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USAID QUALITY LEARNING PROJECT (QLP)

QUARTERLY REPORT

JANUARY 1 – MARCH 31, 2011



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**USAID QUALITY LEARNING PROJECT (QLP)
Quarterly Report
January 1 – March 31, 2011**

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)
RTMC	Republican Teaching and Methodological Center (Tajikistan)
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 Quality Learning Project (QLP) is the second regional USAID project implemented in Tajikistan, Kyrgyzstan and Turkmenistan. The Project builds on achievements and lessons learned by USAID's previous programs in basic education. The program also supports government efforts to implement national education strategies and where applicable, assists government's implementation of Education for All Fast Track Initiative (FTI) grants. 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 2012. Overall budget allocation is \$13,947,788¹, apportioned to the three target countries as follows: Tajikistan \$6,274,503; Kyrgyzstan \$5,879,842 and Turkmenistan \$1,793,443.

II. Project goal, components and activities

A. Project Goal

QLP is aimed at expanding access to quality primary and secondary education in Kyrgyzstan, Tajikistan, and Turkmenistan. It builds the capacity of pre-service and in-service teacher training systems to enable 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 and incorporates more child-centered pedagogy and the use of formative assessment techniques. It also examines the 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 reforms in education in Kyrgyzstan and Tajikistan.

B. Project Components

TAJIKISTAN

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

IR 1.1 Improved Quality of In-service Training

1.1.1 Support Dushanbe and Regional TTIs (Kulob, Kurghonteppa and Soghd) to review teacher training curricula

Curriculum review was postponed until PY4 Q3 in response to a request made by the RTTI and Regional TTIs to conduct the orientation workshop and curriculum review in early April, 2011.

1.1.2 Capacity building for RTTI and regional TTIs

No planned activity for this quarter. The activities are planned for Q3 and Q4 of PY4.

¹Following Modification # 10, 24 December 2011

1.1.3 Cohort 2 Teacher Training Target school delivery (second phase)

In collaboration with the RTTI and MOE, QLP conducted the second phase of six-day Cohort 2 teacher training program for Asht, Isfara and Vakhsh target school teachers. The first phase of twelve-day training was conducted in August 2010 and covered mostly the current trends in pedagogy and the methodology of teaching primary and secondary grades. The second phase emphasized on the teaching of Primary, Math and Tajik language using modern pedagogy introduced in Phase One.

The training materials were designed on the basis of the state approved curriculum (endorsed by MOE Collegium) and were developed jointly with the RTTI subject specialists. The program was accredited by the MOE and participants received RTTI certificates following 144-hour training program organized in two phases. 535 out of 550 Primary Math and Tajik language teachers took part in the training program (189 teachers in Vakhsh, 175 teachers in Isfara and 171 teachers in Ashtrayons).

The teacher training was delivered by 49 experienced trainers representing RTTI, TTIs, RMTC and advanced target subject teachers. Before the training sessions, QLP organized a four-day refresher TOT session for selected trainers (orientation workshop). Topics included effective way of teaching and new practical tools for teaching target subjects. Mr. Mr. Ken Gross, the American Ambassador to Tajikistan and his team met with education officials and teachers who took part in the sessions.

IR 1.2 Improved Quality of Pre-Service Teacher Training

1.2.1 Support Tajik State Pedagogical University (TSPU) and Kurghon-Teppa State University (KTSU) to restructure their current courses syllabi and curriculum at target departments

Following the curriculum review conducted in PY3, and the MOE initiative to move to a 12-year education cycle, QLP supported TSPU and KTSU in the development of professional competencies and standards for primary teachers. This will contribute to the development of subject-based standards and curriculum for target departments of the two universities.

QLP contracted regional and local consultants and collaborated with four target pedagogical colleges primary department specialists to review the existing teaching material and curricula. During a four-day workshop, the team prepared the first draft of the primary teacher professional competencies. QLP is currently reviewing the draft.

1.2.2 TSPU and KTSU develop training approach for target subject specialists

No planned activity for this quarter. The activities are planned for Q3 of PY4.

1.2.3 Conduct trainings for university subject specialists

No planned activity for this quarter. The activities are planned for Q3 and Q4 of PY4.

1.2.4 TSPU and KTSU develop learning materials on methodology (Handbooks) for university subject specialists of target departments

No planned activity for this quarter. The activities are planned for Q3 and Q4 of PY4.

1.2.5 Capacity building of TSPU and KTSU in strengthening Student Practicum and PTTI-school linkage

QLP outsourced two local consultants to support with the restructuring of the current regulations on student practicum on the basis of the review conducted in both TSPU and KTSU. The first draft of the

regulations (Polozhenie) is due to be submitted by the end of the reporting period. This will be further reviewed by QLP. The final version of the regulations is to be submitted to the Scientific Council of the target universities in Q3.

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

1.3.1 TOT for Cohort1 and 2 trainers on revised mentoring program

QLP had plans to use mentoring materials developed under FTI in target districts. Due to some inconsistencies, it was later decided to make significant modifications to the materials. QLP in collaboration with two local consultants conducted situation analysis of existing methodological support system at rayon and school levels in order to build upon the existing structure and legal base of the current methodological support system. Case studies were also collected.

The resulting training program included not only modern mentoring but tips on organizational processes over the academic year and covered aspects such as TOR, planning, vision setting, and the introduction of new teaching and learning approaches.

The mentoring training program consists of two parts; Mentoring Handbook and Trainers Guide. Mentoring Handbooks cover topics such as mentoring as a concept, methodological support system at school level, establishing methodological units and provision of methodological support to teachers.

The Mentoring training program is also supported by Formative Assessment Guidelines, Interactive Methods in Tajik Language and Literature Classes, Lesson Planning Guidelines, Higher Order Thinking, and Reading Manual and other related methodological materials. Participants are made to familiarize themselves with these concepts.

Six-day field-testing of the draft mentoring program: Field-testing of the mentoring program was conducted by the Republican Teaching and Methodological Center with the approval of the MOE and in collaboration with QLP. Thirty four methodologists from QLP target districts (both from Cohort 1 and 2) participated in the field-testing workshop. The training addressed the professional challenges encountered by the methodologists. According to the participants, this was their first experience (in the last eighteen years) when methodologists come together to discuss issues related to promoting quality education vis-à-vis their role. Most of the participants were involved actively in the discussions and shared their best practices and experiences. Field testing helped the review of the mentoring program.

10-day TOT: QLP conducted the Training of Mentor Trainers in Republican Teaching and Methodological Center. The RTMC specialists took a leading role in delivering this training. As requested by RTMC 33 primary, secondary Math and Tajik Language specialists/methodologists from target districts who participated in mentoring were invited to train as mentor trainers. Two manuals; Mentor Training Guide and Handbook; were used for training purposes. The Methodologists were able to master different training skills and applied them in demonstration sessions. The trainees received constructive feedback from their peers and facilitators after the sessions.

This exercise helped to forge strong relationship and trust between the national and local level authorities involved in mentoring support. These include RTMC and district education methodologists.

ToT participants passed both pre-and post-tests and developed project works and assessment sheets. The results were used to select trainers for Target School Mentoring Training Delivery. The Scientific and Methodological Council approved the Mentor Training Manual and Trainer's Guide after the submission final revision.

1.3.2 Target schools delivery of mentoring program for Cohort 1 and Cohort 2

The training on mentoring was conducted for Cohort 1 (285 mentors) district schools in three rounds (1st round of three days, 2nd round of five days and 3rd round of two days). This division was made on the basis of the content of the Mentoring Training Manual and Guideline. The first was devoted to the mentoring concept and establishing of Methodological Units at school levels including the preparation of necessary state required documents and papers. The second was dedicated to deliver mentoring support at school and methodological unit level. Mentors (Deputy Directors and Head of MUs) practiced mentoring tools such as classrooms observation and provision of feedback, organization and delivery of methodological trainings and workshops, lesson plan evaluation and provision of feedback. The last round consisted of reflection sessions where mentors shared success stories and challenges.

The participants included target school deputy principles, and heads of primary, secondary Math and Tajik language MUs. Both participants and mentors expressed satisfaction with the training in general.

Another factor that will have strong impact on the training on mentoring is the MOE's decision to raise and develop the MU status and methodological support at school level. The Deputy Minister of Education visited a training center in Kulob city and appreciated QLP intervention by saying MUs are crucial in supporting quality teaching and learning development at school level

Cohort 1 DEDs (Kulob, Kurghonteppa, Sarband, Varsob and Vahdat in particular) requested all the schools (not only target schools) participate in the trainings. The DEDs have already put in their own work-plans an activity to deliver training on mentoring using these manuals through government resources.

1.3.3 Capacity building of Cohort 1 and 2 target School Principals on implementation of Pedagogical Leadership

Following the 18-day training on Finance Management in March – April, 2010, and on Pedagogical Leadership in July – August 2010, a mid-term evaluation was conducted in November, 2011 to analyze behavioral changes on the part school principals of target schools.

This evaluation was conducted in the context of a significant change made in the role of the school principals. It was initiated through the education finance reform which has delegated a degree of autonomy to the school director and local management. This will require further effort if this financial autonomy is to be translated into real quality improvements at school level in terms of students outcomes.

The evaluation indicated that the school principals highly valued the trainings carried out within the project framework and noted significant progress was made in their knowledge and skills. However, interview results on pedagogical leadership revealed that statistically significant progress did not occur at the practical level i.e. skills utilized by schools principals. Some increase was observed in the average values of scores though in a) pedagogical leadership (school development planning, involvement of all stakeholders in planning, improvement in quality of teaching), and b) working with the young and new teachers (pair with good and experienced teachers, provide extra training and other). Progress was also seen in the work of the MU Heads of schools. No progress (even sometimes regress) was noted in the work with the Deputy Directors; in the area of supporting students and teachers and their knowledge and understanding of pedagogical concepts. In order to address this problem, QLP initiated a three-day refresher course to strengthen target school principals' capacity in the problem areas identified by the evaluation. QLP also contracted three master trainers

to review and develop additional training material before conducting the three-day training programs in Kurgon Teppa, Kulob, Khujand, and Dushanbe.

Furthermore, QLP is involving an IC and LCs to review the training material. According to the agreement with the WB, the revised training material will be shared with FTI/RTTI for further dissemination and use during training of school directors under FYTI and the state program.

IR 2. Improved Quality of Student Assessment

IR 2.1 Incorporate Formative assessment into Regional TTI courses

This activity has been postponed to PY4 Q3 in response to RTTI and Regional TTIs request to conduct orientation workshop and curriculum review in early April.

IR 2.2 Develop Formative Assessment Guidelines for Chemistry and Biology

No planned activity for this quarter. The activities are planned for Q3 and Q4 of PY4.

IR 2.3 Support target DEDs to implement Formative assessment through mentoring

No planned activity for this quarter. The activities are planned for Q3 and Q4 of PY4.

IR 2.4 Incorporate formative and summative assessment elements into QLP target school Olympiads

QLP developed a proposal to conduct a review of the current Olympiad structure and system and incorporated it in the updated work plan sent to USAID for review. It is expected that this review would lead to recommendations to incorporate questions and tasks related to higher order thinking into the Olympiads in Tajikistan.

Outcomes/Results

- *Local consultants to review Olympiad regulations contracted*

IR 3. Greater Involvement of Teachers in Curriculum Reform

IR 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 Support AOE to restructure Basic education standards

No activity planned for this quarter. The activities are planned for Q3 and Q4 of PY4.

3.1.2 Support AOE to develop Basic education standard guidelines

No activity planned for this quarter. The activities are planned for Q3 and Q4 of PY4.

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

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

No activity planned for this quarter. The activities are planned for Q3 and Q4 of PY4.

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

3.3.1 MU support implementation of QLP developed material Standards

No planned activity for this quarter. The activities are planned for Q3 of PY4.

3.3.2 Participation at policy dialogue with MOE/AOE, Republican Methodological Center representatives

QLP held meetings with RTTI, MOE and RMTC on teacher training improvement, school principals' capacity building, and strengthening of DED methodologists, and MU Heads. QLP also participated in donor coordination meetings and made inputs on key draft documents related to the 12-year education cycle transition and revision of the National Strategy for Education Development.

IR 4. Increased Effectiveness of Education Finance Systems

IR 4.1 Increased Government Capacity in the Implementation of Education Finance Reform

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 10th EFWG meeting was held at the MoE in Dushanbe. The meeting was chaired by the Deputy Minister of education. Issues discussed included:

- The 2010 results of per capita financing, the utilization of the Automated Expenditure Tracking System and partnership in conducting of analysis of legal-normative basis for PCF;
- Budget execution of schools in 2010;
- The procedures of budget planning for schools of Tajikistan for 2011;
- Coordination and partnership on review and introduction of amendments to the PCF formula;
- The reform process in Vakhsh district and Kulob city of Khatlon oblast; and
- The official handover of the training modules on "Practical Accounting" and "Involvement of PTAs in the process of increasing transparency and accountability of the school resources" to RTTI

4.1.1.2 Strengthen central government capacity in implementation of new mechanism of school financing and management

QLP conducted site visits in Hissor, Rudaki, Tursunzoda and Varzob districts together with MoE, MoF and districts' rayono and rayon finance office specialists.

4.1.2 Implementing School Financing Reforms

4.1.2.1. Monitoring of per capita financing implementation in Kulob rayon

QLP continued to provide assistance to Kulob rayono and rayon specialists on school data analysis and quarterly budget execution.

4.1.2.2 Methodological support of PCF implementation

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

4.1.2.3. Support implementation of PCF in Vakhsh rayon

QLP provided consultative workshops and technical support to school principals (54, planned 49) and accountants (44), rayono and rayfo specialists (4) in the formulation of school budget on the basis of per capita formula and analysis of school budget based on new financing mechanism. Joint monitoring of Vakhsh schools was conducted together with rayono and rayfo specialists. Progress report based on site visits will be submitted to MOE, MOF and to the next EFWG meeting

Outcomes/Results

- *The capacity of Kulob and Vakhsh specialists to monitor implementation of education financing reforms and accounting skills of school principals and accountants as well as rayfo and rayono specialists has improved*
- *Joint monitoring of PCF implementation in Vakhsh schools together with rayono and rayfo specialists proves to be a more effective way of monitoring and providing technical support to school administration.*

4.1.3 Improving School Management

4.1.3.1 Increase school administration capacity in Vakhsh and Kulob

- Personal Computer (PC) training for the second group of Vakhsh school accountants (16) was conducted in Vakhsh.
- Refreshing training for Vakhsh school accountants (37 out of 44) and rayono and rayfo specialists (4) was conducted.
- Refreshing training for Vakhsh school principals (54 out of 49) and rayono and rayfo specialists (3) was conducted.
- Personal Computer (PC) training for the first group of Kulob school accountants (17 out of 38) and rayfo specialists (4) was conducted in Kulob.
- Refreshing training for Kulob school accountants (39) and rayono and rayfo specialists (5) was conducted.

4.1.3.2. The Automated Expenditure Tracking System (AETS) database maintenance

AETS is not used by MOE. On the last EFWG meeting it was decided to continue technical meetings on utilization of the Automated Expenditure Tracking System.

IR 4.2 Increased Involvement of Community Stakeholders in School Financial Oversight

4.2.1. Increasing transparency and accountability for school resources

4.2.1.2. Increase public awareness on PTAs activities in Vakhsh and Kulob

130 copies of practical manual about PTA establishment were produced and distributed to schools and Rayono of Kulob and Vakhsh as well as MoE/RTTI and other stakeholders.

4.2.1.3. Strengthening PTAs participatory and transparent approach to school management and financing

- Budget hearings were organized in school #53 of Kulob city with participation of rayono and rayfo representatives, school administration, community representatives, PTA members of this school as well as neighboring schools #3, 6 (60 participants).
- Budget hearings were organized in school #24 of Vakhsh rayon with participation of rayono representative, school administration, community representatives, PTA members of this school as well as neighboring schools #10, 13(55 participants).

QLP Strengthening Tajikistan (Additional Funds)

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

IR 1.2 Improved Quality of Pre-service Training

1.2.6 Review of current curriculum of Primary departments of Dushanbe, KT, Kulob, Khujand Pedagogical colleges for teaching 6 year old children

Organize a roundtable curriculum review and teaching resources to develop standards targeting six-year old children: QLP with the support of a regional consultant organized a roundtable to review curriculum and standards targeting six-year old children in support of the 12-year education cycle. In attendance were target departments of the four Pedagogical Colleges (Dushanbe, KT, Kulob, Khujand, AOE, and Center to Support 12-Year Education Cycle), RMTTC, RTTI, and TSPU. This activity helped the participants to learn more about conceptual and methodological approaches in the development of the new primary standards focusing on six-year-old children. The group discussions deliberated on the criteria required to measure the children's readiness to go to school and the learning process.

The AOE presented a report summarizing the results of the age validation of the Tajikistan Early Learning and Development Standards (ELDS) administered in 2009. It is anticipated that the ELDS standards will provide a useful reference point for the development of education standards for the new class for six- year -old children.

The Round Table was a concrete preparation for the next step in outlining approaches to identify the content of the education for six-year old children.

1.2.7 Support Pedagogical Colleges to draft additional teaching program focusing on 6 year old pupils

No activity planned for this quarter.

1.2.8 Incorporate the new parts of teacher training curriculum and materials into target pedagogical college program

QLP with the support of a regional consultant and local experts conducted a four-day second round workshop aimed at developing the draft model of the teaching specialties for graduates of universities and colleges.

The consultants completed the following tasks:

- analyzed the existing structure of training professional teachers in universities and pedagogical colleges;
- developed proposals on the structure of the curriculum for secondary and higher pedagogical education;
- defined the purpose in preparing graduates of pedagogical colleges and universities as well as

- the range and objectives of their activity;
- defined the type of tasks for graduates professional activity in view of the new curriculum;
- distinguished invariant tasks of teacher's professional activity;
- developed a range of tasks for primary grade teachers (focusing on six- year old pupils);
- defined generic competencies that are most important for the teachers; and
- identified specific competences for graduates of pedagogical colleges and universities on the basis of certain types of tasks and professional activities (invariant part)

1.2.9 Support target Pedagogical Colleges to develop teaching materials for additional parts of the teacher training curriculum

No activity planned for this quarter.

1.2.10. In-service Teacher Training for Target Pedagogical College Teachers

No activity planned for this quarter.

1.2.11 Strengthen Pedagogical Colleges' capacity in implementing modified curriculum and teaching resources

For the purpose of effective use of training concepts and teaching material by the target departments, QLP purchased LCD projectors for each one of Pedagogical Colleges. Using the equipment, the target Pedagogical Colleges as well as the QLP program staff will conduct round tables, presentations, master classes and training sessions with the help of power point and interactive approaches. Handover of the equipment is planned for the beginning of April.

IR 3. Greater Involvement of Teachers in Curriculum Reform

3.1.3 Support AOE to develop Standard and guidelines focused on 6-year children

QLP conducted a training workshop in Varzob as a follow up to the roundtable. Technical experts from target departments of the four Pedagogical Colleges: Dushanbe, KT, Kulob and Khujand, AOE, and the Center to Support 12-Year Education Cycle were invited. Based on the recently approved ELDS standards, the participants reviewed the existing primary grade standards highlighting the specific areas that should be reflected in the new standards for teaching six-year old children. Conditions (such as school environment and pedagogical cadre) applicable to the new primary grade standards for six-year old children were also reviewed. The details of the workshop are attached as annexes.

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

3.2.3 Printing of QLP material, developed under initial contract

QLP purchased a Rizograph for the AOE in view of enhancing its capacity especially with the establishment of the Center to Support the Transition to 12-year Education Cycle being located with the Academy. The AOE can now use the equipment to publish and disseminate state standards and curriculum documents so that teachers have access to them. The project will support AOE with the installation of the equipment and the training of personnel on how to operate on the Rizograph.

IR 4. QLP Strengthening (Additional Funds)

4.1.3.1. Increase school administration capacity in Vakhsh and Kulob

Refreshing training was conducted for Kulob school principal (46) and rayono and rayfo specialists (5) on finance management.

Implementation challenges

- There is no clear strategy yet at MOE/AOE to implement the transition to a 12-year education cycle that affects most of QLP initially developed plans
- Different initiatives are going on at the same time in MOE, AOE and other related educational institutions to respond to the requirements of the transition to 12-year education cycle, which makes the work of QLP difficult.
- The Automated Expenditure Tracking system is not being used by the MoE.
- Institutionalization of Accounting and PTA training modules and delivery training nationwide appears to be slow.
- There seems to be a high turnover of school accountants (19) and principals (17) in Vakhsh and Kulob (January 2010 –March 2011)

Cooperation with local government counterparts

- RMTC was involved in the development, field testing and delivery of Mentoring program.
- MOE staff members were involved in observation and monitoring of teacher training delivery in Cohort 2 target schools.
- RMTC/RTTI staff members were involved as trainers in target school delivery of teacher trainings and mentoring and pedagogical leadership programs.
- QLP collaborated with AOE/Center in revising Primary education standards and incorporation of aspects of teaching of six-year old pupils in the context of the 12-year education cycle. .
- Four pedagogical colleges were involved in the review and improvement of primary department curriculum to incorporate aspects of teaching of six-year old pupils.
- QLP has provided technical support to RTTI/FTI to revise the Finance Management Training Module.
- A list of trainer to deliver trainings on Finance Management Training Module was compiled by QLP and provided to RTTI.

Activities for the Next Quarter

In-Service Teacher Training

- Organize a two-day orientation workshop for TTI Management staff;
- Contract 18 local consultants to review teacher in-service training curriculum;
- Review Teacher in-service training curriculum for primary, secondary and school principals;
- Submit reviewed materials to the MoE for review and approval;
- Presentation of reviewed TT curriculum at regional level;
- Print and disseminate teacher in-service training curriculum;
- Submit final version of TT curriculum to the MoE for review and approval;
- Contract an IC and 4 Master trainers;
- Organize a two-day lesson planning workshop for RTTI and Regional TTIs; and
- Organize a two-day workshop on implementation of teacher training curriculum for Regional TTIs.

Pre-Service Teacher Training

- Prepare and submit final versions of modified syllabi and curriculum for primary, pedagogy and psychology;

- Develop piloting instruments and pilot first drafts of modified syllabi and curriculum for mathematics, pedagogy and psychology;
- Pilot revised syllabi and curriculum;
- Review revised syllabi and curriculum following piloting;
- Organize a three-day orientation workshop on how to develop training material;
- Develop training material for university subject specialists on high education aspects;
- Field-test training material of ongoing university courses;
- Develop handbooks on student-centered methodology, formative assessment, classroom management, Practicum, and curriculum development;
- Identify, translate and disseminate materials on practicum and mentoring;
- Organize a Student Practicum Working Group to develop university Polojenie (Regulation) (improving practicum policy documents and practice);
- Organize University discussion of Polojenie (Regulation);
- Conduct institutional review of developed parts of teaching curriculum focusing on six-year old pupils by AOE, Methodological Center, Pedagogical Universities;
- Incorporate feedback and comments received from related institutions;
- Conduct a presentation of teacher training curriculum and supplementary materials at target Pedagogical Colleges and Pedagogical Universities, AOE, Methodological Center;
- Contract RC and two master trainers to conduct a three-day workshop;
- Organize a three-day workshop for all participating Pedagogical Colleges;
- Prepare a set of teacher training curriculum and supplementary materials for approval in Methodological and Scientific Board of Pedagogical Colleges and Universities;
- Obtain approval of teacher training curriculum and supplementary materials from Methodological and Scientific Boards;
- Conduct consultative meetings with pedagogical colleges and universities to incorporate approved curriculum and into their current programs; and
- Incorporate the new teacher training curriculum and materials into target pedagogical college program

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

- Organize a ten-day training session on mentoring for 185 Cohort 2 mentors;
- Conduct a two-day follow up support visits to trained mentors and school principals;
- Approve reviewed Mentoring and School Principal courses at Regional TTI levels; and
- Print and disseminate reviewed training materials

Improved Quality of Student Assessment

- Conduct follow up visits to target DEDs to mentor implementation process;
- Review regulation of the Olympiads; and
- Develop new approaches/structures to replace traditional approach in conducting Olympiads

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

- Conduct a two-day orientation and target setting workshop; and
- Develop five target subject supplementary package

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

- Contract 10 LCs, International Consultant;
- Develop teaching materials to support delivery of specialized course for six-year old pupils;
- Edit teaching materials;
- Contract advisory group; and
- Incorporate feedback\comments received from reviewers.

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

- Conduct follow up visits to target schools to monitor and mentor Methodological Unit Heads;
- Hold regular meetings and discussions with MOE/AOE/RMTC

Per Capita Financing

- Develop, produce and distribute a reference manual “Handbook for School Principal”;
- Continue supporting school data analysis, tariff system, and budget analysis for Vakhsh rayon school principals and accountants, and education and finance specialists;
- Provide technical support to rayon education and finance department’s specialists (2) on the execution of quarterly and annual school budget;
- Provide regular technical support to school principals (54) and accountants (44);
- Conduct joint monitoring of Vakhsh schools on quarterly and annual school budget together with rayon education and finance departments;
- Provide logistical support for conducting next EFWG meeting, develop EFWG meeting protocols in English and Tajik, and share with MOE and EFWG members;
- Conduct monitoring visits with MOE specialists, develop reports and propose recommendations based on monitoring results and discuss results with the EFWG;
- Hold discussions on and jointly draft policies and regulatory docs;
- Provide regular technical support to Kulob school principals (46) and accountants (38) on monthly basis;
- Hold meeting with Kulob Hukumat and local authorities together with MOE and MOF specialists;
- Write progress report based on site visits to Vakhsh and submit to MOE, MOF EFWG, and USAID;
- Meeting with Vakhsh Hukumat and local authorities together with MOE and MOF specialists;
- Conduct Personal Computer (PC) training in Vakhsh for the third group of schools’ accountant (16);
- On-going maintenance, assistance and monitoring of efficient usage system’s specialists at the MOE as well as mentoring to the data entry;
- Provide support to PTAs of Vakhsh schools with juridical registration;
- Conduct short workshop for PTAs in Vakhsh district;
- Hold discussion with PTA on budgeting in schools of Kulob; and
- PTA participated in discussion on school budgeting in Vakhsh.

Achievements of the Quarter

- *49 teacher trainers trained in a four-day TOT training program; Second phase of Cohort 2 teacher training conducted;*
- *535 teachers of Cohort 2 target schools trained;*
- *Mentoring program developed and field tested;*
- *Mentoring TOT conducted;*
- *Target school delivery of Mentoring program conducted in Cohort 1 schools;*
- *Additional training material on Pedagogical Leadership developed;*
- *A three-day refreshing training for Cohort1 and 2 target school principals conducted;*
- *Capacity of 37 mentor trainers and supervisors enhanced*
- *Plan and Agenda for Target school Mentor Training delivery developed and approved by QLP and RMTC;*
- *Mentor Training Guide finalized and disseminated among trainers;*

- *Mentor training manual (handbook) and trainer's guide approved by Scientific and Methodological Council of RMTTC (institutionalization of the training program);*
- *Target rayon/school mentors participated in joint RMTTC and QLP discussion of the Mentoring program;*
- *RMTTC fully supporting QLP training material and leading the delivery of the Mentoring training in the target rayons;*
- *Monitoring reveals insufficient knowledge and skills of school administration as well as rayono and rayfo specialists. There is still a need for more technical support to school directors and accountants on PCF particularly in recently transferred districts;*
- *QLP provides regular contribution to MOE's monitoring process as on technical aspects and financial support as well;*
- *RC contracted to support QLP and target pedagogical colleges to review the primary department curriculum;*
- *Curriculum of primary department at four pedagogical colleges reviewed;*
- *Report on the analysis of the primary department curriculum compiled;*
- *Round table conducted to share the outcomes of the primary department curriculum;*
- *RC and IC contracted to review the primary standards 1-4 grades, ECD standards and propose ways to develop standards specifically related to teaching six-year old pupils ;*
- *Recommendation for restructuring primary 1-4 grade standards proposed on the basis of the MOE plans to move to 12-year education cycle that includes one more grade to Primary level (six-year old pupils);*
- *New PCF instruction along with other pertinent changes/amendments presented to school principals, accountants and rayono and rayfo specialists.*
- *Technical meetings with MOE IT specialists should be arranged on compatibility of AETS and MOE ISO module.*
- *37 school accountants and rayono and rayfo specialists trained on MS Word and Excel applications;*
- *108 school principals and rayono and rayfo specialists re-trained on finance management;*
- *85 school accountants and rayono and rayfo specialists re-trained on practical accounting;*
- *130 copies of practical manual about PTA establishment disseminated among schools and other education institutions;*
- *School budget hearings becomes a visible and effective tool to increase involvement of communities in school management and to ensure transparency of usage of school funds.*

Proposed changes to Work Plan/operational arrangements

- Postpone the work on Formative Assessment guidelines and the standards on Basic education (Math, Tajik language, Chemistry and Biology) until the revised Primary standards are finalized and approved by MOE/AOE.
- Hold with the development of training materials and conducting the trainings for Pre-service institution specialists (TSPU and KTSU) until the professional teacher development standards and school-based standards are developed and approved

Support from USAID required

- Engage with MOE/AOE to propose using QLP expertise in the development of subject specific standards for Primary
- Liaise with the MOE to propose that national data is made available for use in the Automated Expenditure Tracking System developed by the project to demonstrate the generation of user-friendly information materials that identify school-based parameters under PCF conditions

- Propose to MOE & MOF that QLP Participates in PCF formula revision and development of new instructions

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

- QLP support to MOE in training and certifying over 500 teachers on effective teaching of Primary, Math and Tajik language and using modern techniques and approaches.
- Development of a mentoring program that is closely linked to the teacher training concepts and that based on the state requirements and normative basis but further extended with modern tendencies in pedagogical and methodological support to teachers.
- Capacity building of the RMTTC in quality training on mentoring and developing organizational capacity to spread the piloted training to other (non-QLP target) Rayons.
- Capacity building of ITTI system through approach to develop common teacher in-service standards and capacity to print cost-effectively training materials.
- Increasing of capacity of 206 school principals, accountants and rayono and rayfo specialists

Meetings / travel / staff changes

A. Table of Meetings for 1 January –31 March 2011

Data	Organization	Responsible staff of organization	The main issues discussed
January 17,	MoE	Ismonov F.	Discussion of agenda, venue and date for conducting EFWG meeting
February 2,	USAID	Nabieva M.	Discussion of Y4 WP and the budget
February 2,	MoE/RTTI/FTI	Rajabov Z., Talbov P., Ismoilov V.	Presentation of results of the Mid-Term Assessment
February 3,	Kulobrayono	Amirov D., Yuldoshev A.	Discussion of results of the mid-term evaluation and implementation of per capita financing in Kulob schools
February 4,	MoE/WB/GIZ/U NICEF	Rakhimov F., Ismonov F., Bazarova S.	Presentation and discussion of draft National Strategy of Education Development
February 4,	WB	Anna Smith, Rajabov Z.	Discussion of the content and monitoring tools of School Management Training Module
February 4,	USAID/MoE	Sasakawa, Nabieva M., Kholova I., Navruzov	Presentation of the QLP activities and cooperation/partnership with MoE/RTTI and Academy of Education
February 8,	WB	Anna Smith, GerardPeart, Rajabov Z.	Discussion of the content and monitoring tools of School Management Training Module
February 18,	WB/MoE	Bazarova S., Khojaeva S., Sharipov Y., Rajabov Z.	Presentation of PTA module "Involvement of PTAs in the process of increasing transparency and accountability of the school resources"
February 18,	UNICEF	HogweiGao	Education Sector Working Group Meeting to discuss the state transition to 12 year education
February	WB/MoE	Bazarova S.,	Presentation of the revised "Finance

Data	Organization	Responsible staff of organization	The main issues discussed
22,		Gerard Peart, Kadirov Sh., Ziyoev R.	Management Training Module”
February 23,	USAID	Nabieva M.	Discussion with the QLP team NSED and other programmatic issues
March 4,	AOE	Karimova IrinaKh	Discussion of the AOE plan in view to the transition to 12 year education
March 10,	RTTI/FTI	Rajabov Z.	Compilation of the list of trainers for delivering trainings on finance management
March 11,	USAID	Nabieva M.	Meeting with Natalya Zadorozhnaya, RC
March 16,	USAID	Nabieva M.	Meeting with the QLP program staff, Simon, IC and Svetlana, RC to discuss their SOW and get feedback on NSED
March 18,	MoE	Ismonov F.	Discussion of joint monitoring with MoE and MoF participation
March 24	World Bank	Bazarova S B	Discuss MOE plans for 12 year transition and NSED
March 25,	Kulobrayono	Nabieva M	The USAID/QLP COP and USAID field visit to Kulob schools (mentoring) and meeting with rayono authority
March 28,	UNICEF	donors	NSED Draft 2 and 3. Process of development and donor support
March 28,	AOE	Karimova I Kh	Discuss and agree on the AOE and QLP joint work on supporting the Center of transition to 12-year education (with focus on primary grades and 6-year old pupils) Handover of Rezograph to AOE

B. Changes in Staff

Date	Name and title	Change

C. Staff Travel / Visitors

Dates	Name	Purpose
January 30- February 5, 2011	JyldyzUzbekova, Regional Education Financing Director	Tajikistan: Participation in EFWG meeting, review of IR4 WP and budget with USAID, meeting with school principals of Kulob, participation in National Strategy of Education Development at MoE, review of the results of intermediate monitoring and evaluation
March 27- 31	FayziddinNiyozov	Joint KG-TJ QLP team development of toolkit for mentoring and pedagogical leadership components

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

Project goal, components and activities

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 School Related Gender-Based Violence (SRGBV), resulting in improved educational outcomes and reduce negative health outcomes.

B. Activities

One of the major achievements of QLP to date is the translation of Doorways II and III materials to the Tajiki language. The overall goal of the Doorways III training program is to support teachers broaden their knowledge on SRGBV and to help them develop attitudes and behaviors to prevent SRGBV and assist students who have experienced SRGBV. The overall goal of the training of Doorways II is to provide community counselors with basic knowledge and skills to support young people who have experienced SRGBV.

SS Delivery of the training to target schools

QLP conducted trainings to disseminate Doorways III Manual in four schools in Sughd province (Isfara Rayon) and four schools in Dushanbe. The project continued to deliver the remaining series of trainings for teachers. 160 participants from eight schools in Dushanbe and Isfara attended the training on Doorways III. The topics helped them understand their roles as protectors and agents to prevent violence in school environment and to learn to identify what constitutes violence, how to identify it, and how to support students who suffer from violence. Mr. Jeffrey Lehrer, USAID Country Representative accompanied by regional education officials visited one of the training sessions and expressed satisfaction. Representative from the Hukumat stated that Safe School program could serve as the basis for social change and a support for gender equality. They recommended the dissemination of Doorways Manuals to raise gender awareness in the remote areas. Teachers and supervisors proposed to undergo such training programs once a year. It was also proposed to set up Doorways Resource Center in one school. Teachers were heard saying the training made them feel more responsible towards their students.

All participants received reference materials for teachers on Doorways III as well as Training Program and Power Point Presentations on key ideas of the training. The training was accompanied by video materials and rollers.

Although only a small number of teachers were trained in each of the districts, the findings from the pre-test and post-test survey data revealed that the training had significant positive impact on teachers' attitudes toward children/youth and SRGBV. At the same time, the findings demonstrate that more training is needed.

c. Implementation challenges

No visible challenges witnessed during the reporting period.

d. Cooperation with local government counterparts Academy of Education of Tajikistan

- Oblast and Rayon education departments

- Rayon Hukumats
- Target schools

The Tajiki Academy of Education proposed Code of Ethics to be developed by a team from the MOE in view of disseminating them to all Tajiki schools.

e. Activities for the Next Quarter

- Input data in the database
- Conduct a six-day TOT training
- Conduct one-day workshop to institutionalize Doorways III
- Provide final report on Safe School activity
- Meetings with stakeholders to incorporate Doorways I Manuals in SRGBV

Outcomes

- 159 teachers trained in Dushanbe and Isfara, Sughd;
- Final post-test survey conducted in targeted schools (# 4, 31, 7 - in Sugd, school # 1 in Dushanbe and school# 10 and #9 in Kurgan-Tube) to evaluate impact of training on teachers and community counselors;
- Presentation made to Gender Theme Group (GTG) where representatives from several stakeholders were in attendance. It was aimed at ensuring further usage of Doorways materials as well as identifying stakeholders who could help improve community counselors' activity;
- At the round table where other stakeholders such as UNFPA and GTZ/HF GMBH and UNICEF, NGO, Government Structures were in attendance, AOE agreed that Healthy life-style program needs revision due to new requirements on gender and, health reproduction and also to focus on the 12-year education cycle; and
- The development of Code of Ethics supported by the MOE. Request for approval to print 4000 items in banner format for all schools in Tajikistan submitted to the MOE.

