experience exchange visit of Vakhsh Hukumat, DED, DFD specialists, school principals, accountants and PTA members. The Deputy Chairman of Kulob Hukumat informed the participants about the process of PCF implementation in Kulob schools and highlighted achievements reached with support of USAID education interventions. The representatives of Kulob Hukumat, DED and DFD along with school principals and accountants have provided comprehensive information to Vakhsh specialists on smooth transition to PCF. There was a fruitful discussion of how the best practices of Kulob schools can be introduced to Vakhsh schools.

4.1.2.2 Increase local capacity for better implementing PCF in Kulob schools

A new local consultant has been recruited and trained to give support to Kulob schools under PCF. In addition, he was invited for the refresher training for trainers on school management. Ongoing on-job workshops and technical assistance were provided to increase his capacity. Local consultant has already started providing technical assistance to Kulob schools principals and accountants based on their requests.

4.1.2.3. Support national roll-out of per capita financing

QLP specialists continue to collect and review the latest normative-legal documents to ensure the instructions released to practitioners are appropriate and up to date.

A four-day refreshing seminar for fifteen school management trainers was conducted from 22-25 April. Eight school principals, five school accountants, two specialists of finance departments from different districts of the country were trained to strengthen and develop their trainings skills for effective planning and conducting of trainings on "Financial management" and "Accounting" training modules.

4.1.2.4. Introduce per capita financing in Vakhsh rayon

QLP conducted three technical workshops with DED and DFD specialists (6) to analyze school budget based on new financing mechanism. The progress report based on these site visits to Vakhsh was presented on the last EFWG meeting.

The instruction materials for Vakhsh school accountants are compiled and will be printed and disseminated during the 4th quarter. This activity is postponed due to delay in the translation of the new instruction materials for accountants into Tajik language.

QLP held a meeting with Vakhsh Hukumat in May 25th. Representatives of MoE and QLP discussed progress of the PCF implementation in the district with deputy chairman of Vakhsh Hukumat, heads of DED and DFD, and other local authorities.

QLP identified a local consultant for Vakhsh district. He will start providing assistance to school principals and accountants as of 1st July. Further training and coaching will be provided to boost his capacity.

4.1.3. Improving School Management

4.1.3.2. Increase school administration capacity in Vakhsh and Kulob

QLP conducted additional TOT training of seven school accountants, sixteen specialists of Rayon Education and two Finance Departments on Accounting Training Module using the new training module improved by QLP. 14-18 April. (In total 47 trainers for the accounting training program have been prepared by QLP).

4.1.3.3. Ensure effective usage of the Automated Expenditure Tracking System (AETS)

AETS is installed in budget, planning and forecasting department of MoE. Also, MoE five IT specialists were trained on effective usage of the system. The Minister of Education signed the order #440 dated 31.05.2010, on adoption of the Automated Expenditure Tracking System. This order instructs the education departments of the country to provide an electronic version of the collected data to MoE on quarterly basis. The form for data collection is posted on MoE website. Monitoring of the effective usage of AETS showed that IT specialists just started the collection data and entering it into the system.

4.2.1.1. Increased transparency in resource utilization in schools

Forty nine wooden stands were produced and delivered to all Vakhsh schools. Vakhsh schools installed them in schools doorways.

Preliminary work for organization of 1st meeting of PTA participation in discussion on school budgeting in Kulob schools started. The most active PTAs were selected and organizational work is done. After completion of preparatory work the meeting will be conducted in the first half of 4th quarter.

4.2.1.2. Support formal registration of PTAs in Kulob

Ten PTAs of Kulob are selected to provide with formal registration. This activity is to be completed in July when each selected PTA will bring into line the Chapter of public organization and compile other required documents for formal registration.

4.2.1.3 Support establishment of PTAs in Vakhsh

QLP conducted a one-day orientation workshop for forty four school principals , three DED specialists and five parents on June 16th in Vakhsh.

QLP held consultation meeting with school community (15 people) on the establishment of PTAs in Vakhsh. Participants have been introduced to the basic information about PTA, its role and functions, essential procedures for establishment. Monitoring of potential Vakhsh schools (5) for establishment of PTAs is conducted.

Vakhsh district officials [Deputy Chairman of Hukumat (1), DED, DFD specialists (3), school principals (2), accountants (2) and PTA members (1) visited Kulob's relevant departments and schools. The visit helped them acquire skills and experience on new forms of school management and financing. The group met with deputy chairman of Kulob Hukumat, staff of DED and DFD, and visited nine schools.

4.2.1.4 Increase public awareness on PTAs activities

QLP initiated the development of practical manual for schools on establishment of PTA, its role and functions, normative-legal base for its operations. The list of potential developers was compiled and a draft Terms of References for a developer was developed.

b) Implementation challenges

INSET

- 1) The delay in development of the secondary standards did not allow the review of the teacher training and formative assessment guidelines against specific learning objectives for the target subjects.
- 2) The difference in the FTI mentoring module and the QLP mentoring concepts has demanded an extensive review of the FTI mentoring program prior to the mentoring training for cohort schools

PRESET

- 1) There is acute shortage of resources for professional development within the system, especially with regarding pedagogical (teacher training) courses
- 2) Absence of University Work Programs_at certain departments demands QLP to start from a lower level than anticipated. Heads of Departments (HoDs) rely on textbooks, most of which are over 20 years old.
- 3) QLP objectives demand creating paradigm shift in the way HoDs think, express opinions and create important academic and policy documents is needed where each document produced would have clear purpose and outcomes and these are mentioned within the document. Currently HoDs

produce volumes of written work about curricula and their importance whereas they are asked to analyse whether the existing curricula meet set criteria.

4) Semi-independence of departments within the university structure - Three HoDs at TSPU refused to work with the programme because of personal judgements.

- (1) Pedagogy and Psychology, Primary Grades
- (2) General Pedagogy (Shomurodov)
- (3) Methodology of Teaching Tajik Language, Secondary Grades
- 5) There are no parameters for designing Work Programs – none of the two universities has clear requirements and criteria for their Work Programs.
- 6) HoDs focus on teaching and lecturing, not on the Work Programme itself.
- 7) Heavy workload of HoDs: As the HoDs are engaged in numerous activities within and outside the walls of the universities, they take their time in completing the tasks defined within the framework of mutual agreements with USAID/QLP. This delays the project progress.

IR3

- 1) Mismatch of the MOE and AOE plans and deadlines in development of Secondary Standards with the QLP year three deliverables deadline (QLP year 3 deadlines were defined before it was clear what the MOE deadline was)
- 2) Lack of understanding on the importance of the guidelines to the standards
- 3) Weak capacity of the secondary standard authors in the development of learning objectives and indicators

IR4

- 1) Institutionalization of Accounting and PTA training modules
- 2) High turnover of school accountants in Vakhsh district due to low salary and motivation. Thirteen accountants left their position during the reporting period (January – June 2010)
- 3) Problems of PCF implementation in Vakhsh district due to inadequate financing (for 1st quarter of 2010 only 73% of budget has been allocated for salary, 0% for other school activities)
- 4) Low capacity of education specialists and finance departments in Vakhsh district

c) Cooperation with local government counterparts

- 1) Agreements of Cooperation between QLP and AOE, Methodological Center, TSPU, KTSU
- 2) AOE staff – leading author for the Tajik language Standards participation at the QLP workshop in Bishkek
- 3) Handover of LCDs to AOE, TSPU, KTSU
- 4) Support MOE/RTTI in development of monitoring tools and instruments for teachers, mentors and school directors trainings (under framework of FTI & WB)
- 5) MoE/MoF/QLP joint monitoring of the PCF implementation in Sughd oblast
- 6) Training of specialists of education and finance departments of the country
- 7) Experience exchange between Kulob and Vakhsh Hukumats and DED&DFD

d) Forecast of Activities for the Next Quarter

- 1) Conduct a three-day trainers capacity building workshop
- 2) Conduct a twelve-day first phase Cohort Two teacher training
- 3) Modify course curriculum teaching content in Primary, Math and Tajik Language Teaching Departments
- 4) LCs draft "Polozhenie" for practicum for University staff, students and schools

- 5) Conduct a seven-day School Principal training on Pedagogical Leadership
- 6) Conduct a ten-day Mentoring training for cohort 1 rayons/schools
- 7) Submit formative assessment guidelines to the Methodological and Teaching Center of the MOE to review and approve
- 8) Develop Primary Standard Guidelines
- 9) Develop Secondary Standards and Guidelines
- 10) Develop five target subject supplementary package
- 11) To provide logistical support for conducting next meeting of EFWG. Develop EFWG meeting protocols in English and Tajik, share with MoE and EFWG members
- 12) Conduct monitoring site visits with MoE specialists, develop reports and recommendations based on monitoring results, discuss results with the EFWG based on MoE' request
- 13) Participate in analysis of existing normative-legal base to support PCF in Education if WB/FTI/MoE will consider QLP participation is necessary
- 14) Publish article about PCF activities in national newspapers
- 15) Continue providing assistance to rayon school principals and accountants, and education and finance specialists in Kulob
- 16) Meeting with Kulob Hukumat and local authorities together with specialists from MoE and MoF to update on PCF progress
- 17) Collection of the existing and latest normative-legal PCF and school management documents to develop a reference manual "Handbook for School Principals"
- 18) Conduct technical workshops with rayon education and finance department's specialists to analyze school budget based on new financing mechanism on a quarterly basis
- 19) Develop progress report based on site visits to Vakhsh and submission to MoE, MoF and EFWG
- 20) Print and disseminate instruction materials for school accountants
- 21) Meeting with Vakhsh Hukumat and local authorities together with specialists from MoE and MoF to update on PCF progress
- 22) Procure and provide computers to education and finance departments of Vakhsh
- 23) Provide technical support to MoE IT specialists to ensure effective usage of AETS
- 24) Monitoring of efficient usage of AETS
- 25) PTA participation in discussion on school budgeting in Kulob
- 26) Provide support to PTAs of Kulob schools with juridical registration
- 27) Provide consultations to school community on establishment of PTAs in Vakhsh
- 28) Monitoring of potential PTAs in Vakhsh
- 29) PTAs exchange experience between Kulob and Vakhsh
- 30) Develop practical manual for schools on setting up PTAs

Achievement of Targets for the Quarter

- QLP modified TT curriculum and training modules are incorporated in Regional TTIs
- Formative Assessment Guidelines submitted to the AOE for review and approval
- One policy-related document on per capita financing issues developed
- Finance Management Training Module officially accepted by RTTI and incorporated in RTTI course
- Prepared twenty five trainers on "Accounting Training Module" from school accountants, specialists of education and finance departments
- Fifteen trainers on "Finance Management Training Module" have been trained on improvement of their trainers' skills
- Trainers prepared by QLP conducted their 2nd and 3rd trainings on school management
- Consultations to school principals, members of PTAs and parents on establishment of PTA have been provided

Proposed changes to Work Plan/operational arrangements

- 1) **Revision of Pedagogical Leadership Module for school principals** planned for Q3 will move to Q4 due to the important part being vague and imprecise in the module, particularly implementation of learning outcomes based education, formative and summative assessment;
- 2) Additional six-**day ToT for trainers** before target school training delivery is proposed for Q 4 to prepare secondary and primary teacher trainers to deliver updated/revised training modules. New training approaches requires new skills from trainers and therefore intensive preparation.
- 3) **Presentation of revised Teacher Training Curricula (as approved by Scientific Council of RITTI)** is not planned in QLP Year Three WP yet it is proposed as an important activity in Q4 (August) to support incorporation of QLP and FTI revised modules and curriculums in Regional TTIs
- 4) Prepare an in-depth analysis of the mentoring delivery by mentors trained by QLP (not scheduled in the WP but is important due to differences identified in FTI mentoring program and QLP requirements) – Draft prepared
- 5) Incorporation of the analysis and monitoring outcomes into the final mentoring package (was not initially planned in the WP but is important for making the mentoring program relevant to QLP requirements)
- 6) **PRESET: Roundtable** for discussing the findings of Curriculum and Practicum Studies – was planned for Q3 and moved to Q4 due to the following reasons:
 - a. Delay in practicum study results as the LCs were engaged in other university-related activities;
 - b. Large volume of data submitted by the LCs on curriculum analysis which needed time to be processed;
 - c. Lack of clarification regarding the final Curriculum review report. The drafting of the report was started only after IC recommendation were taken and it is under completion.
- 7) **PRESET: Drafting Practicum Study Report** – delayed because the study was submitted late by the LCs (only in July 8th as they were very busy as it was end of Academic year).
- 8) **PRESET: Identify LC/RC to work with Heads of Practicum and Method Centre to develop University Polojenie** (regulation)– delayed because:
 - a. The study was submitted late;
 - b. No clear guidance regarding developing the Polojenie available yet (IC support needed).
- 9) **PRESET: Revision of Standard Plan** – delayed because there were no clear parameters available at the time. The PS together with LC from the Center for Methodology responsible for developing the university Standard Plan prepared draft SoW for Standard Plan analysis, which is in progress. However, RC/IC support is needed to develop criteria/parameters for reformulation and further improvement of the Standard Plan in line with international developments and Bologna format.
- 10) **PRESET: Identify trainers and prepare materials for Training 1** – was delayed due to the following:
 - a. Unavailability of the PS and the university subject specialists for needs analysis. The university subject specialists will be available in September-October of 2010 for the training;
 - b. Identifying RC is still under consideration.

Support from USAID required

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

- 1) Since independence, first ever revision and development of state in-service teacher training curriculum on the basis of teacher friendly, learning objective concepts
- 2) Support to PRESET in initiating the reformulation and re-conceptualisation of university target department standard plan and work plan (previously non-existent specific structure and specific learning outcome)
- 3) Empowering AOE in development of learning objective-based, teacher friendly subject specific standards and guidelines

- 4) Effective EFWG meetings
- 5) Automated Expenditure Tracking System (AETS) installed in MoE and its staff trained
- 6) MoE issued an order to adopt the AETS and another order to its affiliates on the places to collect data
- 7) Institutionalization of School Principal Training Module
- 8) Trained school principals/accountants, specialists of education and finance departments, and PTA members on per capita issues
- 9) Continue support to Kulob and Vakhsh district on PCF implementation

Meetings/travel/staff changes

A. Table of Meetings for 1 April – 30 June 2010

Data	Organization	Responsible staff of organization	The main issues discussed
April 08, 2010	QLP/USAID, MoE	Christian Barrat, Nabieva M., Ismonov F	Discussion of MoE and USAID cooperation on PCF and plans for future
April 9, 2010	State Agency for Control in Education, MOE	Ziyoev Khurshed, the Head, Mavjuda Nabieva, USAID, QLP CD	Brief on the QLP activity and finding the way for cooperation
April 13, 2010	MoE	Ismonov F.	Organization of joint monitoring of PCF implementation in Sughd region
April 15, 2010	MoF	Abdullaeva G.	Discussion of the content and institutionalization of the refreshed accounting training module
April 15, 2010	MoE	Boqilov B.	Discussion of the content and institutionalization of the refreshed accounting training module
April 21, 2010	QLP/USAID, Russian Federal Educational Institute	Prudnikova V., Nabieva M., QLP	Monitoring of MoE, analysis of government policy for education and development of strategy for 12 years education
April 26, 2010	RTTI/WB/USAID	Rajabov Z., Abdulazizov V., Nabieva M., Garth Willis,	Discussion of MoE/RTTI and USAID cooperation, institutionalization of training modules and training of trainers
April 28, 2010	MoE	Talbov P.,	Monitoring tools for assessment of finance management trainings for school principals
May 07, 2010	MoE/RTTI/WB	Rajabov Z., Muminov B., Sohibov A., Gerard P., Talbov P., Ziyoev R., Qodirov Sh.	Discussion of instruments to measure knowledge, skills and practices of principals who received the Principals Training under FTI-2
May 11, 2010	MoE/WB	Gerard P., Talbov P., Ziyoev R., Qodirov Sh.	Discussion of instruments to measure knowledge, skills and practices of principals who received the Principals Training under FTI-2
May 13, 2010	MoE	Ismonov F., Sayfutdinova S., Chorkulova Sh.	Installation of the Automated Expenditure Tracking System
May 22, 2010	Education and Finance Departments of Sughd region/MoE/MoF	Ismoilova D., Mirkamolov K., Ismonov F., Akhmedov R.	Discussion of the results of monitoring of Sughd schools and recommendations for improving PCF implementation in the region
May 25, 2010	Vakhsh Hukumat and MoE	Gurezova Z., Sharipov Q., Saidmurtazoev S., Ghaforov S., Rahmonov	The process of PCF implementation in Vakhsh districts; experience exchange of Vakhsh specialists to Kulob; problems with budget execution and qualification of school principals and accountants
May 26, 2010	MoE/RTTI/WB/GTZ/USAID	Gerard R., Bazarova S., Nabieva M., Safarov I	Monitoring of teacher and school principals trainings and instruments to measure knowledge, skills and practices
May 27, 2010	School #12 Qurghonteppa city, USAID	Andy Sisson, Jeffrey Lehrer, Garth Willis, Nabieva M., Qosimova S., Sanginov M	Discussion of QLP interventions at institutional and school levels in Khatlon region
June 03	MOE	USAID, CD, PM	Discussion MOE 12 year education concept

Data	Organization	Responsible staff of organization	The main issues discussed
June 08-09,2010	USAID Financial Management wkshp	Peter Kapakasa CMA Controller, Office of Finance and Contracts, Creative Associates, QLP TJ and KZ Finance staff and TJ senior program staff	Financial and administrative staff discussed practical aspects of USAID financial management requirements and learned from other partners' experience and best practices.
June 04	QLP	Peter Kapakasa CMA Controller, Office of Finance and Contracts, Creative Associates, HR&FM, CD, OM	Discussion of the QLP Financial issues
June 10, 2010	MoE	Ismonov F.	Discussion of the agenda, venue and participants' list for 8 th EFWG meeting
June 16, 2010	DED of Vakhsh district	Sharipov Q.	Implementation of PCF in Vakhsh region; establishment of PTAs
June 18, 2010	MoE	Chorkulova Sh.	Effective usage of the Automated Expenditure Tracking System
June, 21-25	QLP	All program staff and the HQ representatives	WP Y4 discussion
June 22, 2010	MoE	Ismonov F., Semere S., Senior Associate CREATIVE ASSOCIATES INTERNATIONAL, INC	Discussion of the QLP and MoE cooperation and further collaboration
June 23, 2010	QLP	Irina Karimova, President ,AOE, Semere S., COP, CD	Discussion of the QLP and AOE further collaboration

B. Changes in Staff

Date	Name and title	Change
1 May 2010	Zarrina Bazidova, Safe School Assistant	Joined the project

C. Staff Travel / Visitors

Dates	Name	Purpose
4-14 June	Peter Kapakasa, CMA, Controller Office of Finance & Contracts, HQ	Solomon database system training follow up
21-25 June	Semere Solomon, Senior Associate CREATIVE ASSOCIATES INTERNATIONAL, INC.	WP process
21-25 June	Klaudia Youell, Program Associate CREATIVE ASSOCIATES INTERNATIONAL, INC	WP process
21-25 June	Saule Khamzina, Regional M&E Coordinator, USAID/QLP	WP process
21-23 June	Jyldyz Uzbekova, Education Financing Regional Director	WP process
21-25 June	Enebay Kakabayeva QLP Country Director, Turkmenistan	WP process

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.

