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**USAID QUALITY LEARNING PROJECT (QLP)  
Quarterly Report  
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Submitted to:  
U.S. Agency for International Development/Mission  
Mavjuda Nabieva, COTR  
USAID  
Dushanbe, Tajikistan

By:  
Creative Associates International  
5301 Wisconsin Avenue, NW, Suite 700  
Washington, DC 20015  
&  
ABT Associates, Inc.

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## List of Abbreviations

AC	Advisory Committees
ADB	Asian Development Bank
AKF	Aga Khan Foundation
AOE	Academy of Education (Tajikistan)
BMC	Batken [Regional] Methodological Center
DED	District (Rayon) Education Department
EFWG	Education Finance Working Group
EMIS	Education Management Information System
FA	Formative Assessment
FTI	Fast Track Initiative
GBAO	Gorno-Badakhshan Autonomous Oblast
GTZ	German International Development Organization
GorOO	City/Town Education Department (under subordination of the MOES)
HE	Higher Education
HMU	Head of Methodological Unit
IBET	Improving Basic Education in Tajikistan (USAID supported project 2003-2007)
IC	International Consultant
ISTTI, ITTI	In-Service Teacher Training Institute
ITT	In-Service Teacher Training
JASU	Jalalabad State University
JAMC	Jalalabad [Regional] Methodological Center
KAE	Kyrgyz Academy of Education
KSU	Kyrgyz State University
KTSU	Kurgan-Tube State University
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 USAID/Participation, Education and Knowledge Strengthening (Project 2003-2007)
PEAKS	
PMU	Project Management Unit
PRESET	Pre-Service Training
PS	Program Specialist
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
RT	Republic of Tajikistan
RTTI	Republican (in-Service)Teacher Training Institute (Tajikistan)
SSS	Secondary School Standards
TMC	Talas Methodological Centre
TSPU	Tajik State Pedagogical University named after SadriddinAyni
TE	Technical Expert
TOT	Training of Trainers
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WB	World Bank

## **I. Overview**

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

The Project started on 30 September 2007 and is due to be completed by 29 September 2012. Overall budget allocation is \$13,947,788, apportioned to the three target countries as follows: Tajikistan \$6,274,503; Kyrgyzstan \$5,897,842 and Turkmenistan \$1,793,443.

## **II. Project goal, components and activities**

### **A. Project Goal**

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

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

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

### **B. Project Components**

#### **1. Tajikistan**

##### **1.1. Activities**

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

IR1. Improved Quality of Teacher Training in Student Centered Methodologies

##### ***SIR 1.1 Improved Quality of In-service Training***

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

A workshop was conducted where twenty seven representatives from the Republican and Regional TTIs including Rectors and Deputy Rectors, primary and secondary Math and Tajik Language specialists participated. The workshop was aimed at building consensus on the revision of the Regional TTIs curriculum to reflect modern teaching and learning approaches that are reflected in the QLP supported teacher training modules. Evidence gathered from RTTI and QLP teacher training experiences helped regional TTIs to decide the revision of their teacher training curricula. As the result of this workshop, QLP decided to bring experts from Regional TTIs to support the revision.

Twenty six subject specialists from Republican and Regional TTIs and six master trainers were invited to revise Regional TTIs curriculum during the reporting period. Most of the participants stated that it was the first time they were brought together to review their curricula and take ownership. In earlier times, curricula were developed centrally and sent to the regions for use/implementation. As a result, these curricula were less focused on regional needs. Today curriculum experts are provided with the opportunity to reflect local needs into the curricula.

TTI GBAO (Gorno-Badakhshan Autonomous Oblast) Deputy Director commended the new approach and said that it was easier to work and discuss with Regional TTI and RTTI/RTMC staff on issues around modern teaching and learning methods in comparison to what was practiced four-five years ago. He said, “I can say for sure now that thanks to the approach pursued by QLP, an intensive work has so far been done. A lot remains to be done though until the system itself recognizes the importance of changes and reforms and demands itself for improvements”

#### Outcomes/Results

Five teacher training curricula were revised, edited, and disseminated among Republican and Regional TTIs. Final versions of the regional TTI’s curricula were also submitted to the MOE, AOE, RTMC and Tajik State Pedagogical University for review and feedback. These include:

- School principals’ in-service training;
- Math teacher in-service training;
- Tajik language in-service teacher training;
- Primary teacher in-service training;
- Geography in-service teacher training (funded by Save the Children)

The model proposed to the RTTI for the updating of the in-service curriculums was also used by Save the Children and their local consultants participated in the process at the same time for the Geography in-service curriculum.

#### **1.1.2. Capacity building for RTTI and regional TTIs**

Seventy education specialists (the target was 50) from across Tajikistan gathered for a two-day workshop to discuss secondary education standards and innovative lesson-planning methodologies at the Sughd In-service Teacher Training Institute in Khujand. This initiative depicts one more case of collaboration between QLP and the Government of Tajikistan in their pursuit for the improved quality of education in Tajikistan. QLP in collaboration with the Academy of Education (AOE) and the central and regional educational institutes for professional development led the discussion on the new National Education Standards in view of developing a new national curriculum standard consistent with the new education strategy. In addition, the participants were familiarized with the concept of diversified lesson planning techniques focusing on the lesson planning objective. Furthermore, the AOE and the Center for 12-year Education Transition presented the Conceptual Framework for the 12–year transition and discussed issues and challenges related to the transition plan.

As noted by the Head of Sughd Region Education Department, this experience sharing experience initiated by QLP supports the education system to identify common challenges and to solve them in a collaborative manner.

This activity supported two structures of education system in Tajikistan - in-service teacher training and teacher methodological support - to come together and solve lesson planning problems at national level. In the past, these two structures used to work independently of each other delivering different concepts of teaching and learning. This practice often created confusion amongst teachers. Through this and other planned capacity building activities, QLP supports and ensures collaboration among various structures of the education system to address challenges, in order to help teachers to be more effective in their classroom teaching.

QLP conducted a four-day workshop under the topic *Revised curriculum implementation through quality training course design* in Ishkoshim, GBAO. Seventy four education specialists from AOE, RTTI, Regional TTIs, RTMC and Target District Education Departments discussed improved in-service teacher training curricula and innovative course design methods (please see attachment #1 for further details). During the workshop, participants learned about modern in-service course design, explored innovative lesson planning to enhance student participation, and improved learning techniques focused on clear assessment of lesson objectives. In addition, QLP facilitated training and discussion on the modified teacher training curriculum developed in collaboration with the AOE and RTTI and the new management training program for school directors. In her opening remarks, the President of the Academy of Education noted that the new teacher training curriculum developed in partnership with QLP reflects the modern tendencies and innovations in the education system of the country and the region.

GBAO is one of the regions in Tajikistan where education outcomes are higher compared to other parts of the country. Through the Aga Khan Foundation (AKF) funding, as well as from USAID under the IBET and ISET programs, both in-service teacher training and methodological support (mentoring) system were set up to support quality teaching and learning. This workshop helped stakeholders from other parts of the country to learn from TTI GBAO's experience and to share their own.

#### Outcomes/Results

- 70 representatives from AOE, RTMC, RTTI, Regional TTIs and Target District Education Department trained in a two-day capacity building workshop in Khujand, Sughd oblast;
- 74 representatives from AOE, RTMC, RTTI, Regional TTIs and Target District Education Department trained in a four-day capacity building workshop in GBAO;
- Concept of 12-year Education Transition shared with representatives of different levels of education sector;
- Improved approach in development of the school calendar plan presented and agreed ;
- Lesson planning of various types and formats presented and practically used by participants;
- Field testing plan of revised teacher training curricula developed.
- Wider awareness of the newly introduced management training program for school directors

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

Task completed

QLP conducted analysis evaluation of in-service teacher training courses with the support of a local consultant (LC). The analysis was made possible after collecting 437 (147 from Asht, 158 from Isfara, and 132 from Vakhsh) evaluation forms completed by trainees at the end of cohort 2 training .

Overall, the organization and content of the training courses received very positive evaluation. Perhaps, the most important conclusion that is drawn from evaluation analysis is that similar training courses i.e. subject-specific trainings should be organized in the future. At the same time, cross-district variation in evaluation suggests that certain aspects of the trainings require attention and more input from QLP for final revision.

The trainees were also satisfied by the content of the trainings. The training met their professional needs and expectations. However, concerns and recommendations raised by participants underline a few areas to consider for future trainings. Application and utilization of training materials raised skepticism as some reported discrepancies between the content of training materials and the actual textbook content taught to pupils. Others reported difficulties in understanding the language used in the training materials.

Finally, the vast majority of trainees rated trainer performance as high and expressed willingness to be trainer's advisees if such opportunity would come about in the future. In plain terms more than 90% of training courses participants highly rated their trainers.

The analysis also showed that the trainings that QLP have supported and modeled for the in-service training system of the country has raised the standard of training and increased expectations from teachers. The ITTIs are now in a position to offer similar training courses to school teachers in the future. (For more details see attachment #2 -Training Courses Evaluation Analysis Report).

### ***SIR 1.2. Improved Quality of Pre-Service Teacher Training***

QLP found it challenging to work with the two target universities – Tajik State Pedagogical University (TSPU) and Kurgan-Tube State University (KTSU) - due to lack of qualified cadre at the target faculties who could take responsibility to implement agreed plan and also due to the intensity of the teaching schedule of faculty. During a recent meeting with the Rector of the TSPU, Mr. Zarif Sharipov assured USAID and QLP that the target faculties will be more proactive and cooperative.

For the purpose of providing additional support to QLP in strengthening the project's PRESET component, two international consultants (Dr. Bird Stasz and Dr. Jeff Carpenter) were contracted. As a result of this visit, a consolidated plan (please see attachment #3– TSPU and QLP joint plan) was developed to support the target universities please see attachment #4 – Round table Agenda and attachment # 5 – round table presentation).

#### **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**

Postponed to Q1 of PY5.

The initial plan to restructure of target department curriculum was re-scheduled to be finalized after the development of the training material and capacity building of the faculty staff. The faculty will be trained on interactive learning outcome based concepts and formative assessment. This will help them to more effectively revise and restructure the improved curriculum.

### **1.2.2 TSPU and KTSU develop training approach for target subject specialists**

Postponed to Q4 of PY4

The initial plan to improve the curriculum of the target department first and then develop training material for the faculty staff was delayed. Recent discussions between QLP and TSPU made it clear that it was not possible for target universities to change their curriculum before they are trained on the concepts (competency-based learning outcome and formative assessment) QLP is trying to introduce. On the basis of the training framework, QLP will contract a group of LCs – representative of both TSPU and KTSU - to develop training material that will focus on the new interactive approaches with the support of international and regional consultants.

### **1.2.3 Conduct trainings for university subject specialists**

Postponed to Q4 of PY4

In accordance with the agreement reached between TSPU and QLP, training material developed by QLP will be shared with the target faculty staff through field testing and a five-day TOT. This will lead to a consolidated two rounds of six-day trainings (one phase of six-day training in August-September and another round of six-day training in Q1 of PY5) for approximately sixty subject specialists.

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

Postponed to Q1 of PY5

The development of handbooks for the university subject specialists will be closely linked with the training material and curriculum improvements. Therefore, it was suggested and agreed between TSPU and QLP to accomplish this task after the training material and curricula are finalized.

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

Postponed to Q1 of PY5 due to delay in the above tasks which are closely linked and have direct impact on student practicum.