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

Although only a small number of teachers were trained in each of the districts, the findings from the pre-test and post-test survey data revealed that the training had significant positive impact on teachers' attitudes toward children/youth and school related gender-based violence.

Safe School Program; Table of Meetings for 1 January –31 March 2011

Data	Organization	Responsible staff of organization	The main issues discussed
January 3	Schools 12, 6, 44, 35	AsadovaParvina BazidovaZarina	Meeting with I.Somoni district DED to discuss Doorways III final trainings
January 15	UNFPA	ParvisBoboev RakhimovaNargis	Round Table to review Healthy-Life Style program
January 20	UNFPA, GIZ/HF Germany, Project team leader	ZuhraAkhmedova Tom Khalgash Dasha Kun Tufa Sadikova	Meeting with stakeholders on joined action on the development of textbooks for targeted schools teachers on Healthy life style
February 3	RTTI	Ludger Schmidt	Meeting with stakeholder

Data	Organization	Responsible staff of organization	The main issues discussed
		International Expert, Germany	
February 21-25	Project "HIV/AIDS and Drug Abuse Prevention in CA - Tajikistan/Education Sector		Adaptation Workshop
March 2	AO	Karimoval.Kh.	Discussion on TOT activity with IC
March 4	Crises Center "Bovary"	Director Boltaeva G.	Meeting with stakeholder to forward SRGBV program with community counselors
March 10	Youth House	Olga Kartashova	Meeting with stakeholder to forward SRGBV program with community counselors and students
March 11	MOE	Nasimova T.F	Letter of permission on conducting TOT
March 17	Crises Center "Bovary"	Director, Boltaeva G.B	Presentation of Doorways Materials and meeting with Bovary staff.
March 31	QLP/SS		Meeting with International consultants on TOT issues

M&E plan

Baseline data on the pre-test and post-test questionnaires was analyzed by the International Consultant to measure behavior changes in teachers and communities.

KYRGYZSTAN

PROGRAM OVERVIEW

IR1. Improved Quality of Teacher Training in Student Centered Methodologies

SIR 1.1 In-service teacher training

SSIR 1.1.2 Strengthen capacity of in-service teacher training instructors

1.1.2.1 Training of instructors to teach modified courses in Talas Methodological center and Naryn ITTI

1. Conduct methodological trainings for Talas and Naryn ITTI instructors:

The 1st three-day TOT for instructors of Naryn ITTI on Student Centered Methodology was held in January 7 – 9, 2011. 28 participants from Naryn Oblast ITTI and Naryn State University were in attendance. The 2nd three-day trainings on Student Assessment and Curriculum were conducted at Talas Methodological Center and Naryn ITTI. At those trainings participants got information on types of Assessment. They were trained in using techniques and methods of the Formative Assessment in details. The gained knowledge will help instructors to use in their own regular courses and transfer them to school teachers. Third phase training for both ITTI's instructors will be held in April-May 2011.

2. Two Master trainer observations during trainings of newly trained instructors:

This activity was postponed until September 2011 after the completion of the third phase of training in May 2011. It was postponed since the master trainer observation of newly trained instructors should be after the completion of the third phase of training "Quality Learning management."

1.1.2.2. Policy dialogue with the MOES and Ministry of Finance to ensure funding for regular ITT courses for Jalalabad Methodical Center (JAMC) and Batken Methodical Center (BAMC)

A meeting was held with the Heads of Jalalabad and Batken Methodological Centers to develop the relevant procedure in order to apply for the appropriate license from the MOES and approximate budget for the courses was prepared. Subsequently, a meeting was held with the Deputy Minister of MOES to advocate for funding for regular ITT courses for Jalalabad Methodical Center (JAMC) and Batken Methodical Center (BAMC). The Deputy Minister was supportive of the proposal and agreed to submit the necessary documents to get official License for conducting regular in-service training at each MC. Currently the Minister is considering the proposal.

SSIR 1.1.3 Mentoring within ITTI 1; develop SOW and hire four LCs from MGT/ITTI instructors and 1 master-mentor

A Service Agreement was prepared and signed with one master – mentor. And four LCs from MGT/ITTI instructors were selected.

1.1.3.3. Observation, review and development of plans

Courses were observed at Issyk-Kul ITTI and the Kyrgyz Academy of Education (KAE) (primary, math and Kyrgyz language). All activities focused on observations were postponed until April due to the delay in the hiring of the Master Mentor. A master-mentor was not hired due to the fact that Teachers' Toolkit on Mentoring/Monitoring was not updated by this time. In May-June 2011 the master trainer in collaboration with mentors from KAE will start observations in regional ITTIs.

SSIR1.1.4. Improvement of the project deliverables

1. Improve Methodological Guide

Teachers' Toolkit and Regulation on Mentoring were finalized following comments received from the Regional ITTIs. In May 2011 Regulation and Toolkits on Mentoring /Monitoring are expected to be approved by Ucheniy Sovet (Academic Council) of KAE.

2. Revise evaluation tests in target subject areas (6) to make them compliant with revised ITT program:

Evaluation tests in six target subjects: Management (Directors, Zavuches, HMUs), Math, Kyrgyz language/literature, Primary school areas to make them compliant with revised ITT program were not revised as LC was hired in March. This work will be completed by the end of May 2011.

SSIR 1.1.5 Purchase equipment and literature for partner ITTIs; JAMC, BAMC, TMC, NITTI

Naryn ITTI and Talas MC are in the process of preparing the list of equipment and literature. Literature and some of the needed equipment for JAMC and BAMC will be purchased after compiling the list JAMC and BMC did not get the full list of equipments as regular courses are not functioning at present time.

Implementation Challenges

- The President of Kyrgyz Academy of Education (KEA) is not always supportive that QLP involves experts from KAE for trainings. This creates some obstacles for implementing the tasks and is also expected to limit the capacity building outcomes of the project.

SIR 1.2 Pre-service teacher training

SSIR 1.2.1 Support new teacher retention

1.2.1.1 Develop the last draft of the policy paper

The last draft of the policy paper was developed but was not accepted by the government and applied for the reform, since the government has already enacted a law on an updated teacher payment system that was developed with support from the QLP project. This work/support from QLP IR 4 Financial component urged unexpectedly because of the teachers strikes in the country. Although the planned policy paper was not passed, the QLP supported to the MOES and MOF for resolving the issues related to the financial system reform in education system and made input in development of new teacher salary scheme

1.2.1.3 Distribute guidebook for young teachers to all universities

The guidebook for young teachers on the introduction into the teaching profession (final draft, Russian version) was developed and designed. Currently the Guidebook is being reviewed by QLP. After the review is completed, it will be translated into Kyrgyz, reviewed, published and distributed among targeted PTTIs (for 5th year students) in June 2011 and young specialists who will join the target schools in the academic year in August-September 2011

SSIR 1.2.2 Improve PTTI curricula on three target specialties

1.2.2.1 Continue to mentor Arabaev University in implementation of revised curricula

Some observation and analysis of activities conducted by university instructors were carried out. The last two-day training on assessment for Arabaev Kyrgyz State University instructors will be conducted in the May 2011.

1.2.2.2 Modify Osh State University /JASU curricula on 3 target specialties

Completion of this task is contingent upon the completion of task 1.2.2.3.

1.2.2.3. Testing/ Piloting Modified Work Programs in Osh SU/JASU

Modification of the curricula at Osh SU and JASU on three target areas has started and the instructors followed the next steps in the process of modification: (1) University instructors fill out self-report forms every time they deliver lessons integrated by the project; (2) Observation of instructors' activities (once per instructor per semester); (3) Students are surveyed every time they study new topic integrated by the project; (4) Local Consultants analyze the surveys completed by the students; (5) Local Consultants write the report on the results of these forms (instructors' self-reports, observation form of instructors' lessons, student's survey and analysis); and (6) LCs conduct workshop for university instructors where the following work is conducted: (i) Feedback, lessons learnt, recommendations for improvement; (ii) Introduction of the new topic; and (iii) Development of methodological recommendations (on a monthly basis).

1.2.2.4. Testing/ Piloting Modified Work Programs in Osh State University / JASU is in the process together with 1.2.2.5

1.2.2.5 Conduct trainings for Osh SU/JASU university instructors on the process of delivery of material to university students on a monthly basis

The two-day training for Osh SU and JASU instructors was conducted for the target departments on the following topics: "Experiential Learning, Reflective Grid and the Learning Cycle", and "Designing Teacher Training Tasks". The next series of trainings will be conducted the Q3 PY4.

1.2.2.6 Conduct analysis of Jalalabad State University/Osh State university curricula on 3 target specialties.

The content of courses (target departments) was analyzed and regular consultations were provided by local consultant. The final version of the analysis was developed.

SSIR 1.2.3 Strengthen linkages between universities and schools

1.2.3.1 Test revised student practicum at Arabaev University

The final draft of Arabaev university student practicum Polojenie (regulation) was reviewed and discussed in the target departments of Arabaev University with student practicum working group and finalized. These documents will be considered for approval by university Ucheniy Sovet (scientific/academic council) in May 2011.

1.2.3.2 Arrange discussion of: 1) Regulation on student practicum; 2) Program on student practicum level Osh SU faculty /JASU faculty:

This activity is scheduled for the Q3 of PY4.

1.2.3.3 Develop final draft of 1 Regulation and 3 Programs on student practicum & Get it approved by the university "Ucheniy Sovet" of Osh SU/JASU:

This activity is scheduled for the Q3 of PY4.

1.2.3.4 Conduct trainings for Osh SU/JASU university supervisors, school mentors on mentoring

This activity is scheduled for the Q3 of PY4.

Implementation challenges

- Recruitment of new Program Specialist for this component created some delays. New Program Specialist was hired mid February 2011 and the next month was as a transitional period for the newly hired QLP specialist.

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

SSIR 1.3.1, 1.3.2, and 1.3.3: Training of HMUs, zavuches, directors and RaiOO specialists in Pedagogical leadership, Mentoring, and Monitoring Technologies

In order to support rayon methodological staff and teachers to fully understand and implement formative assessment, training was provided to Rayon staff, who in turn worked with Deputy Directors and Heads of Methodological Units to train the teachers in QLP target rayons. Materials including the guidebook on Formative Assessment and video training on Formative Assessment were provided by the project. The first level of training covered 50 zavuches (deputy directors) and 150 HMUs and had coverage of about 1,300 teachers as teachers outside QLP target schools participated. The Rayon methodologists report that teachers are now more consistently applying formative assessment in their lessons.

Task 1.3.1.1, 1.3.2.1., 1.3.3.1: Continue monitoring and providing methodological support in Mentoring, Pedagogical leadership, and Monitoring for 14 target² schools in Chui and Osh oblasts

QLP staff and two LCs continued monitoring visits and providing methodological support for fourteen target schools in Chui and Osh oblasts. After lesson observation, the LCs provided feedback and had informal talks with HMUs, zavuches, and teachers. Discussions on successes (e.g. teachers learned to develop lesson plans effectively, improved communication skills between mentors and mentees, young teachers became more confident in conducting classes etc.) and issues (e.g. develop SMART objectives, time management, sharing best practices within the school etc.) were shared with them.

The observations revealed the successful implementation of teacher training. This is attributed to the ongoing mentoring and methodological support that was carried out throughout this year.

A one-day seminar on Formative Assessment was conducted for specialists of all seven target RaiOOs. The inspectors were tasked by the initiative of QLP that was supported by MOES to deliver the same seminar to 50 target schools in Chui and Osh oblasts. Each school gave a written report on the seminar conducted to the school staff.

A one-day workshop was conducted for the HMUs, zavuches and specialists of RaiOO on mentoring in Osh and Chui oblasts. The purpose of the workshop was to conduct lesson observations on target subjects (Math, Kyrgyz, and Primary classes) and practice to provide feedback to the teachers who conducted the classes. Also, the participants discussed different tools on lesson observation process

² There are 50 target schools in the component and in 14 of them mentoring program is implemented that should spread out the gain/learned knowledge/skills to the rest 36 schools.

such as the form of a dialogue before the lesson observation, and the form of a teacher's reflection after the lesson conducted and others. The participants found the tools very useful. Plans on how to work with young teachers were under discussion as well. QLP awarded diplomas and books to teachers who took part in the national contest "The best lesson plan".

A one-day workshop was held to HMUs, zavuches, and principals, and specialists of RaiOO on Pedagogical leadership. Fifty target schools in Chui and Osh oblasts participated in the workshop. The purpose of the workshop was to develop and improve skills for effective school leadership. During the workshop the participants were introduced to some effective tools on leadership. In addition, the target schools were given additional materials (positive discipline) on classroom management.

Task 1.3.1.2, 1.3.2.2, 1.3.3.2: Update Module on Pedagogical Leadership, Mentoring, and Monitoring

Sixty copies of the last version of Training Module on Pedagogical Leadership, Mentoring, and Monitoring were printed and distributed among 50 target schools and seven RayOOs. Further improvement of the module is planned for April after the completion of school visits by LCs and their feedback.

Task 1.3.1.3, 2.3, 3.3: Support in the development of Toolkit on Pedagogical Leadership, Mentoring, and Monitoring

Several meetings were conducted with the developers of the Toolkit on Pedagogical Leadership, Mentoring, and Monitoring (PLM&M). During the meetings, the content of the Toolkit and additional instruments were discussed. Some of the tools on mentoring, monitoring, and leadership were tested during the school visits by the teachers, HMUs, and zavuches before incorporating them in the document. The initial parts were reviewed by an international consultant. After getting comments, the working group met with developers for further improvement.

Task 1.3.1.4: Review of existing Regulation on job description for directors, zavuches, and social pedagogues and support in the development of Regulation on job description for HMUs:

Working group meeting was conducted to review the Regulation on Job Description for directors, zavuches, social pedagogues, and HMUs. Fourteen people were present at the meeting comprising of directors, zavuches, social pedagogues, and HMUs as well as QLP specialists. They discussed the content of the materials in groups, made written changes, and wrote comments on duties and responsibilities of school administration. Job descriptions, Regulation on School Methodological Units were also developed. At present, the package of the documents was sent for review and comments to the education finance specialists to ensure compatibility with new regulations on financing and salary.

Task 1.3.1.5: Support in the development of Polojeniye (Regulation) on Mentoring:

Regulation on mentoring was developed by two LCs. The regulation reflects general information about mentoring, organization of mentoring in schools, the rights and duties of a mentor and mentee, etc. The document is being reviewed and commented on by different education stakeholders.

Implementation challenges

- RaiOOs and school directors sometimes send novice teachers to participate in the workshops;
- Availability of key local consultants due to their very busy schedule and other commitments created difficulties in scheduling planned workshops, meetings, school visits and getting their feedback on time;
- There are some cases when zavuches and HMUs do not share workshop' materials with their teachers in their respected schools, because of their lack responsibilities;

- Some HMUs, zavuches, and RaiOO specialists do not complete their home assignments which makes the delivery of the workshops and trainings more difficult.

IR2. Improved Quality of Student Assessment

SIR 2.1: Support in developing subject specific Student Assessment Guide book, video training module. Support in improvement training session on Student Assessment /

2.1.1. Support in developing subject specific formative assessment Guide Books (primary school subjects homeland and math, Secondary school Kyrgyz language and Math)

Fifty copies of the Guide on “Assessment of student academic achievements” (Formative Assessment) were disseminated to the specialists of Talas and Naryn ITTIs during the three-day seminar on “Assessment of student academic achievements”. 220 copies of “Subject specific student assessment” (Formative Assessment) guidebooks were also disseminated to the specialists of target RayOO and schools (the 220 is within the main number of copies in the Workplan - 1350). In addition, a local consultant and other technical experts developed three parts of subject-oriented guides on formative assessment for teachers of primary classes and math teachers. These are: setting goals, algorithm of success and feedback.

Implementation Challenges

- The technical experts did not have enough time to visit schools and conduct classroom observation due to their workloads at main workplaces.

2.1.2. Support improvement of Student Assessment (including Formative Assessment) training session in line with SSIR 1.1.1.2

QLP developed a two-day training program for university instructors. The supplements and amendments to the teachers (ITTI courses) training programs were prepared, and a one-day training program for the specialists of RayOO was also developed.

2.1.3. Support improvement of the Formative Assessment video for teachers

The scripts of seven new fragments for video training on Formative Assessment were developed. The arrangement for video shooting was made. Video on Formative Assessment (CD and workbook) developed in 2010 training was printed out in fifty copies and distributed to the partners (50 target schools, seven RayOOs and also to Talas and Naryn ITTIs) of the project,

2.1.4. Involve teachers into discussion on Student Assessment practices through mass media (under IR.3. component):

Two articles on Formative Assessment for the publication in “Kutbilim” newspaper were prepared. The first article was published in February 2011 and the second one is scheduled to be published in April 2011.

2.1.5. Support developing module to train teachers in developing questions to assess higher order thinking skills:

The session on developing questions to assess higher order thinking skills for the teachers of three target subjects was developed. The approbation of the training session together with the teachers of KAE was conducted. The session will be included to training modules for ITTIs as an additional module.

SIR 2.3. Influence system of Olympiads and other competitions to include measures of higher order skills

2.3.1. Support in developing Methodological Guide on development of tasks and assessment of higher order thinking skills in Republican School Olympiad:

QLP developed the first version of the handbook. Together with the Ministry of Education and Science (MOES), the extended group of independent experts was formed (Order of the Ministry of Education and Science of KR). A meeting was conducted with the group of independent experts that include school teachers and RayOO specialists to discuss the first version of the handbook. During the next quarter the handbook will be finalized.

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. Support in improvement Syllabus guide on focus subjects:

Four Syllabus Guides (on target subjects) are being revised by technical experts following feedback from teachers. Two handbooks were selected for the translation: (1) Handbook on Kyrgyz language was translated into English and is being reviewed by an international consultant, and (2) Syllabus Guide on math for 5-9 grades was translated into Russian language. Also the presentation for the working group from the MOES was prepared for discussion. QLP made a presentation on the Syllabus Guide's for the specialists of KAE, the MOES of the KR, specialists of target RayOO and HMUs. Because of a new curriculum for primary grades and new textbooks are being implemented from the next academic year in the country, MOES demonstrated their interest in additional Syllabus Guides and requested from QLP to develop such guides for reading and literacy subjects for primary school teachers. Because it was not in the original QLP Work plan, this request will be discussed with USAID and decision on further development will be made in April 2011.

3.1.2. Support selecting and publishing supplementary materials (SM) developed by teachers:

The first versions of supplementary materials; (1) on Kyrgyz language for 5-9 grades; 2) Motherland for 1-4 grades were developed. Additional material was developed for teachers on the subject: "How to manage a class? Positive discipline". The material was translated into Kyrgyz language and published in "Kutbilim" newspaper of the MOES. The publication of this work was prepared for the target schools and partners of the project (300 copies).

SIR 3.2. Increased Opportunities for Professional Exchange and Policy Dialogue

3.2.1. Involving teachers in discussion through mass media:

Following a training seminar for the mass media specialists, a few articles on formative assessment were prepared and published in the local newspaper of Alai raion. The task on organizing a contest for the best lesson plan in target subject was achieved. KAE specialists, the group of independent specialists, and the "Kutbilim Sabak" newspaper specialists selected the best lesson plans. The information about the results of the contest and rewards was published in "KutBilim" newspaper.

IR4. Increased Effectiveness of Education Financial Systems

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

EFWG meeting was conducted in the MOES. Six members of EFWG and eighteen invited persons participated in this meeting. These include the MOES, the Head of Social Expenses Policy Administration of MOF, chiefs of departments and main specialists from MOES and MOF, heads of RayONOs, school principals and representatives of Socium Consult. The agenda was to discuss the process of PCF implementation in the schools of Chui, Batken and Issyk-Kul oblasts and the presentation of the analytical document; "The results of transferring schools of Chui oblast to PCF" prepared by QLP. The Chief of Monitoring and Strategic Planning Department of MOES made a presentation on the materials developed in a Regional Conference "Tajikistan Republic's Achievements' on Transferring Schools on Per Capita Financing" which was held in December 2010 in Dushanbe, Tajikistan (financial support was provided from USAID for MOES specialists to attend this event). Participants from Russia, Armenia and Moldova also shared their experience in education finance reform. It is to be recalled that this meeting was planned for the first quarter of current project year. It was postponed due to teachers' strikes.

EFWG protocols in Russian and English were developed and passed on to MOES and EFWG members.

The PCF analysis in Chui provides a wide picture of results and challenges of PCF implementation in one oblast and contributes to monitoring and decision-making processes at district and national levels.

4.1.1.2. Support the institutionalization of automated expenditure tracking system in MoES in terms of PCF in Chui oblast:

QLP continues to provide technical support to MOES in Chui oblast. The second annual statistical bulletin for 2010 containing information regarding of PCF implementation in schools of Chui oblast will be published in the next quarter. This bulletin will be the second of its kind and will provide a wide range of data regarding school financing and management in Chui oblast for 2010. The bulletin will help specialists at national and local levels to analyze the process of PCF implementation in the schools and will enable help evidence-based decision-making.

4.1.1.3. Increased central government officials' capacity in PCF implementation

Monitoring meeting was conducted in the MOES office. Twenty five school principals, accountants and Chiefs ACs from ten Chui schools participated. The agenda of the meeting included monitoring of current financial and accounting documentation, and clarification of issues from the last monitoring. The opportunity of conducting budget hearings at school level was discussed as well, as the annual budget development process has started. Budget hearings are as a part of increasing of budget transparency

4.1.1.4. Increase public awareness on PCF and community involvement in school management

One article about PCF: "Transition on new methods of financing and managing in school education system"; was published in theoretical and practical journal "Mektep" in Kyrgyz and Russian in Q1 of PY4 and was distributed among schools in Q2.

One article about new system of labor remuneration for education sector was published in MOES newspaper "Kut Bilim". This article includes the most common questions from school administrators and teachers and answers to these questions, as well as explanations and clarifications on the new system.

The Deputy Minister of Education and Science and QLP representatives participated in a press conference organized by Kyrgyz National Informational Agency Kabar introducing the new system of labor remuneration for education sector. The Deputy Minister informed that this system was developed

by MOES with technical support from USAID QLP. This press conference was also broadcasted on most popular government and independent internet news sites such as “Kabar”, “Aki-Press” and “24kg”. These articles and press conference helped to raise public awareness about school education financing and management reform, and the new system of labor remuneration for education sector strengthening QLP’s role and activities in support of Kyrgyz Government improving education quality.

4.1.2.1. Roll-out six-day training module “Financial Management in School Education” for the school principals of Chui oblast

Four training workshops “Financial Management in School Education” were conducted for school principals of Alamedin, Moskovskii and Sokuluk rayons of Chui oblast. 115 school principals participated in these trainings. Totally 196 school principals of Chui oblast were trained in the six-day training on “Financial Management in School Education” during this project year. According to work plans QLP is going to train 220 school principals in project years 4 and 5. The trainings were part of the capacity building strategy which the project is undertaking jointly with MOES and Kyrgyz Academy of Education in order to improve managerial and financial skills of school principals.

4.1.2.2. Roll-out of six-day training module “Accounting in school” for school accountants of Chui oblast

Two training workshops on “Accounting at school” were conducted for school and ayil-okmoty accountants of Alamedin and Moskovskii rayons in Chui oblast. Fifty accountants participated. Totally 78 school accountants were trained during two quarters. These trainings will help to improve the capacity of school accountants and accountants of ayil-okmotu in bookkeeping and accounting at schools.

4.1.2.3. Support of school administration in improving of school teacher incentive system (CLP)

The printing of 900 copies of practical manual “How to improve the quality and effectiveness of teachers’ work: new opportunities in terms of PCF at school” was postponed due to the Kyrgyz Government signed the Resolution (Postanovlenie) about the New system of labor remuneration for Education sector and therefore changes should be also made in practical material accordingly.

4.1.2.4. Mentoring of school principals, accountants and RayONO specialists:

Four mentoring visits were organized to Alamedin, Moskovskii, Chui and Kemin rayons of Chui oblast. Meetings focused on financial management issues and working of accounting departments in schools. School savings and transparency of school budget were also the subjects for discussion. During the meetings, the problems and difficulties revealed at local level were discussed with school administrations. Consultations, commentaries, copies of normative documents were distributed. In addition, a practical manual “Planning of Joint Activities between School and Advisory Committee” was distributed to schools of Chui and Kemin rayons.

On-job consultations were provided to school principals and accountants which is part of QLP strategy on capacity building at school level. Mentoring visits help project staff to identify the weaknesses and needs of school administration in finance and management issues in order to develop additional learning materials, recommendations and practical manuals.

SIR 4.2 Increased Involvement of Community Stakeholders in School Financial Oversight

SSIR 4.2.1 Increasing transparency and accountability for school resources

4.2.1.2. Monitoring of ACs activities:

Four monitoring visits were conducted to Alamedin, Moskovskii, Chui and Kemin rayons in Chui oblast. Activities of ACs and their joint work with school administration on improving school and education quality were observed and discussed. However, the majority of AC's chairmen complained about parental and community's misunderstanding on the frequent inspections conducted by the public prosecutor's office. Consultations were conducted on information for parental community, the role of AC, how to improve their activities and on how to attract new members or investments with ACs chairman.

4.2.1.3 Increase of public awareness about community involvement in school management on rayon level in Chui oblast

No activity planned. The activities are planned for the Q4 of the PY4.

4.2.1.4. Increase transparency and accountability in school financing and management:

One hundred fifty copies of practical manual - "Planning of Joint Activities between School and Advisory Committee" - were printed and distributed among schools of Moskovskii, Alamedin, Kemin, Chui and Sokuluk rayons. One hundred fifty copies of named manual were distributed earlier during the first quarter.

The practical manual "Preparation and Conducting of School Budget Hearings"; was developed and ready for print. It is aimed to help school principals and ACs to understand the importance of budget transparency and provide them with the information and skills to prepare and organize open budget hearings. The school budget hearing is one relevant way to make the school budget more transparent and clear for the community. 770 copies of the manual will be printed out and distributed to the schools of Chui, Issyk-kul and Batken oblasts during April-May.

These practical manuals will help ACs and school administrations to improve skills and knowledge on how to build partnerships between school, community and local government; to make budget transparent and also help to attract additional resources to support schools and use limited funds more effectively.

QLP provided Technical and consultative support to ACs and school administration of two schools in Chui district to prepare budget hearing. The hearings are planned for the early April.

Youth Aid Program – YAP

Task 1: Youth Aid Program for Education

The program focus was mainly on working with the MOES, Bishkek City mayor's Office, NGOs, MTAs (Municipality Territorial Administrations) in Alamudun and Sokuluk Rayons, and KAE to prepare for the work-plan activities and to design the scopes of work for the NGOs receiving the grants. Cooperation between the city of Bishkek, novostroika local government and the NGOs was focused on the 240 hour state training of the pre-school children, identifying children who dropped out of schools, improving cooperation between the state and non-state organizations, and building capacity of state organizations' officials.

The activities with MOES and KAE focused on improving the content of the new training in Social Pedagogy. QLP field-tested the updated materials in schools in Bishkek, the novostroikas and in Sokoluk and Alumudun (areas adjacent to the novostroikas). .

A survey was also initiated to identify children due to enter school in September 2011 and school drop-outs. Survey was started on 22 March and will be completed by the beginning of April. Data will be analyzed and reported in next quarterly report.

Task 2: Creation of positive socio-psychological atmosphere in post conflict period in Jalalabad

This task is aimed to create positive socio-psychological atmosphere in post-conflict situation in Jalalabad through strengthening capacity of social pedagogues of Jalalabad oblast schools.

1. Training of Social Pedagogues in Jalalabad Oblast

1.1. Monitoring and outside support of Jalalabad Oblast schools:

QLP specialists together with JA MC specialists and LC conducted monitoring/mentoring visits to schools in JA oblasts and Ray/GorOO.

Challenges

- Lack of understanding of social pedagogues about their functional duties;
- Lack of resource materials on social pedagogy;
- Lack of information on methods of work with children at risk and their parents;
- Lack of clear instructions for documentation and filling documents related to Social Pedagogy at all levels,
- Social pedagogues are not sufficiently remunerated by the state

To solve these issues consultations/mentoring support for about 20 social pedagogues and RayOO/GorOO specialists will be continued.

1.2. Develop materials and handouts from the training for social pedagogues:

Training materials for two and one day training for social pedagogues were developed.

1.3. Conduct one day training for trainers:

One-day catch up training was held for the trainers who had only a four-day TOT in August 2010. During the training additional information on social pedagogy was provided to the trainers. The schedule of the planned trainings for social pedagogues was developed.

1.4. Conduct one-day catch up training and two-day training for social pedagogues:

Twelve training sessions were held for 352 social pedagogues from Jalalabad Oblast schools. Social Pedagogues from all schools covered by the current program were in attendance.

Challenges

- Misunderstanding of the functional duties on the part of the social pedagogues;
- Lack of literature and information about social pedagogy practice; and

- Information provided at the training is not enough; QLP will work with the JAMC to seek opportunities to hold a full 54-hour KAE in-service course on social pedagogy. QLP is working with the MOES to support increased funding for regular in-service courses run by JAMC.

2. Increase capacity of Ray/GorOO and JAMC in mentoring and monitoring.

2.1. Develop two-day training module and handouts for Ray/GorOOs, and Jalalabad MC:

QLP developed a training module and handouts for Ray/GorOO specialists. That training module included general information on social pedagogy, functional duties, documentations of social pedagogues and information on how to conduct monitoring and provide methodological consultation support to social pedagogues.

2.2. Monitoring and mentoring support of Jalalabad Oblast schools by Ray/GorOO Methodists and Methodological Center specialists:

Ray/GorOO Methodists and Methodological Center specialists conducted monitoring of the social pedagogues and provided them with methodological support.

Task 3 (IR4): Increased effectiveness of Education Finance System in Issyk-Kul and Batken Oblasts

4.1.2.1 Strengthening capacity of national trainers

The printing of fifty copies of training materials “Financial Management in School Education” for Osh and Issyk-Kul ITTIs in Kyrgyz was postponed due to imposition of a new system of labor remuneration for Education sector. QLP is thus making changes in those materials in accordance with the law. These training materials will be used in ITTIs to enhance school principals’ capacity to address financial and accounting issues.

4.2.1.2. Informational support of Issyk-Kul and Batken oblasts in creating Community Involvement in School Management:

Practical manuals entitled “How to start” and “Planning of Joint Activities between School and Advisory Committee (AC)” were printed in Kyrgyz language to provide informational support in creating community Involvement in School Management in schools of Issyk-Kul and Batken oblasts. Six hundred copies of these materials will be distributed among schools of Issyk-Kul and Batken oblasts.

These practical manuals will provide basic information about the process of community involvement in school management, starting from establishing of AC, areas in which AC can support school, and samples of joint plans in different directions of joint cooperation in order to improve education.

Implementation challenges

- Passive role of MOES and lack of information and knowledge among key government institutions;
- The low potential and lack of financing and accounting knowledge and skills among school principals and accountants. One six-day training workshop is not enough for getting sufficient knowledge and skills. It should be noted that most of school accountants do not have appropriate education and experience and therefore do not have enough experience and skills in accounting in general and in school accounting particularly; and

- The passive attitude on the part of community regarding schools education in general. Frequent spontaneous inspections from different fiscal agencies discourage parents and community members from holding positions in the AC and even from participating in school related activities. For fear of persecution.
- RaiOOs and school directors sometimes send novice teachers to participate in the workshops;
- Availability of key local consultants due to their very busy schedule and other commitments created difficulties in scheduling planned workshops, meetings, school visits and getting their feedback on time;
- There are some cases when zavuches and HMUs do not share workshop' materials with their teachers in their respected schools, because of their lack responsibilities;
- Some HMUs, zavuches, and RaiOO specialists do not complete their home assignments which makes the delivery of the workshops and trainings more difficult.
-

Cooperation with local counterparts:

- Ministry of Education and Science;
- Ministry of Finance;
- National Agency on Local Government and Ayil-Okmotu;
- Central Trade Union of Education;
- World Bank/Rural Education project;
- Kyrgyz Academy of Education;
- Rayon finance departments in Chui oblast;
- Rayon education departments in Chui oblast;
- Schools; and school Advisory Committees
- Regional In-Service Teacher Training Institutes/Centers;
- Seven RayOOs in Chui and Osh Oblasts;
- Continued engagement with Fifty Target schools

Activities for Next Quarter

- Conduct follow up school visits (14 target schools in Chui and Osh oblasts);
- Hold informal talks with directors, zavuches, and HMUs on Pedagogical Leadership, Mentoring, and Monitoring for developing Toolkit;
- Organize a roundtable on best practices in Pedagogical leadership with directors and zavuches;
- Organize a roundtable with the stakeholders on the effect of monitoring intervention;
- Revise and update the content of Training Module on Pedagogical Leadership, Mentoring, and Monitoring. Prepare Module for approval;
- Modify and enhance Toolkit on Pedagogical Leadership, Mentoring, and Monitoring;
- Submit Regulation on Job description to KAE and MOES Board for consideration and approval; and
- Revise Regulation on Mentoring in schools.
- Conduct EFWG meeting;
- Prepare and publish fifty copies of 2nd annual statistical bulletin "Indicators Review" for 2010;
- Monitor of PCF implementation;
- Monitor of ACs' activities;
- Provide information about PCF implementation and community involvement in school management in MoES newspaper "KutBilim";
- Conduct one training workshop on "Accounting in School" for accountants in Sokuluk rayon;

- Make changes according to New system of labor remuneration for Education sector and print practical manual “How to improve the quality and effectiveness of teacher’s work” (CLP) 900 copies for distributing among schools of Chui oblast;
- Conduct mentoring visits to schools and RayONOs according to schedule;
- Print and distribute 770 copies of practical manual “Preparation and Conducting of School Budget Hearings” for Chui, Issyk-Kul and Batken oblasts;
- Provide technical and consultative support to ACs and schools in organizing budget hearings;
- Distribute 600 copies of practical manuals “How to start” and “Planning of Joint Activities between School and Advisory Committee” among schools of Issyk-Kul and Batken oblasts;
- Conduct 1-day orientation workshop for school principals and parental community in 7 rayons of Issyk-Kul oblast on Community Involvement in School Management;
- Conduct a one-day orientation workshop for school principals and parental community in seven rayons of Batken oblast on Community Involvement in School Management; and
- Collect Letters of Interest from parental community for providing of technical support in legal registration of ACs in Issyk-Kul and Batken oblasts.

Proposed changes to the work plan/operational arrangements

Request from MOES for additional syllabus guides for primary language subjects
 Printing of some materials moved from March to April- June 2011.

Support from USAID required

Discussion with MOES regarding the request from MOES to QLP for the development of further syllabus guides for language subjects for primary grades.

Awareness raising with government bodies to limit administrative inspections of School Advisory Committees as this is discouraging parents and community members from actively participating in accountability and transparency activities on school budgeting

Analysis of the project’s contribution to education development in the country

The following are the main contribution to the education development in Kyrgyzstan:

- QLP in cooperation with MoES and MoF specialists developed *a new model of labor remuneration for employees of educational organizations*. This new model was approved and signed by Government of Kyrgyzstan and disseminated through the official media. This new model comes into force as of May 1, 2011. QLP in collaboration with the MoES also developed the guidance on the application of the new system of labor remuneration for the education sector and regulation on application of bonus. These documents regulate the procedures of salary payment. At present time, these documents are under discussion within MoES KR and pedagogical community.
- Thirty six schools are getting support in developing new knowledge, skill, and attitudes in Pedagogical Leadership, Mentoring, and Monitoring (PLM&M) through the support of 14 schools.
- Practical educational recourses such as toolkits to support school administrators and RaiOO specialists on PLM&M are being developed.
- Training Modules on PLM&M are distributed to 50 target schools.
- Instruments on Mentoring and Monitoring are delivered to 14 target schools;
- Mentoring culture in schools is being improved.
- Teachers’ motivation has increased.
- Best lesson plans for Lesson bank is being collected from the teachers of target schools.

- Regulation on existing job description for directors, zavuches, and social pedagogues is being modified and Regulation HMU and Job description for HMUs are developed to assist school administration in achieving their efforts to improve teaching-learning process.
- Regulation on Mentoring in schools was developed.
- Close mentoring collaboration between the system and schools (example of Osh ITTI and target schools) was established and
- Improved collaboration and cooperation between all parties within and beyond schools was witnessed thus creating common learning environment.
- Training workshops “Financial Management in School Education” are bringing knowledge, practical benefits and skills in financial management and accounting to school principals enhancing capacity of the education sector at the local level.
- Training workshops on “Accounting in school” is expected to bring a lot of practical benefits in improving school accountants’ qualification and strengthening independent accounting departments at schools according to PCF model of financing and management;
- Practical manuals “Planning of Joint Activities between School and Advisory Committee”; and
- Preparation and Conducting of School Budget Hearings will strengthen of community involvement process and the capacity both of school administration and community, and promote transparency on school level.