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

The Doorways Manuals were published into two languages: Russian and Tajik. Doorways Training Manuals and Community Counselor are ready for dissemination. Doorway Teachers Training Manual was reviewed by International Consultants. Official approval to initiate the introduction of Doorways materials in RTTI curriculum was obtained from the Ministry of Education.

Train TOT on the use of the Doorways III - Teacher Training Manual

Two International Consultants from Ukraine with experience in designing and launching UNICEF Tajikistan Healthy life-style program were hired to review the content of the DOORWAYS III materials, and prepare national coaches on creating a safe school environment, gender-based violence prevention and response to incidents of child abuse. A six-day TOT was held in the venue of AOE from April 18 till April 23, 2010.

Twenty three (23) trainers participated in the TOT. Taking into consideration institutionalization process, trainers have been selected from RTTI, Research Institute, Healthy Life Style Centers. List of trainers and photos of TOT are attached.

Main Results

Review of the «DOORWAY III» Materials.

Comments and suggestions on the structure and content of training courses for teachers DOORWAY III were made by the consultants before the beginning of training (remotely) and in the process of training. All proposals were discussed with the organizers online and immediately filled into the Teachers Guide text in the Russian and Tajik languages.

Delivery of the Training.

The training was conducted on the program developed by the consultants and coordinated with the organizers. As a result, the participants:

- Became familiarized with the structure and content of training courses for teachers DOORWAY III;
- Worked in depth with the material of the training course DOORWAY III by intense immersion method, as well as worked out with the basic skills needed to trainer; and
- Together with consultants developed recommendations on project implementation.

Assessing training effectiveness.

During the training the following evaluation tools were piloted:

- *Evaluation of the level of participants' skills as trainer.* Evaluated through observation on participants performance of program activities. The criteria for evaluation are the following skills: to clearly articulate objectives of the training, to identify the needs and expectations of the participants, to adhere to the recommended plan for the training, to ensure democratic discipline, to make effective presentations, to organize the extensive discussion, to develop practical skills, and to organize feedback.
- *Assessment of participants progress in knowledge.* This was carried out by comparing the survey results of participants in the first day of training (questionnaire "Pre") and last day of training (the form "Post").
- *Feedback of participants on workshop's quality.* This was based on the feedback from questionnaires that participants filled out in the last day of training. It also allows to evaluate the use of the training materials and the quality of trainers and technical support training.
- *Results of estimation:*
- 84% of participants (16 out of 19 evaluated) showed a high level of readiness to conduct trainings for teachers;
- The average group level of knowledge on key issues of training has increased by 9% (data obtained by comparing the questionnaires "Pre" and "Post").
- Participants appreciated the training materials used, the quality of trainers and the technical support.

Handouts for training participants

All participants received a training manual for teachers "DOORWAY III", as well as the consultants CD-ROM containing:

1. Training Program;
2. Video and Power Point Presentations on key themes of the training;
3. Chronology of the training day by day: handouts needed for the training, photos showing the activity of participants, materials created by participants.
4. Questionnaires for evaluating the level of knowledge of participants on the topics of training and feedback forms to assess the quality of training.

M&E plan

The QLP hired an IC to produce sample questionnaires used as a guideline to do the pre-test and post-test in schools and communities, set indicators to measure behavior changes in teachers and communities. Together with the QLP Regional M&E Specialist SS project will conduct small baseline in mid July till August.

b) Implementation challenges

Not so far.

c) Cooperation with local government counterparts

SS gets positive and intensive support from the key partners. AOE and RTTI took the initiative to incorporate Doorways materials into the RTTI curricula and setting up of working group to develop a Code of Ethics.

d) Forecast of Activities for the Next Quarter

- After the TOT trainings on Doorways Community Counselor Training Manual and Teacher Training Manual, training will be conducted in three areas: Kurgan-Tube, Dushanbe and Sugd;
- Doorways Manuals will be updated and incorporated in RTTI curricular for training of teachers;
- Doorways Manuals III and II published and disseminated in three areas;
- Field visit to monitor teachers and community trainings;
- Develop and adopt a Code of Ethics for teachers with possible consideration at the state level inter-agency protocol on child abuse respond
- To set a Working Group to support the development of a Code of Ethics with possible adoption at the national conference of teachers in Tajikistan to be held in October 2010 or at the level of Ministry of education.

1. Achievement of Targets for the Quarter

- Official approval to include Doorways III Manuals in curriculum.
- Twenty three trainers were trained to conduct trainings in three areas: Dushanbe, Kurgan-Tube, Sugd

2. Proposed changes to Work Plan/operational arrangements

Some Modifications were proposed in accordance with recommendations of IC trainers.

1. As UNICEF has done a healthy lifestyle program based on doorways student materials (and its approved by the MOE) we are proposing not to do anything on the students materials. (Direct approach teacher-student)
2. Thus we will concentrate on the teacher training and community training (Creation of policy at school and environment – delivery services)
3. Targets are expected to shift:

	Original	Proposed	Comments
Schools	30	20	Easier to manage quality, plus achieve reasonable critical mass trained /school
Students	600	0	See 1 above
Teachers	90	400	20 teachers/school
Community	90	400	20 persons/school-community

4. QLP SS is enabling the stakeholders to achieve the full cycle of support on gender based violence in education; UNICEF has achieved the child focused aspect, QLP SS achieving the management and supervision awareness raising and capacity building (school administration & teachers) and the access to services/networking (community focused training) and the 4th aspect is hygiene/sanitation/health aspects that are being implemented through the health sector
5. We may look to add another TOT towards the end in order to broaden the system's capacity to spread it after we finish. The scope of this will largely be determined by the availability of budget in the last 3-4 months
6. M&E IC support will be done by distance.
7. Institutionalization of Doorways III – Teacher Training Manual
8. Develop and adopt a Code of Ethics for teachers with possible consideration at the state level inter-agency protocol on child abuse respond
9. To set a Working Group to support in the development a Code of Ethics with possible adoption at the national conference of teachers in Tajikistan, October 2010 or at the level of Ministry of education.
10. Print out 140 copies of Code of Ethics

3. Support from USAID required

Table of Meetings - Safe School Program

Data	Organization	Responsible staff of organization	The main issues discussed
April 10, 2010	AOE	Karimova Irina Kholovna	Meeting with the Head, AOE to identify trainers for TOT and to discuss the mechanism of intervention: Letters of approval for participation.
April 19,2010 17:30-18:30	AOE International Consultants	Karimova I.Kh Ponomarenko. V. and T.	SS To develop joint Action Plan with the AOE to support Doorways Manuals' institutionalization
April 28, 2010	AOE QLP	Karimova I.Kh Ponomarenko. V. and Ponamorenko T.	Meeting with President of AOE on outcomes of TOT and to discuss next steps of institutionalization
May 07,09 10:00-11.30	USAID	USAID – Garth, Mavjuda	Meeting to discuss challenges and strategy direction in SS implementation - Review of timetable and budget based on the TOT outcomes (Modifications)
May 17, 2010	AOE	Irina Kholovna	Meeting to discuss the identification of Working group to develop and adopt Code of Ethics.
May 18, 2010	QLP	Makhmud Naimov Program Director Youth Theater for peace	Meeting with Makhmud Naimov Program Director on coordination of our project.
May 18, 2010	USAID	USAID – Garth, Mavjuda	Meeting with Garth on restructuring of budget and M&E IC.
May 25, 2010	RTTI	Abdulazizov	Letter on institutionalization was submitted to RTTI - discussion how to incorporate Doorways materials into RTTI extra curriculum program
June 3, 2010	IREX	Christopher Whitsel, Ph.D Assistant Professor, Dept of Sociology, North Dakota University	Discussion on SS activity to support a proposal on gender to be submitted by IREX
June 4, 2010	USAID	Mavjuda Karimova	Discussion on the activity of the SS program
June 7, 2010	USAID QLP	Director, QLP staff, SS	Update on the SS activity achievements

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.

B. Project Components

IR1: Improved Quality of Teacher Training in Student-Centered Methods

SIR 1.1 In-service teacher training

SSIR 1.1.2 Strengthen capacity of in-service teacher training instructors

SSIR 1.1.2.1. Training of instructors to teach modified courses in Yssyk Kul ITTI, Jalalabad and Batken MCs

Seven day TOT on efficient delivery of modified ITTI courses was held for the team of trainers from Jalalabad and Batken methodology centers (May 2-8, 2010). Overall, the stimulation was successful in terms of providing clear picture on the trainers' capacity and teaming options. Based on observations trainers were paired to facilitate summer trainings for QLP 2nd cohort schools in Jalal Abad oblast.

SSIR 1.1.2.2. Training program delivery to target schools

25 target schools were selected in Jalalabad oblast and baseline study was conducted by M&E department. Based on expected numbers of teachers from target schools to be trained under support of QLP a schedule of trainings was developed and approved by the order of the Ministry of Education # 315/1 as of May 31, 2010. According to the schedule the trainings were supposed to start on June 14 and run till August 5, with 5 shifts and 3-4 groups in each shift.

All logistics to organize these trainings were completed by early June 11, however, on June 10 disturbances in Osh commenced, later spread to Jalalabad. This resulted in significant security issues and thus has impeded commencement of the summer trainings in Jalalabad. By the end of June it had been discussed with USAID that the conditions for fulfilling the training plan were not possible due to the insecure environment, the fact that some of the target teachers were likely to have been displaced, as well as the fact that participants would not be in an appropriate mental state to take on the training.

SSIR 1.1.2.3. Master trainer observations during trainings of newly trained instructors

Based upon work to date with KAE, OSH and Issik Kul ITTIs it is proving difficult for the trained system trainers to appreciate visits for observation by master trainers from KAE as support rather than inspection visits. This is as a result of the historical processes and the strong culture of subordination. This is reflected in the attitude of the KAE higher management that their role is to purely monitor (control) what happens elsewhere rather and see their role as supporting quality improvement (as well as a lack of state budget allocation for support). QLP will continue to transform this process into one seen as a support process through the more specific development of the observation instruments into a mentoring package (see 1.1.3). Mentoring training and toolkit has been developed. The training was held for Osh ITTI and is scheduled for KAE by the end of QLP YIII (second half of August).

SIR 1.1.3. Mentoring/ongoing capacity building of ITTI instructors

Recruitment of experts. Experts for development of mentoring toolkit, training module and delivery of mentoring trainings recruited. Contracts executed as per Scope of work defined (mentoring training delivery for KAE rescheduled to a later date). Financial obligations of QLP as per completed tasks executed.

See proposed change in work plan for further details.

Develop observation instruments.

This will be transformed (mostly through presentation) into a Mentoring toolkit, which includes observation tools, glossary, mentoring practice framework and tips. It was approved by the KAE Academic Council on end of May, 2010.

Develop and conduct training for ITT mentors.

Training on Pedagogical leadership, monitoring and mentoring was held for Osh ITTI instructors on May 5-8, 2010.

The training module was developed based on the materials used for mentoring training for school mentors held in the end of March and built on the lessons learned from that training.

The module was therefore strengthened by:

- ✚ Adding one more day to the training duration, to give two full days for elaboration of mentoring;
- ✚ Adding bridging –opening session on the quality of education as suggested by the team;
- ✚ Adding more assignments and discussions to better understand each subject topic;
- ✚ Making an emphasis on monitoring section to make it more practical, supplying it with practical exercises along with the theory that existed earlier. Significant input was made by QLP M&E specialist, on the mentoring panel, both at the development and delivery stage.

The training contributed to positive change of the environment within ITTI, moving it towards becoming a mutually supportive team. The ITTI instructors clarified their understanding about key notions covered in the training: essence and role of leadership, objectives, tools and use of monitoring for decision making, and mentoring to support professional growth within the team.

As in many system institutions, involvement of the top management was limited, which definitely causes a challenge for achievement of long –term objectives of this training: building efficient leadership, strengthen monitoring and establish mentoring as regular practice within ITTI.

This training confirmed that entitling the local consultants –developers with the key role in development of modules and toolkits for local audience- ITTI is efficient. The process was enriched by international experience through participation of an international mentoring –specialist in the very beginning of the process, giving guidance and insight into the concepts. The developers teams under SIR 1.1. and SIR 1.3. cooperated closely, and later the QLP specialists input considerably strengthened the product. The knowledge of the local context was a definite advantage the products had.

The participation of the top management of government structures should be ensured by all means. Special attention should be paid to their involvement and constructive participation in the future events of the kind, as the subject of the training directly pertained to monitoring, pedagogical leadership and mentoring, practices much dependent on the political will. This lesson is taken into account when

planning the mentoring training for KAE, when one of the top managers/leaders of KAE is involved as a key developer, and will ensure participation of selected relevant staff.

Information workshop. The six day workshop on Student Centered Methodology, Student Assessment and Curriculum development and efficient delivery of the modified ITT courses was conducted for untrained instructors of Osh ITTI on April 19-24, 2010.

At the beginning of the training the participants group was somewhat disjointed, which reflects the hap-hazard way that ITTI courses are delivered, however critical topics in the training such as feedback culture and teamwork seemed to have relieved the overall atmosphere, creating supportive attitude to each other within the team.

The second outcome of the training is that the instructors who were not involved in QLP TOT or training activities had a chance to engage with the content of the modified ITT courses and to practice teaching these modified programs with a more interactive approach. Therefore now there is platform for expanding the best practices accumulated under working with modified programs to other departments willing to modify their work.

Observation, review and development of plans. Observations visits to regular trainings conducted at KAE and Osh ITTI were planned. However no activities completed in the reporting period. (See *implementation challenges section*)

Development of recommendations for future work. Observations visits to regular trainings conducted at KAE and Osh ITTI were planned. However no activities completed in the reporting period. (See *implementation challenges section*).

SSIR 1.1.2.5. Improvement of the project deliverables

Building on experience of in-service teacher training on modified programs on target areas, the working group, composed of relevant subject instructors from KAE, Osh ITTI and Yssyk Kul ITTI, aimed to draw lessons both from achievements and challenges and modify the content of the module so that more is encompassed in less time, and the logic of the structure improved. The second objective was aimed as the development of a new skill of the system instructors to upgrade the content of the courses they teach in line with new developments and the demands of the context and the audience. The work showed that they built their understanding of the module content and learned to select the most critical in the content and assignment to ensure that the message is delivered, so this is considerable progress on the thinking and understanding of these specialists from a year ago. The strengthened capacity of regional ITTI instructors and strengthened cooperation between subject teams from three different institutions: KAE, Osh ITTI and Yssyk Kul ITTI is also a positive trend for the system of in-service teacher training in Kyrgyzstan.

This sense of ownership and cooperation which is being developed by the members of the groups, who are the leading instructors of the partner ITTIs is very critical for promoting further sustainability and proliferation of the modified ITT programs in our partner ITTIs.

There is, however, an uneven distribution of hours for modified courses, posing a challenge to ensure quality and complete coverage of the modified ITT content. In KAE and Yssyk Kul ITTI the situation is better, in Osh ITTI it is more complex. However, this challenge is an opportunity for the competent instructors, who managed to optimize the content of the module, selecting the most critical topics, assignments and activities to achieve improved learning.

The modules are proposed to be strengthened by a reading comprehension session (a weakness of students identified by the baseline). Once the session is complete, translated and included in the

modules-all teacher training modules will be final. As for director's module the work on doing a final review of the director's module is still outstanding and needs the hiring of a qualified LC.

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

The needs assessment on literature and equipment has been completed. As per the requests literature has been purchased. The official acceptance – hand over is scheduled for August.

Procurement of equipment for Osh ITTI, Yssyk Kul ITTI is in progress. The bids have been opened, minutes of the tender commission recommendations completed. The actual procurement and payment is under way.

SIR 1.2 Pre-service teacher training

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

Local Consultant Chinara Batrakeeva updated the data for the Report on new teacher retention which is planned to be published next quarter.

The approach to develop the Strategic document on Teacher Retention was adjusted to develop cooperation with UNICEF, which was considered to strengthen the advocacy opportunities. QLP developed a joint SOW with UNICEF to hire Ms. Farida Ryskylueva to develop the Strategic document (and share costs). Farida Ryskylueva worked in MOES and has extensive experience in developing policy papers for government. The work plan of elaborating the policy paper has been developed. The structure of the planned Policy paper on teacher shortage and teacher retention was discussed with UNICEF and incorporated into the SOW.

Due to political situation in the country, the action plan is adjusted until October 2010 to take into account when the parliament will be elected and the Government of KR will be formed on a permanent basis. The policy paper will be submitted to Government of KR in October. The work of the local consultant includes meetings with state institutions, education stakeholders to collect information and involve them into problem solution process.

Local Consultant to develop Guidebook for young teachers on the introduction into the teaching profession was selected. She prepared the draft which is under review by QLP staff.

SSIR 1.2.2 Improve PTTI curricula on 3 target specialties

Piloting procedures were finalized in Arabaev University. TE(D)s submitted final reports on piloting, observation reports, self-reports forms, students survey analysis, standard and work programs modified, modified themes of exam questions and essays for students, and developed lesson plans. 46 lesson plans developed. They will be combined into one educational methodological guidebook during the next quarter.

The following trainings for Arabaev university instructors was conducted: Designing teacher training tasks, Learning cycle and analysis of training materials, Models of training, Training course design.

CD and TTS made a trip to Osh oblast to meet with Osh State University administration. Preliminary agreement to cooperate with QLP was reached and a MOU signing planned. LC and TE(D)s in Osh SU were selected. It was planned to start analysis and modification of Osh SU curricula in summer 2010 but because of the violence and instability events in the south of the country the activities were postponed until the situation became clearer.

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

Student Practicum Working Group was formed. First meeting of Student Practicum Working Group was conducted. Participants discussed university 'polojenie' (regulation) developed by the project and provided their comments, and started working on the department program on student practicum. Work is scheduled to be completed in next quarter.

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

1.3.2 Training of Rayono inspectors, Directors, Zavuches, and HMUs in Pedagogical Leadership, Mentoring, and Monitoring.

1. Follow up visits to support Rayono inspectors, Directors, Zavuches, and HMUs

Systematic school visits to cohort I schools (14) in Osh and Chui oblasts were undertaken (April, May, 2010) aimed at providing support and help to all stakeholders in implementing new ideas of Pedagogical Leadership, Mentoring, and Monitoring into practice and monitoring the level of progress of practical application of training materials. During the visits, the lessons of the teachers were observed, joint feedback was given to them, informal talks, discussions, mini sessions were held with RaiOO inspectors, school administration, and the teachers. As a result a number of significant benefits are emerging in the development of Pedagogical Leadership, Mentoring, and Monitoring. These include development of leadership capacity, increased cooperation and collaboration at all levels thus establishing better working relationships, improvement of teaching and learning process.