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

### **1.3.1 TOT for Cohort1 and 2 trainers on QLP revised Mentoring program**

The task was completed.

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

In accordance with the approved plan and agenda, mentoring training delivery for Cohort 2 district schools were conducted in three rounds (1<sup>st</sup> round – 3 days, 2<sup>nd</sup> round – 5 days and 3<sup>rd</sup> round – 2 days). The division was made on the basis of the content of the mentoring training manual and guideline. The first round training covered the concept of mentoring and the establishment of Methodological Units at school levels that include the development of the necessary state required documents and papers. The second five-day training period included the delivery of mentoring support at school and methodological unit level where mentors (Deputy Directors and Head of MUs) practice 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 third round consisted of reflection sessions where mentors shared their success and challenges with their trainers and colleagues from other target schools.

Training participants (target school deputy principles, head of primary, secondary Math and Tajik language MUs) received training on mentoring on the basis of the approved Mentor Training Manual. Both participants and mentors were satisfied with the overall training concepts.

Republican Teaching and Methodological Center requested QLP to print 500 copies of mentoring training manual for further dissemination to other regions of the country. The head of RTMC noted that this training approach should be delivered to other parts of the country, especially in Khatlon region where the teacher mentoring support system is very weak. QLP printed and delivered 500 copies of mentoring training manuals to RTMC. RTMC distributed the manuals to other regions of the country.

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

Task completed.

Following the mid-term evaluation results conducted in November – December 2010, QLP involved two LCs to develop additional training for the school directors on the issues identified as challenging in the evaluation. The additional training was delivered to all the 86 Cohort 1 and 2 school directors in a three-day refreshing seminar. The analysis of the three-day refreshing training evaluations indicates that the training participants’ (school directors) understanding of the additional pedagogical leadership aspects improved by 17-21%.

## **IR2. Improved Quality of Student Assessment**

### ***SIR 2.1 Incorporate Formative Assessment into Regional TTI Courses***

During the revision of Regional TTI curricula under SIR 1.1, teacher trainers adopted twelve hours of general theories of formative and summative assessments and twelve hours of subject-based assessment tools such as reading, writing, grammar and vocabulary assessments. Twenty four training hours out of 144 were allocated for both formative and summative assessment. Formative and summative assessments were also incorporated in training delivery approach. For more information see 1.1.1.

### ***SIR 2.2 Develop Formative Assessment Guidelines for Chemistry and Biology***

QLP contracted six local consultants from RTTI, RTMC and Tajik State Pedagogical University to develop formative assessment guideline for Chemistry and Biology. The task was initiated during the reporting period and will continue in Q4 of PY4. The guidelines are supposed to serve both in-service and pre-service teacher development and will also be used by mentors at the district and school level.

### ***SIR 2.3 Support target DEDs to implement Formative assessment through mentoring***

QLP trained thirty two specialists (the target was 30) from RTMC and target districts on how to observe, evaluate and support teachers implementing formative and summative assessments. The training was conducted by RTMC specialists who were involved in mentorship development. Participants learned and practiced how to observe teachers’ following an assessment, how to support teachers to provide constructive and focused feedback, and how to better enhance pupils’ self and peer-assessments.

### ***SIR 2.4 Incorporate formative and summative assessment elements into QLP target school Olympiads***

QLP will support the MOE to prepare a policy-oriented report on current practices regarding Olympiads in Republic of Tajikistan through an empirical research and drawing on established conceptual grounds and through a study of the work of the Centre for Gifted Children under MOE (responsible for National and International Olympiads), Republican Teaching and Methodological Center as well as review of the structure established at the level of Region, district and school in conducting Olympiads.

The study was conducted in five locations where QLP is already working with cohort schools. These include: Dushanbe (Ismoili Somoni rayon), Varzob, Kulob, Vakhsh, Asht, plus Khorog. Such dispersed location will ensure a nation-wide coverage and allow for grasping certain region-specific peculiarities of the process. Each location represents rural and urban areas thus making equal representation of both categories (Dushanbe, Kulob, and Khorog – urban; Varzob, Asht and Vakhsh – rural areas). The study covered only two QLP target subjects – Tajik language and Mathematics.

The study also involved two schools from each Rayon plus the Department of Education (DED). A total of twelve schools and six DEDs were involved. The proposed number of schools covered by the survey demonstrates a compromise of the research scale and time constraints on one hand, and to provide the validity of the data for analysis and interpretation on the other hand. At this stage, the research implemented survey based on questionnaires, interviews and focus group discussions to collect sufficient, reliable and valid data from various groups and subjects involved in the process of educational Olympiad.

The research team consisted of five local consultants - a lead and four assistant consultants who are at the same time subject specialists belonging to MOE's specialized body overseeing Olympiads - as part of QLP strategy to build local capacity. These include – Republican Teaching and Methodology Center (RTMC) whose main tasks included a) providing debriefing on existing procedure of Olympiads; b) giving short feedback on research instruments; c) conducting field research in each location, i.e. complete interviews with respondents and observation of the process; and d) submitting collected data to the leading consultant in clear and understandable format.

Two assistant consultants each representing target subject were assigned to conduct research in three districts only. Thus, one team of two specialists visited Asht, Dushanbe and Varzob while the other team visited Vakhsh, Kulob and Khorog. At present, the lead local consultant is drafting the research analysis that will be shared with QLP in the form of a report in Q4 of PY4.

The report will draw its data from a research in collaboration with RTMC. The report among other aspects will include the following:

- a) analysis of the status quo of the current Olympiad normative basis and regulatory documents;
- b) collection and analysis of empirical data on the availability of methodological documents on implementation of the educational Olympiads in RT;
- c) identification of the effectiveness of the existing mechanisms in the development, content, measurement and assessment for educational Olympiads in RT;
- d) identification of problems associated with the methodology of Olympiads (scaling, scoring and determination of assessment criteria) and suggestions for change both in curriculum and practicum aspects of teacher training courses in Tajikistan;

- e) based on the identified factors and analysis of their degree of influence, propose recommendations to address issues to improve the methodology of assessment, procedures of the development of measuring instruments, and solving problems related to the controversy associated with the final results of Olympiads.

#### Outcomes/Results

- Five teacher training curricula including reflect and promote use of formative assessment techniques during trainings;
- Target DED staff trained and supported by QLP to implement formative assessment approaches through mentoring in target schools;
- Olympiads in six rayons and twelve schools reviewed. Research analysis – Policy document - is being developed for MOE and other institutions for information and consideration

### IR3. Greater Involvement of Teachers in Curriculum Reform

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

##### **3.1.1 Support AOE to restructure Basic education standards**

QLP received draft State General Education Standards (SGES) from the AOE and was requested to provide feedback on the content of the document. Much of the content appeared to be taken from Kazakh standards and translated into Tajik. QLP prepared a set of comments, but the both the document and the translation was clearly in a very draft form.

The QLP program staff actively participated in the review and discussion of the draft SGES and submitted suggestions to AOE and the Center for Transition to 12-year Education. Also the draft SGES was sent for review to the Regional TTIs and DEDs through AOE. Feedback was collected in a workshop organized jointly by AOE and QLP in Khujand.

QLP with the support of an IC (Simon Jenkins) organized a introductory one-day workshop for the staff of the AOE, the Center for Transition to 12-year Education, and Scientific Pedagogical Research Institute on the development of standards for primary grades with a specific focus on the teaching of reading.

#### Outcomes/Results

- The reviewed draft of SGES of RT was discussed with the AOE of RT and the Center for Transition to 12-year Education;
- The course plan for primary education developed and submitted to the AOE and the Center of Transition to 12-year Secondary Education;
- One-day workshop organized at AOE of RT on the development of the SGES and guideline for its implementation;
- Thirteen experienced teaching subject-specialists of education sector involved in development and improvement of the competencies“ part of the SGES.

##### **3.1.2 Support AOE to develop Basic education standard guidelines**

The Government of the Republic of Tajikistan postponed transition of 12-year education to 2017 – 2020. According to the updated transition conceptual framework, existing syllabi for secondary subjects will be used until 2020. This made QLP to adjust and follow original plan related to syllabus

guide development. Hence, QLP initiated Syllabus Guideline development for Secondary Math, Secondary Tajik Language, Chemistry and Biology.

### ***SIR 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**

Postponed to Q4 of PY4

During the reporting period, the MOE plan for transition to 12-year education was postponed to 2020. Prior to that, QLP and AOE initially agreed that the project will put all its efforts to support the AOE in the development and improvement of the State Education and Subject-based Standards. Based on the improved standards, the project was planning to develop competency and learning outcome-based supplementary material that would help teachers to deal with the issues around implementation of the state standards through proper lesson planning and delivery. Now that the transition to 12-year education is postponed, QLP and AOE agreed not to rush with the development of the state standards but rather continue to develop supplementary material for teachers of target subjects.

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

#### **3.3.1 Target school MUs support implementation of QLP developed material**

Republican Methodological and Teaching Center teams with TTI GBAO specialists conducted mentoring visits to QLP target districts and schools. During this visits mentoring support teams observed teachers and head of HMU activities related to implementation of QLP developed teaching and learning materials. District methodologist also practiced new approaches in identifying teachers' challenges and how to get feedback through the specifically designed mentoring tools. This activity also supported RTMC and representative from IPD GBAO to exchange experience on district and school level mentoring support.

#### **Outcomes/Results**

- New mentoring and monitoring tools field tested and final version presented to RTMC;
- Target subject methodologists from nine QLP target districts received on-the-job mentoring support;
- Selected target school methodological units received on-the-job mentoring support.

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

No planned activity

During the reporting period, QLP and RTMC staff met several times to discuss the issues around Olympiads and particularly the draft proposal and instruments for conducting research in the target rayons and schools on how the Olympiads operate. As a result of this discussion, a final version of the proposal was prepared and shared with the MOE. The MOE approved the plan to conduct research of Olympiads in 6 rayons. Currently, QLP is supporting the RTMC to develop policy oriented analysis on the basis of the research conducted during the reporting period.

## IR 4. Increased Effectiveness of Education Finance Systems

### ***SIR 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 11<sup>th</sup> EFWG meeting was held in MOE, Dushanbe. The chairman of EFWG (DMOE) chaired the meeting (please see attachment #6). The following issues were discussed:

- The draft budget of the education sector for 2012;
- Analysis of the approved schools budget and its execution for the first quarter of 2011;
- Further usage of Automated Expenditure Tracking System;
- The results of the analysis of normative-legal base for per capita financing;
- New model for labor remuneration for education sector of Kyrgyzstan;
- The results of monitoring on implementation of per capita financing in Shahritus, Qabodiyon and Jilikul districts of Khatlon

##### Outcomes/Results

- Analysis of normative-legal base for PCF completed and recommendations submitted to the government for approval;
- Graphic module of the Automated Expenditure Tracking System developed by QLP adopted by MOE for incorporation into EMIS system.

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

Monitoring visits were conducted jointly with MOE specialists in Shahritus, Qabodiyon and Jilikul districts. The analysis of normative-regulatory base of PCF was conducted by a group of consultants (international expert, local lawyer and education specialist). Amendments and new instructions will be included in the related legislations following government approval. The MOE requested USAID to provide support on the improvement of school management.

QLP specialists participated in the discussion and the drafting of policies and regulatory documents. These included- analysis of legal-normative basis for PCF, new PCF instruction, and new coefficients for mountain region and unified normative.