Task 1: Youth Aid Program for Education

Bishkek Mayor’s Office, MTAs and NGOs enhanced their cooperation with the program. The NGOs will support MTAs to collect more detailed and trustworthy data and the Mayor’s Office will help both sides to work with the communities, schools, and social workers. Improved training materials for Social Pedagogues will be delivered not only to the primary assigned target areas as Bishkek city, Alamudun / Sokulukrayons, and Jalalabad MC but also to the rest of the country. Bishkek City Development Agency will focus on novostroikas through cooperation with Local NGOs, INGOs and MTAs.

Task 2: Creation positive socio-psychological atmosphere in post conflict period in Jalalabad

Two one-day training session were held in Jalalabad Oblast for social pedagogues (SP). This helped them to get the basic information about this new subject. There were five two-day and seven one-day trainings held for SPs in Jalalabad Oblast. The training program helped the SPs’ understand their responsibilities clearer. Accordingly, they started discharging their primary responsibilities in more active way than before. It is important that SP trainers go through 54 training sessions to have a comprehensive understanding of the new discipline. SPs are expected to disseminate this information to other schools in the country following the training.

Project management

Meetings / travel / staff changes

Meeting with USAID and partners

SIR 1.1 In-service teacher training

Date	Organization	Key representatives of the organization	Key agenda items
Feb. 17-18, 2011	MOES	GuljigitSooronkulov, Deputy Minister of MOES	Dialogue to ensure funding for regular ITT courses for JAMC and BAMC

March 3, 2011	KAE	Target departments of KAE and QLP CD, PM, PSs.	Working seminar on modification of In- service Teacher Training program
March 15, 2011	USAID	Leanne MacDougal, Regional Public Outreach Officer	Branding and Marketing meeting

IR3: Greater Involvement of Teachers in Curriculum Reform

Date	Organization	Key representatives of the organization	Key agenda items
March 2	MOE	Umralieva S	Expertise/ testing of the Methodic Guide on Olympiads.
March 3	KAE	Babaev D, Abdiev A	Developing Work Plan on training materials modification.
March 11, 18	MOE, Soros F'n, KAE	Marchenko L	Developing Curriculum of subject areas
March 30	MOE, KAE	Mamytov A, Babaev D, Abdiev A, IC Simon Jenkins	Presentation of the Syllabus Guide

IR 4: Increased Effectiveness of Education Financial Systems

Date	Organization	Key representatives of the organization	Key agenda items
3 January, 2011	MOES, MOF, Ministry of Labor and Social Development, UNICEF, "Socium Consult" company, Supervisory Board, RayOO, Schools	Key specialists of ministries, Head and representatives of Supervisory Board, Heads of RayONOs , UNICEF, "Socium Consult" company, principals of schools.	Presentation on and discussion of three models of labor remuneration for education
4 January, 2011	MOES, MOF, Ministry of Labor and Social Development, UNICEF, "Socium Consult" company, Supervisory Board, RayONO, Schools	Key specialists of ministries, representatives of Supervisory Board, RayONO and UNICEF, "Socium Consult" company, principals of schools.	Discussion of the selected one model of labor remuneration and presentation to school principals and teachers
5 January, 2011	EU project "Support the educational sector in KR"	Minister and key specialists of MoES KR, MoLSD KR, representatives of Supervisory Board, USAID, ABR, WB, UNICEF and etc.	Round table devoted to the presentation of new project
6 January, 2011	MOES, MOF, Ministry of Labor and Social Development, UNICEF, "Socium Consult" company, Supervisory Board, RayONO, Schools	Key specialists of ministries, representatives of Supervisory Board, RayONO, UNICEF, "Socium Consult" company, principals of schools.	Calculation of the proposed new model of labor remuneration and make comparative analysis of old and new models of labor remuneration. Calculation of additional state funds for the introduction of new

Date	Organization	Key representatives of the organization	Key agenda items
			system.
17 January, 2011	Jogorku Kenesh, MOES, Ministry of Finance, Trade-Union Committee.	Deputies of Jogorku Kenesh in the lead with Educational Committee's Chairman, Joldosheva J., MOES, Secretary of State of MoF and etc.	Participation on the meeting of educational committee of Jogorku Kenesh to present the new model of labor remuneration for Education sector to JK
18 January, 2011	EU project "Support the educational sector in KR"	David Ormandu	Discussion of the targets and mission of the new EU project
19 January, 2011	Government KR, MOES, MOF, Ministry of Economical Dev, Ministry of Labor and Social Dev and other	Prime Minister, Vice-Prime Minister, MOES, Minister of Economical Development and other members of Kyrgyz Government.	Presentation of the new model of labor remuneration for Government consideration
20 January, 2011	QLP office and MOES	Moldoev E., Adviser of the Minister of Education and Science	Development of the draft of Government Regulation on New model of labor remuneration for Education sector.
20 January, 2011	MOES	Representatives of ministry, USAID, ABR, WB, EU.	Round Table devoted to discussion of the draft of Education Development Strategy for 2012-2020.
21 January, 2011	MOES KR, UNICEF	Adviser of the Minister of Education and Science KR, Moldoev E., UNICEF representative, Chinara Kumenova	Discussing of the plan of activities on implementation of the new model of labor remuneration for educational employees.
9 February, 2011	EU, Foundation Education Initiatives support, school principals and teachers, NGO	Participants of Round Table	Round Table devoted to Community Involvement in School Management (problems, challenges and experiences)
4 March, 2011	Development Policy Institute, Ministry of Finance KR, Ministry of Education and NGOs	Heads of ministries and key specialists of ministries and representatives of NGOs	Round Table devoted to transparency of sector budget and access to budget information.
5 March, 2011	MOES KR and school principals	Adviser of the Minister of Education and Science KR, Moldoev E., school principals	Discussing of drafts of regulations on new systems of teachers remuneration and on teachers' incentive (CLP)

Date	Organization	Key representatives of the organization	Key agenda items
14 March, 2011	The Youth Wing of political party SDPK	4 deputies of Jogorku Kenesh (Education committee), Head of Monitoring and Strategic department MoES Marchenko L., key specialist of Ministry of Youth, representatives of SDPK party, and independent experts	Round table focused on Quality of Education issues, including school financing and management

Task 1: Youth Aid Program for Education

Date	Organization	Key representatives of the organization	Key agenda items
February, 2011	MOES	Kudaibergenova D.K.	Cooperation within provide access to education to children dropped out from school
February, 2011	Social Department of Bishkek Mayor Office	Usubakunova A.I. and JoodarDjumagulov	Cooperation with MTA to do household survey with NGO
February, 2011	Bishkek City Development Agency	Asylbaeva Chinara; Mukoeva E.; Kerim kzy Kanikev; Alymkulova Janyl; Gorborukova G.; and Ablezova M.	Cooperation with MTA and in the project of small grants in future. Organization of household survey.
February, 2011	ILO	Kurbanova Aida	Cooperation with NGO to do household survey with MTA
Feb. – Mar.	Municipal Territorial Administration (MTA) #6; 4; Chon Aryk; #16; 3; 20; 14; 15; 13; 19	Kydyrmaev B.; Sulaymankulov Ch.; Omorova G.; Sulaymanov A.; Kochkorov R.; Omukeyev A.; Tashmambetov A.; Asanaliyev A.; Almassarova; Imankulova J.; Duycheev A.; Jolborsahunova G.; Sydykbekova N.; Baybotoev O.	Cooperation with MTA to do household survey with NGO
February –March	NGOs per two representatives: Center of Child Protection; Arysh; Childhood Institute; Er-Aiym; Buchur (1); Ashar; and Erep.	Alybaeva Nurgul, Itikeeva Mira; Turgunaliyev Manas, Roza Ajimamatova; Karachalova V., Karachalova K.; Kanybaev Mukan, Omurzakova A.; Ergeshova K.; Myrzakulov S., Abdaliev S.; Adjiev M., Jeenalieva A.	Cooperation with NGO to do household survey with MTA

Changes in Staff

SIR 1.2 Pre-service teacher training

Date	Name and title	Change
January, 1 2011	Nurlan Taliev, Program Specialist SIR 1.2	Left the project

February 14, 2011	Altynai Abdukarimova, Program Specialist SIR 1.2	Joined the project.
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Consultants

SIR 1.1 In-service teacher training

Dates of consultancy	Name of consultant	Tasks
January 7 – 9, 2011	Attokurova C	Delivery of 3 day training on Student Centered Methodology for Naryn ITTI.
	Esengulova M	
February 10 – 12, 2011	Esengulova M	Delivery of 3 day training on Student Assessment and Curriculum for Talas Methodological Center
	Asekova J	
February 24 – 26	Esengulova M	Delivery of 3 day training on Student Assessment and Curriculum for Naryn ITTI.
	Asekova J	

SIR 1.2 Pre-service teacher training

March 24 – 25, 2011	Jyldyz Asekova	Delivery of two day capacity building training for JASU instructors
	BarisaTurdubaeva	
March 26 – 27, 2011	Jyldyz Asekova	Delivery of two day capacity building training for OshSU instructors
	Meilikan Altybaeva	

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

January-March, 2011	SymbatIsmailova, Sovetbek Amatov	School visits to support and assist directors, zavuches, HMUs, and teachers in Pedagogical Leadership, Mentoring, and Monitoring
January-March, 2011	Makillmankulova, Mirkul Esengulova, NadiraDjusupbekova	Toolkit on Pedagogical Leadership, Mentoring, and Monitoring
January-March, 2011	Larisa Marchenko, Toktobubu Ashimbayeva, Mariya Uzdenova	Regulation on Job description
February-March, 2011	Symbat Ismailova, Sovetbek Amatov, Nadira Djusupbekova, Mirkul Esengulova	Improvement of training Module on Pedagogical Leadership, Mentoring, and Monitoring.
February-March 2011	Makil Imankulova, Mirkul Esengulova	Mentoring Regulation

IR3: Greater Involvement of Teachers in Curriculum Reform

March 21- April 2	IC Simon Jenkins	Improve Syllabus Guide on focus subjects; 2 subjects 1 – 4 grades, 2 subjects 5 – 9 grades
January-March 2011	Abdiev Almanbet	Develop Syllabus guide on focus subjects; 2 subjects 1 - 4 grades and 2 subjects 5 – 9 grades
January-March 2011	Aliya Burkitova	Develop subject specific Student Assessment formative assessment Guide Book.

January-March 2011	Samarkul Umralieva	Develop Methodological Guide on development of tasks and assessment of higher order thinking skills in Republican School Olympiad
January-March 2011	Nadira Djusupbekova	Develop Formative Assessment video for teachers
January-March 2011	Masaev Alimjan	Involving teachers in discussion through Mass media

Task 1: Youth Aid Program for Education

January-February, 2011	Djakubova N.I.	Review, update of the 54 hour training module and performance of the training to social pedagogues
January-February, 2011	Ashymbaeva T.A.	Review, update of the 54 hour training module and performance of the training to social pedagogues
January-February, 2011	Amerhanova S.A.	Review, update of the 54 hour training module and monitoring of the 54 hour training module and performance by LCs

Task 2: Creation positive socio-psychological atmosphere in post conflict period in Jalalabad

January 4 – March 31, 2011	Toktosunov A,	<ul style="list-style-type: none"> Developing training modules and handouts for trainings for social pedagogues (SP); Conducting monitoring of SPs' activities in Jalalabad Oblast; Administrative support during organization of the trainings for SPs in Jalalabad Oblast.
	Halilueva N	
	Torobekova A	

Major Procurements

n/a

Staff Travel / Visitors

SIR 1.1 In-service teacher training

Dates	Name	Purpose
February 12 – 14, 2011	Rashid Shakirov, PS IR 2.	<i>Talas</i> : Observation and conducting training on Student Assessment and Curriculum for Talas MC.
February 12 – 14, 2011	Tilek Mamytova, Financial Assistant	<i>Talas</i> : Financial assistance of the training on Student Assessment and Curriculum for Talas MC.
February 24 – 26, 2011	Rashid Shakirov, PS IR 2.	<i>Naryn</i> : Observation and conducting training on Student Assessment and Curriculum for Naryn ITTI.
February 24 – 26, 2011	Tilek Mamytova, Financial Assistant	<i>Naryn</i> : Financial assistance of the training on Student Assessment and Curriculum for Naryn ITTI.
January, 2011	Alia Burkitova, TTS under	<i>Karakol, IS</i> . Observation and monitoring of

Dates	Name	Purpose
	SIR 1.1.	regular courses of Issyk-Kul ITTI instructors.
January 19, 2011	Alia Burkitova, TTS under SIR 1.1	<i>Bishkek, KAE</i> : Observation and monitoring of regular courses of KAE instructors.

SIR 1.2 Pre-service teacher training

March 24-27, 2011	Akylbek Joldoshov, QLP/KR Program Manager	Observation of the capacity building training for OshSU and JASU instructors, interviewing the candidates for trainers in the places (OshSU/JASU)
March 23-27, 2011	Altynai Abdugarimova, Program Specialist	Observation of the capacity building training for OshSU and JASU instructors
March 23-27, 2011	Sevara Mirzaeva, Program Assistant	Financial assistance of the capacity building training for OshSU and JASU instructors

SIR 1.3: Improved Capacity of Edu Admins in Mentoring, Monitoring and Pedagogical Leadership

January 20, 2011	Yusupova Aikynai - Program Specialist	Osh, 1 day workshop on Monitoring
January 21, 2011	Rashid Shakirov, and Yusupova Aikynai – Program Specialists	Osh, 1 day seminar on Formative assessment for the specialists of RaiOO
February 9 - 11, 2011	Yusupova Aikynai, Program Specialist	Osh oblast (Alai, Kara-Kulja, and Karasuu) workshop on Formative assessment.
March 4, 2011	Yusupova Aikynai, Program Specialist	1 day workshop on Mentoring in Karasuu, Manas School.

Task 2: Creation positive socio-psychological atmosphere in post conflict period in Jalalabad

Dates	Name	Purpose
January 28 – 31	Akylbek Joldoshov, QLP/KR Program Manager	Observation of the training on social pedagogy for Ray/GorOO specialists and Independent trainers
January 28 – 31	Alia Burkitova, JAP Task Local Consultant.	Observation of the training on social pedagogy for Ray/GorOO specialists and Independent trainers
February 27 – March 5, 2011	Alia Burkitova, JAP Task Local Consultant.	Observation of the one day and two day trainings for social pedagogues.
Feb. 27 – March 5, 2011	Sevara Mirzaeva, Program Assistant	Financial assistance of the trainings for social pedagogues.
March 27- April 2, 2011.	Alia Burkitova, JAP Task Local Consultant.	Observation of the one day and two day trainings for social pedagogues.
March 27- April 2, 2011	Sevara Mirzaeva, Program Assistant	Financial assistance of the trainings for social pedagogues.

TURKMENISTAN

IR1. Improved quality of teacher training in student centered methodologies

Goals

The primary goal of IR1 is to improve the quality of teacher training programs that emphasize on student-centered methodologies. In the context of education development in Turkmenistan, QLP will support teachers and educators to utilize ICT technologies to support the teaching-learning process. QLP will actively engage teachers, administrators and staff from in-service training institutions and structures to upgrade the quality of in-service teacher training programs, thereby equipping teachers to deliver higher quality classroom teaching utilizing interactive methods and using Interactive Whiteboards (IWB) effectively using modern pedagogy.

Program Overview

SIR 1.1 Improving the quality of teacher training in student-centered methodologies

1.1.1 Develop training programs relevant to the Turkmen context.

Teachers in Turkmenistan tend to use teaching approaches used by the former Soviet Union even though some parts of the curriculum have been redesigned to reflect Turkmenistan's policy and ideology formulated after independence. The government has adopted a policy of modernizing the education system by introducing ICT into schools and classrooms. Teachers have found it difficult to integrate this technology into classroom teaching not only due to lack of IT skills but also significantly due to lack of understanding on how to use such technology in a pedagogically effective way. This is associated with the traditional teaching approaches that existed in the education system which was based on rote learning.

In order to support teachers and educators to utilize ICT technologies to support the teaching learning process QLP is preparing training materials package on modern pedagogy. QLP also prepared and developed the first Module focused on Student Learning Objectives.

1.1.2 Trainers' capacity building

QLP developed three training modules and one trainers' manual. Once the training program was developed QLP organized and delivered trainings for trainers (TOTs) and of trainers. 21 trainers from 'Dil' center were trained.

1.1.3 Support training centers to develop a systematic training approach

This sub-component aims at supporting the training centre 'Dil' in Lebap Velayat; to set-up and implement a systematic training program and approach in order to demonstrate effective training delivery that supports in-service training of teachers. The centre 'Dil' is used by the Lebap Velayat education department to deliver in-service trainings to teachers. By building the training capacity of this center, QLP demonstrated effective in-service training of teachers.

The project main objective was to work on a training cycle that includes: information-communication technologies - joint activity of the teacher and pupils, including three interconnected educational modules at "Dil" of Lebap Velayat training center.

QLP trained twenty one trainers who in turn trained 280 school teachers of Lebap Velayat on the first Module "Student Learning objectives." These materials and trainings were positively received by

teachers. It enabled them to change their approach to developing lesson plans using student learning objectives.

The second module - Using Interactive White Board (IWB) in Pedagogical Testing (System of the operation of 'Interwrite PRS') -) developed with assistance of IWB experts was directed towards training teachers on the use IWB; how to use IWB during a modern lesson; and an electronic testing on IWB. The second module was closely interrelated with the first one and teachers had the opportunity to get acquainted with the mechanism of step-by-step planning of lessons using IWB tools, and carrying out electronic testing of pupils' knowledge.

The project trained 480 teachers of Lebap Velayat on the second module - Using IWB in Pedagogical Testing (System of the operative control of knowledge Interwrite PRS). 280 persons were also trained by trainers of Center "Dil" and 200 persons by request of Oblano. The Oblano trainings were conducted by the Head of Multimedia Laboratory trained by QLP. He participated in the QLP organized trainings entitled "Increasing of school education efficiency by using modern technologies and multimedia equipment" and "Using IWB in Pedagogical Testing" held in the National Institute of Education.

QLP finished developing the Third Module - Pedagogical testing as a way of effective control of student knowledge - and trained 280 teachers. QLP is planning to support initial replication in Mary Velayat. his model is expected be replicated in other Velayats.

Outcomes/Results

- *Three in-service teacher training programs developed*
- *A pool of 21 experienced trainers trained to delivery effective teacher training courses*
- *Trainers manual developed*
- *Training model delivered by one training center*
- *280 teachers trained on three Modules*
- *480 teachers trained on the second Module*

SIR.1.2 Support teachers and educators to utilize ICT technologies to support the teaching and learning process

1.2.1 Develop training materials

QLP, with the support of regional and local consultants developed three training modules. QLP translated the modules into Turkmen and distributed the training materials around schools through the education center. Trainers Guideline on IWB for teachers was developed.

Meetings / travel / staff changes

Table of Meetings for 1 January – 31 March 2011

Date	Organization	Responsible staff of organization	The main issues discussed
06.01.2011	Meeting with the Head of the Multimedia laboratory of the "Dil" center	AndreyPlutayev	Discussion on cooperation trainings on using IWB on Pedagogical testing

Date	Organization	Responsible staff of organization	The main issues discussed
13.01.2011	Meeting with IREX specialist	Andrey Skopov	Discussion preparation of training materials for the second Module
15.01.2011	Meeting with the Head of the centre "Dil" and USAID Coordinator	Maya Kurbanova Vepa Berdiyev	Discussion on training activity in Lebab
24.01.2011	Meeting with the Head of "Hemayat" (NGO)	Senem Nurnazarova	Discussion on collaboration in Mary and Ashgabat
28.01.2011	Meeting with the Head of the centre "Dil"	Maya Kurbanova Jennet Hallyyeva	Discussion on training activity and monitoring
28.01.2011	Meeting with the trainer of Lebab	Oksana Dutova Jennet Hallyyeva	Discussion on training profit for school lessons
29.01.2011	Meeting with the Head of the Multimedia laboratory of the "Dil" center and IREX specialist	AndreyPlutayev AndreySkopov	Discussion on main points of training "How to use IWB on Pedagogical testing"
02.02.2011	USAID partners meeting		Roundtable on outreach for Implementing Partners
03.02.2011	Meeting with the USAID/CAR Regional Outreach Specialist	Leanne MacDougall Vepa Berdieyv	Discussion on QLP TM accomplishments and collaboration with Mass Media
07.02.2011	Meeting with the Head of the center "Dil"	Maya Kurbanova	Discussion on training activity on the second Module
09.03.2011	Meeting with the translator	Annajemal Atayeva	Discussion on the third Module translation
16.03.2011	Meeting with the Head of the Multimedia laboratory of the "Dil" center	Andrey Plutayev	Discussion on cooperation trainings on using IWB on Pedagogical testing
25.03.2011	Meeting with the Deputy of the Head of the center "Dil"	Maysa Babayeva	Discussion on training activity on the third Module
28.03.2011	Meeting with the USAID Education Project management Specialist	Vepa Berdiev	Discussion on working activity of QLP

Staff changes

Date	Name	Title	
January 4, 2011	Jennet Hallyyeva	Program Assistant	Joined the project

M&E Report

Tajikistan

- On February 3rd a presentation was made for MOE and FTI specialists on the midterm evaluation of trainings for school principals from QLP target schools. The evaluation results were used for further planning of work under FTI-3 in Tajikistan.
- Data on the training effectiveness of the Safe Schools program (second post-test) was collected from trained teachers and community members. The data entry process is ongoing. Data will be analyzed by IC Robin Haarr during the next quarter.

Turkmenistan

- Data on training effectiveness (pre- & post- test) were collected before and after training (of the first and third modules) for teachers conducted in January-March. Data will be entered and analyzed in Quarter 3.

Kyrgyzstan

- During January a series of monitoring visits to schools in Chui oblast were conducted to observe what kind of changes and what difficulties teachers and administrators faced with using training materials and new skills. In total 7 schools were visited. Visits demonstrated that teachers and administrators in schools which are not involved in the mentoring program were not so active in using new skills as in schools with mentoring program. Observed issues were discussed with program specialists and included this in plan of meetings with RayOO and mentoring trainings
- Data on trainees has been entered into the database on regular basis and used for reporting.
- Because of Khamzina S., M&E coordinator was moved to the Country Director position from 1st February, planned monitoring of Jalal-Abad schools on school reconciliation was postponed for Quarter 3.

School Performance Assessment (impact assessment)

Data Collection (first impact assessment) was approved by MOES in Kyrgyzstan. A letter requesting permission to conduct data collection was submitted to MOE in Tajikistan.

Ten researchers were trained on impact data collection on three-day training in Bishkek from 31 March- 2 April. In Tajikistan teams of data collectors were selected. They will be trained in April. All instruments and materials for data collection were printed for data-collection in Kyrgyzstan

Performance data tables

The performance data tables are attached.

**Tajikistan – Quarterly Report Matrix;
January – March, 2011**

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – Jun., 2011
IR 1: IMPROVED QUALITY OF TEACHER TRAINING IN STUDENT CENTERED METHODOLOGIES			
SIR 1.1 Improved Quality of In-service teacher training			
1.1.1. Support Dushanbe and Regional TTIs (Kulob, Kurghonteppa and Soghd) to review teacher training curriculums	1. Two – day orientation workshop with LCs and TTI Management staff	Postponed to the next quarter due to busy schedule of RTTI and Regional TTIs	1. Two – day orientation workshop with LCs and TTI Management staff
	2. Contract 18 local consultants to review In-service Teacher Training Curriculum		2. Contract 18 local consultants to review In-service Teacher Training Curriculum
	3. One-day orientation workshop with LC		3. One-day orientation workshop with LC
	4. Review In-service Training Curriculum for Primary and Secondary teachers		4. Review In-service Training Curriculum for Primary and Secondary teachers
	5. Submit to the MoE for review and approval		5. Submit to the MoE for review and approval
	6. Presentation of reviewed TT curriculum at regional level		6. Presentation of reviewed TT curriculum at regional level
1.1.2. Capacity building for RTTI and regional TTIs	No activity planned		7. Print and disseminate the In-service Training Curriculum to teachers
			8. Submit to the MoE for review and approval
			1. Contract IC and 4 Master trainers
1.1.3. Cohort 2 Teacher Training Target school delivery (second phase)	1. 4-days orientation workshop for trainers	Completed	2. Two-days lesson planning workshop
	2. 6-days teacher training for Primary and Secondary Math and Tajik teachers (second phase)		3. Two-day workshop on implementation of teacher training curriculum
	3. Purchase Rezograph for RTTI		
SIR 1.2 Pre-Service Teacher Training			
1.2.1. Support Tajik State Pedagogical University (TSPU) and Kurghon-Teppa State University	Contract 10 LCs, Regional Consultant and IC	RC and 2 LCs (specialized in Primary grades) contracted	LCs prepare and submit final versions of modified syllabi and curriculum for institutionalization (Primary, Pedagogy and Psychology)

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – Jun., 2011
(K-TSU) to restructure their current courses syllabi and curriculum at target departments	Three-days orientation workshop for LCs	Four days orientation workshop for LCs conducted	LCs develop piloting instruments and pilot first drafts of modified syllabi and curriculum (Primary, Pedagogy and Psychology)
	LCs develop standards for target departments of two universities	LCs developed standards for Primary department of TSPU	Monitoring & piloting of revised syllabi and curriculum
	LCs prepare and submit final versions of modified syllabi and curriculum for institutionalization (Primary, Mathematics, Tajik Language, Pedagogy and Psychology)	Draft version of the standards submitted to RC for review and comments	Review revised syllabi and curriculum as a result of piloting
1.2.2. TSPU and KTSU develop training approach for target subject specialists	No activity planned		1. Contract 12 LCs (familiar with school context), Regional Consultant and IC
			2. Three-days orientation workshop for LCs
			3. Develop training material for university subject specialists on high education aspects
1.2.3. Support TSPU and KTSU to conduct trainings for university subject specialists	No activity planned		Field-testing of the training material through ongoing university courses
1.2.4. TSPU and KTSU develop learning materials on methodology (Handbooks) for university subject specialists of target departments	No activity planned		1. Contract 10 Local Consultants and IC
			2. Develop Handbook on student-centered methodology
			3. Develop Handbook on formative assessment
			4. Develop Handbook on classroom management
			5. Develop Handbook on Practicum
			6. Develop Handbook on curriculum development
1.2.5. Capacity building of TSPU and KTSU in strengthening Student	Contract 2 LCs to lead Student Practicum Working Group (SPWG) and IC to oversee the	Completed	1. Identify, translate and disseminate materials on practicum and mentoring

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – Jun., 2011
Practicum and PTTI-school linkage	process		2. SPWG to develop university Polojenie (improving practicum policy documents and practice)
			3. University discussion of Polojenie (Regulation)
SIR 1.3 Improved Capacity of Education Administrators in Mentoring, Monitoring and Pedagogical Leadership			
1.3.1. TOT for Cohort1 and 2 trainers on QLP revised Mentoring program	1. Contract 6 LCs/Master trainers	Completed	
	2. Six-days field-testing of the draft Mentoring program		
	3. Incorporate and adjust Mentoring program		
	4. Ten-day TOT		
1.3.2. Target schools delivery of Mentoring program for Cohort 1 and Cohort 2	1. Contract 30 Mentor trainers	Completed	Ten-days Mentoring training for 285 cohort1 districts mentors and 185 Cohort 2 mentors – total 470 participants
	2. Two-day orientation workshop for 6 contracted mentor-trainers		Two-day follow up support visits to trained mentors
	3. Print Mentoring package for mentors activity		
1.3.3. Capacity building of Cohort 1 and 2 target School Principals on implementation of Pedagogical Leadership	1. Contract 2 Master trainers to develop additional training material for 3-day refreshing courses	Completed	Two-days follow up visits to target schools
	2. Two rounds of 3-day refreshing courses for target school principals		
IR 2: IMPROVED QUALITY OF STUDENT ASSESSMENT			
2.1. Incorporate Formative assessment into Regional TTI courses	1. Contract 16 local consultants	Postponed to the next quarter due to busy schedule of RTTI and Regional TTIs	1. Approve reviewed courses at Regional TTI levels.
	2. Review TTI courses (syllabi and training materials) to incorporate FA		2. Print and disseminate reviewed training materials.

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – Jun., 2011
	3. Approve reviewed courses at Regional TTI levels		
2.2. Develop Formative Assessment Guidelines for Chemistry and Biology	No activity planned		The work on development of Biology and Chemistry Formative Assessment guidelines planned for this quarter have to be postponed due to the Secondary Education Standards being under review in AOE (based on the plans to move to 12 year education)
2.3. Support target DEDs to implement Formative assessment through mentoring	No activity planned		Follow up visits to target DEDs to mentor implementation process
2.4. Incorporate formative and summative assessment elements into QLP target school Olympiads	Contract 2 local consultants	Completed	1. Regulation of the Olympiads reviewed
			2. New approaches/structures developed to replace traditional approach in conducting Olympiads
IR3. GREATER INVOLVEMENT OF TEACHERS IN CURRICULUM REFORM			
3.1 New Skill-based standards' guidelines in target subject-matter curricular as a result of discussions and feedback from subject teachers and teacher groups			
3.1.1. Support AOE to restructure Basic education standards	1. Contract IC and 5 LCs	Postponed to final quarter due to MOE/AOE plans for transition to 12-year education	No activity planned
	2. Two- day orientation workshop for LCs		
3.1.2. Support AOE to develop Basic education standard guidelines	No activity planned		No activity planned
3.2. Development of high quality, affordable supplementary subject-based curricular materials			
3.2.1 Development of subject-based, high-quality, affordable materials for teachers and students	No activity planned		1. Contract IC and 2 LC
			2. Two-day orientation and target setting workshop
			3. Develop 5 target subject supplementary package
3.3. Increased Opportunities for Professional Exchange and Policy Dialogue through Subject Teacher Groups			

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – Jun., 2011
3.3.1. MU support implementation of QLP developed standards' material	No activity planned		Follow up visits to target schools to monitor and mentor Methodological Unit Heads (joint visit of RMTC and QLP Program staff)
3.3.2. Participation at policy dialogue with MOE/AOE, Republican Methodological Center representatives	Regular meetings and discussions with MOE/AOE/RMC	Completed	

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – Jun., 2011
IR 4: INCREASED EFFECTIVENESS OF EDUCATION FINANCE SYSTEMS			
4.1. Increased Government Capacity in the Implementation of Education Finance Reform			
4.1.1. Supporting the policy process			
4.1.1.1. Provide technical assistance to EFWG in stewardship of PCF implementation	1. Provide logistical support for conducting meetings by EFWG to review pilot progress, methodology and instructions for calculation of per capita formula develop policies, and discuss next generation education financing issues, coordinate donor's efforts etc.	Completed	
	2. Provide development of EFWG meeting,s protocols in English and Tajik, passed to the MoE and distributed to the EFWG members	Completed	
4.1.1.2 Strengthen central government capacity in implementation of new mechanism of school financing and management	1. Conduct monitoring site visits with MoE specialists, develop reports and recommendations based on monitoring results; discuss results with the EFWG	Completed	
	2. Participate in analysis of existing normative-legal base to support PCF in education led by the WB/FTI	This activity is cancelled	
	3. Discussions of and joint drafting of policies and regulatory docs	Ongoing	3. Discussions of and joint drafting of policies and regulatory docs
	4. Continue discussions on institutionalization of the improved accounting and PTA training module	Ongoing	4. Continue discussions on institutionalization of the improved accounting and PTA training module
	5. Conduct analysis of PCF introduction to Kulob and Vakhsh schools	Completed	No activity planned
	6. Conduct national workshop on Education financing reform implementation	Completed	No activity planned
4.1.2. Implementing School Financing Reforms			

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – Jun., 2011
4.1.2.1. 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	Completed	No activity planned
	2. Joint monitoring of Kulob schools on quarterly and annual base, together with rayon education and finance departments	Completed	No activity planned
	3. Provide regular technical support to school directors (46) and accountants (38) on monthly basis	Ongoing	3. Provide regular technical support to school directors (46) and accountants (38) on monthly basis
	4. Develop recommendation reports based on Kulob field trips for discussion and submission to MoE, MoF and EFWG	Completed	No activity planned
	5. Meet with Hukumat and local authorities together with specialists from MoE and MoF to update on PCF implementation progress	Completed	No activity planned
4.1.2.2. Methodological support of PCF implementation	Compose, produce and distribute a reference manual “Handbook for School Principal” (existing and latest normative-legal PCF and school management documents)	Ongoing	Compose, produce and distribute a reference manual “Handbook for School Principal” (existing and latest normative-legal PCF and school management documents)
4.1.2.3. Support implementation of PCF in Vakhsh rayon	1. Continue assistance with school data analysis, tariff system, and budget analysis to rayon school directors and accountants, and education and finance specialists	Ongoing	1. Continue assistance with school data analysis, tariff system, and budget analysis to rayon school directors and accountants, and education and finance specialists
	2. Provide technical support to rayon education and finance department’s specialists (2) on execution of quarterly and annual school budget	Ongoing	2. Provide technical support to rayon education and finance department’s specialists (2) on execution of quarterly and annual school budget
	3. Provide regular technical support to school directors (49) and accountants (44) on monthly basis	Ongoing	3. Provide regular technical support to school directors (49) and accountants (44) on monthly basis

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – Jun., 2011
	4. Joint monitoring of Vakhsh schools on quarterly and annual school budget together with rayon education and finance departments	Completed	
	5. Develop progress report based on site visits to Vakhsh and submission to MoE, MoF and EFWG, USAID	Completed	
	6. Conduct regular meeting with Hukumat and local authorities together with specialists from MoE and MoF to update on PCF progress	Completed	
4.1.3. Improving School Management			
4.1.3.1. Increase school administration capacity in Vakhsh and Kulob	1. Conduct Personal Computer (PC) training in Vakhsh for "schools" accountant (16)	Completed	
	2. Conduct refreshing training in Vakhsh for accountants (44) and education (2) and finance (3) specialist on practical accounting	Completed	
	3. Conduct refreshing training in Vakhsh for school principal (49) and education (3) and finance (3) specialists on finance management	Completed	
	4. Conduct PC training in Kulob for "schools" accountant (16) and education (1) and finance (4) specialist	Completed	
	5. Conduct refreshing training in Kulob for accountants (38) and education (2) and finance (3) specialist on practical accounting	Completed	
	6. Mentoring school principal (54) and education/finance specialist (5) of Vakhsh on finance management	Completed	No activity planned

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – Jun., 2011
	7. Mentoring school principal (46) and education/finance specialist (5) of Kulob on finance management	Completed	No activity planned
4.1.3.2. The Automated Expenditure Tracking System (AETS) database maintenance	1. On-going maintenance, assistance and monitoring of efficient usage system's specialists at the MOE as well as mentoring to the data entry	Incomplete	1. On-going maintenance, assistance and monitoring of efficient usage system's specialists at the MOE as well as mentoring to the data entry
	2. Data analysis exercise which will be presented to the EFWG		No activity planned
4.2. Increased Involvement of Community Stakeholders in School Financial Oversight			
4.2.1. Increasing transparency and accountability for school resources			
4.2.1.1. Strengthening PTAs in Vakhsh and Kulob	1. Provide support to PTAs of Vakhsh schools with juridical registration	Incomplete	1. Provide support to PTAs of Vakhsh schools with juridical registration
	2. Conduct short workshop for PTAs in Vakhsh	Incomplete	2. Conduct short workshop for PTAs in Vakhsh
	3. Conduct refreshing trainings for PTA member (46) and school principal (46) of Kulob		No activity planned
4.2.1.2. Increase public awareness on PTAs	Print and distribute PTAs manual (120) in Vakhsh and Kulob schools, DEDs.	Completed	
4.2.1.3. Strengthening PTAs participatory and transparent approach to school management and financing	1. PTA participated in discussion of school budgeting in schools of Kulob	Ongoing	1. PTA participated in discussion of school budgeting in schools of Kulob
	2. PTA participated in discussion on school budgeting in Vakhsh	Ongoing	2. PTA participated in discussion on school budgeting in Vakhsh