Systematic methodological support provided by the QLP consultants promoted the culture of mentoring, share of experience and best practices among teachers, schools and districts at different levels. Thus two important initiatives, one district level, another at the oblast level (through TTIs) have been raised at the local level to facilitate share of experience and best practices on using the innovative approaches to teaching, techniques for improved learning (like learning objective setting, questioning to stimulate higher order thinking, formative assessment and self-assessment by the students, cooperative planning and work within school teams, and methodology units and etc,) among schools of Alai district and Osh oblast.

Developing initial Toolkit on Pedagogical Leadership, Mentoring, and Monitoring

During the school visits in Chui and Osh oblasts LC and TTS collected and prepared materials (exemplary lesson plans, case studies, teachers' reflections, records from the interviews and informal talks, etc) on Pedagogical Leadership, Mentoring, and Monitoring to develop initial Toolkit. Two working meetings and discussions were held with LCs and IC to discuss the structure and content of the Toolkit. This activity is in process.

3. Survey current monitoring practices and potential for change

Research was conducted by LC on current monitoring practices in target 8 schools (Cohort1) in Osh and Chui oblasts. The researcher framed the main and subsidiary questions, worked out the research design, developed the tools to collect data and did analysis. Report with recommendations for legal changes and capacity development of Rayon Education Department on monitoring and evaluation is in the process.

4. Review of the training module on Pedagogical Leadership, Mentoring, and Monitoring.

The Module on Pedagogical Leadership, Mentoring, and Monitoring was reviewed and modified by the team of KAE, Osh and Issyk-Kul ITTI, LCs and QLP. Module was incorporated in in-service teacher training regular courses for mentors (directors, zavuches, and HMUs).

IR2: 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/

Guidebook on student assessment is improved by experts of the project jointly with IC, recommendations from TE(R)s obtained and submitted for translation into Kyrgyz language. Five articles on formative assessment prepared in Russian were translated into Kyrgyz.

Guidebook published in 2 variants: 1 variant in Kyrgyz language (100 copies), 2 variant in Kyrgyz and Russian languages (120 copies). Distribution is to be done in conjunction with teacher trainings.

2.1.2. Improve Student Assessment (including formative assessment) training session in line with SSIR 1.1.

Training session “Student Assessment” revised and improved and translated into Kyrgyz:

- (1) session for primary grades, math, Kyrgyz language teachers
- (2) session for school directors

2.1.3. Develop Formative Assessment video for teachers

LC, TEs developed all content on video training module on formative assessment techniques on the basis of Guide book, teachers’ feedback, IC recommendations. First version of the video training prepared. Draft of the guidebook for teachers on how to use video is under preparation.

2.1.4. Involving teachers into discussion of Student Assessment practices through Mass Media (under IR.3. component)

3 articles with different techniques of formative assessment and answers for frequently asked questions about assessment was published through teachers’ newspaper “Kutbilim Sabak”

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

The Regulation on holding Olympiads has been improved jointly with MOES and submitted to KAE for expertise. Positive response was received from KAE. Final copies with Russian and Kyrgyz versions submitted to MOES. Further steps of getting approval at the MOES collegiums postponed due to political situation in the country (perhaps until November or January, 2011).

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 four QLP target subjects developed. IC, Simon Jenkins visited Kyrgyzstan for ten days to work with experts face-to-face and provided two workshops for Kyrgyzstan and Tajikistan experts on recommendations on development of Syllabus guides. IC’s exit report is attached.

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

Contest on supplementary materials among teachers on project target subjects is prepared jointly with MOES. But because of the unstable political situation in the country the contest was postponed until August-September.

3.2.1. Involving teachers in discussion through Mass media

Lesson plans developed by teachers to share achievements on training results prepared and published jointly with newspaper specialists and project experts. Letter of HMU in which they share information about changes taking place in staff after studying materials on formative assessment is published.

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

Two Education finance Working Group (EFWG) meetings were conducted in May. EFWG minutes in Russian and English submitted to MOES and EFWG members. The second one was extraordinary field meeting combined with the budget hearings in one of Kemin rayon schools. 193 people participated including rayon state administration (reports attached).

Newly appointed Deputy Minister and new appointed Head of Rayon state administration were actively involved in order to obtain understanding and support at a political level and to help to achieve the project's results.

4.1.1.2. Increase central government officials' capacity in PCF implementation

Conducted 2 monitoring visits to Kemin rayon with MOES representative (the member of EFWG) (53 school principals participated), in Alamedin rayon (32 school principals participated). Findings and results of monitoring visits reported to EFWG members.

4.1.1.3. Increase public awareness on PCF and AC involvement.

MOES newspaper "Kut Bilim" published three articles on PCF entitled "Budget transparency-new opportunities in school development", "Stable financial position at school - terms of quality learning", "Funds follow the student: First results of per capita financing implementation in Chui oblast schools".

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

Process is postponed due to political situation as it includes developing and signing of legal documents on different levels and at the moment there is no stability and clarity in the government.

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

One six-day training workshop for school principals of Kemin rayon conducted on 11-16 May, 2010. 31 school principals participated in the workshop (the report attached). Content of training was improved based on the observation of the training and feedbacks from the participants and trainers. These trainings helped to increase the capacity of school principals in financial management and accounting.

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

Draft outline of training module for school accountants prepared, discussed and agreed within the project and MOF. Developing of content is under progress.

4.1.3.5. Establish mentoring process of school accountants

Two mentoring visits conducted in Alamedin and Moskovskiy rayons for school principals and accountants.

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

In order to provide support to institutionalization of the automated expenditure tracking system in MoES, one-day technical workshop was conducted for 11 specialists of RayONO on proper data collecting and entering data into the program. Based on first data collected the presentation of program’s possibilities and advantages was made at EFWG meeting at MOES. After presentation QLP received the request from MOES strategic department to install the program at their department as well and to train staff (it was installed at school department only earlier).

This will allow the creation of PCF database for Chui oblast, use this data for making analysis of finance reforms at school, rayon and oblast’s level. The database is forming at the MOES level for evidence-based decision-making.

4.2.1.4 Strengthen ACs role in school management

61 information stands for strengthening AC’s role in school management were produced. 52 stands delivered and installed to Chui oblast schools and 9 stands to RayONOs.

Increase the transparency and accountability of school financing and management

b. Implementation challenges

IR 1. Teacher Trainings

- The instability in the country is a significant challenge for in-service teacher training in quarters 3 and 4 for cohort 2 schools. Due to the disturbances in Osh and Jalal Abad, for security constrains it was not possible to launch trainings for the 2nd cohort of QLP target schools as scheduled. During the work planning session, among the options discussed, the possibility of holding trainings during the school holidays in Academic Year 2010-2011: possibly starting from August (Jalal Abad town), November (Bazar Kurgan) and January (Suzak, Noken). If the trainings will not be held in August for the security reasons, March holidays may be used for training as well.
- Mentoring visits arranged through KAE to Osh and Issyk-Kul ITTIs are going as planned but there is a question as to how these visits will be received by regional ITTIs in a long run. These visits should not be viewed as a supervision visit, causing unnecessary tension for the instructor and course participants

- Including capacity building and mentoring within one subcomponent proved a challenge in terms of availability of resources and planning for TTS. Therefore capacity planning has been carried out as planned, implementation of tasks under mentoring of ITTI trainers has been delayed. Time of human resources of the project should be planned realistically in Year 4.
- Tragic events in the south of the country does not let QLP work with Osh SU this summer
- Regular school visits were difficult to arrange in May (at the end of academic year), 2010, because:
 - Much work to do by the administration staff by the end of the academic year
 - Preparation for the close of schools
 - LCs' load at their regular work
 - Political situation in the country(April, 7)
- Two days were allocated for working meeting to review of the training module on Pedagogical Leadership, Mentoring, and Monitoring. As the review was matched with modification of corresponding sessions in the regular ITT course the scarcity of time did not allow considering appropriate distribution of hours for different sessions, thus posing a challenge to ensure quality and complete coverage of the modified module content under SIR 1.3.

IR 2: Improved Quality of Student Assessment

- Preparatory period on development of video guide was longer than expected.
- Political situation does not allow to submit Regulation on Olympiads to MOES
- School teachers are not the active readers of newspapers and there are not so many teachers communicating the with teachers newspaper (Kut Bilim).

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 and as the IC recommends needs more time to be finalised. This is due to KAE specialists not being available due to workload demands from KAE.

IR 4. Education finance

- Unstable political situation in the country , changes in the government, MoES the project cannot conduct the mentoring visits to schools.
- Task on support the transfer of ownership and funding authority from RayFO/ RayONO to municipal administrations for 139 schools in Chuy Oblast was not also possible due to political situation as it includes developing and signing of legal documents on different levels and at the moment there is no stability and clarity in the government.
- Low potential and lack of accounting knowledge among school principals and accountants. (How we overcame this: conducted one six-day module training on Effective Management in Education where there is a section on accounting at schools, started to develop accounting module). This leaves a question over inconsistency of PCF roll out between QLP and World Bank Rural Education project target areas as clearly in World Bank supported areas capacity will remain low as such training has not been replicated there.

c. cooperation with local counterparts

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
- School # 68, Bishkek

IR 3. Involving teachers into Curriculum reform

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

IR 4. Education finance

- Ministry of Education and Science
- Ministry of Finance
- World Bank/Rural Education(Motivation of teachers and per capita financing)
- Kyrgyz Academy of Education
- Rayon finance departments in Chui oblast
- Rayon education departments in Chui oblast
- National Agency on Local Self-government and ayil-okmotu
- Schools Advisory Committees

d. forecast of activities for next quarter

IR 1. Teacher Trainings

- Organize acceptance –handover of literature and equipment to Yssyk Kul ITTI, Osh ITTI (equipment only).
- Develop internal regulations on mentoring within ITTI and get it approved by KAE
- Conduct training on Pedagogical leadership, monitoring and mentoring for KAE
- Initiate and conduct meetings with different groups of stakeholders in order to identify what each stakeholder can do to solve teacher shortage issues
- Develop final draft and design of the Guidebook for young teachers
- LCs will work on consolidating the pieces of EMS into one single educational methodological handbook
- Conduct meeting with Student practicum Working group (Arabaev university faculty) to discuss the final draft of the documents
- Official approval of the documents by University “Ucheniy sovet”
- Develop training module
- Conduct 1 day training for university supervisors
- Conduct 1 day training for school mentors
- Identify schools for developing linkages with Arabaev University
- Arabaev university and selected schools develop Action Plan of
 - 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
- Working Meetings with the developers(LCs) of Toolkit

- Informal talks with directors, zavuches, and HMUs on Pedagogical Leadership, Mentoring, and Monitoring for developing Toolkit
- Preparation of initial draft Toolkit on Monitoring, Mentoring, and Pedagogical Leadership
- Organization and delivery of one day seminar for Raiono inspectors, directors, zavuches, and HMUs for Cohort 1 schools in Osh and Chui oblasts
- Follow up school visits for new academic year 2010-2011(Cohort 1 schools)
- Report on research with recommendations for legal changes and capacity development of Rayon Education Department on monitoring and evaluation is in the process.

IR 2. Student Assessment

- Develop final drafts of the Guide book on Student Assessment in Kyrgyz and Russian.
- Improve the guidebook for teachers on how to use Video on Formative Assessment techniques.
- Write the video on DVD. Conduct field test of video training materials in schools, collect information and distribute to schools.
- Develop materials on student assessment to be published through teacher's newspaper "Kutbilim sabak".

IR 3. Involving teachers into Curriculum reform

- Develop draft Syllabus Guide on four subjects. Publish Syllabus Guide working version and distribute Syllabus Guide books to ITTIs, regional education departments, target schools and Arbaev University for approbation
- 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. Selection of SM.
- 2 publications in Kut Bilim Sabak

IR 4. Education finance

- Development of training module for school accountants.
- Conduct test Training on "Accounting at schools" for Cohort 1 from Chuy oblast
- Conduct a four-day ToT on "Accounting at schools" training module
- To continue to work on transferring of 139 schools in Chui oblast to municipal ownership.
- Conduct the National Forum on per capita financing implementation at schools of Chui oblast (TBD)
- Conduct the National Forum on ACs.
- Institutionalize training module "Accounting at school"

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

IR 1. Teacher Trainings

- 7 day TOT conducted for trainers' team from Jalal Abad and Batken Methodology Centers.
- 6-day information workshop held for Osh ITTI faculty
- Training on Pedagogical leadership, monitoring and mentoring conducted for Osh ITTI faculty and administration
- Training on Pedagogical leadership, monitoring, and mentoring within ITTI developed
- Mentoring toolkit developed and approved by the KAE Academic Council
- Module on Pedagogical Leadership, Mentoring, and Monitoring for school mentors and District education departments specialists updated and incorporated in regular in-service teacher training courses (under SIR 1.1.)

IR 2. Student Assessment

- Working group set up to revise regulation on school Olympiads

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 one 6-day trainings “Effective management in education” for school principals

- The budget hearing in Orlovka school № 2m Kemin rayon
- 61 stands were distributed and installed to Chui oblast schools and RayONOs
- 2 EFWG meetings conducted
- The methodological guideline on Coefficient of Labour Participation (CLP) was delivered to World Bank “Rural Education Project” for further printing 2700 copies and distribution among Issyk-Kul and Batken oblasts’ schools.
- Delay: National PCF Forum according to MOES KR
- Delay: Transferring 139 schools to municipal ownership due to political situation

3. Proposed changes to Work Plan/operational arrangements

- In order to strengthen the institutional impact and sustainability of mentoring tools and training developed within ITT system, a new prospect is proposed: to develop mentoring guidebook regulation on mentoring, approval through KAE and hold working meeting with all regional ITTIs to introduce these deliverables and clarify how mentoring is to work within ITTI system (under 1.1.3),. To implement this, it is proposed to conclude agreements with 2 LC developers and 1 reviewer. One LC will be tasked to implement steps necessary for institutionalization of these deliverables and practices beyond development of the materials.
- Launch “Help Desk” is proposed to be cancelled s practice showed this year schools do not contact with the Project systematically and by their will.
- On task **Develop Formative Assessment video for teachers** the product is very good and initial feedback very strong. Additional resources are needed to work with video company on appearance of DVD and additional working days for experts on correcting this video training.
- **Develop Syllabus guide on focus subjects (2 subjects 1-4 grades), (2 subjects 5-9 grades).** According to IC recommendation and developed plan it is necessary to revise and implement changes into the contracts of experts and Local Consultant for monthly work (approximately 5 days per month) on improvement of all 4 syllabus guides, so this activity may not be completed in year 3
- Quality products Such as publications and DVDs are not reaching target groups in sufficient quantities due to limitation of funds

4. Support from USAID required

Assist QLP to set up policy dialogue among key institutions/partners to discuss the PCF implementation progress and challenges

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

- Support to regional ITTIs through KAE strengthens KAE role and responsibilities
- Training of Osh ITTI instructors who have not been engaged in QLP trainings activities earlier built a practical platform for expanding the range of courses applying principles and some content of the modified courses beyond the initial QLP target subjects. The Osh ITTI management has expressed their plans to update the content of their regular courses besides the target areas already modified.
- Training on Pedagogical leadership, monitoring and mentoring for Osh ITTI faculty and administration built foundation for establishing a viable mutually supportive environment within the ITTI

team, to support professional growth of each, and thus sustained improvement of the capacity of the ITTI in general.

- Guidebook for young teachers on the introduction into the teaching profession will be used by university graduates who are going to work as school teachers. Thus it will decrease the stress of the first year of graduate at school and will influence the number of young specialists who quit the school because of the problems with students, other teachers, and community.
- Support to target Cohort 1 schools (14) in developing new knowledge, skill, and attitudes in Pedagogical Leadership, Mentoring, and Monitoring.
- Improving collaboration and cooperation between all parties within and beyond schools, thus creating common learning environment
- Guidebook on student assessment and video training about formative assessment will enable to raise awareness about formative assessment to teachers community, including administrators of education system, instructors of ITTIs and PTTIs and administrators of raion and school levels
- The methodological guideline “School Teacher Incentive System” (CLP) is expected to bring a lot of practical benefit in developing of teacher motivation system and increasing of quality of education; moreover “Sapattuu Bilim” project deliver to World Bank “Rural Education” project for printing approximately 2700 copies and distribute among Issyk-Kul and Batken oblasts’ schools that allows improvement in school management.
- The second budget hearing in Kyrgyzstan – it is new stage in community involvement in school management, increasing of transparency and in developing of social partnership between school and community
- School principals’ capacity sufficiently increased and they can effectively work under the new model of school financing and management
- The automated expenditure tracking system which installed at MOES 2 departments allows to create database at ministry level for making systematic analysis of PCF implementation and decision making

Meetings/travel/staff changes

A. Meeting with USAID and partners

Date	Organization	Key representatives of the organization	Key agenda items
Kyrgyzstan			
May 25, 2010	KAE	Makil Imankulova Mirgul Esengulova	Institutionalization of mentoring within ITTI system
23 April, 2010	Kemin RayOO	Meeting with school principals	Monitoring the per capita financing process
27 April, 2010	MOES KR, Deputy Minister of MOES	Karamushkina I. U.	Update IR-4 activities and discussion of EFWG meeting date.
April 26, 2010	Executive director, “For transparent budget” union	Gaibulina Roza	Discussion of budget hearing at school
April 27, 2010	Ministry of Finance KR	Saparbaeva Cholpon	Discussion on Institutionalization of training module “Accounting at school”
April 30, 2010	MOES KR	Karamushkina I.U	Discussion of agenda and date of EFWG meeting.
May 6, 2010	MOES KR, Deputy Minister of MOES	Karamushkina I. U.	The report on EFWG meeting and analysis on school budget for 2009 were delivered.
May 6, 2010	Ministry of Finance KR	Sabyrova Jipar	Discussion on Institutionalization of training module “Accounting at school”

Date	Organization	Key representatives of the organization	Key agenda items
May 7, 2010	MOES KR,	Marchenko Larisa	Discussion on automated tracking Expenditure system
May 17, 2010	MOES KR	Deputy Minister of MOES, Karamushkina I. U.	Discussion and preparation of EFWG extraordinary field meeting in Orlovka school № 2
May 26, 2010	Alamedin RayOO	Meeting with school principals	Monitoring the per capita financing process
16 June, 2010	Training Developers	Matysyna E.G., and Getman V.V.	Meeting with training developers on "Accounting at school"
May	MOES, OSI	OSI, ADB SEP, WB REP	Working meetings on developing methodological guidebook for subject curriculum developers

B. Changes in Staff

Date	Name and title	Change
June 30	Elnura Usupova	Resigned from the project for maternity leave
June 30	Aigul Otorbaeva	Resigned from the project to move to a different organization in the capacity of Office Manager
June 30	Mahabat Maideeva	Resigned from the project to move to a different organization in the capacity of Accountant