Monitoring revealed a very poor situation with accounting and documents" management in all three districts as well as insufficient knowledge and skills of school administration and rayono/rayfo specialists. There is still a need for more technical support to school directors and accountants on PCF, particularly in new transferred districts

##### Outcomes/Results

- Monitoring visits conducted;
- New PCF instruction and numerous amendments to legal-regulatory base for PCF will help improve education financing in schools.

## ***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 KulobrayONO and rayFO specialists on school data analysis and quarterly budget execution. Two meetings were held with Deputy Chairman and representatives of rayono/rayfo of Kulob to update PCF implementation (please see attachment #7).

### **4.1.2.2 Methodological support of PCF implementation**

QLP staff continued to collect and review the latest normative-regulatory 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 fifty four school principals and 46 accountants, four rayono and rayfo specialists in the formulation of school budget based on per capita formula and analysis of school budget based on new financing mechanism on a quarterly basis. Joint monitoring visit was conducted together with rayono and rayfo specialists in ten Vakhsh schools.

QLP held a meeting with Vakhsh heads and specialists of rayono/rayfo to present the results of monitoring of schools in Kirov and Mash'ajamoats of Vakhsh district. Progress report based on site visits to Vakhsh was developed and will be submitted to MOE and MOF and will be presented on the next EFWG meeting. A meeting with Vakhsh Deputy Chairman, representatives of rayono/rayfo and MOE was held with the aim of giving an update on PCF implementation.

#### ***Outcomes/Results***

- Capacity of Kulob and Vakhsh specialists to monitor implementation of education financing reforms and accounting skills of school accountants as well as rayfo and rayono specialists increased;
- 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 third group of Vakhsh school accountants (18) was conducted in Vakhsh. Fifty four participants attended the training sessions.

Personal Computer (PC) training for the second group of Kulob school accountants (20) and rayfo specialist (1) was also conducted in Kulob. Forty five participants were trained in two training sessions.

### **4.1.3.2 The Automated Expenditure Tracking System (AETS) database maintenance**

MoE adopted the graphic module of AETS.

#### ***Outcomes/Results***

- School accountants and rayono and rayfo specialists learned how to handle MS applications – Word and Excel

## ***SIR 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**

Fifteen PTAs of Vakhsh schools conducted all preparatory work for legal registration. One-day short workshop for PTAs members (49) of Vakhsh was also conducted.

#### **4.2.1.2 Increase public awareness on PTAs activities in Vakhsh and Kulob**

No planned activity

#### **4.2.1.3 Strengthening PTAs participatory and transparent approach to school management and financing**

Budget hearings were conducted in school #7 of Kulob city in the presence of USAID COTR, rayono and rayfo representatives, school administration, community representatives, and PTA members. Fifty six participants (as against the planned 60) attended the hearing (please see attachment #8). Furthermore, on June 15 budget hearings were carried out in school #1 of Vakhsh district with participation of rayono representative, school administration, community representatives, PTA members of this school as well as neighboring lyceum and schools ##2, 56. 58 participants (as against 60 planned) participated in the hearings.

#### **Outcomes/Results**

- Budget hearings enhanced involvement of communities to school management and ensured transparency of usage of school resources

## **1.2 QLP Strengthening Tajikistan (Additional Funds)**

IR1. Improved Quality of Teacher Training in Student Centered Methodologies

### **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**

##### **Facilitate Round Table on review curriculum and teaching resources to develop standards focused on 6 year students**

A round Table was held to discuss *Conceptual and methodological approaches for the development of new primary educational standards* and assessed the results of the existing resource analysis in the Republic of Tajikistan to ensure smooth transition to 12-year education. The round table brought together educators from target pedagogical colleges, representatives of MOE, and the international community.

The discussion revealed that six-year old children's educational needs were not addressed due to the socio-economic situation of the country (only 7% coverage in formal pre-schools). Some of the recommendations considered were:

- To ensure a smooth transition from pre-school to primary level schooling;
- To develop primary education standards taking into consideration the educational needs of six-year old children to ensure smooth transition to 12-year education;
- To consider first grade as an autonomous stage in primary level schooling which requires creating a special learning environment, perhaps a unique teacher just for that grade, putting into practice specific learning tools, and taking into account psychological behavior of six-year old children; and
- To make adjustments in pedagogical colleges' curriculum and educational process to prepare teachers to teach six-year old children.

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

A three-day workshop was organized to support teachers from colleges in the development of additional teaching program that focuses on the specific educational needs of six-year old children. The workshop was aimed at discussing the specifics of teaching of six-year old pupils, identifying key issues related to the preparation of teachers to teach this category of children, refining teachers' understanding of student-centered learning methodology and modern educational technologies, preparing students for teaching activities specifically designed for six-year old children, and presenting and formulating an idea of pedagogical reflection as an integral part of professional competence and developing approaches for its development.

This training clarified the requirements for primary school teachers teaching of six-year old pupils. In addition, the training defined the professional level of teachers and their needs to upgrade their knowledge and skills (please see Attachment 9 for further details).

A further three-day workshop for eight elective course developers was organized to define the specific training needs of primary school teachers to teach six-year old pupils. It was also aimed at helping to

more effectively implement a new component in the pedagogical college curricula. Given the uncertainty over when the transition to 12 year education will take place (2014 or 2017) the workshop participants reached a consensus to develop an elective course, as there had been no formal guidance to add this element to their existing teaching programs. In the introductory session, a working definition of an elective course was agreed upon and the structure of the program was reviewed and discussed. The participants were able to identify the specific training course and its goals and objectives. Within three days, the participants worked out individual components of the elective course program. During the workshop several interactive activities were conducted in order to make it easier for developers to define intermediate targets elective course and to define the specifics of individual work.

It was not easy for developers to switch to a new learning model that focuses on the formation of professional competences. It was also difficult to formulate the goals from students' perspectives and specify students' activities. Debates allowed the developers to refocus, enhance milestones of the elective course, define specifics of the students' activity, and identify forms and types of homework.

A draft elective course program was developed as a result of these workshop and discussions.

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

Given the decision to delay the start of the new grade 1 to 2017, and therefore there had been no official guidance about restructuring the teaching programs of the pedagogical colleges to include teacher preparation for this new grade 1. The recent trainings and QLP work with pedagogical colleges showed that the current system is not yet ready to accept the new approaches and ideas until the capacity of the target institution staff is strong enough to respond to the needs of teachers working with the students-future teachers of the six-year old pupils.

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

Postponed to Q4 of the PY4

After intensive capacity building five-day workshop scheduled under the Task 1.2.8 in July, QLP will support the pedagogical colleges in the development appropriate training material for teaching future teachers of six-year old pupils.

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

The activities are planned for Q4 of PY4

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

Multimedia projectors were purchased by the project and handed over to Dushanbe, KT, Kulob and Khujand Pedagogical Colleges.

#### Outcomes/Results

- Draft elective course program developed;
- Targeted colleges received multi-media projectors.

## IR3. Greater Involvement of Teachers in Curriculum Reform

### **3.1.3 Support AOE to develop Standard and guidelines focused on six-year old children**

The review conducted on the existing documents and interviews with the target institutions specialists proved that Republic of Tajikistan has related resources for transition to 12-year education. These included: developed and approved standards of early childhood development which includes the component for the development of six-year old children and approved primary grade standards. Conceptual approaches to the development of these documents were found to be pretty standard. The approach used to develop early childhood development standards could be the basis for developing primary grade standards.

The project made an attempt to identify the content relevant for first grade student whose age is six. On the basis of the above assumptions, QLP identified competences for studying Tajik language, Math, Physical Culture, Art and Craft and discussed requirements for teachers to teach first grade students at the age of six.

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

#### **3.2.3 Printing of QLP material, developed under initial contract**

Task completed.

#### Outcomes/Results

- Materials for primary grade one standards development prepared;
- Competency outcomes of six year old students (the study was based on the analysis of Ministry adopted Early Childhood Development Standards) developed;
- Competences for study Tajik language, Math, Physical Culture, Art and Craft developed;
- General competences outlined;
- Requirements for teachers to teach first grade students aged six discussed.

## IR 4. Increased Effectiveness of Education Finance Systems

### **4.1.3.1. Increase school administration capacity in Vakhsh and Kulob**

No planned activity

#### Challenges

There is not clear strategy yet at MOE/AOE to implement the transition to 12-year education that affects most of QLP initially developed plans. Also, different trends entertained by the MOE, AOE and other related educational institutions to respond to the requirements of the transition to 12-year education render the work of QLP difficult.

Limited capacity to institutionalize accounting and PTA training modules and delivery training nationwide; and the high turnover of school accountants and principals (2 and 3 respectively in the reporting period) makes implementation of PCF difficult.

#### Collaboration with local government counterparts

- RMTTC involvement in development, field testing and delivery of Mentoring program;

- MOE staff involvement in observation and monitoring of teacher training delivery in QLP Cohort 2 target schools;
- RMTTC/RTTI staff involvement as trainers in QLP target school delivery of teacher trainings and mentoring and pedagogical leadership programs;
- QLP has provided consultancy and assistance to RTTI/FTI on revision of the Finance Management Training Module

#### Activities for the Next Quarter

##### **In-Service Teacher Training**

- Teacher training curricula implementation monitoring and mentoring visits to regional TTI
- Monitoring and mentoring visits to Republican and Regional TTI

##### **Pre-Service Teacher Training**

- Contract 12 LCs (familiar with school context), one RC and one IC to develop training materials;
- Conduct three-day orientation workshop for LCs on how to develop training materials;
- Develop training material for university subject specialists;
- Field-test training material in an ongoing university courses;
- Conduct a five-day TOT for university subject specialists;
- Incorporate recommendations and necessary changes into training material on the basis of field testing;
- Conduct a six-day training for university subject specialists;
- Develop a handbook on learning theory, assessment, classroom management, lesson planning, and curriculum development;
- Submit handbooks to Scientific and Methodological Board (SMB) of the target universities and obtain approval

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

- Conduct a two-day follow up support visits to trained mentors and school principals.

##### **Improved Quality of Student Assessment**

- Review regulation of the Olympiads;
- Develop new approaches/structures to replace traditional approach in conducting Olympiads.

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

- Contract one IC and two LCs,
- 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 one IC and five local consultants;
- Conduct a two-day orientation workshop for LCs;

- Develop Basic Education Standards Guidelines for target subject (Math, Tajik language, and Literature, Chemistry and Biology);
- Field test of Basic Standard Guidelines;
- Incorporate feedback\comments received during field testing; and
- Contract four reviewers to review, edit and design of guidelines

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

- Follow up visits to target schools to monitor and mentor Methodological Unit Heads (joint visit of RMTC and QLP Program staff);
- Conduct regular meetings and discussions with MOE/AOE/RMTC.