ADDITIONAL FUNDS

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – Jun., 2011
IR 1. IMPROVED QUALITY OF TEACHER TRAINING IN STUDENT-CENTERED METHODOLOGIES			
SIR 1.2 Pre-Service Teacher Training			
1.2.6. Review current curriculum for Primary departments of Dushanbe, KT, Kulob, Khujand Pedagogical colleges for teaching 6 year old children	1. Contract 1 RC to guide curriculum review process 2. Contract 5 LCs 4. Review curriculum and teaching resources of target departments and UNICEF ECD standards 5. Develop report on curriculum process and analysis 6. Share report findings in a Round table discussion	Completed	
1.2.7. Support Pedagogical Colleges to draft additional teaching program focusing on 6 year old pupils	No activity planned		1. Contract 12 Local Consultants, RC 2. Develop the training materials for orientation workshop for LC; conduct the training workshop 3. Incorporate feedback from LC
1.2.8. Incorporate the new parts of teacher training curriculum and materials into target pedagogical college program mm	Contract RC and 2 Master trainers to conduct 3-day workshop to develop the draft model of the teaching specialties graduates of universities and pedagogical colleges	Contracted RC and 6 LCs developed the draft model of the teaching specialties graduates of universities and pedagogical colleges	1. Three-day workshop for all participating Pedagogical Colleges and Universities 2. Prepare set of teacher training curriculum and supplementary materials for approval in Methodological and Scientific Board of Ped Colleges and Universities 3. Get approval of teacher training curriculum and supplementary materials from Methodological and Scientific Boards 4. Conduct consultative meetings with Pedagogical colleges and Universities to incorporate approved curriculum and into their current programs

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – Jun., 2011
			5. Incorporate the new teacher training curriculum and materials into target pedagogical college program
1.2.9. Support target Pedagogical Colleges to develop teaching materials for additional parts of the teacher training curriculum	No activity planned		1. Contract 10 LCs, RC, International Consultant
			2. Develop teaching materials to support delivery of specialized course for 6 year old pupils
			3. Incorporate feedback and comments received from field testing and related institutions
			4. Edit teaching materials
1.2.10. In-service Teacher Training for Target Pedagogical College Teachers	No activity planned		No activity planned
1.2.11. Strengthen Pedagogical Colleges' capacity in implementing modified curriculum and teaching resources	Purchase and handover of LCD projectors to Dushanbe, KT, Kulob, Khujand Ped. Colleges	LCDs purchased	LCDs to be handed over to target Pedagogical Colleges
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			
3.1.3 Support AOE to develop Standard and guidelines focused on 6-year children	Contract 2 ICs and 4 LCs		Contract advisory group
	Three-day workshop for LCs	RC prepared 16 LCs and stakeholders for drafting primary standards focused on 6-year old pupils	Incorporate feedback\comments received from reviewers
	Develop Standards and Guidelines for 6-year children	First draft of primary standards focused on 6-year old pupils developed	Revision and approbation of the draft standard
3.2. Development of high quality, affordable supplementary subject-based curricular materials			
3.2.3. Printing of QLP materials, developed	Conduct vendor analysis and purchase Rizograph (printing machine)	Rizograph purchased and installed	

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – Jun., 2011
under initial contract	Handover equipment to AOE and install it		

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – Jun., 2011
IR 4: INCREASED EFFECTIVENESS OF EDUCATION FINANCE SYSTEMS			
4.1. Increased Government Capacity in the Implementation of Education Finance Reform			
4.1.2. Implementing School Financing Reforms			
4.1.2.1. Support national roll-out of PCF	1. Conduct ToT training for PTA members (10) and RTTI/TTI specialist (15) on PTA module	Completed	
	2. Establish learning resource center in Vakhsh and Kulob education departments	Completed	
4.1.3. Improving School Management			
4.1.3.1. Increase school administration capacity in Vakhsh and Kulob	1. Mentoring school accountant (44) and education/finance specialist (5) of Vakhsh in practical accounting	Completed	
	2. Mentoring school accountants (35) and education/finance specialists (5) from Kulob in practical accounting	Completed	
	3. Conduct refreshing training in Kulob for school principals (46) and education (2) and finance (3) specialists in finance management	Completed	
4.2. Increased Involvement of Community Stakeholders in School Financial Oversight			
4.2.1. Increasing transparency and accountability for school resources			
4.2.1.2. Increase public awareness on PTAs activities in Vakhsh and Kulob	Conduct 3 trainings on PTA module for school principals (35) and PTA chairpersons (40)	Completed	

SAFE SCHOOLS

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – Jun., 2011
1. Reviewing and adapting the DOORWAY materials to the country's needs and circumstances in collaboration with key government stakeholders			
Develop M&E plan	Develop an M&E plan for the program	Completed	
Obtain buy-in from government counterparts	Organize meeting with government stakeholders to introduce the project	Completed	
	Devise a roadmap in collaboration with government counterparts	Completed	
	Meet with other development partners to coordinate efforts	Meeting held with UNICEF, UNIFEM, UNFPA to coordinate efforts	No activity planned
	Meet with members of the Gender Working group led by President, Academy of Education	Ongoing	Regular Gender working group meeting
	Coordinate gender pedagogy practices with Gender Working Group	Ongoing	Gender pedagogy practices discussed on a regular basis with Gender Working Group
	Identify members of the working group to be involved in the design of the program	Responsibility of AOE	
Review materials	Review DOORWAYS material to assess content relevance, cultural appropriateness and methodology	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 activity planned
	Incorporate the principles of comprehensive Safe Schools" approach into national extracurricular program	Doorways III –Teacher Training Manual incorporated into extracurricular program	No activity planned
	Present restructured SRGBV training materials to (MOE), Academy of Education (AOE), Republican Teacher	Reviewed SRGBV training materials presented to (MOE)	No activity planned

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – Jun., 2011
	Training Institute (RTTI), Methodological Curriculum Center (MCC), representatives from school and community and international organizations to obtain feedback		
Incorporate feedback	Incorporate all local concerns and needs in the training materials	Completed	
	Localize Doorways materials ready for testing in four pilot schools	Completed	
Policy dialogue	Start dialogue to address SRGBV at a policy level	Ongoing	Continue dialogue
2. Piloting of training materials in 4 schools			
	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 : Manual II and III	No activity planned
	Conduct field visit to four schools to prepare them for piloting	No need for piloting – immediate intervention	
	Identify members of the community to be involved in the training for community	Completed	
	Identify TOTs	Completed	
	Conduct TOT, Doorways III Manual for Teachers	Completed	
	Pilot training materials	Completed	
	Conduct a small scale survey to collect information on the type of gender-based violence practiced in and around the schools	Baseline survey conducted	
3. Translation, publication and distribution of learning training materials on SRGBV to responsible			

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – Jun., 2011
educational institutions and target schools			
Identify translators and translate training materials	SRGBV training manuals are adapted, edited, translated into Russian and Tajik languages	Completed	
Printing and distribution of training materials	Print 1000 copies of the translated material	Completed	
	Distribute translated materials to 20 target schools	Re-scheduled	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 Manual for Teachers has been approved by MOE and AOE, AOE identified the working group to work on the curriculum	No activity planned
	Work closely with TTIs to incorporate elements of reviewed materials to their curricula	RTTIs incorporated elements of Doorways III in the extracurricular	No activity planned
Develop criteria and select schools	Develop criteria for the selection of target schools in collaboration with government counterparts	Completed	
	Select 20 target schools in collaboration with government counterparts	Completed	
	Develop a database of 20 target schools selected	Completed	
	Develop training design (organization, timing, and delivery of the training programs)	Training designed	Last Activity planned for January
	Agree on training design with government counterparts	Completed	
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	Completed by IC	

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – Jun., 2011
	Decided on a representative samples of two target groups to be tested before program inception	Completed	
	Administer test to representative samples	Completed	
	Develop a base-line data	Data collection initiated during training activity	No activity planned
Conduct training	Conduct trainings in 9 schools for communities	157 communities trained	Continue trainings for 160 teachers
Conduct final study on program effectiveness			Dates for final study to be determined
Institutionalization	Draft of a Code of ethics for teachers	Completed	Official approval in process
			Print out copies of Code of ethics for distribution to schools and education institutions
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		Completed	
Develop monitoring tools		Completed	
Train government counterparts on monitoring tools	N/A		
Agree on the frequency of monitoring exercises		Completed	
Develop quarterly reporting format (matrix and narrative)		Completed	
Develop program progress check list		Completed	
Conduct bi-annual project review exercise with government counterparts			Dates to be determined
Program conclusion and reporting			Dates to be determined

**Kyrgyzstan – Quarterly Report Matrix;
January – March, 2011**

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – June., 2011
IR 1: Improved Quality of Teacher Training in Student Centered Methodologies			
SIR 1.1 Improved Quality of In-service teacher training			
SSIR 1.1.2 Strengthen capacity of in-service teacher training instructors			
1.1.2.1 Training of instructors to teach modified courses in Talas and Naryn ITTI	Conduct methodological trainings for Talas and Naryn ITTI instructors	Partially completed	The third 7 day and fourth 4 day training on TOT and mentoring will be held for Naryn ITTI and Talas MC
	Master trainer observations during trainings of newly trained instructors	Postponed	Monitoring visits will be made to Talas and Naryn ITTIs during their regular courses after the third training
1.1.2.2. Policy dialogue with MOES and Ministry of Finance to ensure funding for regular ITT courses for Jalalabad Methodical Center (JAMC) and Batken Methodical Center (BAMC)	<ol style="list-style-type: none"> 1. Develop SOW and recruit one LC 2. LC research possibilities and develop action plan 3. Implement action plan 	Cancelled	No activities planned
SSIR 1.1.3 Mentoring within ITTI system			
1. 1.3.1. Training of instructors	Training on monitoring and mentoring for Talas and Naryn ITTI instructors	Postponed to Q3	Two 4-days trainings will be held on monitoring and mentoring for Talas and Naryn ITTI instructors
1.1.3.2. Recruitment of experts	Develop SOW and hire three LCs from MGT/ITTI instructors and 1 master-mentor	In process	Develop SOW and hire three LCs from MGT/ITTI instructors and 1 master-mentor

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – June., 2011
1.1.3.3. Observation, review and development of plans	Observation of ITT courses. Provide consultation based on self-reporting forms, trainee evaluation forms, and LC's and local ITTI mentors' observation.	In process	<ol style="list-style-type: none"> 1. LCs provide observation of local ITTI mentors' mentoring approaches. 2. Based on LCs and local ITTI mentors discussion with system trainer, develop a performance improvement plan for the next phase (course). 3. LC and local ITTI mentors submit observation results to master mentor and TTS. Discusses results and provide guidance from Master mentor.
SSIR 1.1.4. Improvement of the project deliverables			
1.1.4. Improvement of project deliverables	Improve Methodic Guides (Teachers' toolkit, Student Oriented Methodology)	In process	Improve Methodic Guides (Teachers' toolkit, Student Oriented Methodology)
	Revise evaluation tests in target subject areas (6) to make them compliant with revised ITT program	In process	Revise evaluation tests in target subject areas (6) to make them compliant with revised ITT program
SSIR 1.1.5. Purchase equipment and literature for partner ITTIs			
1.1.5. Purchase equipment and literature for partner ITTIs	Purchase equipment and literature for partner ITTIs: JAMC, BAMC, NITTI, TITTI	In process	Purchase equipment and literature for partner ITTIs: JAMC, BAMC, NITTI, TITTI
SIR 1.2 Improved Quality of Pre-Service Teacher Training			
SSIR 1.2.1 Support new teacher retention			
1.2.1.1 Develop the last	1. Improve the policy paper on a basis of obtained	Cancelled, since the government	No activities planned

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – June., 2011
draft of the policy paper	comments	has already approved a new salary system that responds to the outcome of this planned task	
	2. Prepare the policy paper for publishing		
	3. Translation for Kyrgyz and English languages		
1.2.1.2 Distribute guidebook for young teachers to all universities	Distribute guidebook for young teachers to all universities	In process, translation and editing ongoing	Distribute guidebook for young teachers to all universities
SSIR 1.2.2 Improve PTTI curricula on 3 target specialties			
1.2.2.1 Continue to mentor Arabaev university in implementation of revised curricula	Observation of instructors' activities	Ongoing	Observation of instructors' activities
	LCs collect data; submit brief analytical reports on a monthly basis	Ongoing	LCs collect data; submit brief analytical reports
	LCs conduct workshop for university instructors	Postponed	LCs conduct workshop for university instructors (2 days trainings will be provided on Formative assessment)
1.2.2.2 Modify Osh State University /JASU curricula on 3 target specialties	IC, LC and TE(D)s modify content of courses in OshSU/JASU	In process	No activities planned
	Provide regular consultations to LC and TE(D)s in Osh/Jalalabad	In process	1. Develop final modified products
			2. Approval of modified documents in university Ucheniy Sovet
		3. Documents approved by Ucheniy Sovet	
1.2.2.3. Testing/ Piloting Modified Work Programs in Osh SU/JASU	1. University instructors fill in self-report forms every time they deliver lessons integrated by the project	Postponed	1. University instructors fill in self-report forms every time they deliver lessons integrated by the project
	2. Observation of instructors activities (once per instructor per semester)		2. Observation of instructors activities (once per instructor per semester)
	3. Students surveyed every time they study new topic integrated by the project		3. Students surveyed every time they study new topic integrated by the project
	4. LCs collect data; submit brief analytical reports (on a monthly basis)		4. LCs collect data; submit brief analytical reports (on a monthly basis)
	5. Mentoring and monitoring		5. Mentoring and monitoring
1.2.2.4 Conduct trainings for Osh	1. Training 1 "Experiential learning, reflective grid and	___ Completed	

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – June., 2011
SU/JASU university instructors on the process of delivery of material to university students on a monthly basis	the learning cycle”		
	2. Training 2 “Designing teacher training tasks”	Completed	
	3. LC and a co-trainer Conduct Training 3 “Learning cycle and analysis of training materials”	Postponed	LC and a co-trainers will conduct Trainings # 3-6
	4. LC and a co-trainer Conduct Training 4 “Teacher training and teacher development. Models of training”		
	5. LC and a co-trainer Conduct Training 5 “Are good teachers born or made? The role of personal qualities. Facilitation skills”		
	6.LC and a co-trainer Conduct Training 6 “Mentoring”		
SSIR 1.2.3 Strengthen linkages between universities and schools			
1.2.3.1 Test revised student practicum at Arabaev university	Field-test modified student practicum model in target schools / Monitor, collect and analyze data, develop recommendations and improve practicum model	Postponed, Since Head of School Practicum at Arabaev university delayed the timeline. At present, she is working on Students’ Practicum Polojenie that should be approved by Uchenyi Sovet of the university	
1.2.3.2 Arrange discussion of 1) Regulation on student practicum 2) Program on student practicum level Osh SU faculty /JASU faculty	Conduct meeting with Student practicum Working group to discuss revised model of student practicum	Postponed	Conduct meeting with Student practicum Working group to discuss revised model of student practicum
1.2.3.3 Develop final	Conduct meeting with Student practicum Working		Conduct meeting with Student practicum Working

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – June., 2011
draft of 1 Regulation and 3 Programs on student practicum & Get it approved by the university “Ucheniy sovet” of Osh SU/JASU	group (Osh SU faculty/JASU faculty) to discuss the final draft of the documents		group (Osh SU faculty/JASU faculty) to discuss the final draft of the documents
	Develop final draft of the documents		Develop final draft of the documents
	Official approval of the documents by University “Ucheniy Sovet”		Official approval of the documents by University “Ucheniy Sovet”
	Produce and distribute 100 copies of the Mentor's Handbook to university supervisors, school mentors, and students.		Produce and distribute 100 copies of Mentor's Handbook to university supervisors, school mentors and students.
SIR 1.3 Improved Capacity of Education Administrators in Mentoring, Monitoring and Pedagogical Leadership			
SSIR 1.3.1 Training of HMUs in Mentoring Technologies			
1.3.1.1. Continue monitoring and providing methodological support for target schools in Mentoring, Cohort 1 schools (Chui and Osh)	1. Follow up visits to support HMUs and gauge effect - deliver 1 day workshop on Mentoring	1 day workshop on mentoring completed	Continue monitoring and providing methodological support to 14 target schools
	2. Informal talks and reflective dialogues with HMUs and teachers	Ongoing	Continue informal talks
	3. Collect data on mentoring process and analyze it, prepare summary report on a monthly basis	3 reports for Jan-Mar, 2011 are written	Continue collecting data
1.3.1.2. Update Mentoring Module based on the feedback from HMUs, zavuches teachers, and LCs	Working group meeting on modification and enhancement of Mentoring Module (1 day)	Postponed till April, 2011	1. Revisions and updates to the content of Mentoring Module 2. Prepare Mentoring Module for approval and incorporate the final copy of Mentoring Module into regular in-service teacher trainings courses (KAE and ITTI)
1.3.1.3. Support in development of Mentoring Toolkit	Develop Mentoring Toolkit	Completed	Modification and enhancement of Mentoring Toolkit - 62 Translation of Mentoring Toolkit
1.3.1.4. Review of existing Regulation on job description (directors, zavuches, and social	Develop Regulation on Job description for HMUs	Completed	1. Submission of the Regulation to KAE and MOES Board for consideration and approval 2. Modification and approval of Regulation

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – June., 2011
pedagogues) and support in development of Regulation on job description for HMUs			
1.3.1.5. Support in the development of Polojiyiye (Regulation) on Mentoring	1. Conduct working group meeting (representatives of KAE, ITTI, LCs) 2. Develop Regulation on Mentoring in schools	Completed	Revision, comments, and modification of Regulation on Mentoring
SSIR 1.3.2 Training of Directors and Zavuches in Pedagogical Leadership			
1.3.2.1. Continue monitoring and providing support in Pedagogical Leadership to target schools, Cohort 1 schools (Chui and Osh)	Follow up visits (14 schools) - Deliver 1 day workshop on leadership	Completed	
	Informal talks and reflective dialogues with directors and zavuches	Ongoing	Continue informal talks with directors and zavuches
	Collect data, process and analyze it, prepare summary report on a monthly basis	In process 3 reports for Jan-Mar, 2011 are written	Round table on best practices in Pedagogical leadership with directors and zavuches
1.3.2.2. Update training Module on Pedagogical Leadership based on the results of school visits (Cohort I schools)	Working group meeting on modification and enhancing of Module on Pedagogical Leadership with the principals, zavuches, LCs, and TE (1 day)	Postponed	Revision and updating the content of Leadership Module Prepare Leadership Module for approval and incorporate the final copy into regular in-service teacher trainings courses (KAE and ITTI)
1.3.2.3. Support in the development of Pedagogical Leadership Toolkit	1. Conduct working group meeting with experts on how Pedagogical leadership toolkit should be designed. 2. Develop initial copy of Toolkit on Pedagogical Leadership	Completed	Conduct 1 day workshop on modification and enhancement of the Toolkit on Pedagogical Leadership
SSIR 1.3.3 Training in Monitoring for Rayon staff, Directors & Zavuches			
1.3.3.1. Continue providing support in Monitoring to target schools,	Deliver 1 day workshops for RED and zavuches on monitoring	Completed	
	Reflective dialogues and informal talks with RED, Directors, and zavuches	In process	Continue informal talks with the stakeholders

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – June., 2011
Cohort 1 schools (Chui and Osh)	Collect data on Monitoring, process and analyze it, prepare summary(report) on a monthly basis	3 reports for Jan-Mar, 2011 are written	Round Table with the stakeholders on the effect of Monitoring intervention
1.3.3.2. Update and finalize training Module on Monitoring based on the feedback and results of school visits (14 schools)	Working meeting group on modification of Monitoring Module (1 day)	Postponed	Revision, additions, and updating the content of the Monitoring module
1.3.3.3. Support in development of Monitoring Toolkit	1. Develop Initial copy of Monitoring Toolkit 2. Conduct 2 day workshop on modification and enhancement of Monitoring Toolkit	Completed Postponed for April, IC reviewed the Toolkit and after his revision this workshop material will be modified	1. Conduct 2 day workshop on modification and enhancement of the Toolkit on Monitoring 2. Present and approve (KAE) Monitoring Toolkit
IR 2: IMPROVED QUALITY OF STUDENT ASSESSMENT			
SIR 2.1. Support in developing subject specific Student Assessment Guide book, video training module. Support in improvement training session on Student Assessment			
2.1.1. Support in developing subject specific formative assessment Guide Books (primary school subjects homeland and math, Secondary school Kyrgyz language and Math)	1. Translation of the selected subject specific materials on Formative Assessment into Russian	On demand	
	2. School visit to collect information on teachers' experience in using formative assessment techniques through lesson observation, teacher and student interviews	Completed	
	3. Support development of Guide books on Student Assessment based on collected materials	Ongoing	Draft Guide will be completed
	4. Share draft Guidebook with LC, Program specialists of SIR 1.1, SIR 1.2, SIR 1.3, IR 3 and collect comments	Postponed	4. Share draft Guidebook with LC, Program specialists of SIR 1.1, SIR 1.2, SIR 1.3, IR 3 and collect comments
	5. Review content of the Guidebook for print-out and desktop layout	Postponed	5. Review content of the Guidebook for print-out and desktop layout and translation

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – June., 2011
2.1.2. Support in improvement Student Assessment (including formative assessment) training session in line with SSIR 1.1.1.2	Monitoring of ITTI, PTTI sessions on Student Assessment	In process	Monitoring of ITTI, PTTI sessions on Student Assessment
	Revise and improve training session “Student Assessment”	In process	Revise and improve training session “Student Assessment”
2.1.3. Support in improvement Formative Assessment video for teachers	1. LC, TEs develop content of video training module on formative assessment techniques on the basis of Guide book, teachers’ feedback, and teachers’ recommendations.	In process, LCs have not been available	1. LC, TEs develop content of video training module on formative assessment techniques on the basis of Guide book, teachers’ feedback, and teachers’ recommendations.
	2. Discuss with the director and the cameraman possibilities of preparing video of the defined content.	Ongoing	2. Discuss with the director and the cameraman possibilities of preparing video of the defined content.
	3. LC, TEs improve User’s Manual on use of video training module on formative assessment techniques	Postponed	3. LC, TEs improve User’s Manual on use of video training module on formative assessment techniques
	4. Organization of the videoing of the training module.	Postponed	4. Organization of the videoing of the training module.
	5. Conduct field test of video training module among teachers of selected schools and analyze results	Postponed	5. Conduct field test of video training module among teachers of selected schools and analyze results
	6. Revise and improve training module based on feedback collected at the field test	Postponed	6. Revise and improve training module based on feedback collected at the field test
2.1.4. Involving teachers into discussion of Student Assessment practices through Mass Media (under IR.3. component)	Collect, develop and select content of the text on student assessment to be published through teachers newspaper “Kutbilim sabak”	Ongoing till September 2011	

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – June., 2011
2.1.5. Support in developing module to train teachers on developing questions to assess higher order thinking skills.	Develop draft module to train teachers on developing questions to assess higher order thinking skills.	In process	Revise and improve training module based on feedback collected at the field test
	Support conducting field test of the training module among teachers and analyze results	In process	Share training module through SIR 1.1, SIR 1.2, SIR 1.3
SIR 2.3: Influence system of Olympiads and other competitions to include measures of higher order skills			
2.3.1. Support in developing Methodological Guide on development of tasks and assessment of higher order thinking skills in Republican School Olympiad	1. Submission of the Regulation to KAE and MOES Board for consideration	Awaiting official approval	
	2. LC and TEs develop recommendations on Methodological Guide	Completed	
	3. Meeting of the working group. Discussion and improvement of the draft Methodological Guide	Completed	
	4. Revision of the draft Methodological Guide by LC and TEs.	In process	Draft will be revised
	5. Correction, translation of the Methodological Guide into Kyrgyz, and Russian languages, preparation of documents of the KAE Board	Postponed	5. Correction, translation of the Methodological Guide into Kyrgyz, and Russian languages, preparation of documents of the KAE Board
IR3. GREATER INVOLVEMENT OF TEACHERS IN CURRICULUM REFORM			
SIR 3.1: Support in improvement Use of Skill-Based Educational Requirements in Subject Matter Teaching			
3.1.1. Support in improvement Syllabus guide on focus subjects	Arrange monthly meetings of teachers and developers	Ongoing	Arrange monthly meetings of teachers and developers
	Making changes in Syllabus guide on focus subjects	In process	Making changes in Syllabus guide on focus subjects
3.1.2. Support in selecting and publishing Supplementary Materials (SM) developed by teachers	Support in development SM	In process	Support in development SM
	Organization of the contest among school teachers to select SM developed by teachers to have them published.	In process	Organization of the contest among school teachers to select SM developed by teachers to have them published.
	Support in selection of SM	Postponed	Support in selection of SM

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – June., 2011
SIR 3.2. Increased Opportunities for Professional Exchange and Policy Dialogue			
3.2.1. Involving teachers in discussion through Mass media	Support in contest for best lesson plan in focus subjects	Completed	
	Collection and selection of information and publication of it through “Kutbilim Sabak” on curriculum Issues.	In process till September 2011	
IR 4. Increased Effectiveness of Education Finance Systems			
IR-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 PCF implementation	Provide technical support to EFWG to review the pilot progress, develop policies, discuss education financing issues and coordinate donor collaboration, etc.	Completed, Next EFWG meeting (2 nd meeting postponed to next quarter)	1 EFWG is planning
	Develop EFWG meeting summary reports in English and Russian, share with MoES and EFWG members	1st report completed	2nd report will be developed
4.1.1.2 Support the institutionalization of automated expenditure tracking system in MoES in terms of PCF in Chui oblast	Develop ToR for preparing and issue the PCF informational statistical bulletin for 2009, 2010, 2011	No activities	Develop ToR for preparing and issue PCF informational statistical bulletin for 2010
	Publish the PCF informational statistical bulletin for 2009, 2010, 2011 and distribute among partners	50 copies of informational bulletin for 2009 were distributed	Prepare and publish 50 copies of informational bulletin for 2010
	Provide technical support to MoES in maintenance work on automated expenditure tracking system in Chui, local consultant	Ongoing	Technical support
4.1.1.3. Increase central government officials’ capacity in PCF implementation	Conduct monitoring site visits with MoES specialists in PCF rayons of Chui oblast; develop reports and recommendations based on monitoring results; present and discuss results with the EFWG	1 meeting with MOES specialists	1 visit is planning
	Conduct National Conference on per - capita implementation and community involvement in school management	No activities planned	No activities planned
	Translate in English all policy-briefs and policy related documents issued within the QLP from the beginning of the project	No activities planned	No activities planned

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – June., 2011
	Prepare analysis of PCF implementation and community involvement including recommendations jointly with MoES	No activities planned	No activities planned
4.1.1.4 Increase public awareness on PCF and community involvement in school management	Provide information on PCF implementation issues and community involvement in school management to be published in MOES Newspaper “Kut Bilim”	Article in MoES Newspaper “Kut Bilim” about new system of labor remuneration	1 publication will be developed
SSIR 4.1.2 Improving School Management			
4.1.2.1 Roll-out of six-day training module “Financial Management in School Education” for the school principals of Chui oblast	Create database of the module trainees	No activities planned	No activities planned
	Coordinate schedule and list of trainees with the MoES, RayOO	No activities planned	No activities planned
	Print training manuals for trainers and trainees	140 copies were printed for Moskovskii, Alamedin and Sokuluk rayons	No activities planned
	Roll out trainings for school principals in Chui oblast	4 trainings were conducted for Moskovskii, Alamedin and Sokuluk rayons	No activities planned
4.1.2.2 Roll-out of six-day training module “Accounting in schools” for school accountants of Chui oblast	Coordinate schedule and list of trainees with the MoES, RayOO	No activities planned	No activities planned
	Print training manuals	60 copies were printed for Moskovskii and Alamedin rayons	30 copies will be printed for Sokuluk rayon
	Roll out trainings for school accountants in Chuioblast	2 trainings were conducted for Moskovskii and Alamedin rayons	1 training will be conducted for Sokuluk rayons
4.1.2.3 Support of school administration in improving of school teacher incentive system(CLP)	Print practical manual “How to improve the quality and effectiveness of teachers’ work: new opportunities in terms of per capita financing at school”	Postponed	900 copies will be printed for schools of Chui oblast
	Distribute practical manual among Chui oblast schools	No activities	900 copies will be distributed among schools of Chui oblast
4.1.2.4 Mentoring of school principals, accountants and RayONO specialists	Plan mentoring visit structure (checklists, schedule)	Completed	Develop schedule for Q3 mentoring visits
	Conduct mentoring visits (interview, review of successes and challenges) to Cohort 1 schools.	Completed, 4 mentoring visits were done to the schools of Alamedin, Chui, Moskovskii and Kemin rayons	Mentoring visits are planned
	Summarize findings in reports	In process	Reports

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – June., 2011
4.1.2.5 Compilation of regulations, normative docs, instructions for school principals jointly with SIR1.3	Develop TOR	No activities	No activities planned
	Select LC	No activities	No activities planned
	Prepare compilation for school principals	No activities	No activities planned
	Translate to Kyrgyz language	No activities	No activities planned
	Print 350 copies, distribute to schools, RayONOs and RayFOs in Chui oblast	No activities	No activities planned
4.1.2.6 Compilation of instructions and regulations for school accountants	Develop TOR	No activities	No activities planned
	Select LC	No activities	No activities planned
	Prepare compilation for school accountants	No activities	No activities planned
	Print 350 copies, distribute to schools, RayONOs and RayFOs of Chui oblast	No activities	No activities planned
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 of the 3-day training module “Community Involvement in School Management”	Create database of the module trainees	No activities	No activities planned
	Coordinate schedule and list of trainees with the MoES, RayONO	No activities	No activities planned
	Print training manuals	No activities	No activities planned
	Roll out training for school principals and ACs chairmen in Chuy oblast	No activities	No activities planned
4.2.1.2. Monitoring of ACs activities	Plan monitoring visits	Completed	Develop schedule for Q3 monitoring visits
	Conduct monitoring visits	4 monitoring visits were done to the schools of Alamedin, Chui, Moskovskii and Kemin rayons	
	Summarize findings in reports	Completed	Reports
4.2.1.3 Increase of public awareness about community involvement in school management on rayon level in Chui oblast	Plan of meetings schedule	No activities	Develop the schedule of meetings
	Conduct 7 meetings on rayon level with RayONO, Ayil-okmotu, ACs, school administration and community representatives to share information about best practices of ACs activities	No activities	No activities planned
4.2.1.4 Increase of transparency and accountability in school financing and management	Develop TOR for LC to prepare practical manuals “Preparation and Conducting of School Budget Hearings” and “Planning of Joint Activities Between Schools and ACs”	No activities	No activities planned
	Select LC	No activities	No activities planned
	Print and distribute the	150 copies printed and	No activities planned

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – June., 2011
	practical manual “Planning of Joint Activities Between Schools and ACs” among schools and ACs in Chui oblast	distributed among Sokuluk, Moskovskii, Chui and Kemin rayons	
	Print and distribute the practical manual “Preparation and Conducting of School Budget Hearings” among schools and ACs in Chui, Issyk-Kul and Batken oblasts	770 copies printed for Chui, Issyk-Kul and Batken oblasts	770 copies will be distributed for Chui, Issyk-Kul and Batken oblasts
	Provide technical and consultative support to ACs and school administration in preparation and conducting of school budget hearings in Chui oblast	1-2 budget hearings	1-2 budget hearings will be provided

**Turkmenistan – Quarterly Report Matrix;
January – March, 2011**

Tasks	Activities/outputs planned for Jan. – Mar., 2011	Outputs achieved expected in Jan. – Mar., 2011	Activities planned for Apr. – Jun., 2011
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 Develop training programs relevant to the Turkmen context			
1.1.1 Develop training programs	Prepare training materials package on modern pedagogy	Prepared and developed the first Module focused on Student Learning Objectives	Continue develop training materials package on modern pedagogy
SSIR 1.1.2 Trainers' capacity building			
1.1.2 Trainers' capacity building	1. TOT in the center "Dil" of Lebap velayat	TOT training materials developed	Replicate this scheme for Mary velayat
	2. Develop trainer's guideline	Trainer's guideline for TOT developed	
	3. Conduct in-service 7 days training trough 3 phases (2+2+3) TOT in the Centre 'Dil'	21 trainers trained	25 trainers to 2 nd Velayat
	4. Translate materials into Turkmen language	Materials in relevant languages completed	
SSIR 1.1.3 Support training centers to develop a systematic training approach			
1.1.3. Support centre 'Dil' to run trainings for teachers from Lebap Velayat	1. Policy dialogue with training centre in Lebap and agreement on responsibilities of each party, action plan etc	Draft of Agreement between parties	Policy dialogue with training centre in Ashgabat and Mary and agree on responsibilities of each party, action plan etc
	2. Sign Agreement between QLP and local partner in Lebap velayat	Agreement signed	Sign Agreement between QLP and local partner in Mary velayat and Ashgabat
	3. Facilitate centre 'Dil' to run trainings for teachers from Lebap Velayat	280 teachers trained (480 teachers trained on the second module)	
	4. Develop monitoring tools	Training materials evaluated	
SIR 1.2 Support teachers and educators to use ICT Technologies in teaching and learning process			
1.2.1 Develop training materials	1. Develop Trainer's Guideline on IWB (Interactive Whiteboard) in the Classroom	Trainer's Guide for TOT	
	2. Develop training materials on three Modules	Training materials	
	3. 2 days TOT on IWB (Interactive White Board) in QLP TM office and in Lebap	22 IWB trainers	

**QLP Quarterly Report Performance Data Table for Kyrgyzstan and Tajikistan
January – March 2011 (PY 4)**

No	Project Indicator	FY2011 Target	January-March 2011 plan	January-March 2011 actual	Cumulative FY 2011	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) a. Primary Math b. Primary language arts c. 7 grade Math d. 7 grade Language arts	Impact Assessment 4/11 K: 5% Ta: 5%				
2	% of primary and secondary students (in selected grades and subjects in sample schools) demonstrating greater responsibility for learning outcomes	Impact Assessment 4/11 K: 75%				
3*	# of children receiving better quality education in ... a. target schools b. QLP ed. finance pilot districts schools c. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) schools Standard Indicator equivalents • # of learners enrolled in USG-supported primary schools • # of learners enrolled in USG-supported secondary schools	K: 333 489 students ⁱ -primary: 149 456 -secondary: 184 033 a. 32 965 students** -primary: 15 677 -secondary: 27 288 b. 115 318 students (grade 1-11)*** -primary: 46 914 -secondary: 68 404 c. 204 695 **** -primary: 97 789 -secondary: 106 906 Ta: 1,957,953 students ⁱⁱ -primary: 759,811 -secondary: 1,198,142 a: 86 675 students ⁱⁱⁱ -primary: 34, 641 -secondary: 52 034 b: 76,004 students (Kulyob)				

No	Project Indicator	FY2011 Target	January-March 2011 plan	January-March 2011 actual	Cumulative FY 2011	comments
		and Vahsh) - primary: 29,126 - secondary:46,878 c: 1,881,949 students -primary:730,685 -secondary : 1,151,264 Total: 2 291 442 students -primary: 909 267 -secondary: 1 382 175 a. 129 640 students -primary: 50 318 -secondary: 79 322 b. 191 322 students -primary: 76 040 -secondary: 115 282 c. 2 086 644 students -primary: 828 474 -secondary: 1 258 170				
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.)	Impact Assessment 4/11 K: 30%				
5	% of target schools meeting or surpassing minimum standards of composite index for specified quality-enhancing standards and practices	Impact Assessment 4/11 K:10%				
		Ta: Cohort 1: 35%				
		Ta: Cohort 1: 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 : 6 teacher training institutions with new courses a. 5 ITTIs ^{iv} --student-centered/classroom (2 ITTIs Talas and Naryn) pedagogical leadership (3 ITTIs: IK, JA, Batken MC) -mentoring (3 ITTIs)				

No	Project Indicator	FY2011 Target	January-March 2011 plan	January-March 2011 actual	Cumulative FY 2011	comments
	<ul style="list-style-type: none"> - Universities - Colleges (Tajikistan only) 	<ul style="list-style-type: none"> b. 1 PTTIs (regional University) - student-centered/classroom mgt. 				
		<ul style="list-style-type: none"> T: 1 teacher training institutions a. 0 ITTI (all target ITTIs continue using) b. 1 <ul style="list-style-type: none"> - Universities: 1 PTTI (KTSU) (student-centered/classroom mgt.) - Colleges: 0 				
		<ul style="list-style-type: none"> Total : 7 teacher training institutions a. 5 ITTIs b. 2 PTTI 				
7	<ul style="list-style-type: none"> # 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) 	<ul style="list-style-type: none"> K: 1 module developed a. In-service: 1 training module for ITT instructors on how to teach within new structure b. Pre-service: NTY^v c. NA 				
	<ul style="list-style-type: none"> a. In-service modules b. Pre-service modules <ul style="list-style-type: none"> - Universities - Colleges (Tajikistan only) c. Both in-and pre-service modules 	<ul style="list-style-type: none"> Ta: 3 module a. In-service:0 b. Pre-service:3 <ul style="list-style-type: none"> -Universities: 1(New methods for PTTI instructors) - Colleges: 2 (on interactive approach and general pedagogy/psychology, and mentoring) c. Both: NA 				