C. Consultants

Dates of consultancy	Name of consultant	Tasks
April 19-24	Abdiev A.	Delivery of information workshop for Osh ITTI instructors
April 19-24	Amatov S.	Delivery of information workshop for Osh ITTI instructors
May 2-8	Amatov S.	Delivery of 7 day TOT on delivery of modified ITTI courses for Jalal Abad and Batken Methodology Centers
April 1 – May 30	Esengulova M.	Development of training on Pedagogical leadership, monitoring and mentoring within ITTI Delivery of the training on Pedagogical leadership, monitoring and mentoring within ITTI for Osh ITTI
April 1 –May 30	Abdiev A.	Development of training on Pedagogical leadership, monitoring and mentoring within ITTI Delivery of the training on Pedagogical leadership, monitoring and mentoring within ITTI for Osh ITTI
April 1 – May 30	Imankulova M. T.	Review of the module on Pedagogical leadership, monitoring and mentoring within ITTI Policy support to institutionalize mentoring as a professional growth practice within ITTI
April 12 – June 30	Aigul Chaldanbaeva	Student Practicum modification
April 1-June 30	Rahat Joldoshalieva	Student Practicum modification
April 1-June 30	Jyldyz Asekova	Piloting of work programs in Arabaev university
April 1-June 30	Aida Alikova	Piloting of work programs in Arabaev university
May 17- June 30	Farida Ryskulueva	Develop strategic document on teacher shortage and new teacher retention
April 1 – June 30	Ainura Kasymjaparova	Develop Guidebook for young teachers
January-May,2010	Ismailova Symbat	School visits to support and assist directors, zavuchas, HMUs, and teachers in Pedagogical Leadership, Mentoring, and Monitoring

Dates of consultancy	Name of consultant	Tasks
January-May,2010	Raimbekova Chinara	School visits to support and assist directors, zavuches, HMUs, and teachers in Pedagogical Leadership, Mentoring, and Monitoring
March-June,2010	Kabylov Toichubek	Research on current monitoring practices
May,2010	Amatov Sovetbek	Update the Module on Pedagogical leadership, Mentoring, and Monitoring
May 2010	Asylbekov Kazybek	Update the Module on Pedagogical leadership, Mentoring, and Monitoring
April -June, 2010	Vladimir Briller	Selection of literature on formative assessment, Improve Student Assessment (including formative assessment) Guide Book
June, 2010	Simon Jenkins	Develop Syllabus guide on focus subjects (2 subjects 1-4 grades), (2 subjects 5-9 grades)
April -June, 2010	Aliya Burkitova	Improve Student Assessment (including formative assessment) Guide Book. Improve Student Assessment (including formative assessment) training session in line with SSIR 1.1. Selection of literature on formative assessment
April -June, 2010	Samarkul Umralieva	Improvement of Regulation on Olympiads
April -June, 2010	Nadira Djusupbekova	Develop Formative Assessment video for teachers
April -June, 2010	Abdiev Almanbet	Develop Syllabus guide on focus subjects (2 subjects 1-4 grades), (2 subjects 5-9 grades)

D. Major Procurements

Date	Procurement	Amount
June, 2010	Literature for Yssyk Kul ITTI	approx. 900 USD

E. Staff Travel / Visitors

Dates	Name	Purpose
April 18-24	Elnura Usupova, TTS under SIR 1.1.	Osh. Organization of information workshop for Osh ITTI instructors
May 4-8	Elnura Usupova, TTS under SIR 1.1.	Osh. Organization of training on Pedagogical leadership, monitoring and mentoring within ITTI system for Osh ITTI faculty and administration
June 3, 2010	Nurlan Taliev, TTS under SIR 1.2. Keneshbek Sainazarov, CD	Osh. Meeting with Osh SU administration to discuss prospects of cooperation
April,2010	Yusupova Aikynai TTS-STTA	Osh oblast, school visits (lesson observation, informal talks, meetings with HMUs, directors, zavuches, teachers, and Rayono)
May,4-8,2010	Yusupova Aikynai TTS-STTA	Osh TOT training for trainers for Batken and Jalalabad oblast (under SIR 1.1)
June, 10-17,2010	Yusupova Aikynai TTS-STTA	Summer trainings (under SIR 1.1) was cancelled due to political situation in Osh and Jalal-Abad
May 1-4, 2010	Rashid Shakirov SA&CDS	Osh, Training for Jalalabad and Batken ITTIS specialists.
June 20 - June24, 2010	Jyldyz Uzbekova, Regional Education Financing Director	Trip to Tajikistan, working on WP4-5 with staff
June 6-11, 2010	Jyldyz Uzbekova, Regional Education Financing Director	Trip to USA, Annual COP conference, Abt Associates, Washington DC

Turkmenistan

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

Program Overview

Working with State Structures (Component 1)

A training workshop 'Learning to Teach Using Multimedia Technologies' was held from 5 - 10 April for specialists from the National Institute of Education (NIE) and teachers from the Ahal region. This training had official sanction under the Diplomatic Note approved by the Ministry of Foreign Affairs and officials from the Ministry of Education participated on the first day. It was held at school number 27 in Ysgant, Ahal region. This was the first formal activity that QLP had conducted for the Ministry of Education and it was intended to be a demonstration training that would foster interest for future long term cooperation.

The training was led by a Regional Consultant with the support of the Chief of Party> the program included model lessons to demonstrate effective pedagogy using an interactive whiteboard and a practical session on using power-point software to develop lesson material.

The model lessons were prepared using the national standards and curriculum and the Regional Consultant demonstrated how the lessons used different aspects of modern pedagogy effectively.

The participants all give positive feedback regarding the usefulness of the training (see attached) and the training demonstrated the interest from specialists from the NIE to cooperate with QLP further.

A training, proposed to the Ministry as a follow-up this successful training in June, was not held due to the refusal of visas for International Experts. It is understood that this refusal was linked to wider political and diplomatic issues and it is hoped that this will only be a temporary setback to developing cooperation with the Ministry of Education and technical collaboration with the NIE would be able to continue in the next quarter.

QLP was able to demonstrate the opportunities available for further cooperation with government structures at a State Exhibition on Science, Technology and Innovative Technology on 12-14 June at the National exhibition Center, 'Sergi Koshgi'. At the USAID stand, QLP in conjunction with IREX/PICTT presented participants an example lesson of biology (8th grade) in Turkmen language based on the Turkmen State Curriculum using the multimedia technology. QLP specialists were able to met with government officials and demonstrate the opportunities of the pedagogical use of multimedia technologies

Collaboration with Mass Media

Two articles on the April training and its results were published in the teacher's newspaper and 'Neutral Turkmenistan', and there were shown a report of the training and the interview of the Chief of party in two programs on Turkmen National TV.

The analytical material on all educational projects of USAID (including QLP) in Turkmenistan was prepared and published in the 'Neutral Turkmenistan'. The article's main conclusion was 'QLP project renders assistance to Turkmenistan in its educational strategy, improving the quality of learning'

Due to the demand to organize training for the MOE/NIE in April and the plan agreed with USAID to try to develop immediate follow-up activity (as proposed through the diplomatic note for the June training

discussed above) training and development activity was not held for non-governmental partners. During the reporting period, however, the country team made visits to Turkmenabat and Mary to meet potential local partners to discuss their capacity to act as a link between QLP and local Oblast Education Departments (Oblano).

The overall conclusion of these visits was that the Dil Centre in Turkmenabat offers the best opportunity to develop direct capacity building of teachers under the authority of the Oblano because this centre is the de-facto training arm of Lebap Oblano.

a) Implementation Challenges

While the acceptance and approval of the Diplomatic Note can be considered a success it does not herald long term success in terms of developing a working relationship with the Ministry. USAID and QLP will need to take one step at a time, probably with successive Dip. Notes, and will need to be prepared for potential unpredictability of the government response.

The Turkmenistan country team is quite small (4 staff and a driver) and may need to be expanded in order to respond to the opportunities created by a developing relationship with the Ministry of Education and the National Institute of Education (NIE). If the opportunity to work with the National Institute on technological developments in training and support to teachers grows the project may need to create a position of the Project Assistant focused on the technology in education.

b) Co-operation with local counterparts

QLP twice met with the head of the centre "Dil" of Lebap welayat and agreed in principle to cooperate in carrying out trainings on active forms of learning using IT technologies. Trainers of this centre are delivering different trainings of school teachers on the own base requested by Oblano (essentially the NIE).

QLP moved forward with developing working relationships with the Ministry of Education and the NIE on the basis of the Dip. Notes hence planned partnerships with local NGO structures, such as «Hemayat», «Bilgirje» and the Centre «Dil» are developing more slowly as planned due to the need for the country team to focus on the Ministry/NIE cooperation. It is hoped to further develop links with those partners during the next training phase, particularly if it can strengthen the quality and coverage of NIE's training outreach.

The overall conclusion of these visits was that the Dil Centre in Turkmenabat offers the best opportunity to develop direct capacity building of teachers under the authority of the Oblano because this centre is the de-facto training arm of Lebap Oblano.

c) Forecast of key activities for next quarter

- Conducting training for the teachers and IT specialist of the Centre "Dil" of Lebap welayat (July14-19) on using IWB (subject based).
- Conducting training for the teachers and specialists of the National Institute of Education (July19-21) on using IWB (subject based).
- Conducting training for the teachers and specialists of the National Institute of Education on active learning with using IWB (August 10-23).
- Developing strategy on the next steps for proposed cooperation with the Ministry of Education and the National Institute of Education in order to propose specific cooperation and activities through a Diplomatic Note.
- Identifying staff and consultancies to support the next phase of cooperation

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

The project aims to improve the quality of education by developing curriculums and supporting materials on different subjects based on modern approaches and technologies to prepare different kinds of digitalizing materials. The Project plans to work in close cooperation with local Mass Media agencies on analysis and elucidate the necessity of educational reforms. The success, particularly the coverage and systemic impact, depends upon QLP's cooperation with the Ministry of Education. The project might, however, be able to achieve these goals through cooperation of training centers that are linked with the Ministry if cooperation with the Ministry is not fully attainable.

Meetings/travel/staff changes

A. Table of Meetings for 1 April – 30 June 2010

Date	Organization	Responsible staff of organization	The main issues discussed
02.04.2010	Meeting with the specialist of the Main Educational Department of Ahal region, the Director and teachers of the School № 27	Akmyrat Meredov, Ovez Atayev	Discussion on the Education Policy, researching
06.04.2010	Meeting with the USAID Regional Education Specialist	Garth Willis	Discussion on the future plans
14.04.2010	Meeting with Regional Consultant	Damir Safin	Discussion on Training activity
21.04.2010	Meeting with USAID, IREX representatives	Vepa Berdiyev, Aman Amansahatov	Request of ME and NIE (after meeting with ME and NIE)
30.04.2010	Meeting with Yzgant school director	Ovez Atayev, Larisa Gudjalova	Analysis situation in Educational sphere
03.05.2010	Meeting with USAID, IREX representatives	Vepa Berdiyev, Aman Amansahatov	Discussion on the presentation disk of model lesson
11.05.2010	Partners Meeting in USAID		PICTT Presentation
26.05.2010	Meeting with representatives of all International donors on Education sphere in Turkmenistan (USAID, GTZ, EU), ME and NIE of Turkmenistan,		Presentation of the EU project Support to Modernization of the Education system in Turkmenistan
26.05.2010	Meeting with LC Larisa Gudjalova	QLP team, Vepa Berdiyev,	Presentation of the previous draft of the Situation Analysis
27.05.2010	Meeting with IREX/PICTT representatives	Mark Skogen, Aman Amansahatov, Sachly Nazarova	Discussion the presentation lesson and different points of cooperation work
28.05.2010	Meeting with the Head of "Hemayat" center in Mary	Kurban Bugrayev	Discussion the points of bilateral work
31.05.2010	USAID Partners meeting at the QLP office		Proposals of all partners about the Exhibition at Sergi Koshgi on 12-14 June
01.06.2010	Meeting with IREX	Terry Giles, Enebay Kakabayeva, Sofia Shayhulina, Mark Skogen, Aman Amansahatov, Sachly	Discussion model lesson on Biology

Date	Organization	Responsible staff of organization	The main issues discussed
		Nazarova	
01.06.2010	Meeting with EU project consultant	Liliana Nicolaescu-Onofrei	Discussion common purposes of both projects
07.06.2010	Meeting with the Head of "DIL" Center (Lebap velayat)	Maya Kurbanova	Discussion of the points of bilateral work
08.06.2010	Partners Meeting at USAID (including presentation of QLP activity in Turkmenistan)	Ashley Moretz, Erin Cole, USAID contractors	Presentation QLP Project by Terry Giles
10.06.2010	Meeting with Local Consultant Larisa Gudjalova	Terry Giles, Enebay Kakabayeva, Sophia Shayhulina	Presentation of the Draft of the Situation Analysis
11.06.2010	Meeting with USAID & IREX/PICTT		Discussion the Presentation of the Model lesson at the Exhibition
14.06.2010	Meeting with GTZ representatives	Hans-Ulrich Ihm, Head of Administration, Svetlana Bayramova	Discussion common purposes of both projects
30.06.2010	Meeting with the Head of "DIL" Center (Lebap velayat)	Maya Kurbanova	Discussion of proposed July training

B. Changes in Staff

Date	Name and title	Change
20 April 2010	Serdar Jorayev, Program Specialist	Left the project
1 May 2010	Sophia Shayhullina, Program Specialist	Joined the project

C. Staff Travel / Visitors

Dates	Name	Purpose
30 March – 17 April	Terry Giles, COP	Co-deliver training with Regional Consultant, support program development
1-14 April	Damir Safin, Regional Consultant	Trainer for 6-day training with National Institute of Education
21May- 14 June	Terry Giles COP	Training program (not held due to visa refusals), program planning, support USASID stand at Academy of Science Exhibition

Monitoring and Evaluation Report

1. M&E plan and system development

- PMP for Turkmenistan and Safe School Project in Tajikistan were drafted and discussed with staff and International Consultant on SS.
- Targets achievements of PY 3 was presented and discussed during work planning in Dushanbe (20-26 of June) and Bishkek

2. Routine operations for Monitoring QLP progress, activities and outputs

- Databases on trainee registration, assessment and school profiles updated according project needs. Data has been entered to the database and used for reporting and planning activities.
- ITTIs (KAE, Osh ITTI and YK ITTI) were visited for monitoring the regular courses which are conducted based on QLP modified curriculums. Report was provided to staff for planning the next step on institutionalization
- Presentation for Tajikistan MOE/FTI on QLP monitoring system was conducted during Round Table 26.05.10. According MOE/FTI (WB) request M&E coordinator participated in the process of FTI training and monitoring instrument development.

3. School Performance Assessment (Baseline)

Baseline assessment Cohort 2 in Kyrgyzstan was conducted in April.

- 10 researchers were trained on data collection on 3-day training in Bishkek 1- 3 of April
- Baseline assessment was conducted 4-16 of April in 20 target schools in Jalal-Abad oblast and in 5 control schools
- CEATM conducted student test in April'10
- In 25 schools was tested/interviewed the next number of respondents:

	Instruments	#
1	Lesson observation form	195
2	Teacher interview and performance check list	170
3	Student test	2137
4	Student survey	2 137
5	Deputy principal interview and performance check list	25
6	School Principal interview and performance check list on Pedagogical Leadership	25
7	School Principal & accouters interview and performance check list on Finance Management (and finance data from school)	25
8	MU heads interview and performance check list on mentoring	49
9	DED interview and performance check list	8
11	AC/PTA interview and performance check list (where they exist)	8

Baseline data was entered to the database. And data analysis will be conducted on July-August. Consultant for data analysis and reporting will be hired for this task.

Because of political situation in Kyrgyzstan being unstable particularly in South (where Cohort 2 schools are selected), project intervention to Cohort 2 has been postponed. In case of long time delay

or canceling project intervention/impact assessment for Cohort 2 may not be valid, and so much depends on the political situation in the country.

Performance data tables

The performance data tables attached

QLP Quarterly Report Performance Data Table for Kyrgyzstan and Tajikistan with FY 2010 Targets April-June'10

No.	Proposed Project Indicator	FY2010 Target	April-June'10 Planned	April-June'10 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*	<p># of children receiving better quality education in ...</p> <p>a. target schools</p> <p>b. QLP ed. finance pilot districts schools</p> <p>c. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) schools</p> <p>Standard Indicator equivalents</p> <ul style="list-style-type: none"> • # of learners enrolled in USG-supported primary schools • # of learners enrolled in USG-supported secondary schools 	<p>K: 333 489 students⁴</p> <p>-primary: 149 456</p> <p>-secondary: 184 033</p> <p>a. 42 965 students</p> <p>-primary: 15 677</p> <p>-secondary: 27 288</p> <p>b.115 318 students (grade 1-11)</p> <p>-primary: 46 914</p> <p>-secondary: 68 404</p> <p>c. 204 695 ***</p> <p>-primary: 97 789</p> <p>-secondary: 106 906</p>	<p>K: 155 576 students</p> <p>-primary:59 853</p> <p>-secondary:95 723</p> <p>a. 32 570 students**</p> <p>-primary: 11 938</p> <p>-secondary: 20 632</p> <p>b.118,400 students</p> <p>-primary: 45,800</p> <p>-secondary: 72,600</p> <p>c. 23,700 (in Issyk-Ata)</p> <p>-primary: 9,300</p> <p>-secondary: 14,400</p>	<p>K: 155 576 students</p> <p>-primary:59 853</p> <p>-secondary:95 723</p> <p>a. 32 570 students**</p> <p>-primary: 11 938</p> <p>-secondary: 20 632</p> <p>b.118,400 students</p> <p>-primary: 45,800</p> <p>-secondary: 72,600</p> <p>c. 23,700 (Issyk-Ata ⁵)</p> <p>-primary: 9,300</p> <p>-secondary: 14,400</p>	<p>K: 155 576 students</p> <p>-primary:59 853</p> <p>-secondary:95 723</p> <p>a. 32 570 students**</p> <p>-primary: 11 938</p> <p>-secondary: 20 632</p> <p>b.118,400 students</p> <p>-primary: 45,800</p> <p>-secondary: 72,600</p> <p>c. 23,700 (Issyk-Ata ⁶)</p> <p>-primary: 9,300</p> <p>-secondary: 14,400</p>	<p>** Target schools Cohort 1 only, Cohort 2 intervention not started yet</p> <p>*** Includes two new PCF oblasts of WB</p>
		<p>Ta:1,957,953 students⁷</p> <p>-primary: 759,811</p> <p>-secondary: 1,198,142</p> <p>a: 92 168 students⁸</p> <p>-primary: 36, 618</p> <p>-secondary: 55 550</p> <p>b: 76,004 students (Kulyob and Vahsh)</p>	<p>Ta: 1,554 967 students</p> <p>-primary: 617 204</p> <p>-secondary: 937 763</p> <p>a. 56 168 students*</p> <p>-primary: 23 658</p> <p>-secondary: 32 510</p> <p>b. 43,448 students</p>	<p>Ta: 1,554 967 students</p> <p>-primary: 617 204</p> <p>-secondary: 937 763</p> <p>a. 56 168 students*</p> <p>-primary: 23 658</p> <p>-secondary: 32 510</p> <p>b. 43,448 students</p>	<p>Ta: 1,554 967 students</p> <p>-primary: 617 204</p> <p>-secondary: 937 763</p> <p>a. 56 168 students*</p> <p>-primary: 23 658</p> <p>-secondary: 32 510</p> <p>b. 43,448 students</p>	<p>* Target schools Cohort 1 only, Cohort 2 intervention not started yet</p>

⁴ 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.'