### **Per Capita Financing**

- Provide logistical support for conducting upcoming meeting of EFWG, develop EFWG meeting protocols in English and Tajik, and share with MOE and EFWG members;
- Conduct monitoring visits in collaboration with MOE specialists, write reports and recommendations based on monitoring results, and discuss results with the EFWG;
- Hold discussions and joint drafting of policies and regulatory documents;
- Continue assistance with school data analysis, tariff system, and budget analysis to Kulob rayon school principals and accountants, and education and finance specialists;
- Conduct joint monitoring of Kulob schools on quarterly basis together with rayon education and finance departments;
- Provide regular technical support to Kulob school principals (46) and accountants (38);
- Write progress report based on site visits to Kulob and submit to MoE, MoF and EFWG, and USAID;
- Compose, produce and distribute a reference manual *Handbook for School Principal* (existing and latest normative-legal PCF and school management documents);
- Continue assistance with school data analysis, tariff system, and budget analysis to Vakhsh rayon school principals and accountants, and education and finance specialists;
- Provide technical support to rayon education and finance department's specialists (2) on execution of quarterly and annual school budget;
- Provide technical support to school principals (54) and accountants (44) on monthly basis;
- Conduct joint monitoring visits to Vakhsh schools on quarterly and annual school budget;
- Write progress report based on site visits to Vakhsh and submit MOE, MOF and EFWG, and USAID;
- Meet with Vakhsh Hukumat and local authorities together with MOE and MOF specialists;
- Provide support to PTAs of Vakhsh schools with juridical registration;
- Conduct short workshop for PTAs in Vakhsh district;
- Ensure PTAs participate in discussion of school budgeting in schools of Kulob;
- Ensure PTAs participate in discussion on school budgeting in Vakhsh.

### **Achievement of Targets for the Quarter**

#### **IR 1**

- Five teacher training curricula were revised, edited, and disseminated among Republican and Regional TTIs. Final versions of the regional TTI's curriculums were also submitted to the

MOE, AOE, RTMC and Tajik State Pedagogical University for review and feedback. These include:

- School principals in-service training;
  - Math teacher in-service training;
  - Tajik language in-service teacher training;
  - Math teacher in-service training; and
  - Geography teacher training (funding for this subject was shared with Save the Children)
- 70 representatives from AOE, RTMC, RTTI, Regional TTIs and Target District Education Department trained in a two-day capacity building workshop in Khujand, Sughd oblast;
  - 74 representatives from AOE, RTMC, RTTI, Regional TTIs and Target District Education Department trained in a four-day capacity building workshop in GBAO;
  - The concept of 12-year Education Transition shared with representatives of different levels of education sector;
  - Improved approach in developing calendar plan agreed and implemented;
  - Lesson planning of various types and formats presented and practically used by participants; and
  - Field testing plan of revised teacher training curriculums developed.

#### ***IR 2***

- Five teacher training curricula reflect and promote use of formative assessment techniques during trainings;
- Target DED staff trained and supported by QLP to implement formative assessment approaches through mentoring in target schools;
- Olympiads in six rayons and twelve schools reviewed and data collected. Research analysis – (Policy document) is being developed for MOE and other related institutions for information and consideration.

#### ***IR 3***

- The reviewed draft of State Education Standards of RT discussed with the Center for Transition to 12-year Education;
- The course plan for primary education developed and submitted to the AOE and Center of issues related to Transition to 12-year Secondary Education;
- One day workshop conducted at the AOE on the development of the State Education Standards and Guideline for its implementation;
- Thirteen experienced teaching subject specialists of education sector involved in development and improvement of the competencies" part of the State Education Standards.

#### ***IR 4***

- Thirty eight school accountants and rayono and rayfo specialists trained on MS Word and Excel applications;
- Forty nine members and chairpersons of PTAs of Vakhsh district trained on PTA establishment and strengthening;
- Two school budget hearings conducted in Vakhsh and Kulob;
- 11<sup>th</sup> meeting of EFWG held;
- Engagement with government to institutionalize of Accounting and PTA training modules.

Proposed changes to Work Plan/operational arrangements

n/a

Support from USAID required

- Institutionalization of Accounting and PTA training modules

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

**IR 1-3.**

- QLP staff made a substantial input on the review of the National Education Strategy Development (NESD) document.
- The capacity building workshops that QLP conducted jointly with AOE and RTTI made it clearer for the Regional TTIs and DED staff that all interventions made by QLP are supported by government and executed within government regulatory and normative frameworks such as the National Education Strategy Development, state standards, etc.
- QLP proposal and request to MOE on reviewing the Olympiad structure was well received by the Ministry and was used as a basis for the research which is currently being analyzed.
- QLP provided substantial support to AOE in the development of competency-based State education standards.

**IR 4. Increased Effectiveness of Education Finance Systems**

- PTA training module is adopted by MOE and will be delivered following its revision;
- Logical support to conducting EFWG meeting;
- Technical support to conducting monitoring of PCF implementation in non-QLP districts;
- Training of 80school accountants, PTA members and rayono and rayfo specialists.

Meetings/travel/staff changes

**Table of Meetings for 1 April – 30 June 2011**

<b>Data</b>	<b>Organization</b>	<b>Responsible staff of organization</b>	<b>The main issues discussed</b>
April 06, 11	MoE	Kabilov Sh., Boboev U.	Discussion on further usage of the Automated Expenditure Tracking System
April 06, 11	RTTI	Abdulazizov V. Rector, RTTI	Handover Rizograph to RTTI
April 12, 11	MoE	Ismonov	Discussion on the handover of PTA training module and its revision
April 26, 11	AOE	Irina Karimova, AOE	To discuss General Standards development
May 4, 11	VakhshHukumat/MoE	Gurezova Z., Sharipov Q., Ghaforov S.	Discussion on PCF implementation in Vakhsh schools and the next quarter activities
May 06, 11	USAID	Mavjkuda Nabieva	To discuss programmatic issues
May 06, 11	MoE	Ismonov	Discussion on the agenda of the next EFWG meeting, its venue and time
May 12, 11	Kulob Hukumat /	Komilova Z., Nabieva M.,	Discussion on PCF implementation in Kulob schools and of the next

<b>Data</b>	<b>Organization</b>	<b>Responsible staff of organization</b>	<b>The main issues discussed</b>
	USAID	Qurbonov D.	quarter activities
May 19, 11	Vakhsh Hukumat	Sharipov Q., Saidmurtazoev S., Rizoiev Q.	Presentation of the results of monitoring of schools of Kirov and Mash"aljamoots of Vakhsh district
May 23, 11	USAID/ Assessment Team	Lesley Duncan, Nabieva M., Sean Tate, Erin Weeks-Earp, Shamatov D	Visit Target school #40 in Varzob; meeting with the Safe School partners
May 24, 11	USAID/ Assessment Team	Lesley Duncan, Nabieva M., Dr. Sean A.Tate, Erin Weeks-Earp, Shamatov D	Meeting with the Head of RTTI; President of the AOE; World Bank
May 25, 11	Kulob Hukumat USAID/ Assessment Team	Komilova Z., Lesley Duncan, Nabieva M., Dr. Sean A.Tate, Erin Weeks-Earp, Shamatov D.	Presentation of the results of PCF implementation in Kulob schools; evaluation of QLP interventions
May 25, 11	Kulob School#7 /DED&DFD/ USAID/ Assessment Team	Lesley Duncan, Nabieva M., Dr. Sean A.Tate, Erin Weeks-Earp, Shamatov D.	Presentation of achievements of school #7 by QLP support; PCF implementation in this school and evaluation of QLP interventions
May 26, 11	USAID/ Assessment Team	Dr. Sean A. Tate, Erin Weeks-Earp Shamatov D.	Further discussion on PCF implementation in country, achievements and challenges
May 27, 11	USAID/ Assessment Team	Dr. Sean A. Tate, Erin Weeks-Earp Shamatov D.	Meeting with the curriculum developers, Head of UNICEF mission and AKF Education Program Manager
June 02, 11	TSPU, Dushanbe	Azam Hudoidodov, Pro-rector	To discuss concrete steps with the QLP collaboration
June 02, 11	WB	Saodat Bazarova	To discuss with donors the strategy for the curriculum development
June 03, 11	MoE	Ismonov	Discussion on the handover of PTA training module and its revision
June 10, 11	MoE	Ismonov	Discussion on conducting of the joint monitoring sites and period
June 07,11	Ped. College, Dushanbe	Kurbonova Sh. Director	Handover LCD Projector
June 08, 11	Ped.College, Kurgan-Tyube	Zarina Yusupova Director	Handover LCD Project
June08, 11	AOE	Irina Karimova, AOE QLP program staff	Discussion on the Agenda of the four-day Capacity Building wkshp

<b>Data</b>	<b>Organization</b>	<b>Responsible staff of organization</b>	<b>The main issues discussed</b>
			in Khorog (17-20 Jun. 2011)
June 08,11	QLP office	CD and PM, Dennis Wesner, USAID Private Enterprise Officer	Briefing on QLP activity
9 June, 2011	QLP office	Program staff and Mavjuda Nabieva, USAID	Discussion on the on time accomplishment of the WP up to the end of Y4
14 June, 2011	RTTI	FTI staff, WB	Round Table to discuss monitoring of in-service mentoring training course
15 June, 2011	QLP office	Marvin Burgos, Special Agent, USAID IDO, Office of Inspector General Investigation	USAID Fraud Awareness Training
22 June,11	PC Kulob	Shafiev Farhod, Director,	Handover LCD Project
29 June, 2011	QLP office	Mavjuda Nabieva, USAID	Meeting with Bird Stasz, Jeff Carpenter, Simon Jenkins to get feedback from ICs

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

#### **A. Project Goal**

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

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

##### **1.1. Reviewing and provision of Doorways I, Manual for Students to UNFPA to ensure sustainability after the completion of the project.**

###### **1.1. Review**

During the reporting period, the Doorways I Manual for Students was finally edited and shared with UNFPA and other partners working with young people to conduct trainings and disseminate Doorway I Manual

Two regional consultants reviewed Doorway I Manual to integrate it into the *Healthy Lifestyle* program. This was proposed during the meetings with stakeholders which involved AOE, UNFPA, GIZ, and USAID. A draft matrix with clear definition and allocation of hours was distributed for further use by teachers. The Head of UNFPA in Tajikistan expressed readiness to provide technical and financial assistance to develop an expanded program for grades 5-12, as well as textbooks for grades 10 – 11.

#### **2. Trainers capacity building (TOT on the use of the Doorways III - Teacher Training Manual)**

QLP with the support of two regional consultants conducted a second round TOT on Doorways III materials and prepared national trainers to create a safe school environment, prevent gender-based violence, and respond to incidents of child abuse. A six-day TOT was held in the premises of AOE. Thirty trainers participated in the TOT program.

The trainers were selected from RTTI, Kulob TTI, Kurgan-Tube TTI, Sughd TTI, Healthy Life Style Centers, Crises Centers and teachers from targeted schools. At the end of the workshop, the participants were able to familiarize themselves with the structure and content of the training courses and with the support of the consultants came up recommendations to further project implementation.

##### **2.2. Assessing the effectiveness of the training**

Pre and post training assessment was conducted during the TOT training. Criteria used for assessment of the trainers skills included: clear articulation of objectives, identification of the needs and expectations of the participants, following recommended training plan, making effective presentations, organizing broad discussion, developing practical skills, and giving feedback. *The Assessment of participants' progress in knowledge* was carried out by comparing the survey results of participants in the first day of training (questionnaire "Pre") and last day of training ("Post"). And lastly, *Feedback on workshop's quality was based on the feedback questionnaires* which allowed evaluating the use of the training materials, quality of trainers and technical support training.

Results:

- 37% of participants (11 out of 30) showed a high level of readiness to conduct trainings for teachers;
- The average group level of knowledge on key issues of training increased by 12% (data obtained by comparing the questionnaires "Pre" and "Post").
- Participants appreciated the training materials used, the quality of trainers and the technical support they received.

### **2.3. TOT Handouts**

All participants received a *Guide for Teachers DOORWAY-III*, as well as CD-ROM developed by consultants that contained:

- The training Program;
- Video and Power Point presentations on key themes of the training;
- Chronology of the day-by-day training with all handouts needed for the training, photos showing the activity of participants, materials created by participants, and some electronic editions relevant to the topics of teachers training; and
- Questionnaire for evaluating the level of the participants' knowledge on the subject of training and feedback questionnaires to assess the quality of training.