No	Project Indicator	FY2011 Target	January-March 2011 plan	January-March 2011 actual	Cumulative FY 2011	comments
		Total: 4 a. In-service :1 b. Pre-service: 3				
8	<p># 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</u> by the MOE (and/or other official institution)</p> <p>a. in-service modules (approved by...) b. pre-service modules - Universities - Colleges (Tajikistan only) (approved by) c. both in-and pre-service modules (approved by)</p>	<p>K: 4 modules approved</p> <p>a. In-service: NTY^{vi} b. Pre-service: 4 existing modules approved by 1 regional PTTIs c. NA</p>				
		<p>Ta: 5 modules approved</p> <p>a. In-service: 0^{vii} b. Pre-service: 5 Universities: 3 - General pedagogy approved by KT PTTI - Student practicum approved by KPTTTI -New methods for PTTI instructors approved by Dushanbe PTTI -Colleges: 2modules by 2 Colleges(Dushanbe, KT)</p> <p>c. Both: NA</p>				
		<p>Total : 9 modules a. 0 in-service b. 9 pre-service c. NA both</p>				
9	<p># of workshops, trainings and consultative meetings conducted on new teaching methods, pedagogical leadership and mentoring methods and approaches in support of...</p> <p>a. in-service training b. pre-service training - Universities - Colleges (Tajikistan only)</p>	<p>K: 40 workshops, trainings and consultative meetings</p> <p>a. in-service training: 20 b. pre-service training: 20 c. NA d.NA</p>	<p>K: 18 workshops, trainings and consultative meetings</p> <p>a. in-service training: 10 b. pre-service training: 8 c. NA d.NA</p>	<p>K: 14 workshops, trainings and consultative meetings</p> <p>a. in-service training: 12 b. pre-service training:2 - Universities-2 c. NA d.NA</p>	<p>K:23 workshops, trainings and consultative meetings</p> <p>a. in-service training: 19 b. pre-service training:4 -Universities 4 c. NA d.NA</p>	

No	Project Indicator	FY2011 Target	January-March 2011 plan	January-March 2011 actual	Cumulative FY 2011	comments
	c. both in-and pre-service d. other	Ta: 68 workshops, trainings and consultative meetings a. in-service: 50 b. pre-service:18 -Universities: 10 -Colleges: 8 c. Both: NA d. Other: NA	Ta: 45 workshops, trainings and consultative meetings a. in-service: 41 b. pre-service:4 -Universities: 2 -Colleges: 2 c. Both: NA d. Other: NA	Ta: 64 workshops, trainings and consultative meetings a. in-service: 64* b. pre-service: 0 -Universities: 0 -Colleges: 0 c. Both: NA d. Other: NA	Ta: 71workshops, trainings and consultative meetings a. in-service: 64 b. pre-service:7 -Universities: 6 -Colleges: 1 c. Both: NA d. Other: NA	
		Total: 108 workshops, seminars and trainings a. In-service: 70 b. Pre-service: 38 c. Both: 0 d. Other: NA	Total: 63 workshops, seminars and trainings a. In-service: 51 b. Pre-service: 12	Total: 78 workshops, seminars and trainings a. In-service: 76 b. Pre-service: 2	Total:94 workshops, trainings and consultative meetings a. in-service: 83 b. pre-service:11 -Universities: 10 -Colleges: 1 c. Both: NA d. Other: NA	
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 - Universities - Colleges (Tajikistan only) e. F indicator calculation Standard Indicator equivalents	K: 3 164 trainees a. direct project training: 375 -MOE & Rayon Officials: 25 -ITTI/PTTI Instructors & Trainers: 300 -Other: 50(other projects, NGOs, consultants) b. Target rayons/schools: 125 (Cohort 1) -School Administrators: 50 -MUs: 75 -Teachers: 0 c. ITTIs: 2,340 (2,025 teachers at ITTIs& 315 school administrators at KAE/CTTR) d. PTTIs: - Universities: 324 student teachers in Arabaev	K: 260 trainees a. direct project training: 60 b. Target rayons/schools: 200 (Cohort 1) c. ITTIs: n/a d. PTTIs: n/a - Universities: student teachers in Arabaev University -colleges: n/a	K: 945 trainees a. direct project training: 93 -MoE&Rayon Officials: 11 ----- ITTI/PTTI Instructors & Trainers: 81 Other: 1 b. Target rayons/schools: 235 (Cohort 1) School Administrators:120 -MUs: 49 Teachers: 64 c. ITTIs: 617 in-direst trainees (in 3 ITTIs) d. PTTIs:* 0 -Universities: 0	K: 1720 trainees a. direct project training: 208 b. Target rayons/schools: 360 (Cohort 1) c. ITTIs: 1152 indirest trainees (in 3 ITTIs) d. PTTIs:* 0	*reported annually

No	Project Indicator	FY2011 Target	January-March 2011 plan	January-March 2011 actual	Cumulative FY 2011	comments
	<ul style="list-style-type: none"> # of teachers/educators trained with USG support # of administrators and officials trained with USG support 	University -colleges: n/a e. report actual figures only Ta: 3 705 trainees a. Direct project training: 205 MoE\Rayon officials: 15 -ITTI/PTTI Instructors & Trainers: 105 - Colleges instructors: 60 -Other: 25 (other projects, NGOs, consultants) b. Target rayons/schools: 1165 -School Administrators/mentors: 470 -DED methodist: 30 -Teachers: 540 c. ITTIs: 2100 (through 5 ITTIs) d. PTTIs: 360 - Universities: 360 (1 PTTIs) - Colleges: NTY e. report actual figures only	Ta: 1040 trainees a. Direct project training: 30 - Colleges instructors: 10 b. Target rayons/schools: 1020* -Cohort 2 teachers -550 - mentoring training - 470 c. ITTIs: n/a d. PTTIs: reported annually - Colleges: NTY	Ta: 1084 trainees a. Direct project training: 28 MoE\Rayon officials: 8 -ITTI instructors: 15 -PTTI Instructors : 5 - Colleges instructors: 0 b. Target rayons/schools: 1056 School Administrators: 244 -MU -155 -DED methodist: 48 -Teachers: 594 Other 15 c. ITTIs: na d. PTTIs*: - Universities: 0 - Colleges: NTY	Ta: 1 186 trainees a. Direct project training: 130 MoE\Rayon officials: 9 -ITTI instructors: 19 -PTTI Instructors : 76 - Colleges instructors: 19 b. Target rayons/schools: 1056 c. ITTIs: na d. PTTIs*: - Universities: 0 - Colleges: NTY	*reported annually
		Total: 6 869 trainees a. 525 b. 2 478 c. 2 715 teachers d. 324 e. report actual figures only*	Total: 1300 trainees	Total: 2 049 trainees a. 249 b. 1183 c. 617 d. Reported annually	Total: 2 906 trainees a. 338 b. 1 416 c. 1152 d. Reported annually	
11	# of studies on new teacher retention prepared	Kyrgyzstan: 0 New Teacher Retention Study Tajikistan: 0 New Teacher Retention Study Total: 0 studies	Kyrgyzstan: task completed Tajikistan: task completed Total: 0 studies			
12	# of policies, programs or actions taken by MOE or	K: 1 action	K: 1 action	K: 1 action		New teacher salary

No	Project Indicator	FY2011 Target	January-March 2011 plan	January-March 2011 actual	Cumulative FY 2011	comments
	other government institutions to address teacher shortages and new teacher retention as a result of project intervention	Ta: 2 Total: 3 actions	Total: 1 actions	Total: 1 actions		regulation approved by Government includes QLP suggestions
13	# of schools linked to PTTIs (through project intervention)	K: 15 schools (Arabaev University: 10 schools; 1 regional University: 5 schools Ta: 15 schools (in 5 KT and 10 Dushanbe) Total : 10	K: 15 schools (Arabaev University: 10 schools; 1 regional University: 5 schools	K: 0		Postponed to the next academic year (2011-2012)
14	# of student teachers participating in project-promoted PTTI-school linkage programs (i.e. practicums)	K: 60 student teachers (Arabaev University: 40 students; 1 universities: 20 students) Ta: 450 in 2 PTTI (Dushanbe PTTI: 225; KT PTTI 225) 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 b. school principals c. Deputy principals d. methodological unit leaders	K: Cohort 1: a. 30% b. 20% c. 30% d. 20% Ta: Cohort 1: a.30% b.45% c.45% d.45%				
Result/Component 2: Improved Quality of Student Assessment						
16	# of ISTTIs and PTTIs having <u>incorporated</u> skill-based student centered formative and/or summative student assessment in their curriculum/syllabus	K: 3 teacher training institutions a. ITTI: 2 (Talas,Naryn) b. PTTI: 1				

No	Project Indicator	FY2011 Target	January-March 2011 plan	January-March 2011 actual	Cumulative FY 2011	comments
	a. ITTI b. PTTI -Universities -Colleges (Tajikistan only)	Ta: 1 teacher training institutions a.0 ITTIs b.1 PTTI (KT) -Universities: 1 (KT) -Colleges: NTY				
		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	K:1 Summative Assessment module** a. ITTI: NA b. PTTI: NA c: Both: NA d. Other: 1 Summative Assessment module (on developing questions to develop higher order thinking skills)				
		Ta: 0 (task completed)				
		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 : 3modules approved a. in-service: 3 modules (KAE) subject specified b. pre-service: 0*				
		Ta: 5 modules approved a. In-service: 0 modules b. Pre-serivce: 5 modules approved by KT PTTI - General, Formative Assessment				

No	Project Indicator	FY2011 Target	January-March 2011 plan	January-March 2011 actual	Cumulative FY 2011	comments
		- 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: 20 workshops, seminars and trainings a. in-service: 0 b. pre-service:3 c. other: 17 Ta: 10 workshops, trainings and consultative meetings a. in-service: 6 b. pre-service: 4 c. other: 0 Total: 22 a. in-service: 7 b. pre-service: 2 c. other: 13	K: 2 workshops, seminars and trainings a. in-service: 0 b. pre-service:0 c. other: 2 Ta: 0 workshops, trainings and consultative meetings a. in-service: 0 b. pre-service: 0 c. other: 0 Total: 2	K: 4 workshops, trainings and consultative meetings a. in-service: 2 b. pre-service:0 c. other: 2 Ta: 0* workshops, trainings and consultative meetings a. in-service: 0 b. pre-service: 0 c. other: 0 Total: 4	K: 9 workshops, trainings and consultative meetings a. in-service: 2 b. pre-service:1 c. other:2	*FA training and FA guidelines for DEDs and target schools Cohort1-2 conducted under SIR 1.1.
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 -Universities -Colleges (Tajikistan only) e. F indicator calculation for educators and for administrators/officials Standard Indicator equivalents	K: 3 164 trainees a. direct project training: 375 -MOE & Rayon Officials: 25 -ITTI/PTTI Instructors & Trainers: 300 -Other: 50(other projects, NGOs, consultants) b. Target rayons/schools: 125 (Cohort 1) -School Administrators: 50 -MUs: 75 -Teachers: 0 c. ITTIs: 2,340 (2,025 teachers at ITTIs& 315	K: 30 trainees a. direct project training: 30 b. Target rayons/schools: 0(Cohort 1) c. ITTIs: n/a d. PTTIs: n/a e. report actual figures only	K: 887 trainees a. direct project training: 37 b. Target rayons/schools: 233 (Cohort 1) c. ITTIs: indirect trainees (in 3 ITTIs) 617. d. PTTIs* : n/a e. report actual figures only	K: 1435 trainees a. direct project training: 50 b. Target rayons/schools: 233 (Cohort 1) c. ITTIs: 1152 indirect trainees (in 3 ITTIs) d. PTTIs* : n/a e. report actual figures only	*Reported annually

No	Project Indicator	FY2011 Target	January-March 2011 plan	January-March 2011 actual	Cumulative FY 2011	comments
	<ul style="list-style-type: none"> # of teachers/educators trained with USG support # of administrators and officials trained with USG support 	<p>school administrators at KAE/CTTR)</p> <p>d. PTTIs: - Universities: 324 student teachers in Arabaev University -colleges: n/a e. report actual figures only</p>				
		<p>Ta: 3 343 trainees a. Direct project training: 145 MoE\Rayon officials: 15 -ITTI/PTTI Instructors & Trainers: 105 - Colleges instructors: 60 -Other: 25 (other projects, NGOs, consultants)</p> <p>b. Target rayons/schools: 678 -School Administrators: 108 -DED methodist: 30 -Teachers: 540</p> <p>c. ITTIs: 2100 (through 5 ITTIs)</p> <p>d. PTTIs: 360 (1 PTTI) -Universities: 360 -Colleges: NTY</p> <p>e. report actual figures only</p>	<p>Ta: 1040 trainees a. Direct project training: 30 - Colleges instructors: 10</p> <p>b. Target rayons/schools: 1020* -Cohort 2 teachers -550 -mentoring training - 470</p> <p>c. ITTIs: n/a d. PTTIs: reported annually - Colleges: NTY</p>	<p>Ta: 1056 trainees a. Direct project training: 0</p> <p>b. Target rayons/schools: 1056 School Administrators: 244 -MU -155 -DED methodist: 48 -Teachers: 594 Other 15</p> <p>c. ITTIs: na d. PTTIs*: - Universities: 0 - Colleges: NTY</p>	<p>Ta: 1125 trainees a. Direct project training: 13</p> <p>b. Target rayons/schools: 1112</p> <p>c. ITTIs: na d. PTTIs*: - Universities: 0 - Colleges: o</p>	
		<p>Total: 6 042 trainees a. 525 b. 2 478 c. 2 715teachers d. 324 e. report actual figures only*</p>	<p>Total: 1 070 trainees</p>	<p>Total: 1 943 trainees a. 37 b. 1289 c. 617 d. Reported annually</p>	<p>Total: 2 560trainees a. 63 b. 1345 c. 1152 d. Reported annually</p>	

No	Project Indicator	FY2011 Target	January-March 2011 plan	January-March 2011 actual	Cumulative FY 2011	comments
21	# of Olympiads and alternative competitions for students and/or teachers including new assessment items and practices	K : 0 (task completed)				
		Ta: 14 Olympiads				
		(7 target districts on 2 subject -Math, Tajik language/literature) Total : 5				
22	% of DED methodists in target rayons, school administrators and/or school methodological unit leaders in target schools who demonstrate understanding of and support the use of formative/summative assessment by classroom teachers a. DED offices b. school principals c. Deputy principals d. methodological unit leaders	K: Cohort 1: a.20% b.20% c.20% d.20%				
		Ta: Cohort 1: a. 30% b.40% c.35% d.40%				
Result/Component 3: Greater involvement of teachers in curriculum reform						
23	#/% of target subject matter curricula (by grade or level) for which new standards and guidelines for use and application have been <u>developed</u> or revised with teacher input a. main task b. strengthening task	K: 0 (completed in PY3)				
		Ta: 3 curricula guidelines a. 1 curricula guidelines (Primary Environmental Studies) b. 2 Standards and Guidelines for 6-year children -Numeracy - Literacy				
		Total : 3				
24	#/% of targeted subjects per grade/level for which supplementary materials have been developed in targeted local languages a.main task b. strengthening task	K: 4 subject/level (1 set/each) -1 set PG Math -1 set PG integrated language arts -1set secondary Math -1set secondary language/literature				

No	Project Indicator	FY2011 Target	January-March 2011 plan	January-March 2011 actual	Cumulative FY 2011	comments
		Ta: 7 targeted subjects a. 5 targeted 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 b. 2 targeted subjects - 1 package for Numeracy - 1 package for literacy Total: 11 sets/packages				
25	#/% of supplementary materials (SM) , standard and guidelines distributed to target institutions (ITTIs, PTTIs, DED, schools) Standard Indicator equivalent: • # of textbooks and other teaching learning-materials provided with USG assistance	K: 2 450 copies of SM* -800 copies of SM (Math, language, motherland) -1200 copies of Syllabus guide - 450 FA video training				
		Ta: 9 584 copies ITTI: 9254 copies PTTI: 330 copies of SM for Dushanbe and Khujand PTTIs Total: 12 034			Ta: 900 copies of FA guidebook distributed to target schools	
					Total: 900	
26	# of workshops, trainings and consultative meetings conducted on curriculum a. in-service b. pre-service d. other	K: 8 workshops, seminars and trainings a. see Indicator 9 b. see Indicator 9 c. 8	K: 3 workshops, seminars and trainings a. see Indicator 9 b. see Indicator 9 c. 3	K: 3 workshops, seminars and trainings a. see Indicator 9 b. see Indicator 9 c. 3	K: 3 workshops, seminars and trainings a. see Indicator 9 b. see Indicator 9 c. 3	
		Ta: 5 workshops, trainings and consultative meetings a. in-service: 2 b. 0 c. other 3	Ta: 3 workshops, trainings and consultative meetings a. in-service: 0 b. 0 c. 3	Ta: 7 workshops, trainings and consultative meetings a. in-service: 0 b. 0 c. 7	Ta: 7 workshops, trainings and consultative meetings a. in-service: 0 b. 0 c. 6	

No	Project Indicator	FY2011 Target	January-March 2011 plan	January-March 2011 actual	Cumulative FY 2011	comments
			main task -2 additional task -1	main task -4 additional task -3	main task -4 additional task -3	
		Total: 13 workshops, trainings and consultative meetings a. in-service: 2 b. pre-service: 0 c. other: 11	Total: 6	Total:10	Total:10	
27	#% of teacher groups (i.e. methodological units, subject groups) participating in policy dialogues and professional exchanges	K: 6 subject groups (in PG, secondary Math and secondary Language/literature in Cohort 1 and Cohort 2 rayons)				
Ta: 3 groups -1 group Primary Grade -1 group Secondary Math, -1 group Secondary Tajik Language/Literature						
Total: 9 groups						
28	#% of teachers ... a. participating in policy dialogues and technical discussions b. accessing professional exchange media	K: 72,000 teachers a. 30 teachers b. 72,000 teachers				
Ta: 95 000 teachers a. 42 b. 95 000						
Total : 167,000 teachers a. 72 teachers b. 167,000 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	K: 1 policy document				
		Ta: 1				

No	Project Indicator	FY2011 Target	January-March 2011 plan	January-March 2011 actual	Cumulative FY 2011	comments
	a. # of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of educational services	Total : 2				
30	<p>##% of districts^{viii} in which per capita finance mechanism is officially adopted</p> <p>a. QLP ed. finance districts b. other ed. finance districts*</p> <p>*QLP will report on these districts, but is not directly responsible for ensuring that the Tajik government implements their roll-out plans as projected."</p>	<p>K: 22 (39%)* a:8 (the same) b:14(WB)</p>				
		<p>Ta: 68 (100%)</p> <p>a. 2 (Kulyab and Vahsh) b. 66</p>				
		<p>Total: 90 a.10 b. 80</p>				
31	<p>##% of districts (project and others) receiving funds based on new per capita funding formula (per national roll-out plan)</p> <p>a. QLP target districts b. other education finance roll-out districts</p>	<p>K: 0 new rayons/cities</p>				
		<p>Ta: 0 rayons</p>				
		<p>Total: 0 rayons</p>				
32	# of courses, modules or materials <u>developed</u> for education finance	<p>K: 2 compilations</p> <p>-1 compilation of normative-legal documents on per capita financing and management for school directors -1 compilation of normative-legal documents on per capita financing for school accountants</p>				
		<p>Ta: 1 compilation</p> <p>-1 compilation of normative-legal documents on per capita financing and management for schools directors</p>				

No	Project Indicator	FY2011 Target	January-March 2011 plan	January-March 2011 actual	Cumulative FY 2011	comments
		Total: 3				
33	# of courses, modules or materials for education finance approved by MOE (and/or other official groups)	K: NTY Tajikistan: 0 (task completed) Total: 0 module				
34	# of education. finance and community involvement materials distributed to a.QLP PCF target rayons and institutions b.Non QLP PCF	K: 320 a.320 manuals for Advisory Committees (in Chuy oblast) b.NTY				
		Ta: 90 a. 90 manuals (for PTAs in Kulyab and Vahsh rayons) b.N/A Total: 410				
35	# of workshops , trainings and technical \consultative meetings conducted in education finance a. QLP ed. finance pilot districts - main task -strengthening task (Tajikistan only) b. other ed. finance rollout districts (where QLP is not directly intervening)	K: 29 workshops , trainings and technical \consultative meetings a. 15 b. 14(YK and Batken)	K: 7 workshops , trainings and technical \consultative meetings a. 7 b. 0 (YK and Batken)	K: 8 workshops , trainings and technical \consultative meetings a. 8 b. 0 (YK and Batken)	K: 15 workshops , trainings and technical \consultative meetings a. 15 b. 0 (YK and Batken)	
		Ta: 21 workshops, trainings and technical \consultative meetings a. 21 -main task: 18 (4 EFWG, 1 regional workshop and 13 trainings) -strengthening task: 3 (TOT and refreshing) b. 0	Ta: 8 workshops, trainings and technical \consultative meetings a. 8 -main task: 7 -strengthening task: 1 (Refreshing training on FM) b. 0	Ta: 7 workshops, trainings and technical \consultative meetings a. 7 -main task: 6 -strengthening task: 1 (TOT and refreshing) b. 0	Ta: 15 workshops, trainings and technical \consultative meetings a. 15 -main task: 13 -strengthening task: 2 (TOT and refreshing) b. 0	
		Total: 50	Total: 15	Total: 15	Total: 30 - 28 – main task - 2 –strengthening task	

No	Project Indicator	FY2011 Target	January-March 2011 plan	January-March 2011 actual	Cumulative FY 2011	comments
41	# of AC/PTAs registered in schools a: target schools b. QLP ed. finance pilot districts c. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening)	K : 25 a. 0 b. 0 c. 25(YK) Ta:15 a.5 b.15 c.n/a Total: 40				
36*	# of school boards, PTAs, Advisory Committees or other existing community group trained in ... a: target schools b. QLP ed. finance pilot districts c. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) Standard indicator equivalent ● # of PTA or similar school governance structures supported	K : 10 Advisory Committees a. 0 b. 10 c. 0 (only informational meetings) Ta: 33 a. 0 PTAs b. 33PTAs (in Vahsh) c. NTY Total: 43 Advisory Committees/PTAs a. 0 b. 43 c.N/A			K : 25 Advisory Committees * a. 3 b. 25 c. 0 (only informational meetings) Ta: 48 PTAs in Vakhsh* a. 13 PTAs b. 48 PTAs c. NTY Total: 73	*Trained 25 Representatives from AC *Trained representatives from 48 PTAs/schools
42	# of budget hearings conducted at schools a. Target schools b. QLP ed. finance pilot districts schools other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) schools	K: 3 a.3 b.NTY Ta: 5 a.5 b. n/a Total: 8	K: 1 a.1 b.NTY Ta: 2 a.2 b. n/a Total: 3	K: 0* a.0 b.NTY Ta: 2 a.2 b. n/a Total: 2	K: 0 a.0 b.NTY Ta: 3 a.3 b. n/a Total: 3	* postponed to April
37*	# of administrators, officials, trainers, accountants, school-based personnel and school board members trained in education finance functions	K: 209 trainees a.0	K: 203 trainees a.3	K: 208 trainees a.3	K: 366 trainees* a.3	*Reported redundant

No	Project Indicator	FY2011 Target	January-March 2011 plan	January-March 2011 actual	Cumulative FY 2011	comments
	<p>a: Central MOE b. Trainers c. target schools d QLP ed. finance pilot districts schools under - main task - strengthening task (Tajikistan only)</p> <p>e. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) schools</p> <p>Standard Indicator equivalent # of administrators and officials trained with USG support</p>	<p>b.24 (ITTI instructors) c. 20 -School Directors: 0 -Deputy Directors: 0 -School Accountants: 0 -Heads of MU: 0 -School Board members: 20</p> <p>d.165 -Rayon Authorities: 10 -School Directors: 50 -Local Authorities :55 -School Board members: 25 -School accountants:25</p> <p>e. 0 (just informational meetings)</p>	<p>b.0 (ITTI instructors) c. 58</p> <p>d.200 e. 0 (just informational meetings)</p>	<p>b.0 c. 58 d.205 -Rayon Authorities: 5 -School admin: 125 -School Board members: 4 -School accountants:57 -HMU/teachers: 14</p>	<p>b.13 (ITTI instructors) c.83</p> <p>d.350 -Rayon Authorities: 6 -School admin: 208 -School Board members: 19 -School accountants:93 -HMU/teachers: 24</p>	
		<p>Ta:255 trainees</p> <p>a: 5 b: 0 c: 66 -Rayon authorities:6 -School directors : 30 -School accountants: 20 -PTAs: 10 d: 250 main task: 220 -Rayon authorities 10 -School directors 95 -School accountants 82 -PTAs 33 (new)</p> <p>- strengthening task: 100 (50 trainers (25 FM and 25 on PTA) and 50 trainees on refreshing</p>	<p>Ta: 220 trainees</p> <p>a: 0 b: 0 c: 0 d: 220 main task: 170 - strengthening task: 50</p>	<p>Ta:234 trainees</p> <p>a: 0 b: 0 c: n/a d: 229 main task: 178 -School directors : 62 -School accountants: 106 -other -10</p> <p>- strengthening task: 51 School principals -46 (Kulob) RayOO/Fo - 5</p>	<p>Ta:488* trainees</p> <p>a: 0 b: 25 (see strengthening task) c: n/a d: 463 main task: 387 - strengthening task: 76</p>	<p>*Reported redundant</p>

No	Project Indicator	FY2011 Target	January-March 2011 plan	January-March 2011 actual	Cumulative FY 2011	comments
		training)				
		Total: 464	Total: 423	Total: 442	Total: 854*	*Reported redundant
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	Impact Assessment 4/11 K: 30% Cohort 1 a. 40% b. 40%				
	#/% of target schools meeting or surpassing financial management quality index	Impact Assessment 4/11 Ta:30% Cohort 1: a. 30% b. 30%				
39	#/% of target school boards engaged in budgetary oversight and school decision-making % 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	Impact Assessment 4/11 K: 30% Cohort 1:30%				
		Impact Assessment 4/11 Cohort 1: 65%				
40	#/% of target schools meeting or surpassing financial management quality index	Impact Assessment 4/11 K: 30% Cohort 1:30%				
		Impact Assessment 4/11 Cohort 1: 40%				
	Result/Component: Improved access to teaching/learning materials in all schools in the country					
43	# of key teaching/learning materials distributed to schools via DEDs	K: NTY* Ta: NTY				

No	Project Indicator	FY2011 Target	January-March 2011 plan	January-March 2011 actual	Cumulative FY 2011	comments
	Result/Component: Improved capacity of school administrators , DED and methodical center to support school reconciliation in JA province (Kyrgyzstan only)					
44	# of school administrators, social pedagogues and DED/JAMC specialists trained on how to create positive environment , conduct monitoring and mentoring support on reconciliation of school communities	K: 100 (social pedagogues, JA method.center and DED specialists)	K: 100 (social pedagogues, JA method.center and DED specialists)	K: 352 (social pedagogues, JA method.center and DED specialists)	K: 352 (social pedagogues, JA method.center and DED specialists)	
45	# of schools received mentoring support on reconciliation of school communities a. Directly b. Through DED and JAMC	K: 291 a. 16 b. 275	K: 16 a. 16 b. 0	K: 16 a. 16 b. 0		
	Result/Component: Increased school preparation and attendance of children in Novostroikas around Bishkek (Kyrgyzstan only)					
46	# of children in Novostrikas that attend accelerated learning programs	K: 150				
47	# of school administrators and social pedagogues that received trainings and methodological support to work with student from Novostroikas a.Directly b.Through KAE	K: 63 a.43 b.20	K: 50 a.25 b.25	K: 60 a.0 b.60	K: 83 a.23 b.60*	*KAE training for novostroikas schools' social pedagogues
48	# of pre-school age children that received school preparation program a. QLP organised b. State program	K: 600 a. 0 b. 600				
	Result/Component: Increased use of ICT for professional development, improved teaching and sharing expertise regionally between faculty staff of PTTIs (Tajikistan and Kyrgyzstan)					
49	# of materials/curriculum shared through web-space , translated and distributed in local languages by a. project b. target PTTI staff c.other	Total : 105				
50	# of target departments in PTTIs provided by internet connection, computers other ICT equipment a. In Kyrgyzstan b. In Tajikistan	Total : 25				

No	Project Indicator	FY2011 Target	January-March 2011 plan	January-March 2011 actual	Cumulative FY 2011	comments
51	# of PTTI instructors trained on using ICT in teaching, web research and curriculum development	Total : 75				
	Safe School Project (Tajikistan only)					
52	# of student studying in better safety and healthy environment in schools	8 000 student (average 800 per school)			8 000 student (average 800 per school)	*Total trainings were completed.in 12 schools (10 PY 3) from 20 target schools
53	% teachers and community members mastering core knowledge/competencies of SS training a. school teachers b. community member	50%	50% Baseline: a. 3,6% b. 9%	54% a. 49,6% b. 58,2%		*Data from report of IC Robin Haarr (on pre-and post test analysis)
54	% teachers and community members demonstrate understanding of SS approaches and behavior changes a. school teachers b. community member	50% (updated after baseline)				
55	# of trainers, school teachers and community members trained a. School teachers b. Trainers c. Community members	Total: 425 a. 200 b. 25 c. 200	Total: 160 a. 160 b. 0 c. 0	Total: 159 a. 159 b. 0 c. 0	Total: 316 a. 159 b. 0 c. 157	
56	# of trainings conducted for a. School teachers/administrators b. Trainers/instructors c. Community members	Total: 22 a. 10 b. 2 c. 10	Total:8 a. 8 b. 0 c. 0	Total:8 a. 8 b. 0 c. 0	Total:17 a. 8 b. 0 c. 9	
57	# SRGBV modules/materials adjusted (adopted)	1 module \ manuals for teachers and community			2 module \ manuals for teachers and community* (Doorways П Doorways Ш)	*Before delivery training the manuals of PY 3 (Doorways П Doorways Ш) were updated
58	# of SRGBV materials published and distributed to schools and target institutions a. Manual b. Reference materials	Total: 350 a.250 b. 100	Total: 100 a.0 b. 160	Total: 159 a.0 b. 159	Total: 309 a.0 b. 309	
59	# of SRGBV programs/manuals approved by MoE /AoE a. Program b. Manual/modules c. Ethic code	Total: 2 a. 1 b. 0 c. 1	Total: 1 a. 0 b. 0 c. 1	Total: 1 a. 0 b. 0 c. 1	Total: 2 a. 1 b. 0 c. 1	

No	Project Indicator	FY2011 Target	January-March 2011 plan	January-March 2011 actual	Cumulative FY 2011	comments
60	# of SRGBV modules/manuals incorporated to INSET system	1 modul\ manual				

* USAID standard or common indicator

ⁱ Includes students in 21 target schools outside ed. financing districts, all students in 'b,' and all students in 'c.'

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

ⁱⁱⁱ 86 target schools for Cohorts 1 and 2. 15 Cohort 2 schools are located in QLP ed. financing rayon Vahsh and 21 other are in new education financing rayons supported by the WB.

^{iv} These ITTIs have added two new courses to their curricula.

^v New module development completed for pre-service training, although revisions will be made over the life of the project

^{vi} If a module is approved by KAE, then approval at other ITTIs is automatic.

^{vii} In-service modules will be approved in all target ITTIs

^{viii} % from the total # of districts. In Kyrgyzstan the total number of districts is 56, in Tajikistan – 68.

**QLP Quarterly Report Performance Data Table for Kyrgyzstan and Tajikistan
January - March 2011 (PY 4)**

New No.	Proposed Indicator	EOPS Targets	January –March 2011 plan	January –March 2011 actual	Cumulative FY 2011	comments
Goal: Improved quality of teacher training in student centered methodologies						
1	% teachers mastering core knowledge/competencies of training of using ICT in classroom to improve learning\teaching a. school teachers b. trainers c. NIE \ in-service system instructors	70% (to be revised after baseline)				
2	% teachers mastering core knowledge/competencies of training on student centered methodology a. school teachers b. trainers c. NIE \ in-service system instructors	70% (to be revised after baseline)				
Result/Component: Improved the quality of teacher training in student-centered methodologies and using ICT						
3	# of training modules developed a. on student-centered methodologies (modern pedagogical practices) b. on using ICT in teaching learning process	Total:4 a.4 (General pedagogy,Secondary Math, Biology, Geography) b. 1 (General)			Total: 1 a.1 * b. 0	* General pedagogy modul (on learning objective) was updated and completed by subject examples. This module will be used for all subjects teachers as an universal.
4	# of trainings conducted on student centered methodology and using ICT \ interactive technology a. Directly b. Through training center	Total: 27 a. 15 b.12	Total: 25 a. 1 b.25	Total: 3 a. 1 TOT (3 phases) b. 25	Total: 29 a. 4 b.25	
5	# of school teachers and educators trained in how to use ICT \ interactive technology in making their teaching more effective a. School teachers b. Trainers (includes training center's trainers) c. NIE \in-service system instructors d. Other	Total: 450 a. 350 b. 30 c. 20 d. 50	Total: 220 a. 200 b. 20` c. 0 d. 0	Total: 501 a. 280 (+200)* b. 21 c. 0 d. 0	Total: 577 a. 535 b. 21 c. 0 d. 0	*280 teachers trained on 3 modules and 200 teachers- second module only (through Oblono)
6	# of supported training centers	2 (Mary and Lebap Velayat)	1 (Lebap Velayat)	1(Lebap)	1 (Lebap)	

New No.	Proposed Indicator	EOPS Targets	January –March 2011 plan	January –March 2011 actual	Cumulative FY 2011	comments
7	# of materials on ICT/student-centered methodology developed a. printing materials b. digital	Total: 6 a. 3 subject specific (Math, Biology, Geography) manuals b. 3 digital subject specific products	a. 1 Trainers manual b.0	a. 1 Trainers manual on IWB b.0	a. 1 Trainers manual b.0	
8	# of materials on ICT \ student-centered methodology distributed a. directly b. through system	Total: 2000 a. 1000 b.1000				
Result: Created sustainable partnership Government Institutions (Ministry of Education, National Institute of Education) to implement project outputs						
9	Index of partnership development with MoE and institutionalization of project outputs ¹	80%				

Indicator 9. Index of partnership development with MoE and institutionalization of project outputs

This is a composite indicator that measures progress in anticipated engagement with MOE/NIE on the joint development and implementation of materials that respond to the objectives set out on the QLP workplan.

	Key phases	Weight Assigned	Definition & Measurement	Evidence\sources
1	NIE\QLP jointly develop digital materials\software for use in Turkmenistan schools	20%	Officially approved development workshop QLP present product to MOE	Approval Presentation report
2	MoE adopts and approves jointly developed digital materials\software	10%	MoE distributes products to Oblono and schools	Feedback from teachers, training partners, NIE
3	Teacher training program jointly developed by NIE and QLP	10%	Officially approved workshop. Teacher training program developed (program)	Approval product
4	Teacher training program approved by NIE	20%	Officially approval	Approval product
5	QLP supports NIE staff on delivery of jointly developed training	10%	QLP provides staff/consultancy support Request from NIE\MoE	
6	NIE staff deliver training independently	20%	Training conducted	Feedback from NIE, partners Observation (if possible)
7	NIE adopts QLP proposed monitoring plan and instruments	10%	NIE provide data to QLP	Feedback from NIE, partners
		100%		

¹ See detail explanation on Indicator 9 after table

IR-4, Attachment # 4: REPORT on Meeting of Education Financing Working Group “On Financing and Managing”

Date: March 1, 2011

Venue: Ministry of Education and Science KR, 3rd floor

OBJECTIVES:

- Presentation the materials of regional conference “Tajikistan Republic’s Achievements’ on Transferring Schools on Per Capita Financing” by Marchenko L.Y.
- Presentation and discussion the results of activities on implementation PCF in educational organizations of Chui oblast in 2010 and analytical document – “The results of transferring schools of Chui oblast on PCF” by Uzbekova J.
- Presentation and discussion the results of activities on implementation PCF in educational organizations of Issyk-Kul and Batken oblasts in 2010 by Rysaliev S.
- Presentation and discussion the problems and challenges of implementation PCF in educational organizations. Discussion the plan of activities for improving situation in the field by Pak Z.A.
- Presentation and discussion the involvement community in school management. Discussion the plan of activities on developing CISM in schools of republic. Discussion the draft of “Regulation about School Supervisory Board”.
- Summarizing the results of meeting for further work.