⁵ Issyk-Ata- rayon were PCF was implemented by WB

⁶ Issyk-Ata- rayon were PCF was implemented by WB

⁷ Includes all students in 'b,' and all students in 'c.'

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

		-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)	-primary: 17,406 -secondary: 26,042 c: 1,471,611 students -primary: 582,963 -secondary: 888,648	-primary: 17,406 -secondary: 26,042 c: 1,471,611 students -primary: 582,963 -secondary: 888,648	-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	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 b. 1-PTTI (Dushanbe Pedagogical University) -student-centered/classroom mgt.				

		Total : 8 teacher training institutions a. 7 ITTIs b. 1 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	K: 0 modules developed	K: 0*	K: 1 module	*6 ITTI modules developed PY2 improved for Cohort 2 delivery trainings based on PY 3 experience
		Ta: 2 modules a. In-service :0 b. Pre-service: 2 - General pedagogy - Student practicum c. Both: NA	Ta: 0 modules developed		Ta: 0 modules developed	
		Total: 2 a. In-service :0 b. Pre-service: 2	Total: 0		Total: 1	
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</u> the MOE (and/or other official institution) 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				Task completed PY 2
		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		Ta: 6 modules approved* a. In-service: 6 primary modules approved by RTTI - Primary Math - Primary Tajik Language - Nature - Art and Craft - Music - pedagogy	Ta: 6	*primary modules approved by RTTI and should be approved by MOE by the end of PY 3
		Total : 12 modules* a. 8 in-service b. 4 pre-service c. NA both		Total : 6	Total : 6	
9	# of workshops, trainings and consultative meetings conducted on new teaching methods, pedagogical leadership and mentoring methods and approaches in support of... a. in-service training b. pre-service training c. both in-and pre-service	K: 57 workshops, trainings and consultative meetings a. in-service training: 35 b. pre-service training: 20 c. 2 d.NA	K: 9 workshops, trainings and consultative meetings a. in-service training: 2 b. pre-service training: 7 c. 0 d.NA	K: 5 workshops, trainings and consultative meetings a. in-service training: 3 b. pre-service training: 2 c. 0 d.NA	K: 34 workshops, trainings and consultative meetings a. in-service training: 28 b. pre-service training: 6 c. 0 d.NA	

	d. other	Ta: 80 workshops, trainings and consultative meetings a. In-service: 65 b. Pre-service: 15 c. Both: NA d. Other: NA	Ta: 9 workshops, trainings and consultative meetings a. In-service: 8* b. Pre-service: 1 c. Both: NA d. Other: NA	Ta: 3 workshops, trainings and consultative meetings a. In-service: 3 b. Pre-service: 0 c. Both: NA d. Other: NA	Ta: 53 workshops, trainings and consultative meetings a. In-service: 51 b. Pre-service: 2 c. Both: NA d. Other: NA	* Trainings on Pedagogical leadership for Cohort 1-2 schools were postponed on Q4 according DED request
		Total: 137 workshops, seminars and trainings a. In-service: 100 b. Pre-service: 35 c. Both: 2 d. Other: NA	Total: 18 workshops, seminars and trainings a. In-service: 10 b. Pre-service: 8 c. Both: 0 d. Other: 0	Total: 8 workshops, seminars and trainings a. In-service: 6 b. Pre-service: 2 c. Both: NA d. Other: 0	Total: 87 workshops, seminars and trainings a. In-service: 79 b. Pre-service: 8 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 • # of teachers/educators trained with USG support • # of administrators and officials trained with USG support	K: 2,489 trainees a. direct project training: 300 b. Target rayons/schools: 650 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: 45 trainees a. direct project training: 45 -MOE & Rayon Officials: 0 -ITTI/PTTI Instructors & Trainers: 45 -Other: (other projects, NGOs, consultants) b. Target rayons/schools: 0 c. ITTIs: N/A d. PTTIs: N/A	K: 462 trainees a. direct project training: 40 -MOE & Rayon Officials: 0 -ITTI/PTTI Instructors & Trainers: 40 -Other: (other projects, NGOs, consultants) b. Target rayons/schools: 0 c. ITTIs: 422 d. PTTIs: N/A**	K: 2 307 trainees a. direct project training: 183 -MOE & Rayon Officials: 20 -ITTI/PTTI Instructors & Trainers: 163 -Other: (other projects, NGOs, consultants) b. Target rayons/schools: 447 -School Administrators: 84 -MUs: 108 -Teachers: 255 c. ITTIs: 1677 (in KAE, Osh , Yssyk-Kul 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: 3 553 trainees a. Direct project training: 225 b. Target rayons/schools: 1828 (Cohort1+Cohort2) c. ITTIs: 1500 (through 3 ITTIs) d. PTTIs: NTY e. report actual figures only	Ta: 116 trainees a. Direct project training: 56 MoE/Rayon officials: 0 -ITTI/PTTI Instructors & Trainers: 50 -Other: 6 (other projects, NGOs, consultants) b. Target rayons/schools: 60 -School Administrators/DED: 60 (Cohort1-2) -Teachers: 0	Ta: 81 trainees a. Direct project training: 21 MoE/Rayon officials: 0 -ITTI/PTTI Instructors & Trainers: 21 -Other: 0 (other projects, NGOs, consultants) b. Target rayons/schools: 60 -School Administrators/DED: 60 (Cohort 1 and 2) -Teachers: 0	Ta: 2 115 trainees a. Direct project training: 101 MoE/Rayon officials: 30 -ITTI/PTTI Instructors & Trainers: 46 -Other: 25 (other projects, NGOs, consultants) b. Target rayons/schools: 1 131 -School	

			c. ITTIs: N/A d. PTTIs: NTY e. report actual figures only	c. ITTIs: 0 d. PTTIs: NTY e. report actual figures only	Administrators/DED: 137* -Teachers: 994 c. ITTIs: 883 d. PTTIs: NTY e. report actual figures only	
		Total: 6 042 trainees a. 525 b. 2 478 c. 2 715 teachers d. 324 e. report actual figures only*	Total: 983 a. 238 b. 745 c. N/A d. N/A e. report actual figures only*	Total: 1 960 trainees a. 193 b. 851 c. 916 d. N/A e. report actual figures only*	Total: 4 422 trainees a. 284 b. 1578 c. 2 560 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				Draft of Guidebook prepared
		Ta: 1				
		Total: 2 actions				
13	# of schools linked to PTTIs (through project intervention)	Kyrgyzstan: 5 schools (with Arabaev University)				Task postponed for the next academic year
		Tajikistan : 5 schools (Dushanbe)				Task postponed for the next academic year
		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 " 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: 4 new teacher training institutions a. ITTI: 4 b. PTTI: 0				

	summative student assessment in their curriculum/syllabus a. ITTI b. PTTI	Ta: 3 teacher training institutions a. 2 ITTIs (Kulob, Khujand) b. 1 PTTI (Dushanbe) Total : 7 teacher training institutions a. 6 ITTIs b. 1 PTTI				
17	# of student assessment training modules for in-service and pre-service training <u>developed</u> a. in-service modules b. pre-service modules c. both in- and pre-service d. other	K: 3 Formative Assessment modules for both ITTIs and PTTIs a. ITTI: NA b. PTTI: NA c: Both: 3 Formative Assessment module				
		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: 8 Formative Assessment modules a. in-service: 0 modules b. pre-service: 5 c. both: 3 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) a. in-service modules b. pre-service modules	K : 1 module approved a. in-service: 0 b. pre-service: 1 module (Arabaev University)				
		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				

		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: 14 workshops, trainings and consultative meetings a. in-service: 2 b. pre-service: 0 c. other: 12	K: 0 workshops, seminars and trainings	K: 0 workshops, seminars and trainings* a. in-service: 0 b. pre-service: 0 c. other: 2	K: 7 workshops, seminars and trainings a. in-service: 0 b. pre-service: 0 c. other: 7	
		Ta: 8 workshops, trainings and consultative meetings a. in-service: 5 b. pre-service: 2 c. other: 1	Ta: 0 workshops, trainings and consultative meetings a. in-service: 0 b. pre-service: 0 c. other: 0	Ta: 0 workshops, trainings and consultative meetings a. in-service: 0 b. pre-service: 0 c. other: 0	Ta: 0 workshops, trainings and consultative meetings a. in-service: 0 b. pre-service: 0 c. other: 0	
		Total: 22 a. in-service: 7 b. pre-service: 2 c. other: 13	Total: 0 workshops, seminars and trainings	Total: 0 workshops, seminars and trainings* a. in-service: 0 b. pre-service: 0 c. other: 0	Total: 7 workshops, seminars and trainings* a. in-service: 0 b. pre-service: 0 c. other: 7	
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: 2,489 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: 650** -School Administrators: 100 (Cohort 1 and 2) -MUs: 175 (Cohort 1 and 2) -Teachers: 375 (Cohort 2) 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: 0 trainees	K: 0 trainees	K: 1 468 trainees a. direct project training: 47 b. Target rayons/schools: 166 -School Administrators: 0 -MUs: 0 -Teachers: 166 c. ITTIs: 1255 (in KAE Osh and Yssyk-Kul ITTI) d. PTTIs: N/A*	*Will be reported annually because student teachers in PTTI have been training during academic year

	USG support	<p>Ta: 3 553 trainees a. Direct project training: 225 MoE\Rayon officials: 15 -ITTI/PTTI Instructors & Trainers: 185 -Other: 25 (other projects, NGOs, consultants)</p> <p>b. Target rayons/schools: 1828 (Cohort1+Cohort2) -School Administrators: 258 -DED methodist: 30 -Teachers: 1540⁹</p> <p>c. ITTIs: 1500 (through 3 ITTIs)***</p> <p>d. PTTIs: NTY</p> <p>e. report actual figures only</p>	Ta: 0 trainees	Ta: 0 trainees	<p>Ta: 1 945 trainees a. Direct project training: 0 MoE\Rayon officials: 0 -ITTI/PTTI Instructors & Trainers: 0 -Other: 0 (other projects, NGOs, consultants)</p> <p>b. Target rayons/schools: 1062 -School Administrators/DED: 68 -Teachers: 994</p> <p>c. ITTIs: 883</p> <p>d. PTTIs: NTY</p> <p>e. report actual figures only</p>	
		<p>Total: 6 042 trainees a. 525 b. 2 478 c. 2 715 teachers d. 324 e. report actual figures only*</p>	Total: 0 trainees	Total: 0 trainees	<p>Total: 3 413 trainees a. 47 b. 1 228 c. 2 138 teachers (through ITTIs & FTI) d. N/A e. report actual figures only*</p>	
21	# of Olympiads and alternative competitions for students and/or teachers including new assessment items and practices	<p>Kyrgyzstan : 1 National Olimpiad regulation</p>				New regulation (Polozhenie) on National Olimpiad agreed with KAE and submitted to MoE
		<p>Tajikistan : 4 Olympiads</p>				Activities postponed due to no interest from MoE
		<p>Total : 5</p>				
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	<p>Baseline Assessment 4/10</p>				
	<p>a. DED methodists [Tajikistan only] b. school administrators (principals and vice principals) c. methodological unit leaders [Kyrgyzstan only]</p>					

⁹ In 86 target schools cohort 1 and 2

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) -Secondary School Math -Secondary school language/literature				Drafted for 4 subjects
		Tajikistan : 4 curricula guidelines - 1 Primary Math -1 Primary Tajik Language/Literature -1 Secondary Math -1 Secondary Tajik Language/Literature				Drafted for primary level
		Total : 7				
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				
		Ta: 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: 9 sets/packages				
25	#/% of supplementary materials (SM) distributed. Standard Indicator equivalent: • # of textbooks and other teaching learning-materials provided with USG assistance	K: 3300 copies				
		Ta: 9 445 copies *				
		Total: 12 745				
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:2 workshops, seminars and trainings a. see Indicator 9 b. see Indicator 9 c. 2	K:4 workshops, seminars and trainings a. see Indicator 9 b. see Indicator 9 c. 4	
		Ta: 29 workshops, trainings and consultative meetings a. in-service: 24 b. 4 c. 1	Ta: 3 workshops, trainings and consultative meetings a. in-service: 3 b. 0 c. 0	Ta: 1 workshops, trainings and consultative meetings a. in-service: 1 b. 0 c. 0	Ta: 2 workshops, trainings and consultative meetings a. in-service: 1 b. 0	

					c. 1	
		Total: 37 workshops, trainings and consultative meetings a. in-service: 24 b. pre-service: 4 c. other: 9	Total: 5 workshops, trainings and consultative meetings a. in-service: 3 b. pre-service: 0 c. other: 2	Total: 3 workshops, trainings and consultative meetings a. in-service: 1 b. pre-service: 0 c. other: 2	Total: 6 workshops, trainings and consultative meetings a. in-service: 1 b. pre-service: 0 c. other: 5	
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. 0 teachers b. 72,000 teachers	K: 72,000 teachers a. 0 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 2010
		Ta: 99 000 teachers a. 30 b. 99 000				Through professional media where QLP methodical materials /articles were published in April-July'10 (will be reported in annual report)
		Total : 171 000 teachers a. 45 teachers b. 171 000 teachers*	Total: 72,000 teachers a. 0 teachers b. 72,000 teachers	Total: 72,000 teachers a. 0 teachers b. 72,000 teachers	Total: 72,000 teachers a. 0 teachers b. 72,000 teachers	
Result/Component 4: Increased Effectiveness of Education Finance Systems						
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	K:1	K:1*	K:15	*Kemin district DED and DFD joint order #13 from 1/04/10 on Approval of standards for financing of educational organizations in Kemin rayon, Chui oblast on the basis of a MIN standards 2010
		Ta: 1	Ta: 1	Ta: 1*	T: 2	*MOE 's order № 440 from 31.05.2010 on "Adoption of the Automated Expenditure Tracking Systems"

		Total : 3	Total: 2	Total: 2	Total: 17	
30	#% of districts ¹⁰ 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: 90 a.10 b. 80				
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: 38 rayons a. 1 b. 37				
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				"Home" for module not defined yet
		Tajikistan: 0 (task completed)				
		Total: 1 module				
34	# of education finance materials distributed.	Kyrgyzstan: NTY				
		Tajikistan: 0				
		Total: 0				
35	# of workshops, trainings , trainings and technical \consultative meetings conducted in education finance	Kyrgyzstan: 75 workshops , trainings and technical \consultative meetings	Kyrgyzstan: 5 workshops , trainings and technical \consultative meetings	Kyrgyzstan: 0 workshops , trainings and technical \consultative meetings	Kyrgyzstan: 77* workshops , trainings and technical \consultative meetings	*added 11 meetings conducted in March but reported by Socium Consult after reporting time
		Tajikistan: 34 workshops, trainings and technical \consultative meetings	Ta: 11 workshops , trainings and technical \consultative	Ta: 5	Ta: 23*	*added 2 trainings conducted at the end of

¹⁰ % from the total # of districts. In Kyrgyzstan the total number of districts is 56, in Tajikistan – 68.

			meetings			March (and not reported last quarterly report)
		Total: 109	Total: 16	Total: 5	Total: 100	
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)	K : 30 Advisory Committees a. 8 Advisory Committees* b. 30 (including target schools) c.N/A (WB-support)	K : 0 Advisory Committees	K : 0 Advisory Committees	K : 29 Advisory Committees a. 29 Advisory Committees* b. 29 (including target schools) c.N/A (WB-support)	
	Standard indicator equivalent ● # of PTA or similar school governance structures supported	Ta: 15 PTAs a.15 PTAs b. 15 PTAs (including target schools in Vahsh) c. N/A*	Ta: 5 PTAs a.5 PTAs b. 5 PTAs (including target schools in Vahsh) c. N/A*	Ta: 5 PTAs a.5 PTAs b. 5 PTAs (including target schools in Vahsh) c. N/A*	Ta: 8 PTAs a.6 PTAs b. 8 PTAs (including target schools in Vahsh) c. N/A*	
		Total: 45 Advisory Committees/PTAs a. 23 b. 45 c.N/A	Total: 5 Advisory Committees/PTAs a. 5 b. 5 c.N/A	Total: 5 Advisory Committees/PTAs a. 5 b. 5 c.N/A	Total: 37 Advisory Committees/PTAs a. 35 b. 37 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: 200 trainees	K: 0 trainees	K: 911 * trainees	*Reported redundant number of trainees, because not all data entered to database. Non- redundant will be reported annually
		Ta: 228 trainees a: 10 b: 0 c: 55 -Rayon authorities:0 (see below) -School directors 15 -School accountants 10 -PTAs 30 d:QLP 218 -Rayon authorities 23*	Ta: 102 trainees a.2 b.0 c.n/a d.100 e. N/A	Ta: 115 trainees a.2 b.23 c. n/a d.90 e. N/A	Ta: 471* trainees a: 5 b: 61 c: 80 d: 405 e. no data available from WB	*Reported redundant number of trainees, because not all data entered to database. Non- redundant will be reported annually

		-School directors 74* -School accountants 60** -PTAs 61 e. no data available from WB				
		Total: 429	Total: 302	Ta: 115 trainees	Total: 1382*	*Reported redundant number of trainees, because not all data entered to database. Non- redundant will be reported annually
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

Appendix

1. List of participants of April training.

№	Family, name	Place	Place of work
1	Gundogdyev Tagan	Gokdepe district	School 6
2	Rejepova Gulyalek	Abadan city	School 3
3	Nuryeva Guljahan	Abadan city	School 3
4	Kuvatova Myahri	Ruhabat district	School 4
5	Annayev Rejep	Ruhabat district	School 51
6	Amanova Maya	Ruhabat district	School 41
7	Gurbanov Serdar	Ak Bugday district	School 7
8	Salyhov Adyl	Ashgabat city	NIE
9	Yaylymova Ayjeren	Ashgabat city	NIE
10	Babayeva Gulnar	Ashgabat city	NIE
11	Durdyev Sapargeldy	Ashgabat city	NIE
12	Hydyrov Berkeli	Gokdepe district	MS
13	Shadurdyev Gundogdy	Ashgabat city	NIE
14	Matalova Ogulmaral	Ashgabat city	NIE
15	Cheburanova Olga	Ashgabat city	School 18
16	Astanova Guljemal	Ashgabat city	School 52
17	Shamsiyev Atahan	Ashgabat city	School 64
18	Meredov Akmyrat	Ak Bugday district	MS
19	Mamedov Batyr	Ashgabat city	NIE
20	Hojadov Hojaberdy	Gokdepe district	subeditor
21	Ovezova Jeren	Abadan city	School 2
22	Hydyrgulyyev Hezretguly	Yzgant district	School 27
23	Nazarov Ovez	Yzgant district	School 27
24	Durdyyev Myrat	Ahal welayat	School 27
25	Babahanova Amangul	Yzgant district	School 11

2. Results of the questionnaire of the April training:

I. Did the seminar meet your expectations?

All participants gave positive answer.