### **3. Preparing and conducting one-day workshop on the institutionalization of the *Doorways/Safe School* project**

The one-day workshop was aimed at summarizing the results of the *Doorways* piloting and develop recommendations to incorporate *Doorways* materials in educational system of the Republic of Tajikistan.

#### **3.1 General recommendations for the institutionalization of the DOORWAYS materials**

The following general recommendations were presented to QLP during the presentation of the main results of the consultants' work:

- a) Institutionalization of the system of postgraduate training for teachers on creating a safe school environment:**
  - To conduct three-day seminar to train teachers in TTIs;
  - To incorporate the most important chapters of *Doorways III* into the course of *Psychology and Pedagogy* which is an obligatory retraining course for all teachers; (The task is completed)
  - To request the MOE to support the introduction of compulsory module *Safe School* into plan for training of all teachers similar to the module on *Ecology and Healthy Life*
- b) Education and advocacy work among leading cadres of the educational system.**
  - Conduct advocacy training on health and safe school environment for school principals and their deputies on a regular basis;
  - Conduct awareness training on the subject of *Healthy Lifestyle* and *Safe Schools* for all teachers who pass a mandatory module on ecology and healthy lifestyle. (Khujand – incorporated 36 hours to the TTI curriculum according to the Order.
  - Sharing best practices among schools on how to teach healthy lifestyle and how to create a friendly school environment.

- Organize annual seminars on the implementation of program for *Healthy Lifestyle* and *Safe Schools* environment with the support of international organizations.

**c) Integration of violence prevention training modules into the existing Healthy Lifestyle program for students of grades 1-11 and into additional education programs for grades 1-12.**

**3.2. Support proposal of the Academy of Education to develop a complete program of healthy and safe life for students on grades 1-12.**

**4. Increase public awareness on Safe school activities**

**a. Publication articles on TOT and One-day workshop in Mass Media**

Agency Khovar and Academy of Science placed Safe School key events on their sites.

**5. Assist TTI in providing teachers with relevant training and supplementary material**

Safe schools program decided to purchase a projector for TTI to support sustainability and quality of trainings on Safe school. Procurement of the equipment is planned for the next quarter.

**M&E plan**

Completed

**b. Challenges**

Printing Code of Ethics planned for this quarter was delayed due to the decision of the MOE to apply Code of Ethics generally for all teachers of basic and secondary schools as well as Universities. It was discovered that document revision and editing takes longer time.

**c. Cooperation with local government counterparts**

SS got encouraging support from AOE and RTTI to incorporate Doorways materials in Khujand TTI as well as training of specialists of Khujand, Kulyob, Kurgan-Tube TTIs. The MOE is committed to review the Code of Ethics to apply it generally to all teachers of educational establishments in the Republic of Tajikistan.

**d. Forecast of Activities for the Next Quarter**

- Provide final report
- Printing of Code of Ethics

**2. Achievement of Targets for the Quarter**

- Feedback on project sustainability was provided in a one-day workshop dealing with the institutionalization of Doorways manuals;
- Khujand TTI (incorporated *Doorways III* Manuals into the curriculum (36 hours) as follow-up recommendation provided after a one-day workshop and has already covered 2,320 participants;
- Khujand TTI in Soghd created trainers’ association to ensure sustainability of the project in Khujand;
- Fifty-eight trainers from TTIs in Dushanbe, Kurgan-Tube, Sughd were trained to enhance and increase the state system capacity;

- Five faculty members of the universities reviewed of the Code of Ethics to be used by all teachers in education system;
- Basic topics of *Doorways* materials were integrated and considered in the standards development; and
- An IC's proposals on *Doorways I* were integrated in the second round table on reviewing the of *Healthy Lifestyle* program developed by the AOE.

### 3. Proposed changes to Work Plan/operational arrangements

SS saved funds and therefore additional activities were proposed for USAID consideration to use with the remained funds. Activities proposed under the no cost extension include:

- Conduct additional six-day ToT for trainers to strengthen the state system capacity; and
- Print out 2000 copies of Code of Ethics

### 4. Support from USAID required

N/a

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

As reported in the previous quarter, the Safe Schools interventions had an impact on teachers and community counselors' behavior. The training had a positive impact on teachers' abilities to differentiate between sex and gender differences.

#### Table of Meetings - Safe School Program

<b>Data</b>	<b>Organization</b>	<b>Responsible staff of organization</b>	<b>The main issues discussed</b>
April 1,2011	QLP	Ponomaronko and Voronsova	Meeting with COP, International consultants on integrating Doorways 1 in Healthy life style program and preparation of matrix
April 1, 2011	Working group	Ashurova, Abdurakhmanova	Integration of the Doorways I topics in Healthy Lifestyle program
April 2, 2011	UNFPA, GIZ	Parviz Boboev, Nargiz Rakhimova, Tufa Sadikova,	Integration of the Doorways 1 topics in Healthy Lifestyle program
April 11, 2011	QLP	Ponomaronko, IC and Voronzova IC	Presentation of the results of the training and one day workshop on sustainability of the project
May 5, 2011	RTTI	Abdulazizov V.	To organize meeting with TTI staff and trainers to discuss impact of SS project.
May 17, 2011	RTTI	Abdulazizov V.	Preparation to the meeting with evaluation team
May 18, 2011	School 52	Director Sarimsokova	Impact of the project
May 23, 2011	RTII USAID Assessment team	Dr. Sean A. Tate	Presentation of SS project impact
June 2, 2011	MOE	Rakhmonov A.A.	Discussion of draft Code of Ethics on

<b>Data</b>	<b>Organization</b>	<b>Responsible staff of organization</b>	<b>The main issues discussed</b>
		Minister of Education Karimva I.Kh President, Academy of Education	banners for printing
June 7, 2011	Tajik Pedagogical University	Zarif Sharipovich	Meeting with Professor Miraliev A. to provide recommendations and review of the on Code of Ethics to use it for all education structures.
June 8, 2011	Institute of Tajik Language and Literature	Negmatov Sadullo Ergashevich	Meeting with Professor Miraliev A. to provide recommendations and review of the on Code of Ethics to use it for all education structures.
June 9, 2011	National University	Miraliev Abdusalom	Meeting with Professor Miraliev A. to provide recommendations and review of the on Code of Ethics to use it for all education structures.
June 10, 2011	MOE	Malikov Tavakal	Review and recommendations for Code of Ethics to use it for all education structures
June 13, 2011	AoE, UNICEF	Karimova I.Kh. Artur Van Disen	Round Table on review of draft program on Healthy Life Stile for 10-11 <sup>th</sup> grade.
June 14, 2011	TTI, Dushanbe	Niezamamadova Nurbibi	Meeting with Niezamamadova the Head of TTI Dushanbe on preparation of TOT and identification of participants with the purpose of further sustainability of the project.
June 14, 2011	MOE	Rakhmonov A. – Minister, MOE; Irina Karimova, AOE	Meeting with Deputy Minister to get the permission for TOT training

## **2. KYRGYZSTAN**

### **2.1.QLP Program overview**

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

#### ***SSIR 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:***

QLP conducted two capacity building training programs for Talas MC (TMC) and Naryn ITTI instructors. The trainings focused on student-centered methodology, student assessment, and curriculum.

The third seven-day TOT for instructors of TMC and Naryn ITTI instructors was also conducted as a follow-on to the above. Twenty five instructors from each regional ITTI/MC, participated in the training. After each session, participants discussed and got feedback on how to improve training skills, what parts should be strengthened, and what additional information can be added or given to the teachers. The trainees learned how to apply the new module materials to their regular courses and introduce into the curriculum. Participants were awarded with the certificates from KAE and QLP following the completion of the course. The local media covered the certificate awarding ceremony (see attachment # 1). It is to be noted that all seven regional ITTI/MCs have now been covered by QLP and enabling the ITTI/MCs instructors to use the modified materials.

#### ***SSIR 1.1.3 Mentoring within ITT system***

##### **1.1.3.1 Conduct training on monitoring and mentoring for Talas and Naryn ITTI instructors**

QLP provided training opportunities on mentoring and monitoring to TMC and Naryn ITTIs to improve their mentoring skills of instructors. These trainings helped participants (24 instructors from TMC and 26 instructors from Naryn ITTI) acquire deep understanding on mentoring, monitoring, and leadership principles.

Participants indicated that mentoring existed before but did not work properly. The participants discussed the practical application of the mentoring materials (including drafts of regulation on mentoring) developed by KAE with QLP support. This regulation will be used as a basis for further institutionalization of mentoring within ITTI system. The knowledge acquired on mentoring and monitoring will help ITTI instructors to provide mentoring support not only to the young instructors but also others who are in need in such support.

##### **1.1.3.3 Observation of ITT courses.**

QLP conducted observations on regular courses on target subjects in Osh, Naryn, Issyk-Kul ITTIs and KAE. Mentoring and monitoring visits were conducted in collaboration with KAE and QLP M&E specialist. QLP's support focused on building KAE capacity to acquire monitoring and mentoring skills. As a result of the monitoring, ITTI instructors are following modified courses and are using project materials in their regular courses. The need for further monitoring support is still visible though. The ITTI instructors noted that they need more feedback from the QLP side. A more detailed analysis will be conducted in July.

#### ***SSIR 1.1.4 Improvement of the project deliverables***

The modified modules on target departments and subjects were revised and updated in line with the work plan. First, the KAE work programs were updated and the modified modules were revised. The modification took note of the KAE instructors' feedback on *Job descriptions for school administrators* and HMUs developed under SIR 1.3 were incorporated into the modified modules. The modified modules for principals include updated education finance and management materials. In order to increase effectiveness of the materials, all handouts and additional materials were compiled into one handbook. *Instructors' Toolkit on mentoring & monitoring* was modified following field testing and feedback from regional ITTIs/MCs.

The training module on *Mentoring/monitoring and Regulation on Mentoring and Monitoring* within ITT system which was approved at Academic Council by KAE were included in the *Instructors' Toolkit*.

#### ***SSIR 1.1.5 Purchase equipment and literature to the partner ITTIs***

QLP purchased MFD (Multifunctional Device), multimedia projector, screen for projector, whiteboards, blackboards and photo-camera to support Talas and Naryn ITTIs to conduct their regular courses effectively. Methodological literature will be purchased and distributed for these ITTIs in August 2011. An agreement was signed between QLP and TMC and Naryn ITTI on the use of the equipment. QLP will monitor the use of the equipment according to the agreement.

### ***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.**

This activity was cancelled since the government already completed the teacher salary reform, using material from the information from the QLP research.

##### **1.2.1.3 Distribute guidebook for young teachers to all universities**

Review of the guidebook on the introduction into the teaching profession for young teachers is well underway. Upon completion, it will be translated into Kyrgyz, reviewed, published and distributed among young specialists who will join the schools starting September 2011 in target schools.

#### **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**

The last two-day trainings on *Assessment: formative and summative; assessment methods; developing criteria and indicators* and *Mentoring* for Arabaev university instructors were conducted on April 28,

29. Twenty five university instructors were trained, received certificates, and the modified standard programs of the target departments were published and delivered to target departments of Arabaev KSU.

The other activity which was conducted jointly with Arabaev KSU instructors was the development of *Methodological Guidebook* that includes forty four lessons. This *Guidebook* will be printed out in July and distributed in August before the beginning of the academic year.