THE LIST OF PARTICIPANTS

№	Name	Position
The Members of Educational Financing Working Group “On Financing and Managing”		
1	Marchenko Larisa Yurevna	Chief of Monitoring and Strategic Planning Department of MoES KR
2	Sabyrova Djypargul Djumadylovna	Chief of Education, Science and Culture Department of MoF KR
3	Pak Zoya Alekseevna	Leading Specialist of Preschool, School and Out-of-school Edu Admin of MoES KR, Curator of Chui oblast
4	Uchkempirova Roza Mavletovna	Director of “Socium Consult” company
5	Matycyna Elya Georgevna	Head of financial and economical department of Sokuluk RayOO
6	Demina Natalya Maksimovna	Principal of №1 School-Gymnasium in Shopokov town
Invited persons		
7	Sadykov Kanat Jalilovich	Minister of Education and Science of KR
8	Moldoev Edilbek Esenovich	Adviser of Minister of Education and Science of KR
9	Abarbekova Aida Myrzashevna	Head of Social Expenses Policy Administration, MF KR
10	Nurumbaev Syimykh	Chief of Local Budget Planning and Monitoring Department, MF KR
11	Joldosheva Aizada Paizbekovna	Main Specialist of Local Budget Planning and Monitoring Department, MF KR
12	Abdyldaeva Gulshan Kushbekovna	Main Specialist of Preschool, School and Out-of-school Education Administration of MoES KR, Curator of Batken oblast
13	Esenalieva Sagyn	Deputy Director, “Socium Consult” Company
14	Rysaliev Symbat	Expert, “Socium Consult” Company
15	Ryskeldieva Asel	Expert, “Socium Consult” Company
16	Kibiraiyeva Aitkul Sabyrovna	Head of Chui RayOO
17	Ashimbaeva Toktokan Abasovna	Head of Alamedin RayOO

18	Uzdwnova Maria Achahmatovna	Principal of Kara-Djigach School
19	Alybaeva Jumagul Raisovna	Principal of Kalcha School (Don-Aryk)
20	Kochekleva Lyudmila	Principal of School №7, Kara-Balta town
21	Jyldyz Uzbekova	EF Regional Director, USAID Quality Learning Project
22	Saule Hamzina	Country Director, USAID Project “Sapattuu Bilim”
23	Larisa Kiseleva	EF Specialist, USAID Quality Learning Project
24	Jenishgul Tatybekova	EF Specialist, USAID Quality Learning Project

Fragments from Meeting minutes Notes

Minister Sadykov K. opened the meeting of WG. He announced main directions of MoES KR activities at present time (implementation the new system of labor remuneration, creating two educational districts in Chui oblast, implementation PCF in other oblasts of KR). He thanked the project “Sapattuu Bilim” for help in developing new system of labor remuneration and other specialists who actively participated in this process. At present, it is necessary to develop the regulation about terms of payment and to train the specialists on rayon and school levels. As for implementation of PCF on a country level, it is necessary to have a support as well as political will.

Marchenko L. Made presentation by the materials of Regional Conference “Tajikistan Republic’s Achievements’ on Transferring Schools on Per Capita Financing”. She particularly noted the establishing coordination centre in Ministry of Education of Tajikistan, which coordinate all activities on transferring schools on PCF. The experience of establishing coordination centre could be used in Kyrgyzstan. In addition, she informed about Tajikistan’s experience on school network optimization. Kyrgyzstan has defined difficulties on school network optimization, but activities on this direction are going. Ministry of Disaster Issues of KR made electronic map, where also included the properties of social infrastructure with access ways. MoES KR are ready to use this map for conducting works on school network optimization.

She announced main, by her opinion, positive moments of development PCF in Russian. The experience of ranking Russian schools on state, independent and etc, could be used in Kyrgyzstan, because there are many too little completed schools in Kyrgyzstan as well as in Russian.

Uzbekova J. made presentation about results of USAID Quality Learning Project KR activities on transferring schools on PCF for previous period and announced the plan of project activities for 2011-2012.

She particularly noted the coordination of QLP activities with MoES KR and WB project “Rural Education”, which working in Issyk-Kul and Batken oblasts on transferring schools on PCF. It was mentioned that within the framework of QLP in collaboration with Kyrgyz Academy of Education, it was developed training module for school principals “Financial Management in School Education”. Moreover, in collaboration with Ministry of Finance KR, it was developed training module for school accountants – “Accounting in school”. For including in training process all school principals of Issyk-Kul and Batken oblasts, national trainers from the numbers of Education Institutes’ specialists were trained by QLP. These national trainers are training school principals of Issyk-Kul and Batken oblasts thanks to financial support of WB project “Rural Education”.

In presentation, she devoted great attention to problem of ineffective usage of school infrastructure and made suggestions on optimization school network in Chui oblast.

Then Uzbekova J. presented analytical document – “The results of transferring schools of Chui oblast on PCF”. This document attracted interest among participants of WG; therefore, they wished to print this information in the booklet form and to distribute among top-level officials for political decision-making. Statistical bulletin “Transferring Schools on PCF Indicators Review” also attracted great interest among members and guests of WG. Uzbekova J. mentioned that second bulletin for 2010 is being prepared to publish.

IR-4, Attachment # 5: REPORTS on Training “Financial Management in School Education” in Moskovskii, Alamedin and Sokuluk rayons

Date: January 10-15, February 7-12, March 14-19, March 22-17, 2011

Venue: School № 3, Belovodsk village, Moskovskii rayon
School № 1, Lebedinovka village, Alamedin rayon
School № 1, Shokov city, Sokuluk rayon
At-Bashi School, Manas village, Sokuluk rayon

OBJECTIVES: Train school principals of Chui oblast to financial management in education, e.g. to calculate school budget on basis of MSBF and needs; to form school budget of expenditures; to make the project of school budget for future year; to direct accounting department in school; to attract additional funds to school through marketing and paid educational services; to work with public purchases of goods, works and services; to be a financial manager and supervise school finance.

PARTICIPANTS: School principals.

INTRODUCTION

Four 6-day trainings were organized and conducted for school principals of Moskovskii, Alamedin and Sokuluk rayons. In general, 115 school principals were involved and trained. The trainings were provided by specialists of KAO – Imankulova M. and Djunushalieva K. and QLP specialist – Kiseleva L. During the training the participants were given the training material “Financial Management in School Education” and practical manual “Planning Joint Activities between School and Advisory Committee”. Also on these training, Instruction on application of new system of labor remuneration for Education sector and Regulation on application of bonus within the new system were presented to participants and tested by them. During the training, the participants were given two questionnaires; first - to write their comments on training and second – to evaluate their knowledge and skills on financial management before and after training.

SUCCESSSES

These four trainings were the last trainings in Chui oblast on financial management that is all school principals were covered and trained on this training. All principals mentioned that training was more practical and included many practical exercises, so it is more effective. School principals noted that getting knowledge and skill will help them in their everyday work and thanked trainers for timely teaching. During the training participants had opportunity to ask disturbing questions to specialists of KAO, QLP and their colleagues and got answers on it. That is why majority of principals wrote in their questionnaire form that training was in high level. It should be noted that this training was approved by KAO and introduced as special course of school principals’ professional development. Every participant got certificates of professional development from KAO.

The questionnaires showed that “Training efficiency coefficient” was in average 80.0 in Moskovskii rayon. It means that participants’ knowledge and practical skills “increased” in average at 80%. In Alamedin it was 36.8% and in Sokuluk rayon – 61.7%. The economists of RayONO expressed willingness to participate and train on such kind of training, because it will increase their capacity and help to fulfill their duties.

RECOMMENDATIONS

The participants wrote their recommendations in forms:

- To provide this training to heads of curriculum department because often when principals are not available because of business trip, illness and other, they substitute them in school;
- To conduct such training constantly, because frequently changes and additional in financial and accounting issues appears.

IR-4, Attachment # 6: REPORTS on Training “Accounting in School” in Moskovskii and Alamedin rayons

Date: January 24-29, March 3-1, 2011

Venue: Pervomayskii School, Belovodsk village, Moskovskii rayon
School № 1, Lebedinovka village, Alamedin rayon

OBJECTIVES: Train school and Ayil-Okmotu accountants of Chui oblast to accounting in education, e.g. to form school budget on basis of MSBF and needs; to calculate teachers’ labor remuneration; to form school budget of expenditures; to make the project of school budget for future year; to form rates on paid educational services; to work with public purchases of goods, works and services; to work with Treasury, State Tax Inspection, Financial Administration, National Statistical Committee, Social Fund; to make Balance; to prepare financial accountability; to keep records of cash assets, fixed assets, funds and low-cost items, intangible assets and debts.

PARTICIPANTS: School and Ayil-Okmotu accountants.

INTRODUCTION

Two 6-day trainings were organized and conducted for school and Ayil-Okmotu accountants of Moskovskii and Alamedin. In general, 50 school and Ayil-Okmotu accountants were involved and trained. The trainings were provided by specialists of KAO – Imankulova M. and Djunushalieva K., QLP local consultants – Getman V. and Matycyna E. and QLP specialist – Kiseleva L. During the training, the participants were given the training material “Accounting in school”. Also on these training, Instruction on application of new system of labor remuneration for Education sector and Regulation on application of bonus within the new system were presented to participants and tested by them. During the training, the participants were given two questionnaires; first - to write their comments on training and second – to evaluate their knowledge and skills on financial management before and after training.

SUCCESES

All school and Ayil-Okmotu accountants mentioned that training was more practical and included many practical exercises, so it is more effective. Accountants noted that getting knowledge and skill will help them in their everyday work and thanked trainers for timely teaching. It should be mentioned that this training is only training for school accountants, so for them is highly helpful and important. During the training participants had opportunity to ask disturbing questions to specialists of KAO, QLP, accounting experts and their colleagues and got answers on it. That is why majority of accountants wrote in their questionnaire form that training was in high level. Every participant got certificates.

The questionnaires showed that “Training efficiency coefficient” was in average 28.7 in Moskovskii rayon. It means that participants’ knowledge and practical skills “increased” in average at 28.7%. In Alamedin it was 46.8%.

CHALLENGES: The main challenges that the half of accountants do not have enough experience in accounting in education area.

RECOMMENDATIONS:

The participants wrote their recommendations in forms:

- To conduct such training constantly, because frequently changes and additional in financial and accounting issues appears.

IR-4, Attachment # 7: REPORTS on monitoring visits of Advisory Committees in Moskovskii, Chui, Kemin and Alamudun rayons

Date: February 3, March 10, March 18, 2011

Venue: Kemin School №1, Kemin rayon

Chui School №1, Chui rayon

Lebedinovka School № 1, Alamedin rayon

Belovodskaya School №3, Moskovskii rayon

OBJECTIVES: Monitor the activity of Advisory Committees, their joint work with schools, local government, and community.

PARTICIPANTS: School principals and ACs chairpersons

INTRODUCTION

It is planned monitoring visits to school of Chui oblast for monitoring the work and activity of ACs, controlling their documentations, revealing challenges and helping to solve it. Totally 45 participants were in these visits.

SUCSESSES

In general, majority of ACs work actively, they understand that school is in difficult financial situation and it needs support. ACs provide substantial help to school if taking into account that school needs exceed budget approved by local government. School principals mentioned that on every meeting they thanked members of AC for their help and support to school. For example:

Chairman of AC of Orlovskaya School №2 informed that member fee is equal to 50 som in their AC. Chairman noted that in 2010 the work of AC was less actively as it was difficult to collect members' fees because of lack of money in village and common difficult situation in the country. Nevertheless, in spite of this it was collected 74,000 som. AC spent this money on designing four stands in school, C.Aitmatov room, and mathematic room. In addition, AC gave funds on Olympics and on providing help for children from low-income families. In the end of year AC held a meeting, where gave a report about performed activities and spent funds towards AC's members and parental community.

Chairman of Orlovka School № 1 AC communicated about their work experience. For 2009-2010 was collected 101,000 som. 80% of collected money AC directs on class needs (replacement curtains, chandeliers, class furniture b etc.), other 20% are directed on school needs (repair of heating etc.). There are not any complaints among parental community. School gave separated room for working to AC's chairman.

Principal of Chui School №1 said that 254 people are members of Chui School №1 AC. In September AC rendered a report about activities have been done and funds have been spent. For last year AC bought to school 34 chairs, class board, and is planning to buy another 2 this year. Also AC rendered aid to children from low-income families. According to school principal, AC works very efficient; member's fee is equal to 240 som per year. Some AC's members provided one-time sponsoring support to school (for example: member of AC gifted 130 books "A.S.Pushkin's tales" to school).

Chairperson of AC of Kara-Djigach School said that AC activities are conducting from 2010. For last year it was attracted more than 150 000 som on realization different school projects directed on improvement school infrastructure. Main projects are devoted to overhaul of heating and sewage systems of school. Chairperson mentioned that AC's members besides the cash investments help to school with services (for example: some works on overhaul of heating system were made by members of AC). More over members of AC conduct preventive works among students and informational (educational) campaign among parents and local community.

Principle of Maevszkaya school informed that there are registered AC members in the school. Membership fees are 10 som. During the meeting of AC members it was decided that funds received will be used for payment to the security agency that guards the school. Besides, members of AC are actively involved in school events: the round table on improvement of school infrastructure was organized, visit of junior school

students to theatre and historical museum. AC also actively participates in fundraising projects, for example: AC jointly with principal and chairperson of labor union committee applied a project to Mercyco named "Change window-frames in Maevskaya school". Besides, AC provided assistance during reconstruction of heating system.

School principal of Sretenskaya School noted that fee in their AC is equal to 30 som. For 2010 it was collected 40 000 som. 19 000 som is in "Zalkar" bank account, and 21 000 som were directed on sport, creative and culture development of students and purchases of books in library fund of school. AC purchased children forms for events, sport balls for sport gym, hireв dance teacher, bought music equipment for school, educational programs to help teachers of Kyrgyz and English languages, books and maps.

Chairperson of AC of Ak-Suiskii School informed that they have 207 members of AC. For last year it was collected 41,000 som, members' fee is equal to 200 som per year. On board meeting, it was decided that AC income would be directed on nurse's and cleaner's salary, and repair works of school boiler-room.

CHALLENGES

- misunderstanding the essence of AC from parents and local community, especially it is difficult to work in small villages, where population incomes are low and high level of unemployment;
- low activity of AC chairperson. The chairperson does not want to work with community; he is very concerned about complains and inspections which may be done by governmental agencies
- lack of support for AC from governmental authorities, particularly from MoES KR, gaps in normative documents about board of guardians in schools which leads to misunderstanding and confusion among population.

IR-4, Attachment # 8: REPORTS on mentoring of school principals and accountants of Moskovskii, Chui, Kemin and Alamudun rayons

Date: February 3, March 10, March 18, 2011

Venue: Kemin School №1, Kemin rayon

Chui School №1, Chui rayon

Lebedinovka School № 1, Alamedin rayon

Belovodskaya School №3, Moskovskii rayon

OBJECTIVES: Mentoring visit to provide help and consultations to principals and accountants in financial and accounting issue.

PARTICIPANTS: School principals and School accountants

INTRODUCTION

It is planned mentoring of school principals and accountants of Chui oblast for helping in their work; providing need consultations and information; providing with new materials; helping to solve current misunderstandings and challenges. Totally 52 participants were in these visits.

SUCCESES

QLP specialists provided information to principals and accountants about new system of labor remuneration and explained that new system compose of three parts: guaranteed (salary), compensatory (rural, high-mountains, long-service bonus and etc.) and bonuses (CLP for teachers who showed good results).

Also consultations on following questions were provided:

- account policy (what is this, who make and approve it, normative documents on account policy were distributed among participants);
- budget hearings (why does school need it, advantages of budget hearings, how organize it, how to make budget analysis);
- conducting accounting in school (conducting cash books, presence of staff list, inventory, agreements on utility services);
- usage of savings and additional funds (usage on teachers' incentive, on professional development, on improving school infrastructure, on improving quality of education, on supporting students and other);
- attracting additional funds and investments to school (work with AC, with local government, fundraising, work with donors and sponsors).

CHALLENGES

Ayil-Okmotus often do not execute their duties on budget. For example, they do not give the copies of utility agreements to some school principals and accountants, accordingly the latter do not know exactly their expenses on utility services and do they have savings on this budget item. Having own accountant, actually schools do not have independent accounting department, because often school budget of expenditure approved by Ayil-Okmotu without consent of principal. For example, school principal of Syidanova School did not sign the budget of expenditures to 2010 because total sum was decreased. In addition, Ayil-Okmotu paid contract to student teaching in Bishkek in amount of 10 000 som from the budget of school. Through she did not give consent for this and did not sign agreement with parents of the student. Principals complained that funds on budget item "Other expenses" do not distributed in right proportion among schools of one Ayil-Okmoty.

IR-4: Attachment # 1: Summary of published article in *Mektep* theoretical and practical journal in English

Theoretical and practical journal: *Mektep*, National journal for teachers, administrators, and education specialists, published every quarter.

Language/s: *Mektep* is bilingual newspaper, Kyrgyz and Russian. Materials are published depending on target audience; e.g. this particular material is in Russian.

Title: “Transferring on new method of financing and managing in school educational system”

Summary of the published material in English: The article was published in 4th quarter and devoted to Per Capita Financing. The article told to readers that PCF is new system of financing and managing in education, what are advantages of this system, the history of implementation in Chui oblasts, what Minimal Standard of Budget Financing (MSBF) is and what MSBF involve. The main part of article was devoted to principals of PCF:

1. The level of accumulation the educational budget.
2. Identification the total volume of funds of PCF.
3. The parameters of calculation the PCF.
4. Educational organizations entering in the structure of PCF system.
5. Pilot events and implementation strategy.

In addition, there is information on basis of what normative documents PCF was approved and history of implementation PCF in Kyrgyzstan.

IR-4: Attachment 1 (cont.): Original article in *Mektep* theoretical and practical journal in Russian

30 *Перемена*



Л. Киселева
специалист по финансированию и управлению образованием

ПЕРЕХОД НА НОВЫЕ МЕТОДЫ ФИНАНСИРОВАНИЯ И УПРАВЛЕНИЯ В СИСТЕМЕ ОБЩЕГО ОБРАЗОВАНИЯ*

Поиск новых способов финансирования школ, стимулирующих целевое эффективное использование средств и получение наиболее эффективных результатов повышения качества обучения, является характерной чертой развития систем образования в современном мире. Этот поиск проводится с учётом первоочередных задач политики в области образования, таких как обеспечение:

- доступности образования (финансовая и физическая);
- качества и результатов образования;
- равенства - учащиеся с одинаковыми потребностями обеспечиваются средствами на одинаковом уровне; более нуждающиеся учащиеся получают больше средств;
- эффективности;

- внешней - система образования подготавливает рабочую силу и вкладывает средства с учётом эффективности затрат;

- внутренней - достижение наибольших результатов при наименьших затратах.

При этом каждая страна исходит из приоритетов своей социальной политики, а также своеобразия бюджетной системы и принципов управления школьным образованием. Тем не менее, можно назвать несколько способов или методов предоставления школам ресурсов, популярных в прошлом и по сей день практикуемых во многих школьных системах школьного образования:

- финансирование на основе показателей предшествующих периодов (исторический бюджет) - каждая школа получает та-

кое же или немного большее количество ресурсов, как и в предыдущем году, в рамках установленного общего роста бюджета;

- финансирование на основе отдельных контрактов (по договоренности) - каждая школа должна доказать свою потребность в определенном уровне ассигнований в соответствии с установленными критериями и получает в случае, если поданная заявка соответствует требованиям;
- финансирование на основании вложенных ресурсов - расходы, связанные с содержанием зданий, оплатой персонала и т.д.;
- финансирование по усмотрению финансирующего органа - каждая школа получает сумму средств в соответствии с личными мнениями и предпочтениями руководства финансирующего органа;
- финансирование на основе формулы - ресурсы распределяются по школам согласно установленных и непредвзято применяемых к каждой школе системы критериев.

Что такое формула финансирования?

Формула финансирования - это установленная и непредвзято применяемая к каждой школе система критериев, согласно которым распределяются ресурсы.

Она позволяет определить:

- количество ресурсов, выделяемое каждой школе
- факторы, которые следует

учитывать при определении количества выделяемых школе ресурсов

В последние десятилетия все более растущее внимание привлекает последний метод финансирования - на основе формулы. Формулы финансирования стали разрабатываться в конце 60-х и в 70-е годы XX века в США, Франции, Великобритании, Австралии и первоначально применялись для программ, нацеленных на особые категории школ и учащихся (например, на школы, обслуживающие экономически уязвимые слои населения). В настоящее время этот метод в той или иной мере используются в большинстве стран для более широкого круга - с целью более справедливого распределения ресурсов.

Формулу финансирования школ можно рассматривать как своего

Формула финансирования
- Это установленная и непредвзято применяемая к каждой школе система критериев, согласно которым распределяются ресурсы.
Она позволяет определить:
• количество ресурсов, выделяемое каждой школе
• факторы, которые следует

31 *Перемена*

Л. Киселева

Мектеп-Школа, 2010, №4

рода соглашение между государством (представляющим его органом) и школами, по которому школы получают оговоренную сумму финансирования в обмен на предоставление образования учащимся и обеспечение необходимых результатов обучения.

Разработка формулы финансирования и связанные с ней договоренности, определяющие, что требуется от школ и каким образом обеспечивается выполнение этих требований, основаны на ряде переменных, расчет которых для различных школьных систем проводится по-разному. Результатом может стать или жесткая формула, предполагающая четкие требования к работе школ, или гибкая формула, при которой требования к работе школ не зафиксированы документально, а основаны на взаимной договоренности между школами и государством.

В большинстве стран, особенно стран СНГ (Армения, Киргизия, Россия, Таджикистан) средства предоставляются в расчете на одного учащегося (подушевое финансирование) и, как правило, основными составляющими формулы финансирования являются переменные, посредством которых рассчитываются средства:

- на базовое обучение учащихся с «нормальными» потребностями, при этом формула финансирования может включать соответствующие коэффициенты, отража-

ющие различную стоимость обучения в разных классах и типах школ;

- для покрытия расходов на углубленное изучение предметов отдельными учащимися или в отдельных школах;

- на дополнительные потребности учащихся в образовании, которые обусловлены низким социальным экономическим статусом, плохим владением языком обучения, инвалидностью, отставанием в развитии;

- на покрытие потребностей, связанных с месторасположением школы и с разными аспектами ее развития - изолированное расположение школы и населенного пункта, который она обслуживает, компактность школ, площади школьных помещений и пришкольных участков и их физические характеристики и др.

Включение в формулу финансирования вышеперечисленных переменных отвечает требованиям равенства, распределяя ресурсы более равномерно между всеми учащимися. Но для обеспечения эффективности распределения ресурсов на подушевой основе следует исходить из анализа количества ресурсов, необходимо для предоставления определенного уровня образования, и стоимости этих ресурсов, в противном случае будет отсутствовать связь между количеством затрачиваемых ресурсов и требованиями, выдвигаемым к качеству образования.

Л. Киселева

Целью пилотного проекта является проведение эксперимента по внедрению альтернативных механизмов формирования бюджета образования и управления ресурсами на уровне образовательных учреждений в городе Токмок, Чуйской области Кыргызстана.

Предполагается, что результаты эксперимента и вынесенные уроки будут использованы при разработке национальной политики в области финансирования образования. Данный пилотный проект осуществляется Министерством образования и науки КР и другими заинтересованными сторонами при технической и финансовой поддержке Агентства США по международному развитию (USAID).

Проблемы с формулами финансирования в Центральной Азии

- Существующие нормы финансирования распространяются не только на разработку бюджета, но и влияют на систему образования в целом и структуру школ

- Распределение ресурсов из расчета на одного учащегося оказывается крайне неравномерным
- Жесткие нормы регулирования системы лишают ее гибкости и возможности учесть потребности отдельных учащихся и школ

- Нормы связаны не с затратами на достижение конкретных результатов образования, а с количеством часов преподавания

- Нормы не создают стимула эффективно использовать ресурсы, так как экономия ресурсов не дает школам преимуществ

- Формула финансирования не решает всех проблем с финансированием сектора образования

Реальная реализация пилотного проекта была начата с февраля 2006 года с выходом Постановления Правительства Кыргызской Республики «О переводе государственных общеобразовательных организаций города Токмок, Чуйской области на новые методы финансирования» от 17 февраля 2006 г. № 104.

Для обеспечения основных принципов политики образования, таких как доступность и равенство, качество образования, эффективность внешняя (система образования подготавливает рабочую силу) и эффективность внутренняя (достижение наибольших результатов при наименьших затратах), а также возможность выбора и конкуренция, необходимо, чтобы политика финансирования и управления отраслью реально поддерживала и стимулировала эти цели.

Основными направлениями политики финансирования образования в рамках пилотного проекта были определены:

- обеспечение справедливости в распределении ресурсов между образовательными организациями;

Подушевое финансирование обычно используется не для управления в школы всех бюджетных средств, оно покрывает лишь текущие расходы школ, непосредственно связанных с предоставлением образовательных услуг, и не включает капитальное строительство и развитие материально-технической базы школы.

Этот метод предназначен только для целей распределения между школами бюджета образования, а не составления этого бюджета. Решения о том, какая сумма средств должна быть выделена на финансирование сектора школьного образования, принимаются на политическом уровне, и расчеты сумм, ежегодно предоставляемых на работу школ, проводятся в ходе административных процедур, установленных в каждой стране соответствующими нормативно-правовыми документами.

Опыт внедрения подушевого финансирования в Кыргызстане

Подобно большинству стран с переходной экономикой, Кыргызстан получил в наследство систему финансирования школьного образования, для которой характерны жесткие рамки формирования бюджета:

- бюджет основывается на нормативах, устанавливающих количество учителей в соответствии с учебным планом для каждого класса и размера педагогического штата в расчете на одну школу;

- в результате существующих норм, большая часть бюджета образования расходуется на покрытие постоянных издержек по заработной плате, не оставляя достаточных средств на учебники, материалы, текущий ремонт и техническое обслуживание.

Следствием подобной системы финансирования явилось то, что школы имеют ограниченную автономию в управлении - нормативы, регулирующие структуру школ и их кадровый состав, а также жесткие постатейные бюджеты не дают школам достаточной гибкости в перераспределении средств, поэтому они не заинтересованы в улучшении управления своими ресурсами с целью повышения эффективности, качества и результатов образования.

Понимая важность и необходимость реформ, было принято решение о начале пилотного проекта в одном из городов республики, в рамках которого нужно предусмотреть:

- формирование бюджета на основе результативных показателей (например, число учащихся), а не на основе затрат;

- финансирование школ на подушевой основе при возможности перераспределения средств между разными статьями бюджета; отказ от действующей кадровой политики; другие меры, направленные на повышение автономии школ.

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- планирование и финансирование образовательных услуг, гарантированных государством, а не мощностей;

- предоставление большей самостоятельности по управлению ресурсами на уровне образовательных учреждений.

Два первых направления - политики финансирования образования реализуются через систему подушевого финансирования (финансирование в расчете на 1 ученика). Поэтому пилотная модель направлена, в первую очередь, на изменение системы формирования и распределения бюджета, в отходе от принципа формирования бюджета на основе показателей сети и штатов и переходе к формированию и распределению бюджета между образовательными учреждениями на основании установленной нормы расходов на 1 учащегося.

Для того чтобы система подушевого финансирования смогла повысить эффективность использования ресурсов, образовательные организации должны повысить свой управленческий уровень и автономию, что позволит им наиболее полно использовать стимулы, заложенные в новой системе финансирования. Поэтому следующим важным направлением пилотной модели является улучшение управления ресурсами на школьном уровне.

Пилотная модель системы подушевого финансирования строится на следующих основных принципах:

1. Уровень аккумулирования бюджета образования

Для обеспечения равенства в получении ресурсов за предоставление образовательных услуг школами и эффективной работы системы подушевого финансирования очень важно определить соответствующий уровень аккумулирования бюджета образования.

Бюджет образования может быть аккумулирован на уровне республики, области или района. Каждый из вариантов имеет как свои положительные, так и отрицательные стороны.

Чем выше уровень аккумулирования ресурсов, тем больше гарантий того, что система может обеспечить средств, своевременность выплат и равномерное распределение между образовательными организациями (учитывая специфичность общей финансовой/налоговой системы - собираемость налогов и общее формирование бюджета).

Но в тоже время, более высокий уровень аккумулирования ресурсов требует больших административных затрат на управление системой и доставляет некоторые трудности для образовательных организаций и финансирующей организации (большие расстояния,

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транспортные расходы и т.д.). Кроме того, есть вероятность того, что вместе с передачей бюджета на более высокий уровень, местные органы управления снимут с себя обязательства в сфере образования и будут уделять не достаточно внимания развитию школ.

Выбор уровня аккумулирования ресурсов зависит от выбранных приоритетов в системе образования так же следует учитывать и такие технические моменты, как, например, количество школ, входящих в систему. Система подушевого финансирования, которая призвана обеспечить равный доступ к ресурсам образования, не может быть эффективной в рамках 1, 2 или нескольких школ. Обычно, уровень аккумулирования соответствует уровню полной административной территории (область).

Учитывая особенности бюджетной системы Кыргызстана, для пилотного проекта аккумулирование бюджета на местном уровне является оптимальным.

2. Определение общего объема средств подушевого финансирования.

В рамках пилотирования системы подушевого финансирования отрабатывается механизм перераспределения имеющихся средств бюджета на финансирование образовательных организаций пилотного города. Средства бюджета города, предусмотренные на финансирование образовательных

организаций, за исключением расходов на капитальный ремонт и капитальное строительство, составляют общий объем средств подушевого финансирования.

Средства на первом этапе определяются исходя из возможностей местного бюджета - бюджет прошлого года + стандартное увеличение (уровень инфляции и т.д.), при этом прорабатывается вопрос об увеличении данного объема средств за счет перераспределения средств в рамках общего бюджета образования района/области и/или за счет общего бюджета района/области, а также введение/принятие механизма реинвестирования государственных средств в систему образования.

3. Параметры расчета подушевого финансирования

Основными параметрами расчета системы подушевого финансирования являются подушевой норматив (норматив затрат на 1 учащегося), количество учащихся, поправочные коэффициенты или доплаты, учитывающие специфические особенности школ и территорий.

Подушевой норматив финансирования образовательных организаций - это установленная норма затрат на 1 ученика для обеспечения базового объема образовательных услуг. Подушевой норматив устанавливается ежегодно и является единым для образовательных организаций пилотного

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региона. Он изменяется в зависимости от специфики школы и территории посредством поправочных коэффициентов, учитывающих:

- особенности географического расположения - отдаленные школы, город/село;
- особенности школ - малокомплектные школы;
- изучение приоритетных программ или типы школы (гимназия, лицей).

Бюджет образовательной организации определяется как произведение подушевого норматива, количества учеников и поправочных коэффициентов, актуальных для данного образовательного учреждения.

На первоначальном этапе учитываются фактические затраты на содержание школ, для этого разработана система специальных доплат для отдельных школ. Система подушевого финансирования покрывает затраты, связанные с текущей деятельностью образовательных организаций - все или частично. Есть системы, в которых часть текущих затрат, за исключением расходов на коммунальные услуги, покрываются за счет системы подушевого финансирования, а коммунальные услуги финансируются по фактическим расходам.

4. Образовательные организации, входящие в состав системы подушевого финансирования,

В систему подушевого финансирования вошли все образовательные организации, предоставляющие начальное, среднее и общее образование пилотного региона (13 школ).

В рамках пилотного проекта предполагалось повысить управленческую самостоятельность на уровне школ через передачу больших функций школам по планированию и использованию ресурсов. Для этого может быть пересмотрен статус школ. Образовательные организации могут иметь статус:

- образовательная организация или объединение нескольких организаций - как отдельное юридическое лицо, имеющее собственный счет в казначействе;
- образовательная организация - как юридическое лицо, не имеющее собственного счета на получение средств государственного финансирования. Финансирование таких образовательных учреждений производится через Централизованную Бухгалтерию при районном отделе образования. Бюджеты и отчетность по движению средств должны составляться Централизованной Бухгалтерией для каждой отдельной школы. Директора школ не являются распорядителями кредитов, но составляют бюджеты школ, следят за исполнением и подают заявки на финансирование.

5. Пилотные мероприятия и стратегия реализации

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Так как вопросы финансирования образования выходят за рамки только системы образования и охватывают сектор государственного финансирования, была создана межсекторальная Рабочая Группа на национальном уровне с целью управления процессом проведения модернизации системы финансирования образования через

В целях перевода общеобразовательных учреждений на финансирование минимальных государственных - стандартное в расчете на одного учащегося Правительство Кыргызской Республики было принято Постановление № 694 от 27.09.2006 года.

дизайн, реализацию и оценку. Рабочая группа включает представителей Министерства Образования и науки КР, Министерства Финансов, Управления Образования города Токмок, проекта USAID PEAKS и других международных организаций.

Одним из направлений деятельности Группы является проведение мониторинга внедрения, участие в проведении оценки пилота и разработке рекомендаций по дальнейшему расширению пилотного проекта.

В оценке результатов финансирования из расчета на одного учащегося, как и во всех других странах, имеются объективные сложности - в идеале, чтобы формула

способствовала повышению эффективности школьного образования, финансирующий орган должен распределять средства на основе результатов обучения, однако измерить такие результаты представляется достаточно сложно: они могут быть разнообразны, с трудом поддаются определению и не всегда имеют количественное выражение. Те результаты образования, которые поддаются количественному подсчету, например, результаты экзаменов и контрольных работ, в значительной мере зависят от учащихся, их социального происхождения и способностей, поэтому для сопоставления таких результатов необходимы сложные статистические процедуры и специальные исследования.

Введение минимальных стандартов бюджетного финансирования общеобразовательных учреждений Кыргызской Республики

В целях перевода общеобразовательных учреждений на финансирование минимальных государственных - стандартов в расчете на одного учащегося Правительством Кыргызской Республики было принято Постановление № 694 от 27.09.2006 года, которым определена шкала минимальных стандартов бюджетного финансирования по типам общеобразовательных учреждений и ступеням обучения (без коммунальных расходов) в условиях 2006 года и шка-

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ла средневзвешенных минимальных стандартов бюджетного финансирования общеобразовательных учреждений Кыргызской Республики в условиях 2006 года по областям, городам Бишкек и Ош.

Структура минимального стандарта бюджетного финансирования включает:

1. Норматив по Фонду оплаты труда;
2. Норматив расходов на питание;
3. Норматив учебных расходов;
4. Норматив финансирования расходов на повышение квалификации;
5. Норматив расходов на учебники;
6. Норматив содержания общеобразовательных организаций (текущий ремонт и коммунальные услуги).

Министерству финансов Кыргызской Республики и Министер-

ству образования и науки Кыргызской Республики предоставлено право рассчитывать с учетом увеличения размера заработной платы, уровня инфляции и утверждать шкалу минимальных стандартов бюджетного финансирования общеобразовательных учреждений Кыргызской Республики на 2007 и последующие годы.

С 2007 года общеобразовательные организации Ысык-Атинского района Чуйской области переведены на новые методы финансирования по подушевому нормативу на основе минимальных стандартов в условиях перехода на двухуровневую бюджетную систему. При этом, средства, высвобождаемые в процессе оптимизации сети общеобразовательных учреждений и эффективного использования ресурсов, изъятию не подлежат и направляются на текущие расходы школ.

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IR-4: Attachment # 2: Summary of published article in *Kutbilim* newspaper in English

Newspaper: *Kutbilim*, social-pedagogical newspaper for teachers, administrators, and education specialists, published every week.

Language/s: *Kutbilim* is bilingual newspaper, Kyrgyz and Russian. Materials are published depending on target audience; e.g. this particular material is in Russian.

Title: “New Model of Labor Remuneration: Commentaries and Explanations”

Summary of the published material in English: The article was published on March 24, 2011 and devoted to new model of labor remuneration that was developed by MoES KR in January 2011 after teachers’ strikes in all regions of KR. The Government of KP approved on March 4, 2011 the Resolution (Postanovlenie) on imposition the new model of labor remuneration. After this, many questions from teachers, school principals and other interested community were directed to the office of newspaper. The editorial staff asked to educational financing specialists of USAID Quality Learning Project, Uzbekova J. and Kiseleva L., who were the developers of this model, to give answers on disturbing questions. The editorial staff prepared 4 more important and frequently asked questions:

1. How this new model was developed?

This model was appeared after teachers’ strikes in the end of 2010. The Government of KR gave request to MoES and MoF KR to produce suggestions on increasing teachers’ salary. Several working Groups were developed, the members were specialists of MoES, MoLE and MoF, representative from KAO, Republic Trade Union, international organizations, nongovernment organization and pedagogical community. It was presented 4 models of labor remuneration, three of them based on rate of salary system, forth based on hour system fixing costs of teachers working time for different types of pedagogical activities. This last one was taken and approved by MoES KR.

2. How on practice the labor remuneration to pedagogical staff will be realized?

According to this model, the salary will be calculated on basis of given hours, actually hours worked. The salary of teacher involves three main activities: payment for teaching activities, for preparatory works and methodological works.