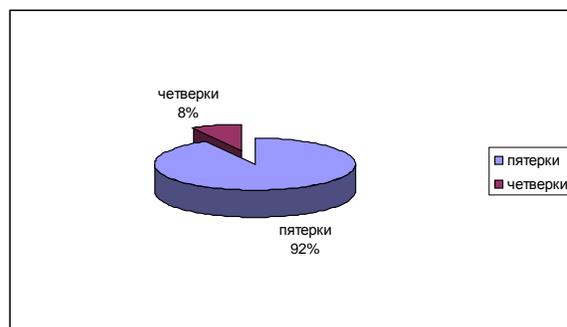
We can highlight the next from participants' opinion:

- It was interesting and cognitive;
- We had chance to see using interactive methods of teaching in practice and in teachers presentational classes;
- Learned a lot of new things on the usage of ICT in classes;
- Got familiar with different methods of teaching.

II. Participants used 5 points scale to measure the elements of the seminar, where 5 is considered as the highest and 1 is the lowest:

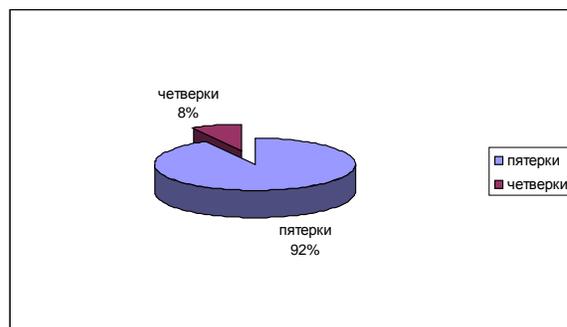
1. Methods of conducting the seminar courses

23 participants gave the highest points, which means 5
2 participants gave 4 points



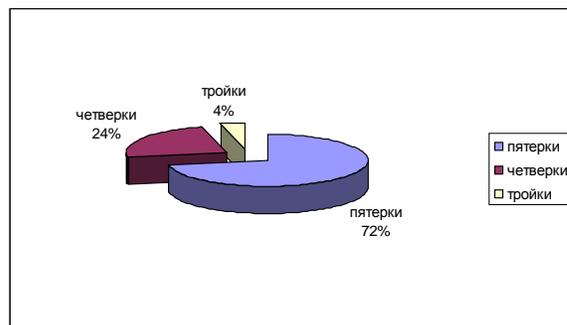
2. Trainers readiness and the level of their knowledge

23 participants gave the highest points
2 participants gave 4 points



3. Opportunity to express own ideas

18 participants gave the highest points
6 participants gave 4 points
1 participants gave 3 points

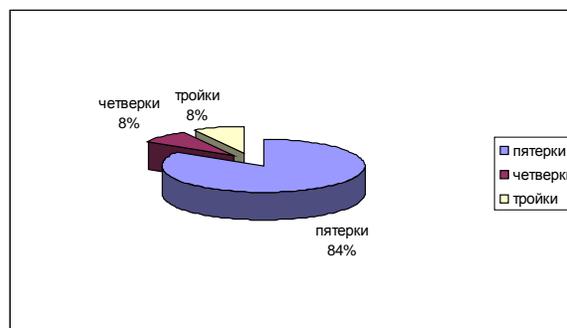


4. Relations between trainers and participants

All participants – 100% gave highest point

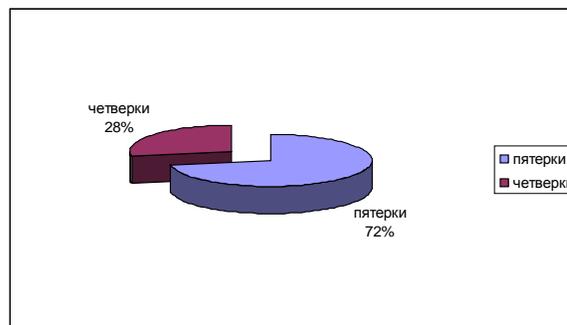
5. Materials for participants

21 participants gave the highest points
2 participants gave 4 points
2 participants gave 3 points



6. Intensity of the courses

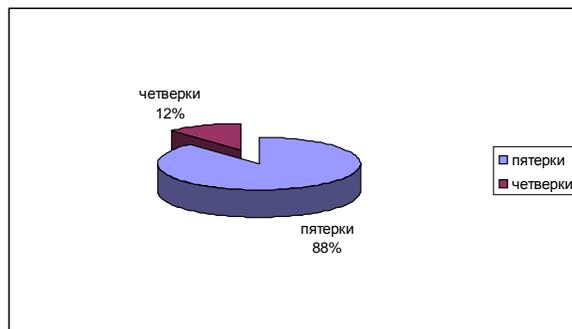
18 participants gave the highest points
7 participants gave 4 points



7. Organizational questions

22 participants gave the highest points

3 participants gave 4 points



III. What was the most valuable for you in the seminar?

The participants gave following answers to the question:

- Examples of using three-stage models of teaching;
- Interactive methods and teaching techniques;
- Practical experience of the trainers;
- Methodology of leading the seminar courses;
- Teaching materials in CD;
- Working with multimedia technology;
- Discussion with colleagues.

IV. How would you use the knowledge gained in the seminar?

The participants gave following answers to the question:

- Use in our own classes;
- Broadly use interactive smart board in our classes;
- Share our knowledge and materials with colleagues in our schools;
- Prepare teaching materials and e-classes;
- Use in training courses to increase teachers qualifications.

V. Your proposals, recommendations and comments.

Generally proposals of the participants were as following:

- Conduct this kind of seminars more frequently;
- Expand the seminar;
- Conduct similar seminars focused on specific subjects – for subject teachers;
- Translate the materials into Turkmen and provide this seminar in Turkmen.

Tajikistan – Quarterly report matrix

April – June 2010

Tasks	Activities/outputs planned for April 2010 –June 2010	Outputs achieved for April 2010 – June 2010	Activities planned for July 2010 – September 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	No activity planned Task completed		
1.1.2 Review and adjustment of lesson planning module in Secondary teacher training materials	No activity planned Task completed		
1.1.3 Trainers' capacity building	<ol style="list-style-type: none"> 1. Identify core trainer's group 2. Develop Trainers Development Plan 3. 3-day coaching with core trainers 4. Drafting of methodology and pedagogy articles and publishing them in professional Mass Media (English version of the published articles will be shared with the quarterly report) 	<ol style="list-style-type: none"> 1. Completed 2. Completed 3. Completed 4. Ongoing - three articles published this quarter 	<ol style="list-style-type: none"> 1. Identify core trainer's group 2. Develop Trainers Development Plan 3. 3-day coaching with core trainers 4. Drafting of methodology and pedagogy articles and publishing them in 3 professional Mass Media (English version of the published articles will be shared with the quarterly report)
1.1.4 Institutionalization of Primary Teacher Training Modules	<ol style="list-style-type: none"> 1. Review and update Primary Teacher Training curriculum for teaching Math, Tajik language, Nature, Art and Craft, Music, Physical instruction, Pedagogy and Psychology, Computer, Educational Policy 2. Submit Primary Teacher Training Curriculum for RTTI Collegium review 3. Edit Primary Teacher Training Curriculum and 	<ol style="list-style-type: none"> 1. Completed 2. Completed 	<p>No activity planned</p> <p>Task completed</p>

Tasks	Activities/outputs planned for April 2010 –June 2010	Outputs achieved for April 2010 – June 2010	Activities planned for July 2010 – September 2010
	present for approval	3. Completed	
1.1.5 Institutionalization of Secondary Teacher Training Modules	<ol style="list-style-type: none"> 1. Contract 6 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. Review and update Secondary Math and Tajik Language Teacher In-service Training Curricula 	<ol style="list-style-type: none"> 1. Completed 2. Completed 3. Ongoing 	<ol style="list-style-type: none"> 1. Submit Secondary Teacher Training Curriculum for RTTI Collegium review 2. Edit Collegium comments on Secondary Teacher Training Curriculum and present for approval
1.1.6 Cohort 1 Teacher Training Target school delivery	<ol style="list-style-type: none"> 1. Contract 55 trainers and 8 training supervisors 2. Conduct 8-day second phase of Primary and Secondary Math and Tajik target school teachers 	<ol style="list-style-type: none"> 1. Contracted 2. Conducted 	<p>No activity planned</p> <p>Task completed</p>
1.1.7 Cohort 2 Teacher Training Target school delivery	No planned activity		<ol style="list-style-type: none"> 1. Contract 30 trainers and 8 training supervisors 2. Update the Primary and Secondary Teacher training modules based on target teachers recommendations 3. Conduct 12-day second phase of Primary and Secondary Math and Tajik target school teachers
1.1.8 Further support to FTI	No planned activity	<ol style="list-style-type: none"> 1. Development of teacher and school principal training impact assessment tools (with FTI consultant) 2. Review of the 	No planned activity

Tasks	Activities/outputs planned for April 2010 –June 2010	Outputs achieved for April 2010 – June 2010	Activities planned for July 2010 – September 2010
		Mentoring module 3. Review of the School principal training material	
1.1.9 Assist RTTI and Methodological Center in providing teachers with relevant training and supplementary material	1. Evaluate the technical capacity of Science and publication department 2. Conduct vendor analysis (or contest) and purchase Risograph (printing machine)	1. Completed 2. Initiated	1. Purchase Risoograph (printing machine) 2. Handover equipment to RTTI and installation 3. Conduct competition to select an NGO (specialized for training to use printing machine) 4. Conduct 2-day workshop to develop Department's capacity to operate Risograph
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	1. IC prepares presentation on possible new areas which are to include in curricula 2. Share report findings in a Round table. 3. Incorporate suggestions into report	1. Completed 2. Rescheduled to July when the Student practicum review will be ready as well 3. Rescheduled to the next quarter	1. Share report findings in a Round table. 2. Incorporate suggestions into report
1.2.2 Modify courses/resources/syllabi/ curriculum/ learning objectives at target departments of Dushanbe and K-T State Pedagogical Universities	1. Contract 9 Local Consultants and IC 2. Modify course curriculum teaching content in Primary, Math and Tajik Language Teaching Departments	1. Completed 2. Ongoing	

Tasks	Activities/outputs planned for April 2010 –June 2010	Outputs achieved for April 2010 – June 2010	Activities planned for July 2010 – September 2010
1.2.3 Develop training approach for target subject specialists	No planned activity	---	<ol style="list-style-type: none"> 1. Contract 10 LCs, Regional Consultant and IC 2. Develop training material to give detailed understanding of school level changes
1.2.4 Strengthen Student Practicum and PTTI-school linkage	<ol style="list-style-type: none"> 1. Contract 2 LCs to conduct research study. 2. Develop training material to give detailed understanding of school level changes 3. LCs conduct research and develop draft report and recommendations(including new structure of PTTI-School linkage) 4. IC supplies info as necessary on practice elsewhere and review draft and help with report 	<ol style="list-style-type: none"> 1. Completed 2. Completed 3. Research conducted and development of report is ongoing 4. Ongoing 	<ol style="list-style-type: none"> 1. Round table suggestions to be incorporated into report 2. Present revised document and guidelines on “formalized” PTTI-school linkage to Academic Council of target universities for approval 3. LCs draft “Polozhenie” for practicum for University staff, students and schools
SIR 1.3 Improved Capacity of Education Administrators in Mentoring, Monitoring and Pedagogical Leadership			
1.3.2 Target schools delivery of Mentoring program for cohort 1	1. Follow up visit to target schools in Kulob for monitoring of mentoring delivery	1. Completed	<ol style="list-style-type: none"> 1. Contract 6 trainers 2. Identify and select 185 potential mentors from Target area 3. Print mentoring program materials 4. Conduct 10-day Mentoring training for cohort 1 rayons/schools
1.3.3 Target schools delivery of Mentoring program for cohort 2	<p>No planned activity</p> <p>Will be conducted in August/September</p>	----	<ol style="list-style-type: none"> 1. Contract 6 trainers 2. Identify and select 185 potential

Tasks	Activities/outputs planned for April 2010 –June 2010	Outputs achieved for April 2010 – June 2010	Activities planned for July 2010 – September 2010
			mentors from Target area 3. Print mentoring program materials 4. Conduct 10-day Mentoring training for cohort2 rayons/schools
1.3.4 TOT for Management module for Principals (Pedagogical leadership and Finance Management components)	No activity planned Task completed		
1.3.5 Training on Pedagogical Leadership and Finance Management for Principles of cohort 1 and 2 target schools	No activity planned 1. 7-day training on Pedagogical leadership will be conducted in Q4 – July/August, upon request from DEDs and school principals	---	7-day training on Pedagogical leadership will be conducted in Q4 – July/August, upon request from DEDs and school principals
IR 2: Improved Quality of Student Assessment			
2.1 Institutionalization of formative assessment guidelines	1. Finalization of FA Guidelines – is in progress 2. Submit formative assessment guidelines to the Methodological and Teaching Center of the MOE to review and approve	1. Ongoing 2. Rescheduled to next quarter due to the finalization process being in progress 3. Rescheduled to next quarter	1. Conduct one day presentation of FA Guideline set in the Target education institutions – will be conducted in July after finalization completes 2. Submit formative assessment guidelines to the Methodological and Teaching Center of the MOE to review and approve 3. Print and distribute 300 copies to

Tasks	Activities/outputs planned for April 2010 –June 2010	Outputs achieved for April 2010 – June 2010	Activities planned for July 2010 – September 2010
			the Target TTIs, PTTIs, DEDs and target schools MUs
2.2 Development of FA kit	<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 	<ol style="list-style-type: none"> 1. Article on FA practices being issued in the national education newsletters 2. Ongoing 3. Please specify what happened to no. 3 	<ol style="list-style-type: none"> 1. Publication of articles on usage of FA practices articles – copies are under translation and will be shared with the quarterly report 2. Develop a CD on demonstration of FA elements – will be initiated in July 3. Prepare further information on use of FA Kit – will be initiated in July-August
2.3 Target school delivery of formative assessment guidelines and FA Kit for cohort 1 and 2 target schools	<ol style="list-style-type: none"> 1. Contract 6 local trainers 2. Print 300 FA guidelines 3. 2 day training for mentors on use of guideline 	Rescheduled to next quarter due to finalization of the FA material being in progress	<ol style="list-style-type: none"> 1. Contract 6 local trainers – will be done in July before the Cohort2 trainings that are planned for August 2. Print 300 FA guidelines – the same as above 3. 2 day training for mentors on use of guideline – will be conducted in August
2.4 Incorporate formative and summative assessment elements into QLP Olympiads	<ol style="list-style-type: none"> 1. Contract 2 local consultants 2. Regulations of the Olympiads reviewed - is in progress 	<ol style="list-style-type: none"> 1. Rescheduled to next quarter 2. Will be drafted in next quarter and field-tested (reviewed by teachers) during Cohort2 trainings 	<ol style="list-style-type: none"> 1. Contract 2 local consultants 2. Regulations of the Olympiads reviewed - is in progress
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. Contract 4 local consultants 2. Develop Primary Standards Guidelines for all primary subjects 3. Field test Primary Standards Guidelines for all primary subjects with 100 teachers for Target 	<ol style="list-style-type: none"> 1. Four consultants 	<ol style="list-style-type: none"> 1. Field test Primary Standards Guidelines for all primary subjects with 100 teachers for Target District schools – will be conducted in August during Cohort 2 teacher trainings

Tasks	Activities/outputs planned for April 2010 –June 2010	Outputs achieved for April 2010 – June 2010	Activities planned for July 2010 – September 2010
	District schools – will be conducted in August during Cohort 2 teacher trainings	<ul style="list-style-type: none"> contracted 2. Draft version of the Guidelines developed and finalized is in process with the support of IC 3. Rescheduled to next quarter due to guidelines 	<ul style="list-style-type: none"> 2. Incorporate feedback\comments received during field test 3. Contract guideline reviewers 4. Editing and design of Guidelines 5. Get approval from the Academy of Education 6. Print and distribute 400 copies of Guidelines to Target district schools and TTI, RTTI, PTTIS
3.1.2 Review and modify Secondary education standards	<ul style="list-style-type: none"> 1. Conduct cross curricular review to establish the linkage and consistency of the basic standards 2. Conduct review/field testing of the redeveloped standards at the target school delivery trainings 5. Get approval from the National Curriculum/MOE - Academy of Education needs more push as its not being so active in getting the product finalized much earlier than it has been initially requested by MOE – by the end of December 	<ul style="list-style-type: none"> 1. Ongoing 3. Rescheduled to next quarter when the Cohort2 training will be conducted 4. Rescheduled to next quarter 	<ul style="list-style-type: none"> 1. Conduct review/field testing of the redeveloped standards at the target school delivery trainings 2. Get approval from the National Curriculum/MOE - Academy of Education needs more push as its not being so active in getting the product finalized much earlier than it has been initially requested by MOE – by the end of December
3.1.3 Development of secondary education standards guidelines	<ul style="list-style-type: none"> 1. Conduct 3-day orientation workshop 2. Develop Secondary Standard Guidelines - very much depends on the approval of the secondary standards 	<ul style="list-style-type: none"> 1. Conducted 2. Ongoing 	<ul style="list-style-type: none"> 7. Field test Primary Standards Guidelines for all primary subjects with 100 teachers for Target District schools – will be conducted in August during Cohort 2 teacher trainings 8. Incorporate feedback\comments received during field test 9. Contract guideline reviewers

Tasks	Activities/outputs planned for April 2010 –June 2010	Outputs achieved for April 2010 – June 2010	Activities planned for July 2010 – September 2010
			10. Editing and design of Guidelines 11. Get approval from the Academy of Education 12. Print and distribute 400 copies of Guidelines to Target district schools and TTI, RTTI, PTTIS
3.1.4 Academy of Education capacity building	Purchase LCD to support AOE in development and making quality presentations	Completed	No planned activity The task completed
3.2 Development of high quality, affordable supplementary subject-based curricular materials			
3.2.1 Initialization of supplementary materials developed in Y2 – Methodological guide	1. Approve supplementary materials in MOE – Methodological Center	1. Rescheduled to the next quarter due to the material being under finalization	1. Approve supplementary materials in MOE – Methodological Center – is in process
3.2.2 Development of subject-based, high-quality, affordable materials for teachers and students	1. Contract IC and LC 2. Three day orientation and target setting workshop 3. Develop 5 target subject supplementary package	Postponed to next quarter due to first package being under review and finalization	4. Contract IC and LC 5. Three day orientation and target setting workshop 6. Develop 5 target subject supplementary package – will be initiated in July after the first set of supplementary material gets finalized
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	1. Develop TOR for Local Consultant 2. Hire 4 Local consultants 3. Review of the current situation with Methodological Units in Target districts 4. Develop report on current situation with Methodological Units in Target districts	1-3 Review conducted by the QLP Program Specialists during teacher training and Mentoring courses as well during the field visits 4 . Report is in the finalization stage	1. Finalize report on current situation with Methodological Units and use the outcomes of the review in development of mentoring package
IR 4: Increased Effectiveness of Education Finance Systems			
SIR 4.1. Increased Government Capacity in the Implementation of Education Finance Reform			