#### **1.2.2.2/1.2.2.6 Conduct analysis of Osh State University /JASU curricula on three target specialties**

Course content was analyzed and the final report on the analysis was written in Osh SU and JASU and reviewed by component specialist. The analysis is being used for modification of standard programs.

#### **1.2.2.3 / 1.2.2.7 Modify Osh State University /JASU curricula on three target specialties**

Currently the instructors and the target department heads of Osh SU and JASU together with the local consultants are working on modified standard programs. These standard programs are expected to be approved by the end of this academic year by Ucheniy Sovet.

#### **1.2.2.4 / 1.2.2.8 Testing/ Piloting Modified Work Programs in Osh SU/JASU**

The modification of the curricula at Osh SU/JASU on three target specialties started during the reporting period. The following steps were completed in this quarter:

- University instructors completed self-report forms every time they delivered lessons integrated by the project;
- Observation of instructors' activities was conducted once per instructor per semester
- Survey on students was conducted every time they study a new topic; and

The following steps are scheduled to take place as of the coming academic year:

- Analysis of survey results,
- Report writing, and
- Workshop conducted for university instructors to discuss a) feedback, lessons learnt, and recommendations for improvement; b) introduction of the new topic; and c) development of methodological recommendations

#### **1.2.2.5/1.2.2.9 Conduct trainings for Osh SU/JASU university instructors on the process of delivery of material to university students on a monthly basis**

The trainings for Osh SU and JASU instructors on the process of delivery of material to university students were conducted for the target departments. The topics covered include: *Learning cycle and analysis of training tasks, Teacher training and teacher development. Models of training, Are good teachers born or made? The role of personal qualities, Facilitation skills, Mentoring, Assessment: formative and summative; assessment methods; developing criteria and indicators and Academic writing and critical reading.* Fifty instructors along with four trainers from these two universities were trained and received certificates. Currently, two local consultants are reviewing the manuals. The next step is to print out the manual and disseminate to target departments of three target universities (Arabaev, OshSU, and JASU).

## **SSIR 1.2.3 Strengthen linkages between universities and schools**

### **1.2.3.1 Test revised student practicum at Arabaev KSU**

Arabaev KSU student practicum *Polojenie* were reviewed, discussed and finalized. These documents were approved by Arabaev KSU Ucheniy Sovet. They will be field tested in the coming academic year.

### **1.2.3.2 / 1.2.3.6 Arrange discussion of**

#### **1) Regulation on student practicum**

#### **2) Program on student practicum level Osh SU faculty /JASU faculty**

Student practicum working groups were created at OshSU and JASU. Their tasks are to discuss the documents of Student practicum (Regulation, Programs and Diary), finalize them and have them approved by university Academic Council at OshSU and JASU.

### **1.2.3.3 / 1.2.3.7 Develop final draft of**

#### **1 Regulation and**

#### **3 Programs on student practicum & Get it approved by the university “Ucheniy Sovet” of Osh SU/JASU**

Student Practicum working groups at Osh SU and JASU are working on the final documents. The documents are expected to be approved by the University Academic Council *Ucheniy Sovet* of Osh SU/JASU. As of the beginning of upcoming academic year, the student practicum will be based on the new regulation, programs, and diary.

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

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

#### **Tasks 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 target schools in Chui and Osh oblasts.**

QLP continued school monitoring and methodological support during the reporting period. Sixteen lessons were observed in the target schools of the following rayons: Alai, Kara-Suu, and Kara-Kulja in Osh oblast; Alamedin and Chui rayons in Chui oblast. The teachers were provided with in depth feedback following the observation. Informal talks were also held with the teachers, HMUs, zavuches, and principals and some success stories were also shared. In some schools, mini workshops were conducted to share observations with teachers and to help them acquire new techniques of formative assessment.

During the visits, QLP reviewed the documents of zavuches and HMUs (mentoring journal, calendar plan, an order appointing a mentor, etc), and provided some recommendations on how some documents should be organized. Based on school visits, QLP submitted reports on mentoring practices on a monthly base. In August, this annual mentoring work will be analyzed by LCs and the report with recommendations will be used for further planning.

### **Tasks 1.3.1.2, 1.3.2.2, 1.3.3.2: Update Module on Pedagogical Leadership, Mentoring, and Monitoring.**

Two working group meetings were conducted on Training Module on Pedagogical Leadership, Mentoring, and Monitoring. The aim of the meetings was to improve the content of the module based on the feedback received from fifty target schools. The feedback was reviewed and discussed in the working group meetings in the presence of the developers. Thereafter, the comments were incorporated and the Module. The Training Module on Pedagogical Leadership, Mentoring, and Monitoring was approved by KEA's Academic Council. At present, the document is being prepared for printing (100 copies) to be distributed to target schools, RayOO, ITTI, and KAE.

### **Tasks 1.3.1.3, 1.3.2.3, 1.3.3.3: Support in the development of Toolkit on Pedagogical Leadership, Mentoring, and Monitoring**

Two more working group meetings were conducted on the improvement of the *Toolkit on Pedagogical leadership, Monitoring, and Mentoring*. The meetings were aimed at reviewing the instruments to make improvements following feedback received from QLP staff, schools, and an international consultant. In the first meeting only developers worked on the content and changed the structure of the *Toolkit*. To make it more practical it was rewritten in the form of a recipe. The second meeting was organized with school directors, zavuches, HMUs, mentors, developers, and an IC. This was aimed at reviewing the *Toolkit* written in the new format and getting comments from the stakeholders. Comments were incorporated into the document and the *Toolkit* was eventually finalized. The *Toolkit on Pedagogical Leadership, Monitoring, and Mentoring* were approved by KEA's Academic Council. The document will be translated from Russian into Kyrgyz and will be printed and distributed to schools throughout the country.

### **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.**

Several meetings were conducted to deliberate on *Regulation of Job Description* (for directors, Academic Zauch, Zauch of out of class activities, HMUs, and social pedagogues) and *Regulation on Methodological Units*. The text and structure of the documents were improved as a result of the discussions. Issues related to duties and responsibilities were raised. Advice was sought from a lawyer as applicable. The package of documents were finalized and then translated from Russian into Kyrgyz. Both versions of the documents were submitted to MOES for consideration and approval by the Collegium.

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

Working group meeting on *Mentoring Regulation* in schools was conducted. Heads of methodological units were invited from different schools. They reviewed the document, made amendments, and finalized it. The *Regulation on Mentoring* was translated from Russian into Kyrgyz and submitted to MOES for approval.

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)**

Subject oriented practical guide for primary grade, mathematics and Kyrgyz language teachers were developed and discussed with the school teachers. Guides were approved at KAE Academic Council (Uchennyi Sovet) on June 24, 2011. The approved guides will be translated into Kyrgyz, printed out, and distributed to schools throughout the country in Q4..

**2.1.2. Support in improvement Student Assessment (including Formative Assessment) training session in line with SSIR 1.1. 1.2**

QLP conducted TOT for Arabaev KSU (22), Osh (25) and JASU (25) instructors.

**2.1.3. Support in improvement Formative Assessment video for teachers**

Seven new techniques of formative assessment and two full lessons with formative assessment technique usage were recorded. A video-company is working on the technical side and the material will be finalized by August 2011.

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

An article on formative assessment was published in “Kutbilim” newspaper (please see attachment # 2).

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

Training was provided to develop questions to assess higher order thinking skills for teachers in three target subjects (Math, Kyrgyz language and Primary school teachers). The sessions were adapted to professional skill improvement courses. The training sessions were translated into Kyrgyz and given to IR1 program specialists for further use.

**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**

*Methodical Guide on National School Olympiad* was developed for teachers of Natural-math cycle (1–4 stages). The guides were simultaneously developed in two languages; Kyrgyz and Russian. Currently QLP in collaboration with MOES is discussing the approval of the guides.

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 subject of the project) were developed by the TEs under the guidance of an IC. These guides were approved at Academic Council of KAE. The MOES considered the syllabus guides as a valuable part of methodological materials for teachers and requested QLP to develop additional guides for reading and Kyrgyz language of primary grades (please see attachment # 3, Official Letter from MOES KR).

Also, the MOES requested technical assistance to develop of a set of methodical guidelines for the 5<sup>th</sup> grade. An IC has already started working on this task. So far, the following activities were completed;

- The first two fact-finding seminars were held for twenty experts. Following the results of a seminar, group leaders made a decision to use a format of guidelines under the educational program by working out guidelines for teachers.
- Two TEs were chosen to develop guidelines on educational program on Kyrgyz for grades 1- 4 and started developing syllabus guides on Kyrgyz language (1–4 grades).

### **3.1.2. Materials (SM) developed by teachers**

The first versions of additional materials (Kyrgyz language for 5 – 9 grades, and Motherland for 1 – 4 grades) were developed and presented to teachers and program specialists.

## **SIR 3.2: Increased Opportunities for Professional Exchange and Policy Dialogue**

### **3.2.1. Involving teachers in discussion through Mass media**

April – June 2011 issue of *Kutbilim Sabak* was prepared and published (see attachment # 4).

## **IR 4: Increased effectiveness of Education Finance Systems**

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

The second EFWG meeting coincided with budget hearings in Don-Aryk School and was conducted in Chui oblast. Three members of EFWG and nine invited persons participated in this meeting. Participants included the Minister and Deputy Minister of Education and Science, Head of Financial Department of Chui oblast, Head of Chui RayOO, the Chairperson of Kalcha School Advisory Committee, main specialists of MOES KR and representatives from QLP. The main objective of the meeting was to hold school budget hearing based on experience and trainings provided by QLP last year. EFWG protocols were developed in Russian and English and submitted to MOES and EFWG members (see Attachment # 6).

The EFWG meeting conducted during the budget hearings showed tangible results on financing and management reform in Chui oblast. During the last two years, schools of Chui oblast were trained on community involvement in school management, financial management, and accounting. Today the schools independently organized their own budget hearings, made analysis of their budget, and involved communities in school management.

### **4.1.1.2. Support the institutionalization of automated expenditure tracking system in MOES in terms of PCF in Chui oblast**

QLP continued to provide technical support to MOES KR in the maintenance work on automated expenditure tracking system in Chui oblast. All data from Chui oblast were collected and the second annual statistical bulletin for 2010 was prepared for printing.

This bulletin will be second one of its kind and will provide sufficient and wide range of data regarding school financing and management in Chui oblast for 2010 as well as data regarding community involvement process at school level. The bulletin will help specialists both at a national and local level to analyze the process of PCF implementation in the schools and will provide evidence for monitoring work and decision-making process.

#### **4.1.1.3. Increased central government officials' capacity in PCF implementation**

QLP in collaboration with MOES specialist conducted one monitoring visit in Kemin rayon of Chui oblast. Fifteen people including the MOES KR participated. The main purpose of visit was to analyze and discuss the main problems of school financing with Head of RayOO and school principals. In addition, QLP donated two computers to Kemin RayOO to for collect data on automated expenditure tracking system. These computers were donated to QLP by the USA Embassy (see attachment # 7).

This monitoring exercise helped to identify problems related to financing and management issues at the local level. Also these visits provided a real picture of PCF implementation in ray to the MOES KR and QLP staff. After every visit all financial and management issues are presented to the EFWG.

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

Two articles on budget hearings conducted in Don-Aryk and Onbirjylga schools were featured in the most popular government and independent internet websites; *Kabar* and *Aki-Press*. These sites informed that key people from MOES KR, local government and community members participated in hearings organized with the support of QLP.