3. Will normative documents (instructions) on labor remuneration be developed?

The Regulation about new system of labor remuneration was developed and tested among principals and accountants of Sokuluk and Alamedin rayons in Chui oblast. This testing was done during KAO refresher course “Financial Management in School Education” and training workshop “Accounting in School” conducted in frame of USAID Quality Learning Project. At present time, the document is under discussion in MoES KR.

4. How bonuses will be distributed among teachers?

All answers on questions about distributing bonuses, teachers and principals can find in another normative document, Regulation about bonuses. This one was also developed after approving new model of labor remuneration. All process of calculating and distributing bonuses, the indicators of evaluation the teachers’ work and other were written in this document.

НОВАЯ МОДЕЛЬ ОПЛАТЫ ТРУДА: КОММЕНТАРИИ И РАЗЪЯСНЕНИЯ



В связи с введением новых условий оплаты труда возникает много вопросов со стороны педагогической общественности, которые адресуются нашей газете, задаются на курсах повышения квалификации, во время встреч педагогических коллективов с руководителями территориальных управлений образованием и министерства. Поэтому возникла необходимость ответить на наиболее часто встречающиеся вопросы с тем, чтобы дать некоторые комментарии и разъяснения к новым условиям оплаты труда.

IR-4: Attachment # 3: Summary of published article in “Kabar” and “Aki-Press” internet news-sites in English

Internet News-site: *Kabar*, Kyrgyz National Informational Agency

Language/s: Russian, Kyrgyz, English and Turkish. This material is in Russian.

Internet News-site: *Aki-Press*, Informational Agency

Language/s: Russian and Kyrgyz. This material is in Russian.

Title: “New Model of Labor Remuneration”

Summary of the published material in English: On January 25, 2011 Sooronkulov G., Deputy Minister of Education and Science KR together with QLP representative, gave press-conference organized by Kyrgyz National Informational Agency *Kabar* (relating the New system of labor remuneration for Education sector) The main points in these press-conference that new system of labor remuneration was developed and presented in short period of time by MoES KR within the technical support of USAID Quality Learning Project. This model was developed after teachers’ strike in Kyrgyzstan. According to this model, the teacher of city school will have salary 6949 soms; alumni working in village school will take 6270 soms; young teacher in city school will get 6700 soms. The Minister of Education and Science of KR, Kanat Sadykov, offered this model to Government of KR for consideration.

IR-4: Attachment 3 (cont.): Original articles in “Kabar” and “Aki-Press” internet news-sites in Russian



25/01/2011 13:13

В случае принятия новой модели, средняя зарплата учителей может достигнуть 7000 сомов - Ж.Узбекова

КАБАР, 25 января 2011 года. Заработная плата учителя в сельской школе может достигать по расчетным показателям 7349 сомов в месяц. Об этом заявила сегодня в Агентстве «КАБАР» региональный директор по финансированию образования проекта «Сапатту билим» ЮСАИД Жылдыз Узбекова.

По ее словам «в случае принятия Правительством новой модели оплаты труда учителей, зарплата учителя городской школы составит 6949 сомов в месяц. Выпускник вуза, устроившийся на работу в сельскую школу, сможет получать 6270 сомов. Начинаящий преподаватель в городской школе получит 6700 сомов».

Министр образования и науки КР Канат Садыков 19 января предложил на рассмотрение Правительства Проект новой модели оплаты труда учителей, разработанный Министерством образования при технической поддержке ЮСАИД.

На протяжении двух месяцев в Кыргызстане решается вопрос об увеличении заработной платы учителей, недовольство которых выражается акциями протеста. (Ж.Сайдахмедова)

Общество

По новым условиям оплаты труда средняя зарплата учителя будет составлять более 6 тыс. сомов
25-01-2011
12:23

Бишкек (AKIpress) - По новым условиям оплаты труда работников системы образования средняя зарплата учителя в городе будет составлять 6 тыс. 947 сомов и 6 тыс. 392 сома зарплата учителя в сельской местности. Такие цифры были озвучены сегодня, 25 января, на пресс-конференции в агентстве «Кабар» с участием представителей Минобразования.

Как отметила представитель проекта «Сапаттуу билим» Жылдыз Узбекива, средняя зарплата молодого учителя в городе может достигнуть 6 тыс. 270 сомов, а в сельской местности 6 тыс. 700 сомов. Ранее молодой учитель получал около 1 тыс. сомов в месяц.

Однако, как отметила, специалист, это расчеты средней зарплаты, и размеры могут варьироваться.

На повышение зарплат потребуются средства в размере 4,6 млрд сомов. На вопрос, откуда будут изысканы данные средства, замминистра образования Гульжигит Соронкулов отметил, что «средства сейчас изыскивает правительство, но для нас главным было, что они согласились их найти».

Говоря о новой системе оплаты труда, которая начнет действовать с 1 мая, Ж.Узбекова отметила, что рассматривалось несколько моделей оплаты труда и процесс обсуждения, какую из них применять «шел бурно». Было решено выделить лучшие элементы из всех моделей и сформировать новую систему.

Специалисты остановились на почасовом принципе оплаты труда. Большое значение будет иметь коэффициент трудового участия преподавателя, будет оцениваться результат и качество работы преподавателя. Также предлагается повысить сельский коэффициент оплаты.

В основе новой модели лежит трехуровневая система:

- Гарантированная часть зарплаты
- Выплата надбавок компенсационного характера
- Стимулирующая часть зарплаты.



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MINUTES
OF EDUCATION FINANCING WORKING GROUP'S MEETING #10

DATE AND TIME: 2 February 2011, 14:00 pm
VENUE: Ministry of Education, Dushanbe, Tajikistan

Attendees:

Members of the working group:

1. Rasulov A. – Deputy Minister of Education RT
2. Ismonov F. - Head of planning, budget and forecast department MOE RT
3. Bozorova S. – Operations Officer, World Bank
4. Mamadfozilov Z. – Education Programme Manager, Aga Khan Foundation
5. Saifutdinova S. – Chief specialist of planning, budget and forecast department MOE
6. Karimov A. – Education Financing Specialist, USAID/ QLP
7. Khojaeva S. – National Coordinator for PCF under MOE

Guests:

8. Makhmadova T. – Deputy Minister of Education RT
9. Saidov D. – Specialist of the education, science and culture budget sector department of State Budget Office of MOF RT
10. Shokirov I. – Head of grants, reform and investments sector MOE
11. Rajabov Z. – FTI Coordinator, RTTI
12. Nabieva M. – Education Management Specialist USAID Tajikistan
13. Terry G. – Chief of party, USADI/QLP
14. Inomova D. – Country Director USAID/QLP
15. Uzbekova J. – Regional Education Financing Director, USAID/QLP
16. Sinavbarov M. - Education Financing Manager, USAID/QLP

Agenda

<i>Time</i>	<i>Discussed issues</i>	<i>Presentation</i>
14:00-14:15	Welcoming Remarks	Rasulov A.- Deputy Minister of Education of the Republic of Tajikistan, chairman of working group
14:15-15:00	The per capita financing: results of 2010. Utilization of the Automated Expenditure Tracking System. Partnership in conducting of analysis of legal-normative basis for PCF	Ismonov F. - Head of planning, budget and forecast department MO RT
15:00 - 15:30	Budget execution of schools in 2010	Khojaeva S. – National Coordinator for PCF under MOE
15:30 - 15:50	The procedures of budget planning for schools of Tajikistan for 2011	Nazirjanova M. - Head of social sector budget department of Ministry of Finance
15:50 - 16:20	Coordination and partnership on review and introduction of amendments to the formula of PCF	Bozorova S.-Operations Officer, WB
16:20 - 16:30	The reform process in Vakhsh district and Kulob city of Khatlon oblast	Karimov A. – Education Financing Specialist, USAID/QLP
16:30 – 16:40	Official handover of the training modules on "Practical Accounting" and "Involvement of PTAs in the process of increasing transparency and accountability of the school resources" to RTTI	Sinavbarov M. - Education Financing Manager, USAID/QLP
16:40-17:00	Discussion	All participants
17:30	Closing	Rasulov A.- Deputy Minister of Education of the Republic of Tajikistan, chairman of working group

Presentations:

Rasulov A. – Opening meeting of the education financing working group he has welcomed personally and on behalf of Ministry of Education of the Republic of Tajikistan all participants and invited guests. He wished a success to all participants of the meeting as well as fruitful and productive work to the working group in new year. He then briefed the participants on the meeting agenda.

The first issue was presented by:

Ismonov F. – He has informed the participants that new instruction on per capita financing is introduced. Also, he has noted that there are several amendments included to the legislation of the Republic of Tajikistan. Regarding further utilization of the Automated Expenditure

Tracking System, he has pointed that both systems demand additional modifications. In spite of this fact the decision is made. He has proposed to accept the system “Finance”, which was developed by ISO team with FTI funds and enrich it with graphic modules of the Automated Expenditure Tracking System that was developed by specialists of USAID/QLP. District education departments will collect data and submit to the ministry for entering to the system on quarterly basis. He is ambivalent about districts’ capacity to provide the data on monthly basis. The Ministry of Finance has tried to introduce a monthly submission of the reports, but it didn’t work. The data submission on a quarterly basis is suitable by the ministry (districts may provide the data through e-mail). Besides these systems the ministry has a budget system, too.

Regarding the second issue he has informed the meeting participants that the local consultants have been selected to conduct analysis of legal-normative base for PCF. This team has already provided the first report and should submit the second draft by the end of February.

Nabieva M. – Currently USAID works on approval of its subcontractor’s plan. Therefore, we should know whether the ministry will be using the Automated Expenditure Tracking System and should we continue our work on that system in Kulob and Vakhsh in 2011-2012.

Ismonov F. – We accepted both systems, but have to select only one. The “Finance” system has more advantages. We all together should discuss how to integrate both systems, although our specialists state that these two systems are not technically compatible.

Rasulov A. – A meeting of our specialists has to be arranged in order to discuss the technical details. We have to coordinate our efforts.

Nabieva M. – We agree that our cooperation and coordination has to be improved. You know that USAID has been working on that system since for 2005. The ministry of education has adopted that system last year by the order of the ministry for further utilization. Therefore, please clarify the situation and provide your recommendations on further activities regarding this component.

Uzbekova J. – USAID/QLP has improved the monitoring system, which was developed under PEAKS. The system has been translated into Tajik language and other modifications were made by requests of the ministry. We are using this system for our targeted districts, but we want it to be used on national level. Data for Kulob starting from 2001 up to date along with first year data of Vakhsh district has been already entered into the system. We can demonstrate the database and chart/graphic, which the system generates automatically.

Terry G. – Our system enables to carry out a good analysis and displays it on type of charts and graphics.

Ismonov F. – Nowadays, we have two systems, but unfortunately we cannot use both systems simultaneously. We have accepted these systems for testing. Each system has its own strong and weak features. In general the systems have similar functions, though they are developed on different computer software and use special forms. The “Finance” system is a part of ISO system of the ministry of education. The most optimal option is to integrate both systems. Therefore, a meeting of the systems’ developers has to be arranged.

Bozorova S. – Is it difficult to create similar charts and graphics the “Finance” system?

Ismonov F. – I think technically it is not difficult to do.

Nabieva M. – The time is important matter for us. It is the 4th year of USAID/ QLP and we have to show the achieved results.

Rasulov A. – We will definitely use your system.

Nabieva M. – For us the time is important matter as USAID have used the funds for that activity during two project-PEAKS and QLP and we do hope that AETS will be used by the ministry of education. As the project will be completed in 2012 we should know exactly whether to carry out AETS introduction to Kulob and Vakhsh.

Bozorova S. – Does the data of Ministry of Education match to Ministry of Finance ones? Do the districts' finance department review and approve the data that you receive from education departments?

Ismonov F. – Treasury departments on districts level provide data for all. We receive the data from districts education departments. That's why our data are different. The data provided by districts education departments are reviewed by budget unit of finance departments.

Bozorova S. – I think that your data should be corresponding to data of Ministry of Finance.

Nabieva M. – I would like to ask about the process of conducting the analysis of legal-normative base for PCF. Does the ministry need a support from USAID in that issue?

Ismonov F. – We don't a support in that issue. We have selected a lawyer and finance specialist. They have to provide their reports with recommendations in three stages.

Bozorova S. – According to the WB requirements this group must complete the analysis of legal-normative base for PCF by the middle of April. There are three alternatives: basic, primary and topmost one, under which the government guarantees the minimum. Which alternative do you propose and whether the categorical transfers introduced?

Ismonov F. - Most likely it will be a mixed type, it means a combination of the first and second alternatives. This does not contradict the law on finance.

Uzbekova J. - We do use the categorical transfers in Kyrgyzstan to align the districts' budgets.

The second issue was presented by:

Khojaeva S. – She presented the budget execution of educational institutions of the republic for 2010 (attached). She mentioned the shortcomings that have happened in Badakhshan Oblast and Asht district. Also she pointed out the problems with the distribution of 5% intra-district coefficient and partial financing of the school budget by local authorities.

Rasulov A. - We will introduce an article in the law that would oblige the district hukumats to fund entirely the approved budgets.

Bozorova S. – The funds for salary are artificially overestimated, and then at the end of the fiscal year, district authorities allocate these remaining funds at their discretion.

Ismonov F. –Starting from January 1, 2011 schools are allowed to use unspent funds, but the Ministry of Finance did not allow us to do so.

The third issue was presented by:

Saidov D. - He informed the meeting participants about the budget of education sector for 2011. He also briefed the participants about procedures for planning of budget of educational institutions of the Republic of Tajikistan for 2011. He noted that despite the financial difficulties the budget for education sector has an increasing trend.

Karimov A. - At the district level the finance departments allocate the budget funds at their discretion.

Ismonov F. – The law of the Republic of Tajikistan “On finance” gives very expansive powers to local authorities.

The fourth issue was presented by:

Bozorova S. – She asked Ismonov to address the issue of coordination and cooperation on revision and introduction of amendments to the formula of PCF.

Nabieva M. – Previously, we have worked together and we had a good partnership under PEAKS project. Our specialist was fully involved in the process of developing the formula for PCF. We want to continue the partnership in this regard.

Ismonov F. - There is a need to review the salary and incentives for school administrators and teachers. USAID may provide a technical assistance in this matter.

Nabieva M. - We should discuss this suggestion separately.

Rasulov A. - It is necessary to invite the representatives from USAID to the meetings on amendments to the formula as well as for revision of other legal-normative documents relating to PCF.

The fifth issue was presented by:

Sinavbarov M. - The training modules "Practical Accounting" and "Involvement of PTAs in the process of increasing transparency and accountability of school resources" have been developed by USAID/ QLP. These modules have been tested and received positive reviews from the experts of Ministry of Education as well as from specialists of RTTI. We have printed a few high quality copies for the official handover of modules "Practical Accounting" and "Involvement of PTAs in the process of increasing transparency and accountability of school resources" for RTTI.

Ismonov F. – A representative of RTTI attends this meeting, thus we can officially adopt these modules.

Khojaeva S. – She suggested to review the working group’s membership and to include to the group the representatives from MoE school management and accounting departments and another department of Ministry of Finance as well as RTTI specialists.

Rasulov A. - Closing the meeting he thanked all participants of the meeting of the working group for their active participation and wished them further success in education reform in Tajikistan.

Chairman of the EFWG meeting:

Rasulov A.

Secretary:

Karimov A.

ATTACHMENT II

REPORT

on 3-day refreshing training for Vakhsh school principals

conducted from 23rd to 25th February 2011

Date: 23-25 February 2011

Venue: School #1 of Vakhsh district

Participants: 57 school principals, deputy principals and rayono specialists (attachment 1)

Trainers:

- 1) Qodirov Shodibeg – director of NGO “Pulse”, developer of Finance Management Training Module and Trainers’ Guide
- 2) Sanginov Muminjon - principal of school #12, Qurghonteppa, trainer
- 3) Rakhimov Abdurahim - principal of school #1, Vahdat, trainer
- 4) Mirzokhonov Serejiddin - University teacher, developer of Accounting section of the Finance Management Training Module

Objectives: Refreshing of school principals’ knowledge and skills on finance management, presentation of new rules and procedures for PCF and explanation/clarification of the complicated issues revealed during last assessment. The main objective was to improve and develop the finance management capacity of school principals. The theoretical knowledge and practical tools obtained on per capita financing under the refreshing training enable the school principals to plan, supervise and use the school resources appropriately and effectively.

Expected Results: The school principals were expected to improve their gained skills and learn new knowledge on financial management for successful implementation of per capita financing. It was expected that upon the completion of the refreshing training the following outcomes are achieved:

- School principals have enriched their knowledge on government policy about financing of education sector and existing legal-normative regulations and instructions, which regulate the financing system of education sector

- Understand importance and mechanism of introduction of per capita financing, contemporary role of school principals in planning of school incomes and expenditures as well as organization and management of accountancy in schools
- School principals are capable to plan, formulate, allocate and use effectively and efficiently the funds that are coming to school from budget and extra-budget resources
- School principals are using the obtained knowledge and skills on organization and management of school under new financing mechanism

Training:

The training was started with dividing the participants into 2 groups and introduction of the training agenda. Qurbonali Sharipov, head of Vakhsh education department has participated in the training. The training was conducted based on improved “Finance Management” Training module and according to procedures of its Trainer’s Guide. The current status of per capita financing’s implementation along with new amendments to several legal-normative regulations and instructions have been taken into consideration during the compilation of agenda of the training. The trainers provided comprehensive answers to all questions of the principals. The final test was carried out on the last day of training.

AGENDA

of 3-day refreshing training for school principals on “Finance Management”

Time	Description
First Day	
8:30-9:00	Opening and presentation of training objectives
9:00-10:00	Clarification of regulation #505. Introduction of new PCE instruction
10:00-10:30	Tea break/snacks
10:30-12:00	Tender and tender procedures/documents
12:00-13:00	Lunch
13:00-14:30	Setting up of inventory policy and documents flow for accounting. Determination of types of financial documents and their features
14:30-15:00	Tea break/snacks
15:00-16:30	Group work on organization of accounting in schools
Second Day	
8:30-10:00	Formation of budget according to types of schools. Formula for budget formulation for a school that has a branch
10:00-10:30	Tea break/snacks
10:30-12:00	Budget of school (calculations)
12:00-13:00	Lunch
13:00-14:30	Clarification on pedagogical tariffs and other payments

14:30 15:00	Tea break/snacks
15:00 16:30	Per capita financing mechanism
Third Day	
8:30 10:00	Determination of multilevel financing of education
10:00 10:30	Tea break/snacks
10:30 12:00	Attraction of additional resources
12:00 13:00	Lunch
13:00 14:30	PTA activities in schools
14:30 15:00	Tea break/snacks
15:00 16:00	Group work
16:00 16:30	Test

Results:

The refreshing training has revealed an average level of knowledge of majority school principals on financial management in spite of the facts that they have been exposed several times to similar workshops/trainings and they are familiar with the situation by introducing per capita financing and legal-normative documents. Analyses of the test results shows that school principals, particularly new ones, do not have sufficient knowledge and skills on financial management of schools. The test results show that average point of the correct answers is reached only 48,23% (see the attached table). Averagely, the school principals have answered correctly to 8 questions from total 18 questions of the test. It was noted that not all school principals are learning those materials provided by USAID/QLP on trainings and on-job coaching.

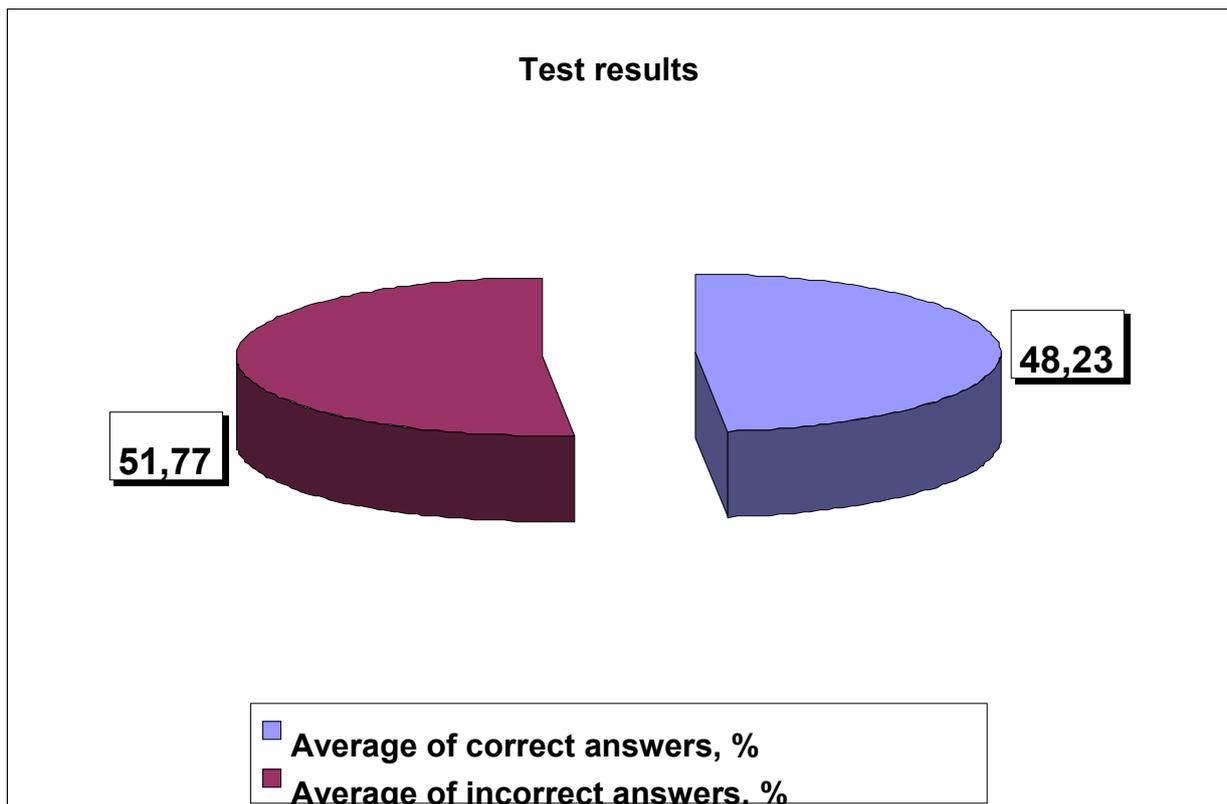
The most difficult questions and topics for the participants were:

- Multi-channel method of education financing
- Accountancy and financial documents
- List of the expenditures are not included to the school budget
- Procedures for appointment of new accountant in school
- Responsibility of school principals on accounting in school

Almost half of the school principals have experienced difficulties on these questions and topics (mostly new school principals). It was agreed that these questions and topics will be elaborated further on on-going, on-job trainings and individual consultations by QLP specialist and local consultant.

Table of test results by each participants of the refreshing training

Name	Number of correct answers	Number of incorrect answers	Number of correct answers, %	Number of incorrect answers, %	Test
Chulomov A	11	7	61.11	29.90	100.00
Zerimov D	7	11	29.90	61.11	100.00
Makhammadnazarov M	7	11	29.90	61.11	100.00
Chaimardanov T	11	7	61.11	29.90	100.00
Turabiyev D	12	5	72.22	27.78	100.00
Alkmodov S	11	7	61.11	29.90	100.00
Qurbonov G	0	0	50.00	50.00	100.00
Izhamidov Kh	10	0	55.56	44.44	100.00
Murodov K	10	0	55.56	44.44	100.00
Alimov D	11	7	61.11	29.90	100.00
Ersonov I	0	10	44.44	55.56	100.00
Nodirov Z	10	0	55.56	44.44	100.00
Kholov D	0	10	44.44	55.56	100.00
Khojiev S	0	10	44.44	55.56	100.00
Logayev F	6	12	22.22	66.67	100.00
Dulkhariev D	12	5	72.22	27.78	100.00
Kholov I	14	4	77.78	22.22	100.00
Kholov D	7	11	29.90	61.11	100.00
Nasirov A	10	0	55.56	44.44	100.00
Agimov A	5	12	27.78	72.22	100.00
Izholimov N	5	12	27.78	72.22	100.00
Chaimardanov D	6	12	22.22	66.67	100.00
Zerimov A	2	15	16.67	82.22	100.00
Khojimullov V	0	10	44.44	55.56	100.00
Murodov D	0	0	50.00	50.00	100.00
Amonulloev D	11	7	61.11	29.90	100.00
Cultonkaidarov D	5	12	27.78	72.22	100.00
Nasirov A	6	12	22.22	66.67	100.00
Ismatov D	0	0	50.00	50.00	100.00
Abduralhmonov N	10	0	55.56	44.44	100.00
Imomnazarov N	14	4	77.78	22.22	100.00
Khusnabdiktorov C	10	0	55.56	44.44	100.00
Khojievovov G	7	11	29.90	61.11	100.00
Abdulloev Kh	10	0	55.56	44.44	100.00
Samodov M	0	0	50.00	50.00	100.00
Volkhidov M	0	10	44.44	55.56	100.00
Dizomov Z	10	0	55.56	44.44	100.00
Ismatov Kh	5	12	27.78	72.22	100.00
Culomov H	12	6	66.67	22.22	100.00
Nasirov Sh	6	12	22.22	66.67	100.00
Mirzooliyev N	0	10	44.44	55.56	100.00
Boylayev T	4	14	22.22	77.78	100.00
Qudusov O	11	7	61.11	29.90	100.00
Chokirov A	0	10	44.44	55.56	100.00



**Conclusions and
Recommendations**

Since the introduction of per capita financing leads to establishment of new economic and financial conditions and economic opportunities the learning of basics of financial management for school principals is mandatory step in this process. Such trainings are an important and necessary exposure for school principals either for those who switched to per capita financing years ago as well as for new school principals.

Based on results of this refreshing training and other similar workshops it is recommended:

- 1) To organize such trainings/workshops/mentoring for new school principals and for educational institutions in other districts.
- 2) To provide individual coaching and mentoring for new school principals and those who have showed insufficient knowledge and provide more practical/on-job assistance with above-mentioned difficult topics for school principals.
- 3) To organize such seminars for all specialists of rayono and rayfo in the districts.
- 4) To update regularly the training materials as the course content of financial management depends immensely on the changes and amendments in financial, accounting and education policy.

List of the refreshing training participants

№	Name	Position	District/Region
1	Qudusov O.	Principal, school #1	Vakhsh, Khatlon
2	Rizomova Z	Principal school #2	Vakhsh, Khatlon
3	Nodirova Z	Principal school #3	Vakhsh, Khatlon
4	Gulomov A	Principal school #4	Vakhsh, Khatlon
5	Roibov I	Principal school #5	Vakhsh, Khatlon
6	Tuychieva B	Principal school #6	Vakhsh, Khatlon
7	Rasulova T	Deputy principal school #7	Vakhsh, Khatlon
8	Khasanov N	Deputy principal school #8	Vakhsh, Khatlon
9	Halimov N	Principal school #9	Vakhsh, Khatlon
10	Kholova G	Principal school #10	Vakhsh, Khatlon
11	Sultonbaydarov B	Deputy principal school #10	Vakhsh, Khatlon
12	Shifoev A	Principal school #11	Vakhsh, Khatlon
13	Shaimardonova B	Principal school #12	Vakhsh, Khatlon
14	Abdulloev H	Principal school #13	Vakhsh, Khatlon
15	Nazarova Sh	Deputy principal school #14	Vakhsh, Khatlon
16	Rahimov I	Deputy principal school #15	Vakhsh, Khatlon
17	Gulomov H	Principal school #16	Vakhsh, Khatlon
18	Murodov A	Deputy principal school #17	Vakhsh, Khatlon
19	Negmatov A	Principal school #18	Vakhsh, Khatlon
20	Echonov M	Deputy principal school #19	Vakhsh, Khatlon
21	Akhmedov S	Principal school #20	Vakhsh, Khatlon
22	Abdulloev I	Principal school #21	Vakhsh, Khatlon
23	Kholov A	Principal school #22	Vakhsh, Khatlon
24	Karimov A	Principal school #23	Vakhsh, Khatlon
25	Samadov M	Principal school #24	Vakhsh, Khatlon
26	Alimov B	Principal school #25	Vakhsh, Khatlon
27	Kholov B	Principal school #26	Vakhsh, Khatlon
28	Azizov A	Principal school #27	Vakhsh, Khatlon
29	Olimov M	Principal school #28	Vakhsh, Khatlon
30	Eronov I	Principal school #29	Vakhsh, Khatlon
31	Mirzoaliev N	Principal school #30	Vakhsh, Khatlon
32	Vakhidov M	Principal school #31	Vakhsh, Khatlon
33	Kholov I	Principal school #32	Vakhsh, Khatlon
34	Bukhoriev D	Principal school #33	Vakhsh, Khatlon
35	Karimova D	Principal school #34	Vakhsh, Khatlon
36	Lagayev F	Principal school #35	Vakhsh, Khatlon
37	Mahmadnazarov M	Principal school #36	Vakhsh, Khatlon
38	Abdurahmonov N	Principal school #37	Vakhsh, Khatlon
39	Nazirov A	Principal school #38	Vakhsh, Khatlon
40	Sahibov A	Deputy principal school #39	Vakhsh, Khatlon
41	Khojaev S	Principal school #40	Vakhsh, Khatlon
42	Shaimardonov G	Principal school #41	Vakhsh, Khatlon

43	Khairulloev V	Princinal school #52	Vakhch Khatlon
44	Musoev B	Princinal school #56	Vakhch Khatlon
45	Khojayorova G	Princinal school #57	Vakhch Khatlon
46	Khushvalhtov G	Princinal school #62	Vakhch Khatlon
47	Imomnazarov N	Princinal school #63	Vakhch Khatlon
48	Ismatov H	Princinal school #67	Vakhch Khatlon
49	Iurakulov D	Princinal school #69	Vakhch Khatlon
50	Qurbonova G	Princinal school #70	Vakhch Khatlon
51	Amonulloev B	Princinal school #73	Vakhch Khatlon
52	Shokirov A	Princinal school #76	Vakhch Khatlon
53	Hamidov Kh	Princinal school #78	Vakhch Khatlon
54	Murodov O	Princinal school #80	Vakhch Khatlon
55	Abdulkhairov S	Princinal lyceum	Vakhch Khatlon
56	Abdulloev Kh	Specialist of rayono	Vakhch Khatlon
57	Abdulloev B	Specialist of rayono	Vakhch Khatlon

Agenda of the Round Table

“Conceptual and methodological approaches to development of new education standards for Primary Education” (Dushanbe, March 4, 2011)

Education in the Republic of Tajikistan is regarded as a factor of ensuring continued progress of society along the path of democratic reforms, including affiliation, of the country into International Education World. “The concept of transition to a new system of education in the Republic of Tajikistan” is considered as one of important steps of the education system reform. It stresses the willingness of the society introduce innovations in education system.

The key concept is to focus on quality, enhancing accessibility and ensuring provision of continuing education. It reaffirms the guiding principles on the base of which the modern education system exists: the humanization of education process, intellectual and creative development of the younger generation and formation of citizenship.

As indicated in the "Concept of transition to 12-year education in the Republic of Tajikistan", the country adopted a model of transition to 12 years - 5 + 5 + 2 education. This means that schooling is supposed to start at the age 6. Starting schooling at the age of 6 is intended to:

- reduce the load at the primary school;
- to ensure a smooth and comfortable transition from pre-school development stage to the school;
- to ensure continuity between pre-school education and primary education;

Promotion of the idea of transition to 12-year education is linked to development of education standards for Primary schools and conceptual questions of reviewing curriculum and syllabus of training personnel to teach the 6-year old students in Primary school. The start point for this is the organization of the Round Table discussion on “Conceptual and methodological approaches to development of new education standards for Primary education” with the participation of representatives of MOE, state and NGO, Teachers practitioners

Regulations of work of a round table

08.00 – 09.00	Registration of participants
09.00 – 10.30	Plenary session: Problem statement
10.30 – 11.00	Coffee-break
11.00 - 13.00	Work in of discussion groups
13.00 – 14.00	Lunch
14.00 – 15.30	Discussion groups continue work
15.30 – 16.00	Discussion of groups' findings. Adoption of resulting document

Facilitator –Mirzomatov N

9:00-9:10 Navruzova Kh., Deputy head of General Education Department

9:10 -9:20 Terry Gilles, Chief of Party, USAID/QLP

9:20 – 9:50 Zadorozhnaya N., regional expert, Kyrgyzstan
Approaches to identification of education content for the grade 1 children

9:50 – 10:05 Immatova L., Head of preschool education laboratory, Academy of Education of the RT

Issues of continuity of preschool education and primary education. Results of validation of development standards and small children training.

10:05 – 10:30 Discussion

11.00 – 13.00; 14.00 – 15.30 Work in discussion groups (2)

Discussion group 1

«Age specifics of 6-year old children and school readiness»

Moderator – Madzhidova B., head of preschool education department, DSPU.

Presentations:

Abdullov I. – Head of primary education department
Physiological specifics of 6-year old child development.

Mirzomatov N. – Program specialist, QLP/USAID, staff of the Centre for transition to 12-year Education;
Conceptual approaches and practice of educational standards development.

Discussion group 2

«Approaches to syllabi updating and program design on teachers training to work with 6-year old children»

Moderator: Kosimova M. – deputy director, pedagogical college DSPU;

Presentations:

Kosimova M. - deputy director, pedagogical college DSPU;
Tuchiev O. – head of Mathematics Teaching Methodologies Department, Khudjand college;
Murodov N. Head of Mathematics Teaching Methodologies Department, Kurgan-Tube college;
Akhmedova T. – deputy director, Kulyab college;
Shodieva Z. – specialist of the methodological centre.

16.00 – 17.00 Discussion of groups' findings. Adoption of resulting document

Moderator – Zadorozhnaya N., regional expert

Participants of the Round Table

No	Name	Position	Telephone	Signature
Pedagogical college associated to Dushanbe SPU				
1	Hurbonova Shirin	Director	(8372) 2 26 09 55 2 26 28 10	
2	Hosimova Mastura	Deputy Director	951 60 85 88	
3	Masimov Masim	Head of Pedagogy and Psychology Department	917 20 28 06	
4	Olimova Farosat	Head of native language and literature Department	918 76 37 07	
5	Rahimova Lubat	Head of the Mathematics Teaching	901 00 00 43	

		Methodologies Department		
6	Yusupova Habiba	Senior teacher of Pedagogy and Psychology Department		
Pedagogical college associated to Qhurghonteppa PU				
7	Solieva Khosiyat	Head of Pedagogy and Psychology Department	985.74.79.42.	
8	Khojaeva Khairiniso	Head of the Philology Department	988.16.06.66	
9	Murodov Nodir	Head of the Mathematics and Math. Teaching Methods Department	918.99.29.75.	
10	Juraeva Arofat	Senior teacher of Pedagogy and Psychology Department	917.31.84.50	
Pedagogical college, Khujand				
11	Rabiev Sattor	Deputy Director	92 726 31 60 907 63 10 05	
12	Tuychiev Olim	Head of Mathematics and Technology Department	918 88 01 16	
13	Hamdamova Bijamila	Head of Pedagogy and Psychology Department	92 785 09 31	
Pedagogical college, Kulob				
14	Ahmadova Tovus	Deputy director	2.35.17	
15	Mirzoev Saidahmad	Head of native language and literature Department	93.429.69.12	
16	Mirzoev Jumakhon	Head of Science teaching Department	93.806.94.60	
17	Halimov Abdukarim	Senior teacher of Pedagogy and Psychology Department	918.93.72.58	
TSPU named after Aini				
18	Majidova Bibihafiza	Senior teacher of general Pedagogy Department		
19	Badalova M	Senior teacher of Primary Education Teaching Methodologies Department	2316222	
Ministry of Education and Academy of Education of RT				
20	Rahmonov Sharifjon	Head of the Primary and Secondary Vocational Education Department	918265609	
21	Navruzov Hazratqul	Deputy director of the general education department		
22	Mahkamov Mamadjon	Specialist of Higher Professional Education Department		
23	Asfiyaeva Firuza	Specialist of Primary and Secondary Vocational Education.		
24	Mahmadullo Lutfulloev	Academician of AOE RT		
25	Abdulloev Ibodullo	Head of Primary Education Department, RTTI		
26	Immatova Lutfiya	Head of Research Laboratory of Primary Education, SRI, AOE RT		
27	Shodieva Zainura	Specialist, methodological centre	927.10.46.47	

28	Hodirov Bakhtiyor	Director of Centre for Transition to 12 Year Education	907807120	
29	Odilova Dilbar	Head of the Centre of Transition to 12 Year Education;		
International Organizations				
30	Abdulahobov Parviz	Head of Early Childhood Education Program, UNICEF, Tajikistan	918310072	
31	Mamadfozilov Zulobi	Education Projects' Manager, AKF	935004630	
USAID/QLP				
32	Nabieva Mavjuda	Education programs Specialist, USAID		
33	Terry Giles	COP, USAID/QLP	93 571 90 03	
34	Inomova Dilrabo	Country Director USAID/QLP Tajikistan	93 571 90 14	
35	Zadoroghnaya V.P	Regional Consultant		
36	Mirzomatov Nurillo	Program Specialist	93 571 90 07	
37	Choriev Akbarali	Program Specialist	93 571 90 19	

**Report on activities implemented by Regional Consultant Zadorochnaya N. P.
For the period of 03.03 to 30.03.2011
Component 1.2.6.**

The Round Table on “Conceptual and methodological approaches to development of new Primary education standards” concluded results of the conducted assessment of the resources currently available in the RT for ensuring the process of transition of the republic to 12 year education system. Teachers of colleges from different regions of RT and capital city Dushanbe, representatives of MOE and International organizations were participants of the Round Table.