Tasks	Activities/outputs planned for April 2010 –June 2010	Outputs achieved for April 2010 – June 2010	Activities planned for July 2010 – September 2010
SSIR 4.1.1. Supporting the policy process			
Tasks	Activities/outputs planned for April 2010 – June 2010	Outputs achieved for April 2010 – June 2010	Activities planned for July 2010 – September 2010
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 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. Completed The 8th EFWG meeting was held on June 17th</p> <p>2. Completed</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. Participate in analysis of existing normative-legal base to support PCF in Education led by the WB/FTI</p>	<p>1. Completed Monitoring site visits were conducted from 17 -22 May to Zafarobod, Istravshan, Penjikent, Mastchoh, Ayni, Taboshar and Konibodom districts of Sughd oblast.</p> <p>2. MoE/FTI-3 has developed TORs for consultants, submitted to WB for approval.</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. Participate in 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	Publish articles about PTAs activities in national newspapers	Completed	Publish articles about PCF in national newspapers
SSIR 4.1.2. Implementing School Financing Reforms			
4.1.2.1 Continue monitoring of PCF implementation in Kulob rayon	1. Continue assistance with school data analysis, tariff system, and budget analysis to rayon school directors and accountants, and education and finance specialists	1-4 Completed	1. Continue assistance with school data analysis, tariff system, and budget analysis to rayon school directors and accountants, and education and

Tasks	Activities/outputs planned for April 2010 –June 2010	Outputs achieved for April 2010 – June 2010	Activities planned for July 2010 – September 2010
	<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>	5. Completed	<p>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 director (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>
4.1.2.2 Increase local capacity for better implementing PCF in Kulob schools	Continue technical assistance to a local resource person	Ongoing activity	Continue technical assistance to a local resource person
4.1.2.3 Support national roll-out of PCF	<p>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)</p> <p>3. Conduct refreshing seminars for school management trainers</p>	<p>1. Ongoing activity</p> <p>3. Completed</p>	<p>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)</p>
4.1.2.4 Introduce PCF in Vakhsh rayon	<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>6. Develop progress report based on site visits to Vakhsh and submission to MoE, MoF and EFWG</p> <p>7. Print and disseminate instruction materials for schools accountants (49)</p>	<p>5. Completed</p> <p>6. Completed</p> <p>7. Initiated</p>	<p>4. Conduct consultative meetings with school director (49) and accountant (39), rayono and rayfo specialist (4) on school data analysis, tariff classification to develop statistical reports</p> <p>5. Conduct technical workshops with rayon education (2) and finance department’s specialists (2) to analyze school budget based on new financing</p>

Tasks	Activities/outputs planned for April 2010 –June 2010	Outputs achieved for April 2010 – June 2010	Activities planned for July 2010 – September 2010
	<p>8. Regular meeting with Hukumat and local authorities together with specialists from MoE and MoF to update on PCF progress</p> <p>9. Selection of local consultant in Vakhsh</p>	<p>8. Completed</p> <p>9. Completed</p>	<p>mechanism on a quarterly basis</p> <p>6. Develop progress report based on site visits to Vakhsh and submission to MoE, MoF, EFWG, USAID</p> <p>7. Print and disseminate instruction materials for schools accountants (49)</p> <p>8. Regular meeting with Hukumat and local authorities together with specialists from MoE and MoF to update on PCF progress</p>
4.1.2.5 Support infrastructure development of local organizations for PCF implementation	Procure and provide computers to education and finance departments of Vakhsh	Initiated	Procure and provide computers to education and finance departments of Vakhsh
SSIR 4.1.3. Improving school management			
4.1.3.1 Support institutionalization of accounting and PTA training modules	No planned activity	-----	No planned activity
4.1.3.2 Increase school administration capacity in Vakhsh and Kulob	<p>4. Interview of potential trainers on accounting</p> <p>5. Conduct 5-day ToT for trainers on improved accounting training module</p>	<p>4. Completed</p> <p>5. Completed</p>	
4.1.3.3 Ensure effective usage of the Automated Expenditure Tracking System (AETS)	<p>1. Provide technical assistance to MoE IT specialists</p> <p>2. Monitoring of efficient usage of AETS</p>	<p>1. Ongoing activity</p> <p>2. Ongoing activity</p>	<p>1. Provide technical assistance to MoE IT specialists</p> <p>2. Monitoring of efficient usage of AETS</p>
SIR 4.2 Increased Involvement of Community Stakeholders in School Financial Oversight			
SSIR 4.2.1 Increasing transparency and accountability for school resources			

Tasks	Activities/outputs planned for April 2010 –June 2010	Outputs achieved for April 2010 – June 2010	Activities planned for July 2010 – September 2010
4.2.1.1. Increased transparency in resource utilization in schools	1. Support school administration in development of demonstration stands on PCF mechanism in Vakhsh schools 2. PTA participation in discussion on school budgeting in Kulob	1. Completed 2. Initiated	2. PTA participation in discussion on school budgeting in Kulob
4.2.1.2 Support formal registration of PTAs in Kulob	1. Provide support to PTAs with registration in Kulob	Initiated	1. Provide support to PTAs with registration in Kulob
4.2.1.3 Support establishment of PTAs in Vakhsh	1. Conduct orientation workshop for school directors (49), DED specialists (2) and parents (5) 2. Provide consultations to school community on establishment of PTAs, Vakhsh 3. Monitoring of potential PTAs, Vakhsh 4. PTAs exchange experience between Kulob and Vakhsh	1. Completed 2. Ongoing activity 3. Ongoing activity 4. Completed	2. Provide consultations to school community on establishment of PTAs, Vakhsh 3. Monitoring of potential PTAs, Vakhsh 4. PTAs exchange experience between Kulob and Vakhsh
4.2.1.4 Increase public awareness on PTAs activities	Develop practical manual for schools	Initiated	Develop practical manual for schools
4.2.1.5 Increase PTAs capacity to be involved in financial oversight	No planned activity	-----	No planned activity

Safe Schools

Tasks	Activities/outputs planned for April - June 2010	Outputs achieved expected in April - June 2010	Activities planned for July - September 2010
1. Reviewing and adapting the DOORWAY materials to the country's needs and circumstances in collaboration with key government stakeholders			
Personnel	Hire key staff	Gender assistant hired	No planned activity The task completed
	Identify and hire IC	Completed: Identified IC for M&E online	No planned activity The task completed
Develop M&E plan	Develop an M&E plan for the program	Completed	To conduct Baseline survey

Tasks	Activities/outputs planned for April - June 2010	Outputs achieved expected in April - June 2010	Activities planned for July - September 2010
Obtain buy-in from government counterparts	Organize meeting with government stakeholders to introduce the project	Completed	No planned activity The task completed
	Devise a roadmap in collaboration with government counterparts	Completed	No planned activity The task completed
	Meet with other development partners to coordinate efforts	Meeting held with UNICEF, UNIFEM, UNFPA to coordinate efforts	No planned activity The task completed
	Meet with members of the Gender Working group led by President, Academy of Education	Regular Meetings held with the Gender Working Group	Regular Gender working group meeting
	Coordinate gender pedagogy practices with Gender Working Group	Gender pedagogy practices discussed on a regular basis with Gender Working Group	Continue discussion Gender pedagogy practice with GWG
	Identify members of the working group to be involved in the design of the program	Members of the working group identified to be involved in the design of the program – Teacher training Manual This is actually responsibility of AOE	Support working group in the design of a program
Review materials	Review DOORWAYS material to assess content relevance, cultural appropriateness and methodology	Completed	No planned activity The task completed
	Review existing teacher training modules on gender-based violence developed by either the government or other international development partners	Doorway II- Teacher Training Manual is approved by the MOE and AOE	No planned activity The task completed

Tasks	Activities/outputs planned for April - June 2010	Outputs achieved expected in April - June 2010	Activities planned for July - September 2010
	Incorporate the principles of comprehensive Safe Schools' approach into national extracurricular program	Permission letter from MOE to incorporate the principles of comprehensive Safe Schools' approach into national extracurricular program obtained	Incorporate Doorways III –Teacher Training Manual into extracurricular program
	Present restructured SRGBV training materials to (MOE), Academy of Education (AOE), Republican Teacher Training Institute (RTTI), Methodological Curriculum Center (MCC), representatives from school and community and international organizations to obtain feedback	Reviewed SRGBV training materials presented to (MOE), Academy of Education (AOE), Republican Teacher Training Institute (RTTI), Methodological Curriculum Center (MCC), representatives from school and community and international organizations to obtain feedback	No planned activity The task completed
Incorporate feedback	Incorporate all local concerns and needs in the training materials	All local concerns and needs are incorporated into the training materials	No planned activity The task completed
	Localize Doorways materials ready for testing in four pilot schools	completed	No planned activity The task completed
Policy dialogue	Start dialogue to address SRGBV at a policy level	Dialogues started to address SRGBV at a policy level	Continue dialogue
2. Piloting of training materials in four schools			

Tasks	Activities/outputs planned for April - June 2010	Outputs achieved expected in April - June 2010	Activities planned for July - September 2010
	Identify four pilot schools in collaboration with local government counterparts	No need for piloting as UNICEF has successfully launched similar program (Healthy life style program) for students, SS identified strategic approach how to use Doorways materials II and III	The task completed
	Conduct field visit to four schools to prepare them for piloting	No need for piloting – immediate intervention	No planned activity The task completed
	Identify members of the community to be involved in the training for community	Identified members of the community to be involved in the training for community	Training for community counselors
	Identify TOTs	TOT identified	No planned activity The task completed
	To conduct n TOT , Doorways III Manual for Teachers	TOT conducted	No planned activity The task completed
	Pilot the training materials	Community materials piloted in 2 school-communities. Teacher materials tested in one school and reviewed during TOT	Piloting
	Conduct a small scale survey to collect information on the type of gender-based violence practiced in and around the schools	Tools for conducting baseline survey is ready	Conduct baseline survey
3. Translation, publication and distribution of learning training materials on SRGBV to responsible educational institutions and target schools			

Tasks	Activities/outputs planned for April - June 2010	Outputs achieved expected in April - June 2010	Activities planned for July - September 2010
Identify translators and translate training materials		SRGBV training manuals are adapted, edited into translated into Russian and Tajik languages	No planned activity The task completed
Printing and distribution of training materials	Activity has changed. Print 1000 copies of the translated material	Completed	No planned activity The task completed
	Distribute translated materials to 20 target schools	Activity re-scheduled to Sep.	Distribute translated materials to 20 target schools
Meet with government counterparts to incorporate element of the reviewed material in the curricula	Organize meetings with TTIs to discuss how elements of the reviewed material could be incorporated in the existing curricula	As the Manual for teachers has been approved by MOE and AOE, AOE identified the working group to work on the curricular	Activity planned for Sep.
	Work closely with TTIs to incorporate elements of reviewed materials to their curricula	Activity planned for Sep.	Work closely with TTIs to incorporate elements of reviewed materials to their curricula
Develop criteria and select schools	Develop criteria for the selection of target schools in collaboration with government counterparts	Completed	No planned activity The task completed
	Select 20 target schools in collaboration with government counterparts	Completed	No planned activity The task completed
	Develop a database of 20 target schools selected	Completed	No planned activity The task completed
	Develop training design (organization, timing, and delivery of the training programs)	Training design (organization, timing, and delivery of the training programs) designed	Activity planned for Q4
	Agree on training design with government counterparts	Agreement reached on training design with	Activity planned for Q4

Tasks	Activities/outputs planned for April - June 2010	Outputs achieved expected in April - June 2010	Activities planned for July - September 2010
		government counterparts	
Develop instruments to assess target groups behavior before exposure to program	Develop tools to assess pre-training behavior of target groups: teachers, and community members	Tools developed by IC	Activity planned for Q4
	Decided on a representative samples of two target groups to be tested before program inception (students are exclude from included in target group)	Representative samples of two target groups identified	Activity planned for Q4
	Administer test to representative samples	Activity planned for Sept	Administer test to representative samples
	Develop a base-line data	Data collection to be initiated during training activity	base-line data developed by IC Activity
Conduct training	20 teachers and 20 community counselors	Preparation for training	To start training for 120 teachers and 120 community counselors
Conduct final study on program effectiveness	Not planned for this quarter		
Institutionalization			Develop and adopt a Code of ethics for teachers
			Print out 140 copies of Code of ethics
4. Monitoring the implementation and progress of the Safe Schools materials in 30 QLP target schools providing reports on the input/outcomes			
Select project performance indicators	N/A		
Develop monitoring tools	N/A		
Train government counterparts on monitoring tools	N/A		
Agree on the frequency of monitoring exercises	N/A		

Tasks	Activities/outputs planned for April - June 2010	Outputs achieved expected in April - June 2010	Activities planned for July - September 2010
Develop quarterly reporting format (matrix and narrative)	N/A		
Develop program progress check list	N/A		
Conduct bi-annual project review exercise with government counterparts	N/A		
Program conclusion and reporting	N/A		

Kyrgyzstan – Quarterly report matrix

April – June 2010

Tasks	Activities/outputs planned for Apr.– June. 2010	Outputs achieved expected in Apr.– June. 2010	Activities planned for July-September 2010
Task Recruitment of IC and LC for each component	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Completed 2. Completed 3. Completed 4. Completed 	No activities planned.
School selection for Cohort 2 target and control schools	<ol style="list-style-type: none"> 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). 	Completed	No activities planned.
Task Promoting Education Reform through Policy Dialogue	<ol style="list-style-type: none"> 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. 2. Follow up activities. 	<ol style="list-style-type: none"> 1. Delayed due to political events, but planning still in progress. 2. Delayed due to political situation. 	No activities planned.
Task Develop progress report based on QLP researches' findings	<ol style="list-style-type: none"> 1. Develop SOW and hire Local Consultant and translator 	<ol style="list-style-type: none"> 1. Delayed. 	<ol style="list-style-type: none"> 1. Develop a progress report 2. Edit and Print out 100 copies
Task Creating QLP Promo materials	<ol style="list-style-type: none"> 1. Develop promo materials: brochures, calendars, pens, pins, etc 2. Print out promo materials 	<ol style="list-style-type: none"> 1. Completed partially 2. Completed 	Produce updated brochures
Task Create terminology – Kyrgyz Glossary in education field	<ol style="list-style-type: none"> 1. Organize a working group involving specialists from KAE, MOES, Kyrgyz National Commission on Kyrgyz language, and other experts 	<ol style="list-style-type: none"> 1. Work in progress; discussion with different experts 	<ol style="list-style-type: none"> 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	No activities planned. Agreements signed in Quarter I.	Completed. Completed.	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. 7 day TOT for Jalal Abad and Batken Methodology Centers on quality delivery of modified in –service teacher training courses (May 2-8, 2010);	Completed	No activities planned.
1.1.2.2 Training program delivery to target schools	Launch of summer trainings for 2 nd cohort of QLP target schools in Jalal Abad oblast	On hold (see Narrative Report for details)	Trainings for Jalal-Abad target schools (Cohort 2)
1.1.2.3. Master trainer observations during trainings of newly trained instructors	1. Master trainers observe regular trainings conducted by newly trained instructors of YK ITTI: April 05-17, 2010 Training for Kyrgyz language teachers. May 10-22, 2010 Training for deputy principals. June 07-19, 2010. Training for elementary school teachers	Completed.	No activities planned
1.1.3. Mentoring of ITTI instructors			
1. Recruitment of experts	Develop SOW and hire 1 master trainers of MGT and 1 IC	Completed.	No activities planned.
2. Develop observation instruments	Develop instruments for observation (Phases: preparation, delivery and evaluation of ITT courses) 1. Development of the observation toolkit	Completed	No activities planned.
	2. Testing it during monitoring and mentoring visits to KAE and Osh ITTI	Completed Partially complete	No activities planned. No activities planned.
3. Develop and conduct training for ITT mentors	1. Finalize training module on how to run effective observation and provide mentorship	Completed.	1. Conduct 3-4 day training on mentoring for system instructors, heads of departments and MGT trainers at KAE No activities planned.
	2. Conduct 3-4 day training on mentoring for system instructors, heads of departments and MGT trainers at KAE	Incomplete. (postponed. See Narrative for details)	
	3. Conduct 3-4 day training on mentoring for system instructors, heads of departments and MGT trainers at Osh ITTI	Completed.	