One article on budget hearings in Chui rayon in Don-Aryk and Onbirjylga Schools was also published in *Kut Bilim* - MOES KR newspaper. The article dealt with the budget hearings in schools, the advantages of these events and reminded that the budget hearing was the first of its kind in Chui oblast and the entire Central Asia for that matter.

The second article on new system of labor remuneration for the education sector was published in *Kut Bilim*. This one addressed frequent questions asked by school administrations and teachers about the new system of labor remuneration and how the distribution of teachers' bonuses was to be organized. QLP staff members are providing answers to these questions.

QLP staff participated on a TV program - *Open Kyrgyzstan* - devoted to state budget transparency using the education sector as an example. The topic was *The Formulation of civil service budget and provision transparency of state expenses using the MOES KR as an example*. The main guests were the Deputy of Jogorku Kenesh (Parliament), the Deputy Minister of Finance of KR, the Chief of Budget Policy and Financial Analysis Department of MOES KR, representatives from local government (Ayil-Okmotu), the Supervisory Board of MOES KR and MOF KR, school principals, international organizations and NGOs. QLP representatives shared their work on increasing transparency of school budget and the involvement community in budget process in Chui oblast. The school principal of Lebedinovka School #2 also shared his first experience in conducting public school budget hearing and expressed his gratitude to the support provided by QLP.

The TOT was also broadcasted in evening news of TV channels - *5 kanal*, *ELTR*, *NBT*, *Stan TV* and *NTS*. The focus was that TOT for economists and accountants from all regions of republic began on June 15. The Advisor of Minister made opening remarks and gave an interview about MOES policy and strategy regarding the remuneration system in education sector.

One article on TOT conducted June 15-17, 2011 was also published on June 28, 2011 in *Kut Bilim*. This article informed readers about training and opinions of participants that include the Advisor to the Minister, QLP representatives, school accountant, representative of Trade Union, and the main economist of Osh ITTI and Issyk-Kul ITTI (see attachments for articles).

These articles along with the program featured on TV increased public awareness about school education financing and management reform, the new system of labor remuneration for education sector, and QLP's role and activities in supporting the Kyrgyz Government in improving quality of education.

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

The last training workshop on *Accounting at school* was conducted for school and ayil-okmoty accountants of Sokuluk rayon in Chui oblast. Thirty six accountants were in attendance. To date, 114 accountants of Chui oblast trained on *Accounting in school* program and were able to improve their skills and knowledge in school accounting issues (please see attachment # 8 for further details).

This training will help to improve the capacity of school accountants and accountants of ayil-okmotu in bookkeeping and accounting.

#### **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 until July-August due to the Kyrgyz Government's resolution (Postanovlenie) that affects the New system of Labor Remuneration for Education Sector which will in turn result in changes in the material.

This practical manual provides school administration with detailed methodological guides focused on content of bonuses, recommendations how to assess teacher's performance, and how to calculate the teachers' bonuses correctly and in a fair manner.

#### **4.2.1.4. Increased of transparency and accountability in school financing and management**

The Russian version of 300 copies of practical manual on *Preparation and Conducting of School Budget Hearings* were printed and distributed to schools of Chui oblast. The manual is aimed at helping school principals and ACs to understand the essence and importance of budget transparency and to provide them with the information and skills necessary to prepare and organize open budget hearings at the school level. School budget hearing is the way to make school budget transparent and clear to the community. At present, translation of the manual into Kyrgyz is underway. 470 copies in Kyrgyz and Russian languages will be made available to schools of Issyk-Kul and Batken oblasts.

Last year QLP provided technical assistance to two schools of Chui oblast in the organization of school budget hearings and invited all school principals of Chui oblast to illustrate the importance of budget hearings. At present, six schools (Lebedinovka School #2, Chui School #1, Onbirjylga School, Don-Aryk School, Dur School, and Progress School) of Chui oblast conducted public school budget hearings independently following trainings provided by QLP on community involvement in school management and financial management. More than 300 people participated on these hearings. These include school administration, local government, and parents. During the hearings schools not only did they conduct the analysis of their budget and presented the expenses of previous academic year to parents, but also prepared the school budget for the upcoming year on basis of school needs and with appropriate calculations. The budget was presented by school principal to the Head of Local Government (Ayil-Okmotu) for further consideration and approval (please see attachments # 9 and # 10).

These practical manuals will help ACs and school administrations to improve their skills and knowledge on how to build partnership amongst school, community, and local government and to ensure budget transparency. It also helps to use limited funds more effectively. Furthermore it will help attract additional resources to support schools. Conducting school budget hearings shows the growing role of communities in school management.

## Challenges

### ***SIR 1.1: In-service teacher training***

Some participants were lagging behind as they were absent in previous sessions. Also, it was observed that KAE specialists did not have sufficient training skills. In addition, some of the QLP/LCs developed materials for ITTI should be monitored for more effective use. The need for providing clearer instructions was also visible. Last but not least, not all instructors use project materials in their regular courses.

### ***SIR 1.2 Pre-service teacher training***

Final Reports on analysis of OshSU and JASU curricula on three target areas of specializations were not written properly. Universities should adopt the manuals to their own circumstances instead of using them as they are.

### ***SIR 1.3: Improved Capacity of Education Administrators in MMPL***

Some of the target RayOO Heads were not enthusiastic to support the QLP activities. This affects the qualitative organization of mentoring practices in the schools of their regions.

### ***IR 2 and IR 3: Improved Quality of Students Assessment and Greater Involvement of Teachers in Curriculum Reform***

The local consultants (developers) had limited time and this resulted in the delay (to some degree) in the production of the video materials. Also, the development of supplementary materials was postponed to the next quarter due to very limited feedback from teachers.

### ***IR 4: Increased effectiveness of Education Finance Systems***

QLP supported the development of the new system of labor remuneration following teachers' strikes on salary issues. After Government approval, this model was submitted to MOES KR to organize training programs for school accountants, school principals and RayOOs' economists. However, MOES KR specialists had limited capacity in education financing. Per the request of the government, all teachers were meant to benefit from this new salary scale beginning of May while the law was signed and approved only in May 31, 201. So, the Ministry did not have time to organize training sessions on the new system. As a result questions such as how to calculate salary, how to make school tariffs, how to calculate teachers' bonuses were raised by schools and RayOOs.

There a very limited knowledge and skill in financing and accounting among school principals and accountants. One six-day training workshop was not adequate to acquire sufficient knowledge and skills. It should be noted that most of school accountants had no prior education and experience in school accounting in particular.

Also, there seems to be lack of understanding of the law and delay in the execution of Government Regulations at local level. The closing of the accounting departments in schools of Kara-Balta city in Jayil rayon is a case at hand.

## Collaboration with local counterparts

- MOES
- KAE
- Arabaev Kyrgyz State University
- OshSU
- JASU
- Osh, Issyk-Kul and Naryn ITTIs;
- JAMC, BMC, TMC
- RayOOs (Rayon Education Departments); Chui Oblast – Alamudun, Chuy, Moskva, Kemin; Osh Oblast – Karakulja, Alai, Karasuu
- Target schools (50): 29 in Chui Oblast, and 21 in Osh Oblast
- MOF
- RayFD (Chui oblast)
- RayOOs in Chui, Naryn, Issyk-Kul, Osh, Talas, Batken and Djalal-Abad oblasts
- National Agency on Local Government and Ayil-Okmotu
- Central Trade Union of Education
- School Advisory Committees
- Schools

## Activities for next quarter

### ***SIR 1.1: In-service teacher training***

- Conduct monitoring visits to the Regional ITTIs during their regular courses. Monitoring visits will help QLP identify the progress and challenges that Regional ITTI instructors face during regular courses and to support them with mentoring assistance;
- Hold one-day workshops for Osh and Issyk-Kul ITTIs as a part of the mentoring support from QLP;
- Distribute modified version of the modules on *Instructors' Toolkit* to all Regional ITTIs/MCs to be used by the ITT institutions as of the new academic year.

### ***SIR 1.2 Pre-service teacher training***

- Print and distribute *Handbook for Young Teacher* in Russian and Kyrgyz to young teachers of three target universities - Arabaev KSU, OshSU, and JASU;
- Start monitoring process at Arabaev KSU on the basis of modified standard programs as of the new academic year;
- Continue field testing modified work programs at OshSU and JASU in September 2011 since this academic year finished in June and activities haven't yet been completed;
- Field test new model of student practicum as of September 2011 and further improvements will be made on the basis of observation.

### ***SIR 1.3: Improved Capacity of Education Administrators in MMPL***

- Conduct round table discussions on best practices of school leadership and mentoring in fourteen target schools in Chui and Osh oblasts;
- Translate training module from Kyrgyz into Russian.
- Print training module on pedagogical leadership, mentoring, and monitoring and disseminating them among target schools and RayOO;

- Translate and print the toolkit on pedagogical leadership, monitoring, and mentoring from Russian into Kyrgyz and distribute it to all the schools nationwide;
- Print regulation on job description and disseminate it to all the schools nationwide;
- Publish the regulation on job description in Kut Bilim;
- Print the mentoring regulation and disseminating it in all the schools nationwide; and
- Publish the Mentoring Regulation in Kut Bilim.

***IR 2 and IR 3: Improved Quality of Sts Assnt and Greater Inv/nt of Teachers in Curriculum Reform***

- **Support in developing subject specific formative assessment Guide Books (primary school subjects homeland and math, Secondary school Kyrgyz language and Math) (2.1.1)**
  - Share draft guidebook with a LC, QLP Program specialists and collect comments;
  - Review content of the guidebook for printing and layout;
  - Translate the guidebook into Kyrgyz and edit it
- **Support in improvement Formative Assessment video for teachers (2.1.3)**
  - LC, TEs improve user's manual on use of video training module on formative assessment techniques;
  - Field test video training module among teachers of selected schools and analyze results;
  - Revise and improve training module based on feedback collected during field testing: and
  - Prepare copies of the video training and of the user's manual
- **Involving teachers into discussion of Student Assessment practices through Mass Media (under IR.3. component) (2.1.4)**
  - Collect, develop and select content of the text on student assessment to be published in *Kutbilim sabak* the teachers newspaper;
- **Support in developing Methodological Guide on development of tasks and assessment of higher order thinking skills in Republican School Olympiad (2.3.1)**
  - Correct the text, prepare supplementary documents of the Board (KAE comments)
- **Support in improvement Syllabus guide on focus subjects (3.1.1)**
  - Make changes in syllabus guide on focus subjects;
  - Correct/edit the text, publish syllabus guide and distribute to target schools and institutions
- **Support in developing Syllabus guide on Kyrgyz language (1 – 4 grades) and Reading (2 – 4 grades)**
  - Develop SOW for local consultants and TEs and hire;
  - Develop syllabus guide on Kyrgyz language (1-4 grade) and Reading (2-4 grade);
  - Provide technical support to a group of experts from MOES and Soros-Kyrgyzstan Foundation on the development of *Teacher's Guide* (5<sup>th</sup> grade)
- **Support in selecting and publishing Supplementary Materials (SM) developed by teachers (3.1.2)**
  - Support the development supplementary materials;
  - Organize a contest among school teachers to select supplementary materials developed by teachers and published;
  - Support in the selection of supplementary materials;
  - Publish selected supplementary materials and distribute them
- **Involving teachers in discussion through Mass media (3.2.1)**

- Collect and select information and publish it in *Kutbilim Sabak* on curriculum Issues

**IR 4: Increased effectiveness of Education Finance Systems**

- Organize two EFWG meetings;
- Monitor PCF implementation;
- Write articles on PCF implementation and community involvement in school management in *Kut Bilim*;
- Print 900 practical manuals on *How to improve the quality and effectiveness of teacher’s work* for distribution among schools of Chui oblast;
- Monitor ACs’ activities;
- Increase public awareness on community involvement in school management at rayon level, conduct seven meetings at local level to share information about best practices of ACs’ activities;
- Print and distribute 50 copies of *Financial Management in School Education* and 50 copies of *Community Involvement in School Management* in Kyrgyz for Issyk-Kul and Osh ITTIs;
- Print and distribute 470 copies of practical manual *Preparation and Conducting of School Budget Hearings* for Issyk-Kul and Batken oblasts;
- Print and distribute 50 copies of *Financial Management in School Education* and *Community Involvement in School Management* to Osh and Issyk-Kul ITTIs;
- 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 seven one-day orientation workshops for school principals and parents in Issyk-Kul oblast on *Community Involvement in School Management*;
- Conduct seven one-day orientation workshops for school principals and parents in Batken oblast on *Community Involvement in School Management*;
- Collect Letters of Interest (LOIs) from parents for providing technical support in legal registration of ACs in Issyk-Kul oblast.