2 discussion groups worked in the framework of the Round Table:

1. “Age peculiarity of 6 year old children and their school preparedness” (Moderator M. Bibihafiza, Head of pre-school education (sub)department;
2. “Approaches to updating of curriculum and teacher training programs for preparation of teachers working with six year old students of grade 1” (Moderator: Qhosimova M-Deputy Director, Pedagogical college, Dushanbe);

As the result of groups’ discussion and discussion of the results the age peculiarities of 6 year old children identified. These peculiarities should be paid special attention taking into account social and economic situation in the country with the level of development of pre-school education system. In the process of work the following ideas underlined-

- on necessity of ensuring smooth transition from pre-school development towards schooling on the base of activity approach teaching.
- on necessity of development of the standards for grade 1 students as a tool of ensuring the smooth transition;
- on reasonability of considering of grade 1, as a special stage in the primary education of children, requiring creation of specific learning environment, integrating special forms of education taking into account the psychological peculiarities of the development of a 6 year child;
- on necessity of making corrections in curriculum and education process of preparation of teachers for grade 1 students at the pedagogical colleges.

Component 3.1.3 “Development of education standards and methodological recommendations on teaching the (6 years old) students of grade 1”

Interviews, study of available documents revealed that Tajikistan has resources for transfer to 12 year education system, in particular for introducing schooling for children at the age of 6. The standards of early development including the component on starting the schooling for children from the age of 6 and Primary education standards are developed and approved. Conceptual approaches in development of mentioned documents have some similarities. This was used as the basis for making decision on development of standards for grade 1 as a special component of Primary education. The given standard, on the one hand, will consider age features of children of six-year age, from the other hand allows smooth transition of the child from a preschool stage of development to the school one.

For adjustment of the content of teaching in grade 1 (6 year old students) three days workshop with participation of Pre-primary and Primary education experts, representatives of Academy of Education, Center on transition to 12-year education system conducted

In the process of work:

- The end results of 6-year-old children development, achievement of which is connected with special preparation of children in educational institution (on the basis of the analysis of Standards of early development) identified.

- The competences formation of which is connected with studying of a native language, lessons on physical training, work and art, on mathematics (on the basis of the analysis of Standards on elementary education) identified
- the universal competences formation of which is connected with teaching of children in Grade one identified.

The concept of teaching in Grade 1 and requirements to the teacher was discussed in the training. As a result of 3 day workshop materials for development of Grade 1 standards identified

SIR1.3, Attachment 1: REPORT on Formative Assessment Seminar Conducted in Osh Oblast

Reporter(s): Aikynai Yusupova and Rashid Shakirov

Date: February 9 – 11, 2011

Introduction

Seminars on Formative Assessment were conducted to the specialists of RaiOOs in Osh oblast. There were nine participants representing 3 specialists from three target rayons (Alay, Kara-Kulja, and Karasuu). They were taught to the different kinds of assessment and different techniques were given on Formative assessment and how to use them. After conducting the seminar for the specialists of three RaiOOs on formative assessment, the inspectors were tasked to deliver the same seminar to the 21 target schools in Osh oblast. On February 9 the seminar on formative assessment was conducted in Alai rayon, Adyshev School. There were 30 participants – HMUs and zavuches. The seminar was conducted by two specialists: Akylbek Abdykparov and Sharabiddin Ibraimov and the Head of RaiOO, Dosmambet. In Kara-Kulja the seminar was conducted on February 10 in Osmonov School. There were 28 participants. The course was conducted by Jeenbek Saparbayev, Ibraim Satybayev, Toro Akmatov, Jypara, and the Head of RED Primberdi Dyikanov. Formative assessment seminar was wrapped up in Kara-Suu rayon, Manas School on February 11, 2011 by Raimjanova Mavlyuda. The number of the participants was 28 people. Overall, 86 teachers were present at the seminars from three rayons. The objectives of the seminars were as following: (1) create learning community among RaiOO specialists and target schools and (2) get to know more about formative assessment and how to use techniques on formative assessment in classroom practices by the teachers. During the seminars the participants were given the Formative assessment guidebooks. Each school was given a video and Manual on Formative assessment. This paper will report the benefits and issues of the conducted seminars. The recommendations will conclude the paper.

Benefits

That fact, that the seminars were prepared and conducted by the specialists of RaiOOs was already the good event for the RaiOO specialists and schools as well. Besides the specialists there were the Heads of Alai and Kara-Kulja RaiOOs in the seminars. They took an active part in them. RaiOO specialists did not behave as administrators controlling the educational process, but as mentors and supporters. They behaved as pedagogical leaders, who were actively engaged in the process of teaching and learning with other teachers. By teaching the teachers they have enhanced their knowledge and skills on the topic and have recalled the ways how teach and lead discussions in classroom. They have presented good team work. Their reputation has been increased in the eyes of the participants.

The seminars on formative assessment were delivered not only to six schools, but to all 21 target schools in Osh oblast. The participants deepened on their knowledge on assessment, shared their existing experience practices on formative assessment and discussed the issues emerged during assessing students' learning. Moreover, the teachers learned new techniques on formative assessment.

The resources were delivered to all the participants. They were given a guidebook on formative assessment, a book with five articles and a video material on formative assessment.

By the completion of the seminars the schools have made the schedules of conducting seminars in their respected schools and gave this plan to the inspectors of RaiOO. So, the RaiOO specialists will coordinate those seminars in their rayons. Then those schools will be responsible to conduct seminars for other schools to cover the whole rayon.

Challenges

During the seminars there were some issues along with the benefits. Most of them were connected with the RaiOO specialists' lack of skills in teaching. They had problems with the time management. For example, Pre-Test and Post-Test took much time to do (more than 50% of time) of the planned activities on formative assessment. Some instructions given by the trainers were not clear, so the participants did not understand what to do and how to do. There was no coherence between activities

therefore the activities looked like separate isolated ones. In some of the cases the trainers were not able to lead discussions and express their own opinions (Karasuu), because of the lack of experience in assessing students' learning.

There were issues with the DVD/CDs on formative assessment. Those computers in schools, they did not read the disks. After some struggle with the computers and disks the specialists were able to demonstrate video and provide activities for the participants. However, in Karasuu there was an image on the computer, but the sound was not there, so the teachers watched the video without listening to the text. The trainer tried to explain what was going on in the video, but, still, it was not understandable for the teachers.

Recommendations

From the challenges described above the following recommendations are under consideration:

- To involve specialists of RaiOO to conduct seminars on different topics more often so that improves their capacity on teaching.
- To record again the CDs and distribute to the target schools
- To use time effectively during the seminar
- To support RaiOO specialists so that to be sure in the quality of seminars.

SIR-1.2, Attachment # 1: REPORT on Report on trainings for JASU and OshSU instructors on the process of delivery of material to university students

Venue: Jalalabad city, Jalalabad State University, Osh city, Osh State University, Central Library

Date: March 24 – 27, 2011

OBJECTIVES:

- Introduction of the new training materials on student centered learning
- Improvement of the professional qualification of instructors and quality of teaching materials
- Introduction to the variety of tasks on the process of delivery of material to university students
- Introduction of the session on experiential learning, reflective grid and the learning cycle, where instructors were got acquainted with the four main stages of the learning Kolb's experiential learning and the practice cycle
- Introduction the session on designing teacher training tasks, where the instructors were in the shoes of the students, looked through different learning tasks, then identified which tasks were good and which weren't successful, analyzed why/why not that happened and as a result they created their learning tasks taking into their accounts the principles of student centered learning
- Identification of the potential trainers who will be engaged to conduct trainings during the period of trainings in the places for instructors of the universities

Developers LCs: Asekova Jyldyz, Alikova Aida

Trainers/co-trainers: Asekova Jyldyz, Turdubaeva Barisa, Altybaeva Meilkan

PARTICIPANTS:

- 25 instructors from JASU
- 23 instructors from OshSU
- Trainer- Jyldyz Asekova
- Co-trainers-Turdubaeva Barisa, Altybaeva Meilkan
- QLP staff: Saule Khamzina-Country Director, Akylbek Joldoshov-Program Manager, Altynai Abdukarimova-Program Specialist, Sevara Mirzaeva-Program Assistant

INTRODUCTION

Two day trainings for JASU and OshSU instructors on the process of delivery of material to university students were organized from 24th to 27th March.

The trainings themes were “1. Experiential learning, reflective grid and the learning cycle. 2. Designing teacher training tasks”. There are eight trainings overall, and these trainings are planned to be conducted on a monthly basis (two days at each university). We are planning to finish conducting these trainings by the end of May 2011.

Overall, 47 university instructors (JASU, OshSU) participated in four day trainings. Trainings were held in accordance with the approved schedule: March 24-27. The trainings were provided by local trainer Asekova Jyldyz and co-trainer Turdubaeva Barisa at JASU and Altybaeva

Meilikan at OshSU. The working language of the trainings was Kyrgyz language, and Russian was used as a supported language.

The other mission of these trainings was capacity building in the places (OshSU/JASU). The capacity building trainings are aimed at preparing and creating a network of local trainers who will conduct workshops and trainings for university instructors. These trainings are planned to be conducted on a monthly basis, and starting from April 2011, local trainers at OshSU/JASU will conduct trainings with co-trainers, and local consultants of the component SIR 1.2 will observe their trainings, give feedback and recommendations.

Two candidates as co-trainers were identified from JASU and one instructor from OshSU.

Content of the trainings

The trainings were constructed around the following themes: 1. Experiential learning, reflective grid and the learning cycle. 2. Designing teacher training tasks”.

- What are experiential learning, reflective grid and the learning cycle? Major issues and trends of learning cycle, how do adults learn? Kolb’s experiential learning and the practice cycle; the logical stages of the cycle-thinking, planning, experiencing, reflecting
- Designing teacher training tasks, what is the logical sequence of designing tasks; different ways of designing the tasks; how to design the tasks according to the needs and the principles of student centered learning

Successes of the trainings

- The trainings helped university instructors to acquire knowledge and to build confidence in of the themes 1. Experiential learning, reflective grid and the learning cycle. 2. Designing teacher training tasks.
- The trainings helped us (QLP staff) to identify potential trainers who will be taught by the trainers and further they will be able to conduct the trainings with co-trainers for university instructors and school teachers in the places as well.
- The trainings gave an opportunity for newly hired Program Specialist of the component SIR 1.2 Altynai Abdugarimova to meet and get acquainted with the target group of the project and participants of the trainings JASU and OshSU instructors closely.
- The trainings gave the chance to refresh the communication and partnership between QLP and target Universities (JASU and OshSU), participants and QLP staff shared and discussed current common problems about piloting and modification of the programs openly and discussed the further steps for the future.
- Trainers were able to create a positive environment to conduct effective trainings. They were committed, motivated, open-minded, friendly and flexible. They listened to the answers of the participants carefully, tried to take into account all the opinions expressed by them, assisted each other during discussions, and were responsive to participants’ needs. Good usage of humor by the trainers.
- The teams of trainers, drivers, local coordinators, and QLP have worked as one team in full agreement and mutual understanding.
- The trainings ran according to the schedule: they started and ended on time.

- After each day's session the culture of giving feedback for the trainers was provided, which contributed for the improvement of quality of delivery further trainings.

Challenges

A number of successes of the trainings were highlighted above; however, there were also some challenges that are described bellow:

- As the trainings started just the next day of arrival, there was no time or enough time for trainer and co-trainers to prepare and discuss materials, to go into the content deeper, even through the material of the trainings were sent to co-trainers one week before.
- Some ideas of training materials were not presented clearly by trainer perhaps due to inaccurate translation or explanation of the training materials.
- Co-trainers weren't so active and more amount of work was done by trainer.
- In some moments of the trainings it was too difficult for participants to sit in the places for longer time.

Recommendations

Reflecting on the results of workshop, below are recommendations for further improvement:

- Before conducting the trainings trainer with co-trainers should work on the content of material and spend more time for preparation to achieve the qualitative results
- To continue improving and enriching the content of the training materials according to the participants' recommendations.
- Before delivery of the trainings, trainers should be sure of the appropriate translation of all the materials and ready to present them to the participants in a right way.
- The training should encourage and support university instructors to experiment, plan and have follow up to see how they are implementing what they have learned in the trainings. The theory should follow by its practice application.

Future Action

To deliver trainings on "Learning cycle and analysis of training materials." "Teacher training and teacher development. Models of training" for the same target participants.

Conclusion

In general the objectives of the trainings were achieved. These two day trainings is the beginning of the whole cycle (eight trainings overall), and in further trainings we will take into account all recommendations, improvements.



USAID
FROM THE AMERICAN PEOPLE

KYRGYZ REPUBLIC

SUCCESS STORY

USAID funded Project motivates the Educators in Kyrgyzstan

USAID funded Quality Learning Project Encourages the Improvement of Lesson Plans Quality in Schools

Rashid will provide the picture here

USAID QLP ... in Kok-Jangak city, Osh Region, Kyrgyzstan

Photo: USAID Quality Learning Project

“If I didn’t participate in trainings of ‘Sappattu Bilim’ [QLP] project, I would keep teaching in traditional way that do not cover all the students in the class...”
(Turgunai Alibaeva, Kara-Suu, Kyrgyzstan)

Quality Learning Project (QLP) is one of the several USAID funded education development projects in Central Asia. It started in 2008 in three countries; Kyrgyzstan, Tajikistan and Turkmenistan. The project supports the government policy in education reforms. QLP supports the reforms through the following components; teacher training/re-training, student assessment, teachers’ involvement in curriculum development, and financial management. In Kyrgyzstan the QLP is known as USAID *Sapattu Bilim* and focuses on three subjects; Kyrgyz language, Mathematics, and Primary school classes.

Recently USAID Sapattuu Bilim project jointly with *Kut Bilim*, Kyrgyzstani national newspaper for educators organized a completion amongst the country school teachers for the best lesson plans. The competition principles were published in the newspaper so that the teachers were able to use them while making lesson plans.

Ms. Turgunai Alibaeva’s lesson plan was identified as the best lesson amongst the participants by the selection committee; *Kut Bilim* newspaper education specialists. Turgunai is a Math teacher from Kara-Suu town, Osh Region. Turgunai thinks that November 2 – 10, 2009 was the turning period for her teacher career, since she participated in QLP supported teacher training. During this training she learned how to plan lesson objectives from the students’ point of view that is vice-versa in the traditional Soviet system. Turgunai liked an interactive and student-centered learning method that includes pair and small group works. She acknowledges that this method is much better than the previous one but it requires more preparation efforts. Thanks to the QLP trainings she improved her teaching and planning skills that led to be the winner of this national competition.

As the other winners of completion, Turgunai is very thankful to the USAID and noted that QLP trainings marked her career as a “historical” point. As she said, “If I didn’t participate in trainings of „Sappattu Bilim” project, I would keep teaching in traditional way that do not cover all students in the class but only five to ten students out of 30 students. To be honest, I was not satisfied with such classes, since more than half of the students were passive.”

Also, Turgunai noted that taking the first place from USAID QLP and *Kut Bilim* newspaper organized competition motivated her for doubling the professional work; she is planning to organize seminar on Lesson Planning with other three colleagues by using her USAID project experience.

YAP, Attachment # 1: REPORT on two TV shows

1. Azattyk + TV show, PTRK

Producer of Azattyk+ TV show: Kaarman Kuluev

Anchorperson: Janarbek Akaev

Theme: “Education system in KR”

Participants:

- Akylbek Joldoshov, USAID QLP Program Manager
- Toktobubu Ashymbaeva, Local consultant on social pedagogues of USAID QLP
- Ainura Japarova, YAP of the USAID QLP Coordinator
- Saytbek Usmanov, CAFMI representative

Language: Kyrgyz

Script proposed:

- Salary of teachers (should be discussed by representatives of Ministry of Education)
 - Quality of Education (should be voicing by USAID QLP staff- Akylbek Joldoshov)
What to do?
 - Voucher system of education (should be raised by CAFMI representative - Saytbek Usmanov)
 - Social pedagogues (should be told by Local consultant on social pedagogues of USAID QLP - Toktobubu Ashymbaeva)
- Conclusion*

TV shooting results on January 17, 2011:

Several participants from Ministry of Education and civil society organizations were invited, but only representative of the Central Asian Free Market Institute (CAFMI) participated except USAID QLP representatives. Seytbek Usmanov raised a question about voucher system of education and USAID LP participants participated in the discussion. Toktobubu Ashymbaeva told about social pedagogues as an example of quality development of school teaching, which impacts positively to the quality development of education. Akylbek Joldoshov expressed his positive opinion toward activity of the current Ministry of Education reply to criticism of Ministry’s contribution to the education system by Seytbek Usmanov. Anchorperson raised an issue of private education establishments as an alternative opportunity to the quality development and participants expressed own viewpoint toward this issue.

Main goal of involvement in the TV show Azattyk+ to tell about the role of social pedagogues in the quality development of education in the Kyrgyzstan as a one of the activity results of YAP of the USAID QLP was achieved. This activity is part of information campaign of the YAP of USAID QLP.

Live broadcast: January 24, 2011

Recording of the TV show is provided (DVD).

YAP, Attachement # 1 (cont.): REPORT on two TV shows

2. Maydan TV show, Pyatyi Channel

Editor of Maydan TV show: Nazgul Kojokulova

Anchorperson: Nurlan Djoodatov

Theme: “School education in KR”

Participants:

- Akylbek Joldoshov, USAID QLP Program Manager
- Seytbek Jaanarbaev, KAE representative

Language: Kyrgyz

Script proposed by Maydan TV show:

- Access to education in the new settlements (should be voiced by USAID QLP staff-Akylbek Joldoshov through YAP activity)
- Education in the regions of KR (should be told by Seytbek Jaanarbaev, KAE representative)

Live broadcast on January 25, 2011:

Theme and participants were proposed by YAP of the USAID QLP. Main goal was to raise social problems in the new settlements that impact to the children’s access to school education. Akylbek Joldoshov told about USAID QLP project PISA and it,s last result. He shared with his knowledge of American school education system and YAP of the USAID QLP activities in the new settlements. Seytbek Jaanarbaev listed number of problems of education system in KR emphasizing lack of books for school students in the current time. Aim to tell about social problems in the in the new settlements impacting to the children’s access to school education to attract attention of publicity was achieved.

This activity is part of information campaign of the YAP of USAID QLP.

Recording of the TV show will not be provided, because Patiy Channel doesn’t record live broadcast.

Organiser from USAID QLP: Ainura Japarova, YAP Coordinator

YAP, Attachment # 3: Media Tour on Household survey in new settlements Ak Ordo and Kolmo (March 30, 2011)

Participants: Journalists/ representative from 15 Media Instauration:

1. ELTR TV
2. NTS TV
3. STAN TV
4. MIR TV
5. OTRK
6. Kabar radio (NTRK)
7. 24.kg information agency (see their website)
8. Vecherniy Bishkek
9. Slovo KG
10. Times of Central Asia
11. Baldar radio (NTRK)
12. Blogger/ editor of taboo.kg
13. Manas radio
14. Jashttyk radio (OTRK)
15. Europa + radio

Partner organizations: (1) Ashar, Director: Sapar Myrzakulov and (2) EREP, Director: Mirzat Adjiev

Municipal Territorial Administrations: (1) Senior specialist, MTA №14: Imankulova Jyldyz and (2) Administrator, MTA № 3: Tashmamatov Abdymanap

Interviewers of Ak Ordo and Kolmo new settlements.

USAID QLP staff members:

- Saule Khamzina, Country Director of the USAID QLP
- Nurgul Toktogulova, Deputy Regional Director of the USAID QLP
- Ainura Japarova, YAP Coordinator of the USAID QLP
- Ayperi Keldibek kyzy, YAP Assistant of the USAID QLP

Monitoring visit was organized to monitor and evaluate household survey done NGOs and MTAs. Media tour was organized to invite journalists and provide media coverage of the household survey implemented by NGOs and MTAs under support of Bishkek Mayor office, MOES and YAP of the USAID QLP. Media coverage was provided in Russian and Kyrgyz for free by journalists/ media institutions.

Goal of the Media tour was to support to attract human and finance recourses to ensure the educational needs of children and young people who live in the Novostroikas by the government of the KR through media coverage and publicity.

The following available articles for today (other media coverage materials will be able next week) are about goals of the household survey, further actions and social obstacles for children to get access to education by the stakeholders (Bishkek Mayor office, MOES, USAID QLP, NGOs and MTAs) to provide access to education to preschool children and children dropped out from school):

1) Бишкектеги жаңы конуштардагы балдардын көпчүлүгү мектепке барышпайт

Source: http://www.kushkabar.kg/index.php?option=com_content&view=article&id=1485%3A2011-03-31-11-11-12&catid=111%3A2011-02-07-11-17-50&lang=en

Бул туурасында “Кушкабарга” изилдөөнү жүргүзгөн “Сапаттуу билим” долбоорунун жаштарды колдоо программасынын координатору Айнура Жапарова билдирди

Анын айтуусу боюнча, учурда аталган долбоордун кызматкерлери мектепке барбаган балдарды жана сентябрда мектепке бара турган 6-7 жаштагы балдарды аныктап жатышат. Мындай сурамжылоо Бишкектеги 45 жаңы конушта жүргүзүлүүдө:

“Бул долбоордун алкагында ата-энелерге балдарын мектептерге каттатууга жардам беребиз. Мындан сырткары, биринчи класска баруу үчүн окуу куралдары менен кийим-кечек жагын дагы донорлорду тартуу менен камсыздайбыз. Ал эми мектепке барбаган балдар үчүн атайын программа бар. Анын алкагында балдар кайрадан мектепке барышат деп ишенебиз”.

2) Каждый третий ребенок в новостройках Бишкека не ходит в школу 31.03.2011 10:01

Source: <http://novosti.kg/news/3225.html>

Каждый третий ребенок в новостройках Бишкека не ходит в школу. По словам директора проекта "Сапаттуу Билим" Сауле Хамзиной, люди из числа живущих в жилмассивах вокруг Бишкека часто уезжают на заработки, а дети остаются без присмотра. В данное время сотрудники проекта "Сапаттуу Билим" выявляют детей, которые не посещают школу, а также тех, кто в сентябре должен пойти в первый класс. Опросы проводятся во всех 47 жилых массивах столицы, пояснила Сауле Хамзина. С. Хамзина: "В рамках нашего проекта, во-первых, поможем семьям зарегистрировать детей в школу. И также эти дети получают материальную поддержку в виде школьных принадлежностей, одежды и обуви, для того чтобы первого сентября пойти в первый класс. Для детей, которые не посещают школу, есть специальная программа. И мы надеемся, что они все-таки вернутся в процесс обучения". В частности, по словам Сауле Хамзиной, для юных жителей новостроек, пропускающих сейчас занятия в школе, будут организованы летние курсы. Я бы в школьники пошел, где меня научат

3) Бишкектеги жаңы конуштардагы балдардын көпчүлүгү мектепке барышпайт

Source: 30/03/11 16:58, Бишкек – ИА «24.kg», Анастасия БЕНГАРД

<http://www.24.kg/reportaji/96553-ya-by-v-shkolniki-poshel-gde-menya-nauchat.html>

Уже почти 10 дней в новостройках города Бишкека выявляют детей, которые не посещают школу, и тех, кому еще только предстоит стать первоклассником. Доступом к образованию озаботились донорские организации, которые при помощи НПО и местных территориальных управ проводят опрос жителей. Сегодня прошел медиатур для журналистов по двум новостройкам - «Ак-Ордо» и «Колмо». В первой, как выяснилось, проживают около 3,5 тысячи семей, в которых подрастают около полутора тысяч школьников.

- Люди живут здесь не постоянно, в основном приезжают на летнее время, - рассказывает и.о. управляющего местного территориального управления Абдыманат Ташмаматов, - поэтому невозможно точно сказать, сколько у нас дошколят, а сколько тех, кто и вовсе не учится в школах. Последних, по нашим данным, около 25 человек. Преимущественно это дети трудовых мигрантов, живущие у родственников, либо дети из социально уязвимых семей.

Именно таким семьям, у которых доход не превышает тысячи сомов, правительство США через программу ЮСАИД по поддержке молодежи через образование намерено оказать помощь.

- Все дети имеют право на образование, - говорит директор проекта «Сапаттуу билим» Сауле Хамзина. - Однако в новостройках ситуация оставляет желать лучшего. На 45 жилмассивов - всего 17 школ и 8 детских садов. Для такого количества населения этих учреждений крайне недостаточно, поэтому они переполнены. На основании полученных в ходе опроса списков мы поможем устроиться в школы детям малоимущих, а также выдадим им необходимые вещи: школьную форму, обувь и другие принадлежности.

- В 2010 году мы помогли 723 детям стать первоклассниками, - продолжает тему координатор программы Айнура Жапарова. - Около тысячи детей посетили 100-часовую госпрограмму дошкольной подготовки. Отмечу, что более 60 процентов детей не посещают дошкольные учреждения. Они могут пройти 240-часовую программу Министерства образования и науки этим летом. А тем, кто не успел записаться, предлагаем ускоренный курс подготовки.

Несколько волонтеров заполняют анкеты, опрашивая жителей «Ак-Ордо». Те, увидев толпу журналистов и операторов, не сразу понимают, в чем дело. Может, испугавшись чужих, кто-то и вовсе не вышел.

- Когда я проводил опрос год назад, люди с опаской и недоверием отвечали на вопросы, - рассказывает волонтер, студент колледжа Улугбек Эсенгулов. - А после оказанной помощи их отношение менялось, кто-то даже приглашал на чашку чая.

Некоторые граждане, наоборот, поспешили к журналистам поговорить о наболевшем.

- Вот на этом месте, где мы с вами сейчас стоим, проходит граница между городом и Сокулукским районом. В городе есть свет, а в двух шагах от него уже нет. Без электричества и газа мы живем уже четыре года. Вода есть всего в двух из шести кварталов, - сетует Болот. - Ни дорог, ни табличек с указанием улиц и номеров домов нет. Напротив, где должна проходить улица, высокопоставленные чиновники возвели хорошие дома. Однако переезжать не торопятся: ждут, пока район благоустроят и появится инфраструктура. Властям до нас дела нет.

Кто же, если не сами власть имущие, будет развивать поднявшиеся, словно грибы после дождя, многочисленные новостройки?

Но малышне, весело копающейся в огромной куче песка (это вам не городская мини-песочница!), не до взрослых проблем.

- Хочешь в школу ходить? - спрашиваю одну из девочек, что постарше.

В ответ та отрицательно качает головой.

- Не могу же я держать детей взаперти, - говорит ее бабушка Ырыс Карыбекова. - Что нам делать, если садиков нет, яслей нет, школа - и та в двух-трех километрах от дома. Внуки плачут: не хотят идти за знаниями по размытой дождями дороге. Из-за грязи не пролезть. Тяжело им, бедным!

Жилмассив «Колмо» обустроен чуть лучше: вдоль улиц посажены деревья, участки почти все огорожены. Однако ни детского сада, ни школы нет. Детям тоже приходится учиться в соседнем районе.

- А я люблю ходить в школу, особенно нравится математика, - говорит ученик начальной школы. - А вы из газеты? Сфотографируйте меня, пожалуйста.

И терпеливо позирует фотокорреспондентам.

4) В новостройках столицы Кыргызстана выявляют детей, которые не посещают школу

Source: 30/03/11 10:30, Бишкек – ИА «24.kg», Анастасия БЕНГАРД

<http://www.24.kg/bishkek24/96460-v-novostrojках-stolicy-kyrgyzstana-vyyavlyayut.html>

В новостройках столицы Кыргызстана в ходе медиатура выявляют детей, которые не посещают школу, и кто должен пойти в учебные заведения в сентябре 2011 года.

По словам координаторов проекта «Сапаттуу билим», летом эти группы детей будут вовлечены в госпрограмму дошкольной подготовки. Опрос проходит в 45 новостройках Бишкека, его проводят муниципальные территориальные управления мэрии столицы совместно с Министерством образования и науки КР, а также с неправительственными организациями.

Как отмечается, по результатам опроса программа ЮСАИД по поддержке молодежи через образование окажет помощь детям из семей с низким доходом, а также предоставит необходимые вещи, включая школьную форму, обувь и другие принадлежности. Программа реализуется с целью улучшения доступа к образованию и повышения его качества в стране.

5) США поддерживают дошкольную подготовку детей в 45 жилмассивах Бишкека

Source: Бишкек, 30 марта /Роза Алмакунова – Кабар/.

http://kabar.kg/index.php?option=com_content&task=view&id=16500&Itemid=40

Специалисты проекта «Сапаттуу билим», финансируемого правительством США в рамках программы ЮСАИД по поддержке молодежи через образование, с 22 по 31 марта координируют опрос жителей 45 новостроек вокруг Бишкека с целью выявления детей, которые пойдут в школу осенью этого года.

Опрос проводят работники муниципальных территориальных управ при мэрии столицы Кыргызстана совместно с сотрудниками Минобразования КР и представителями НПО.

Как отметила координатор указанной программы ЮСАИД Айнура Жапарова, аналогичная работа проводилась и в 2010 году, тогда в жилмассивах Бишкека было выявлено 12 тысяч детей, из них 2576 дошкольного возраста. «Но в прошлом году задача была другая, мы должны были охватить только дошколят и выявить малообеспеченных. Мы смогли организовать курсы дополнительного образования для 1000 ребят и подготовить их школе», - добавила она.

Инициатива ЮСАИД по поддержке молодежи через осуществляемый проект окажет малышам из семей с низким доходом помощь при зачислении в школы, предоставит необходимые вещи, включая школьную форму и принадлежности, с целью обеспечения доступа к образованию. Также нынешним летом вновь выявленные группы детей будут вовлечены в государственную программу дошкольной подготовки.

В 2011 году специалисты проекта «Сапаттуу билим» активизировали деятельность по приобщению юных жителей столичных новостроек к занятиям в школах. Ведется работа с малоимущими семьями, дети из которых забросили обучение в поисках заработка.



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США поддерживают дошкольную подготовку детей из 45 новостроек вокруг города Бишкек

22-31 марта 2011 года Проект “Сапаттуу билим”, финансируемый Правительством США через Программу USAID по поддержке молодежи через образование, будет проводить опрос домохозяйств в 45 новостройках вокруг г. Бишкека с целью выявления детей, которые пойдут в школу в сентябре 2011 года и детей, не охваченных обучением. Летом 2011 года выявленные группы детей будут вовлечены в государственную программу дошкольной подготовки.

Опрос домохозяйств будет проводиться Муниципальными территориальными управлениями при Мэрии г. Бишкек в тесном сотрудничестве с Министерством образования и науки Кыргызской Республике и такими НПО, как Ашар, Арыш, Центр защиты детей, ЭРЕП, Эрайым, Институт детства, Бучур. Основываясь на результатах опроса, Программа USAID по поддержке молодежи через образование Проекта “Сапаттуу билим” окажет помощь детям из семей с низким доходом в зачислении детей в школы, а также предоставят необходимые вещи, включая школьные формы, обувь и другие школьные принадлежности с целью дальнейшего обеспечения доступа к образованию детям из новостроек вокруг г. Бишкека.

Программа USAID по поддержке молодежи через образование Проекта “Сапаттуу билим” тесно работает с Министерством образования и науки Кыргызской Республике и Мэрией г. Бишкек в целях улучшения доступа к образованию и повышения его качества в Кыргызстане.

Данный проект является одним из многих проектов, поддерживаемых американским народом через Агентство Соединенных Штатов Америки по международному развитию (USAID). Более подробную информацию о программах USAID вы сможете найти на сайте: <http://centralasia.usaid.gov/kgmap/?lang=ru>

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U.S. Supports Early Education Opportunities for Young Children in 45 Novostroika Settlements around Bishkek

On March 22-31, the USAID Quality Learning Project „Sapattuu Bilim“, supported by the United States Government through the USAID Youth Aid for Education Program, will conduct a household survey of 45 novostroika settlements (new neighborhoods) around Bishkek to identify preschool-aged children who will enter school in September 2011, and children who dropped out of school. The children identified by the survey will be selected to participate in state-operated school preparation programs during the summer of 2011.

The „Sapattuu Bilim“ household survey will be conducted by local territorial administrations of the Bishkek City Mayor’s Office in close collaboration with the Ministry of Education and Science of the Kyrgyz Republic and the following non-governmental organizations: Ashar, Arysh, Centre of Child Protection, EREP, Erayim, Institute of Children and Buchur. Based on the results of the survey, the USAID Youth Aid for Education Program will provide assistance to low income families with children enrolling in school and will also provide items such as school uniforms, shoes and school materials to help ensure that children in novostroika settlements around Bishkek are prepared and have access to education.

The USAID project „Sapattuu Bilim“ has been working closely with the Ministry of Education and Science of the Kyrgyz Republic and the Bishkek City Mayor’s Office to improve the accessibility and quality of education for children in Kyrgyzstan.

This program for the novostroikas is one of many assistance projects supported by the American people through the United States Agency for International Development. For more information about USAID programs, visit our web site at: <http://centralasia.usaid.gov/kgmap/?lang=ru>

Agenda of the workshop on Development of Education standards for Grade 1 (6 years old students) (Dushanbe, 10-12 March, 2011)

Module 1. Standard as a legal document: structure, content

Time	Content
10.00 – 10.30	Coffee-break
10.30 – 12.30	<p>1. <i>M. Lutfulloev, academician of AOE RT</i>, “The history of education standards development for Primary school”</p> <p>2. <i>N.P.Zadorochnaya, regional consultant</i>, “Standard as a legal document: structure, content”</p> <p>Presentation discussions. Clarification of the workshop’s objectives.</p>
12.30 – 13.30	Lunch
13.30 – 15.00	<p>1. <i>L. Immatova, senior researcher, AOE RT</i>, “Standards of early child development”: structure and content</p> <p>2. Work in research groups: The six year old children psychological characteristics and their reflection in the standards of development. Results of the mastering of Grade 1 program, based on an analysis of early childhood development standards (by field of activity)</p>
15.00 – 15.30	Coffee-break
15.30 – 17.00	Presentation of the findings. Discussions.

Module 2. Structure and content of standards for primary education in RT and introduction of adjustments related with start of Grade 1 from the age of six.

Time	Content
09.00 – 10.30	<p><i>N. Mirzomatov, USAID, program specialist</i>, “Operating standard of primary education of RT, structure and content”</p> <p>Discussion of the presentation. Refinement of the session’s objectives for the second day of the workshop.</p>
10.30 – 11.00	Coffee-break
11.0 – 12.30	Working in research groups: “Results of the mastering of Grade 1 program based on the analysis of Primary education standards (by field of activity). Structure and content of curriculum of Grade 1. Field of activities and subjects correlations.”
12.30 – 13.30	Lunch
13.30 – 15.00	Research groups’ activity continues.
15.00 – 15.30	Coffee-break
15.30 – 17.00	Presentation of results of research groups. Discussions.

Module 3: Implementation of Education Standards; learning environment, education staff training

Time	Content
09.00 – 10.30	<p>1. <i>A. Choriev, USAID, program specialist, S.Symbard, regional consultant, A. Halimov, senior teacher of Pedagogy and Psychology, Kulob</i></p> <p>“Framework of successful implementation of Grade 1 standards”</p> <p>Discussions. Defining the aims and objectives for the third day of the workshop.</p>
10.30 – 11.00	Coffee-break

11.00 – 12.30	Working in research groups: <ol style="list-style-type: none">1. Framework of successful implementation of Grade 1 education standards”. Learning environment2. Conditions of implementation of Grade 1 education standards, staff training, steps on making corrections and introducing changes in standards of teaching profession, curriculum and programs
12.30 – 13.30	Lunch
13.30 – 15.00	Presentation of results of research groups work. Discussions.
15.00 – 15.30	Coffee-break
15.30 – 17.00	Development of the first draft of the Grade 1 education standards. Presentation.