4. Informative workshops	1. Conduct 6 day intensive training on SCM, SA and CD and Learning at Osh ITTI for Heads of Departments and untrained instructors.	Completed.	No activities planned
5. Observation, review and development of plans	1. Mentoring visits paid to regular trainings conducted by target subject instructors at KAE and development of individual plans for performance improvement 2. Mentoring visits paid to regular trainings conducted by target subject instructors at Osh ITTI and development of individual plans for performance improvement	Incomplete (see narrative report)	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	1. Review of the training module by a work group of practicing trainers of KAE and Osh ITTI and master trainers and introduction of modifications to it.	Partially completed.	Finalize modules for school administrators and mentors (HMU, deputy directors, school directors)
2. Improve Methodic Guide	1. Review of the Methodic Guide by TEDs and revision of its content.	Partially completed.	Revision of the content of the Methodic Guide by LCs
3. Finalize Teacher's Toolkit	1. Hire TE to consolidate the materials of the Teacher's Toolkit and develop its final design.	No activities completed	No activities planned (see proposed change in the Narrative Report)
1.1.5. Purchase equipment and literature for Osh and Issyk Kul ITTIs			
1. Purchase equipment for Osh ITTI	Make needs assessment and procure equipment requested by Osh ITTI	Completed. Tender for equipment held.	Acceptance, hand over of equipment organized.
2. Purchase equipment and literature for Yssyk Kul ITTI	Make needs assessment and procure equipment requested by Yssyk Kul ITTI.	Completed. Literature purchased. Tender for equipment held.	1. Acceptance, hand over of equipment and literature organized.
3. Purchase equipment for new partner ITTI in QLP Y III.	Purchase equipment for new partner ITTI in QLP Y III	Tender for equipment held. Purchase delayed.	No activities planned.
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 3. Develop modified policy paper with recommendations and cost estimates	Completed Completed Work is in progress, consultant hired	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	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	Work is in progress, consultant is hired	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

	<p>estimates</p> <ul style="list-style-type: none"> • IOs • MOES • Government of KR • PTTIs <p>2. Develop the last draft of policy paper and submit to Parliament and Government of KR</p>		<p>the document for submission to Parliament with cost estimates</p> <ul style="list-style-type: none"> • IOs • MOES • Government of KR • PTTIs <p>2. Develop the last draft of policy paper and submit to Parliament and Government of KR</p>
1.2.1.3 Develop and distribute Guidebook for young teachers on the introduction into the teaching profession	<p>1. Develop Guidebook for young teachers on the introduction into the teaching profession</p> <p>2. Develop final draft and design of the Guidebook</p>	Partially completed	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	<p>2. Produce 50 copies</p> <p>3. Conduct presentation and distribute copies of the Handbook</p>	<p>2. Completed.</p> <p>3. Partially completed</p>	Conduct presentation and distribute copies of the Handbook
1.2.2.2. Testing/ Piloting Modified Work Programs (3rd year students) Monitoring and mentoring	<p>1. University instructors fill in self-reports forms every time they deliver lessons integrated by the project</p> <p>2. Observation of instructors activities (once per instructor per semester)</p> <p>3. Students surveyed every time they study new topic integrated by the project</p> <p>4. Students surveyed every time they study new topic integrated by the project</p> <p>5. LCs conduct workshop for university instructors where following work is conducted</p> <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) 	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p>	
1.2.2.3 Conduct trainings for university instructors on the process of delivery of material to university students on a	<p>1. Training 4 "Models of training"</p> <p>2. Training 5 "Planning an educational course"</p> <p>3. Training 6 "Mentoring skills"</p>	<p>Completed</p> <p>Completed</p> <p>Postponed until September as it could not be achieved before</p>	

monthly basis (Together with 1.2.2.2)		the end of the school year (May)	
1.2.2.4 Development of educational methodical set for modified work programs (both day and correspondence students) (Together with 1.2.2.2)	1. Each instructor develops pieces of Educational methodical set (EMS) 2. Pieces of EMS submitted to LCs/ LCs review the documents 3. Results will be discussed at the monthly workshop where the final drafts of the documents will be identified	Partially completed	LCs will work on consolidating the pieces of EMS into one single educational methodological handbook
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	1. Develop and sign MOU with OshSU 2. Select and hire LC (located in Osh) 3. Select and hire TE(D)s 4. Develop capacity building training module for LC and TE(D)s 5. Conduct training for LC and TE(D)s in Osh 6. Provide regular consultations to LC and TE(D)s in Osh 7. IC, LCs and TE(D)s analyze content of courses in OshSU	Delayed because of the political events and insecurity in the south of the country	
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. Present and discuss revised model of student practicum with different education stakeholders (individual meetings)	Completed	
1.2.3.2 Develop final draft of 1 Regulation and 3 Programs on student	1. Conduct meeting with Student practicum Working group (Arabaev university faculty) to discuss the final draft of the documents	Partially completed Delayed dues to activity	1. Conduct meeting with Student practicum Working group (Arabaev university faculty) to discuss the final

practicum & Get it approved by the university “Ucheniy sovet”	2. Develop final draft of the documents 3. Official approval of the documents by University “Ucheniy sovet”	1 still in progress. Delayed dues to activity 1 still in progress.	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 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	Completed Completed	
1.2.3.4 Conduct trainings for university supervisors, school mentors on mentoring	1. Develop training module 2. Conduct 1 day training for university supervisors 3. Conduct 1 day training for school mentors	Delayed – due to heavy work load of University instructors.	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	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 	Work is in progress Work is in progress	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			
SSIR 1.3.2 Training of HMUs in Mentoring Technologies			
1. Follow up visits to support HMUs and to gauge effect in 14 schools	On-site consulting and monitoring in 14 schools were provided for HMUs in Osh (6 schools)and Chui oblasts (8 schools)	Completed for the school academic year 2009-2010	To carry on follow up visits and meetings with HMUs from August (new academic year)
2. Develop initial Mentoring Toolkit	Collecting and preparing materials including case studies where mentoring is used	In process	Continue to gather mentoring materials based on school visits Working meetings with the LCs on developing Toolkit Developing the first draft of Toolkit on Mentoring
SSIR 1.3.3 Training of Directors and Zavuchas in Pedagogical Leadership			
1. Follow up visits to support Directors and zavuchas in	On-site consulting and monitoring in 14 schools were provided for Directors and zavuchas on Pedagogical leadership in Osh (6 schools)and Chui oblasts (8	Completed for the school academic year 2009-2010	To carry on follow up visits and meetings with Directors and zavuchas from August (new academic year)

Pedagogical Leadership	schools)		
2. Develop initial Pedagogical Leadership Toolkit	Developing list of products needed within the toolkit of professional reading and other resources for pedagogical leadership topics	In process	Working meetings with the LCs and IC on developing Toolkit on Pedagogical Leadership Developing the first draft of Toolkit on pedagogical leadership
SSIR 1.3.4 Training in Monitoring for Rayon staff, Directors & Zavuchs			
1. Follow up visits to support Rayon staff, Directors and zavuches and to gauge effect in 14 schools	On-site consulting and monitoring in 14 schools were provided for Rayon staff, Directors and zavuches in Osh (6 schools) and Chui oblasts (8 schools)	Completed for the school academic year 2009-2010	To resume follow up visits and meetings with Rayon staff, Directors and zavuches from August (new academic year)
2. Survey current monitoring practices and potential for change	<ol style="list-style-type: none"> 1. Research was conducted on current monitoring practices in target 8 schools in Osh and Chui oblasts 2. Preparation of report on research with recommendations for legal changes 	<p>Completed</p> <p>In the process</p>	To complete report and present it to all concerned stakeholders
3. Preparation of initial Tool kit materials on Monitoring	Gathering Monitoring materials to be used in Toolkit	In the process	To develop the first draft of Toolkit on Monitoring
4. Review of the training module by a working group of practicing trainers of KAE and Osh ITTI and master trainers and introduction of modifications to it	The Module on Pedagogical Leadership, Mentoring, and Monitoring was reviewed and modified by the team of KAE, Osh and Issyk-Kul ITTI, LCs and QLP. Module was incorporated in in-service teacher training regular course for mentors (directors, zavuches, and HMUs)	Completed	No planned activities
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	<ol style="list-style-type: none"> 1. Develop SOW for international, local consultants and TEs and hire them 2. Conduct working group meeting with LC and TEs to discuss instruments for school visits to do analysis formative assessment practices at schools. Share instruments with SIR 1.1, SIR 1.2, SIR 1.3, IR 3 LC, IC, 	<ol style="list-style-type: none"> 1. Completed 2. Completed 	<ol style="list-style-type: none"> 10. Print out copies of the Guidebook to Cohort 2 target school trainings 11. Assist SIR 1.2 TEs in development of the sections on formative assessment of the handbook for university instructors

	<p>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>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> <p>6. Introduction of changes into the Guide book on Student Assessment based on collected materials</p> <p>7. Share draft Guidebook with IC, LC, Program specialists of SIR 1.1, SIR 1.2, SIR 1.3, IR 3 and collect comments (May end)</p> <p>8. Review content of the Guidebook for print-out and desktop layout.</p> <p>9. Translation of the Guidebook into Kyrgyz and edit it</p>	<p>3. Completed</p> <p>4. Completed partially</p> <p>5. Completed partially</p> <p>6. Completed</p> <p>7. Completed</p> <p>8. Completed</p> <p>9. Work is in progress.</p>	
<p>2.1.2. Improve Student Assessment (including formative assessment) training session in line with SSIR 1.1.</p>	<p>1. Develop SOW for local consultant and TEs out of MGT and hire them</p> <p>2. Review comments generated from teacher trainings (trainee and trainer evaluation forms). Revise training module for SIR 1.1</p> <p>3. Revise and improve training session "Student Assessment"</p> <p>4. Pass materials to SIR1.1, 1.2..</p>	<p>1. Completed</p> <p>2. Completed</p> <p>3. Completed</p> <p>4. Completed</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>3. LC, TEs develop content on video training module on formative assessment techniques on the basis of</p>	<p>1. Completed</p> <p>2. Completed</p> <p>3. Completed</p>	<p>5. LC, TEs develop User's Manual on use of video training module on formative assessment techniques</p> <p>6. Organization of the videoing of the training module.</p> <p>7. Conduct field test of video training</p>

	<p>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>4. Completed</p> <p>5. Work is in progress.</p>	<p>module among teachers of selected schools and analyze results</p> <p>8. Revise and improve training module based on feedback collected at the field test).</p> <p>9. Translation services for translation of the training module throughout the module development process</p> <p>10. Preparation of copies of the video training and of the User's manual</p> <p>11. Distribution of the video training module in target schools, ITTIs and PTTI and REA.</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 system and practices (issues related to student assessment, problem texts, descriptive texts, outreach to different audiences).</p> <p>3. Collect, develop and select content of the text on student assessment to be published through teachers newspaper "Kutbilim sabak"</p>	<p>1. Completed</p> <p>2. Completed</p> <p>3. Completed</p>	<p>4. Collect and select information (content), prepare participants to TV programs. (discuss with TV representatives the format through the Project Architecture).</p>
<p>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</p>			
<p>2.2.1. Develop recommendations on improvement of the Regulation on subject Olympiads</p>	<p>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.</p> <p>2. Conduct orientation session to introduce outline on developing the Regulation.</p> <p>3. LC and TEs develop recommendations on the Regulation</p> <p>4. Meeting of the working group. Discussion and improvement of the draft Regulation.</p> <p>5. Revision of the draft Regulation by LC and TEs.</p> <p>6. Correction of the text, translation of the regulation into Kyrgyz, and Russian languages.</p>	<p>1. Completed</p> <p>2. Completed</p> <p>3. Completed</p> <p>4. Completed</p> <p>5. Completed</p> <p>6. Completed</p>	
<p>Publishing additional literature on formative</p>	<p>1. Develop criteria on selection of additional literature on formative assessment for schools</p>	<p>1. Completed</p>	

assessment	<p>2. Selection of literature on formative assessment on basis of criteria</p> <p>3. Translate literature into 2 languages (Kyrgyz, Russian)</p> <p>4. Publish literature (compilation of articles, techniques) on formative assessment in 2 languages (Kyrgyz, Russian)</p>	<p>2. Completed</p> <p>3. Completed</p> <p>4. Completed</p>	
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)	<p>1. Hire international, local consultants and TEs and develop SOW for them</p> <p>2. Conduct workshop for TEs on develop Syllabus guide</p> <p>3. Develop Draft 1 of Syllabus guide on 4 subjects</p> <p>4. Conduct meeting with TEs to review and develop recommendations</p> <p>5. TE(D)s revise and develop final working version.</p>	<p>1. Completed</p> <p>2. Completed</p> <p>3. Completed</p> <p>4. Completed</p> <p>5. Work is in progress.</p>	<p>6. Publish Syllabus Guide working version.</p> <p>7. Distribute Syllabus Guide books to ITTIs, regional education departments, target schools and Arabaev University</p>
3.1.2. Select and publish Supplementary Materials (SM) developed by teachers	<p>1. Develop SOW and hire an 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>1. Completed</p> <p>2. Work is in progress.</p>	<p>3. Selection of SM during school visits or 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> <p>5. Selection of SM</p> <p>6. Select publisher and sign agreement</p> <p>7. Publication selected SM</p> <p>8. Distribute SM to ITTI, methodological units of 75 schools, Rayono and Arabaev University</p>
SIR 3.2.: Increased Opportunities for Professional Exchange and Policy Dialogue			
3.2.1. Involving teachers in discussion through Mass media	<p>1. Conduct workshop for TEs, LC and Mass Media specialists</p> <p>2. LC, TEs develop format of Mass media space where teachers could exchange information on improvement of subject curricula.</p>	<p>1. Completed</p> <p>2. Completed</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</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>3. Work is in progress.</p> <p>4. Completed</p>	Sabak” on curriculum Issues
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. Two EFWG meetings held; 4 May and 18 May, 2010; 193 people participated.</p> <p>2. EFWG protocols in Russian and English; developed and passed 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 MoE and distributed to the EFWG members</p> <p>3. Make analysis of monitoring process using indicators on the national, regional and school levels.</p>
4.1.1.2. Increase central government officials’ capacity in PCF implementation	<p>1. Conduct monitoring site visits with MoES specialists if needed; develop reports and recommendations based on monitoring results; discuss results with the EFWG</p>	<p>1. Conducted 2 monitoring visits to Alamedin and Kemin rayons with MOES representative. Findings and results from monitoring visits discussed on the EFWG meetings</p>	<p>2. Conduct regional Forum on per-capita implementation issues.</p>
4.1.1.3. Increase public awareness on PCF and AC involvement	<p>1. Publish articles on PCF implementation issues and AC’s activities in MOES newspaper “Kut Bilim”</p> <p>3. Ensure interactive information update with school administration (questions and answers) (Jointly with SIR 1.3)</p>	<p>1. Two articles on “Budget transparency- new opportunities in school development “ on 2 April, 2010 and “Stable financial position at school - terms of quality learning” on May 28, 2010 were printed in MOES newspaper “Kut Bilim;</p>	<p>2. Develop success stories.</p> <p>3. Ensure interactive information update with school administration (questions and answers) (Jointly with SIR 1.3)</p>

		3. In process	
4.1.1.4. Support the transfer of 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	2. The process of transferring of 139 schools is postponed due to political situation.	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	No planned activities		No planned activities
4.1.2.2. Support calculation of the categorical grant amount for 93 Ayil - Okmot (local self-governments) in Chuy oblast for 2010 and 2011 based on the MIN standards	No planned activities		No planned activities
4.1.2.3 Provide technical assistance to schools of Chui oblast in PCF implementation	No planned activities		5. Calculate price list on additional education services; finalize it with MoES and Commission on Antimonopoly Policy; approve the price list for 2010-2011 by the MOES
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	5. Roll out training workshops for school directors in Chuy oblast (Kemin from Chuy oblast)	5. One six-day training workshops for school directors Kemin rayon, 31 school principals participated in the workshop; 11-16 May, 2010	No planned activities
4.1.3.2. Roll-out “Education Quality Management” module training for Cohort 2	5. Roll out module training for Cohort 2 schools (Jalal-Abad)	5. on Hold due to political and physical instability.	No planned activities

school directors (Jointly with SIR 1.3.)			
4.1.3.3. Develop six-day training module “Accounting in schools” for school accountants	4. Develop the training module 5. Select potential trainers 6. Conduct test training for Cohort 1 school from Chui oblast 7. Translate final version of the module in to Kyrgyz language.	4. in process 5. in process 6. postponed 7. in process	7. Translate final version of the module in to Kyrgyz language. 8. Conduct a four-day ToT
4.1.3.4. Institutionalize training module “Accounting at schools”	1. Establish policy dialogue to define a potential stakeholder to transfer the training module	1. in process	1. Establish policy dialogue to define a potential stakeholder to transfer the training module 2. Produce paper and electronic copies of the module 3. Finalize selection of a stakeholder and transfer the module
4.1.3.5. Establish mentoring process of school accountants	3. Provide technical support/consultations for school accountants.	Two mentoring visits were conducted in Alamedin and Moskovskiy rayons for school principals and accountants.	No planned activities
4.1.3.6. Support improvement of school teacher incentive system (CLP)	2. Test methodological guideline/recommendations in Chuy oblast schools	2. Completed.	No planned activities
4.1.3.7. Support mentoring of school directors, deputy principals, accountants and RayONO specialists (Jointly with SIR 1.3.)	3. Conduct mentoring visits in cooperation with SIR - 1.3. (Interviews, review of successes and challenges) in Cohort 1 schools.	3. in process	No planned activities
4.1.3.8. Support integration of the automated expenditure tracking system in RayONO and MoES KR	2. Provide support with database training and maintenance of the system at MoES and RayONO level.	2. Supported integration of the automated expenditure tracking system in MOES, one-day technical workshop was conducted on 21 May, for 11 specialists of RayOO on proper data collecting and entering into the program	2. Provide support with database training and maintenance of the system at MoES and RayONO level

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”	No planned activities		No planned activities
4.2.1.2. Roll-out orientation workshops for school directors, ACs, local administrations, RayONO	2. Conduct orientations on establishment / development of AC (during a year) 3. Provide information and consultative support on establishing ACs (during a year)	2. Completed 3. Completed	2. Conduct orientations on establishment / development of AC (during a year) 3. Provide information and consultative support on establishing ACs (during a year)
4.2.1.3. Support formal registration of ACs in target schools	3. Register ACs in oblast Justice departments at least in 30 schools	3. Completed	4. Conduct three day forum for AC chairmen
4.2.1.4. Strengthen AC role in school management	4. Work on budget transparency approach	61 wooden stands were distributed in Chui oblast schools and RayOOs	No planned activities
4.2.1.5. Develop practical manual for ACs	2. Develop manual materials 3. Translate materials into Kyrgyz language (will be print and disseminate in PY4)	2. Completed 3. in process	No planned activities

Turkmenistan – Quarterly report matrix

April - June 2010

Tasks	Activities/outputs planned for April - June 2010	Outputs achieved expected in April - June 2010	Activities planned for July - September 2010
Work-plan development	No activities planned	completed	
Logistics and personnel	No activities planned	completed	
Branding and Marking	Identify key outreach events Identify a list of media targets Further develop branding and marketing plans	2 events: (April training with MOE/NIE, Academy of Science Exhibition June 12-14) Newspaper articles, TV & radio interviews	Further develop branding and marketing plans, based on approved activities
Development of PMP	Submit final draft of PMP & indicators for USAID review Define M&E collection instruments and arrangements	PMP, indicators developed , including composite institutionalization indicator under final review by Creative	Submit PMP to USAID
Basic education situation analysis	Data collection and draft analysis Presentation to QLP & USAID of draft results and analysis QLP uses recommendations to develop concrete activities for Year 3 and 4 USAID approved program activities	Consultant hired, data collection underway, initial presentation and review of data collected made to QLP. Final report due August	QLP uses recommendations to develop concrete activities for Year 3 and 4 USAID approved program activities
Thread One	<ol style="list-style-type: none"> 1. Demonstration training for teachers and NIE 2. Planning for future activities depending upon outcomes of demonstration training in April 3. Establish the training approach 4. Assess in-country capacity to identify a group of people (including people from within the government or in structures that have close links with the government) to build their capacity as a group of trainers 5. Procure and install necessary equipment (this may 	<p>Demonstration training held and successful</p> <p>Activity plan for June-August proposed by USAID to MFA, but positive response not received due to political issues. Interim event proposed</p>	<p>Test the training to define a standard course for teachers (which would likely be a number of courses with subject focus).</p> <p>Identify potential locations for the installation of QLP interactive training centers</p> <p>Procure and install necessary equipment (this may not be done for all potential centers at one time</p>

Tasks	Activities/outputs planned for April - June 2010	Outputs achieved expected in April - June 2010	Activities planned for July - September 2010
	not be done for all potential centers at one time	<p>by USAID to MFA for July</p> <p>Training approach developed, but not tested with NIE</p> <p>Assessment made in April/May but needs to be confirmed during training with NIE</p> <p>One piece of equipment procured and set up in office training room for testing</p>	<p>Define a set of trainings for different target groups and plan a series of trainings to meet the demand of the different target groups.</p> <p>Coach the initial trainings, and provide on-line and distance support.</p>
Thread Two	<p>QLP will aim to involve key staff/trainers from educational centres in planned training program development if NIE accepts this plan</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>	<p>Local organization identified</p> <p>As yet no joint activity accepted by MOE/NIE to follow-up April training</p> <p>Training personnel reviewed by Program specialist to participate in program development</p> <p>Grants, monitoring, support to TOTs will be given when training program developed</p> <p>Too early to organize study tours</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>Organize study tours to other QLP programs in the region</p>