Achievement of targets for the Quarter (including M&E Report)

**SIR 1.1: In-service teacher training**

- Regulation on Mentoring and monitoring within ITT system was approved by the Academic Council by KAE on May 2011.
- Directly trained fifty ITTI instructors to implement modified modules into their regular courses by QLP.
- 470 educators indirectly trained by the modified modules. The following table shows the details:

	<b>Principals (zavuch, HMUs)</b>	<b>Primary school</b>	<b>Math</b>	<b>Kyrgyz Language</b>
KAE	53/8/33	45	42	55
Osh ITTI	10	53	15	44
Issyk-Kul ITTI	24	28	22	0
Naryn ITTI	0	25	13	0
<b>Total: 470</b>	<b>128</b>	<b>151</b>	<b>92</b>	<b>99</b>

- TMC will incorporate new modules into their curricula as of the new academic year.
- Naryn ITTI incorporated new modules into the regular courses for Primary school and Math teachers in June 2011.

### ***SIR 1.2 Pre-service teacher training***

- 75 university instructors from (Arabaev KSU, OshSU, JASU) were trained on student-centered methodology;
- Student Practicum Regulation and Programs were approved by Arabaev KSU Academic Council.

### ***SIR 1.3: Improved Capacity of Education Administrators in MMPL***

- Toolkit on Pedagogical Leadership, Mentoring, and Monitoring was approved by KAE (see attachment # 5);
- Training Module on Pedagogical Leadership, Mentoring, and Monitoring was approved by KAE;
- Regulation on Job description for directors, zavuches, HMUs, and social pedagogues was finalized and passed for MOES approval; and
- Mentoring Regulation was finalized.

### ***IR 2: Improved Quality of Students Assessment***

- Four subject specific Guide Books on formative assessment - Motherland Studies (Primary grades), Math, Kyrgyz Language (Secondary) and Math were developed and submitted to KAE for approval;
- Three TOTs for 72 instructors from Arabaev KSU, OshSU, JASU were conducted;
- One article on FA was published in “Kutbilim”;
- Three training modules on developing questions to assess higher order thinking skills were developed and shared with program specialists for further use (the training modules were incorporated in the six ITT courses); and
- Methodological guide on development of tasks and assessment of higher order thinking skills in Republican School Olympiad was developed and submitted to the MOES. The guide includes five subjects of natural-mathematics cycle; Physics, Math, Biology, Chemistry, and IT.

### ***IR 3: Greater Involvement of Teachers in Curriculum Reform***

- Four syllabus guides developed and submitted to KAE for approval.
- Three lesson plans were developed and published in the *Kutbilim* in April – June 2011 issue.

### ***IR 4: Increased effectiveness of Education Finance Systems***

- New system of labor remuneration for education sector and instruction on the application of new system and regulation on application of bonus within the new system were approved by Government of KR (*Postanovlenie* #270 from May 31, 2011);
- A three-day TOT for 36 national trainers from the entire republic on new system of labor remuneration was conducted upon the request of MOES KR. This training was designed as the first (at national level) of two-level training campaign (see Attachment # 11). The second level will be supported by UNICEF through local trainings across the oblasts using these trainers. It was agreed with UNICEF that QLP would provide one more updated orientation session for trainers directly before local trainings started;

- QLP representatives participated in field trips to Naryn and Issyk-Kul oblasts upon the request of the MOES KR. Meetings were organized to explain the new system of labor remuneration to Heads of RayOO, school principals and teachers;
- One EFWG meeting with high level decision-makers from Government was conducted;
- One training workshop on *Accounting in School* for school and Ayil-Okmoty accountants of Sokuluk rayon was conducted with 36 participants in attendance;
- 300 copies of the practical manual *Preparation and Conducting of School Budget Hearings* were distributed among schools of Chui oblast;
- Six schools of Chui oblast organized public school budget hearings by themselves (without direct QLP participation);
- Two computers were donated to Kemin RayOO for use in data collection on automated expenditure tracking system;
- 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 introduction of the *New system of labor remuneration for education sector* by the government;
- The printing of 50 copies of training materials *Financial Management in School Education* for Osh and Issyk-Kul ITTIs in Kyrgyz was postponed due to the introduction of the *New system of labor remuneration for Education sector* by the government;
- The printing of 50 copies of training materials *Community Involvement in School Management* for Osh and Issyk-Kul ITTIs in Kyrgyz was postponed due to the introduction of the *New system of labor remuneration for education sector* by the government;
- Institutionalization of the training module *Accounting in school* in process.

#### Proposed changes to the work plan/operational arrangements

##### ***SIR 1.1: In-service teacher training***

- Based on results of observations of regular courses, it is worth to hold one-day workshops for Osh, Issyk-Kul ITTIs and KAE. The plan is to observe some course sessions and discuss them to help develop new ideas for improvement. Additionally, a master trainers training on mentoring, monitoring will be conducted at the end of the discussion.

##### ***SIR 1.3: Improved Capacity of Education Administrators in MMPL***

- To reconsider Job Description for teachers in the next PY.

##### ***IR 2 and IR 3: Improved Quality of Sts Assnt and Greater Inv/nt of Teachers in Curriculum Reform***

- MOES of KR requested technical support to develop guidelines on educational program on the Kyrgyz language and reading. Per to the request, additional plan and budget was worked out.

##### ***IR 4: Increased effectiveness of Education Finance Systems***

- Printing of some materials moved from May to July-August 2011.

Support from USAID required

n/a

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

***SIR 1.1: In-service teacher training***

QLP strengthened the capacity of TMC and Naryn ITTI instructors by providing training. To improve the technical base of the ITTIs, QLP provided equipment and internet access. Training on mentoring and monitoring was held to improve mentoring skills of the instructors. In the future, instructors can assist not only the young instructors but all other instructors that need mentoring support. The incorporated modified modules will help increase quality of teaching in all oblasts of the country. Regulation on mentoring that includes the duties and procedures of providing mentoring support was approved in May 2011.

***SIR 1.2 Pre-service teacher training***

As a result of a series of trainings (64 hour training at each university), the instructors will use the materials (developed with the support of QLP) to train other instructors of non-target departments.

***SIR 1.3: Improved Capacity of Education Administrators in MMPL***

- Provision of practical educational recourses such as the Toolkit to support school administrators and RayOO specialists on Pedagogical Leadership, Mentoring, and Monitoring;
- Training Module on Pedagogical Leadership, Mentoring, and Monitoring;
- Mentoring culture within and outside schools is being introduced;
- Teachers' motivation is seen to improve;
- Regulation on Job description for directors, zavuches, HMUs, and social pedagogues was modified and finalized;
- Regulation on MU was developed and finalized to assist school administration to discharge their duties and in improving the teaching-learning process;
- Regulation on Mentoring in schools is developed and finalized; and
- Close mentoring collaboration between the system and schools was created (e.g. Osh ITTI and target schools).

***IR 2 and IR 3: Improved Quality of Sts Assnt and Greater Inv/nt of Teachers in Curriculum Reform***

Methodological Guidebook and three subject-specific practical guides on FA will be a strong support in PST and IST system. Also, the training sessions that train teachers on developing questions to assess higher order thinking skills were conducted. The training materials were submitted to KAE, regional ITTI/MCs, and IR-1 component for further use. Teacher will gradually use them to assess the higher order thinking skills at the schools.

Four syllabus guides were developed and will be delivered to the schools for use by teachers. The guides will help the teachers to develop learning outcomes. The same materials will be used as supplementary materials for the teacher training universities. Since the four Syllabus Guides developed by QLP jointly with KAE were found to be very effective, MOES requested to develop new syllabus guides for other subjects (Primary School Kyrgyz and Reading and the 5<sup>th</sup> grade all subjects)..

#### ***IR 4: Increased effectiveness of Education Finance Systems***

After approval of new model of labor remuneration, QLP continued providing support to MOES in implementing the new salary system. Upon the request of MOES KR, QLP designed, organized, and conducted the TOT for 36 national trainers from all regions of the country. This training was designed as the first (national level) of two-level training campaign. The second level will be supported by UNICEF through local trainings across the oblasts using these trainers. It was agreed with UNICEF that QLP would provide one more updated orientation session for trainers directly before local trainings started.

Training workshops on *Accounting in school* is expected to bring a lot of practical benefits in increasing school accountants' qualification and establishing and strengthening of independent accounting departments at schools according to PCF model of financing and management

Meetings in Naryn and Issyk-Kul oblasts on June 21-25, 2011 were very important because they were conducted in rayons where many people did not understand the essence of new model. After meetings with discussion and explanation by QLP representatives and MOES KR specialists, the local population understood the essence of new model and became quite.

Meetings/Travel/Staff changes Analysis of the project's contribution to Education development in the Country

#### **Meeting with USAID and partners**

##### ***QLP-General***

<b>Date</b>	<b>Organization</b>	<b>Key representatives of the organization</b>	<b>Key agenda items</b>
April 13	GIZ	Holger Ehlerts, Program Director Ilmira Mamytova, Country manager	Discuss issues on overlapping of ITT programs and further collaboration
April 25	USAID	Mavjuda Nabieva COTR Lesley Duncan, USAID/CAR	Discussion on project progress and main issues
April 26	MOE, READ (WB)	Sooronkulov G.U., Deputy MOES KR, Aisuuluu Bedelbaeva (WB), MOES main specialists	Presentation of READ program
April 29, May 4, May 12	MOES	Marchenko L., Head of strategic department, WG on strategy development	Education strategy implementation plan for 2012-2014 development
16 -21 and 30-31 May, 2011	USAID Evaluation Team.	Sean Tate, Duishon Shamatov and Erin Weaks	Introduction QLP project, interviews with QLP team and stakeholders, discussions on effectiveness of the project's activities

<b>Date</b>	<b>Organization</b>	<b>Key representatives of the organization</b>	<b>Key agenda items</b>
May 23	MOE, EdNet	Deputy minister of MOES, Sooronkulov G., MOE specialists, experts and donors	Round Table on equity in Education
May 30	KAE	Abakir Mamytov, the President	Discussion on printing materials
June 7	KR Parliament	Deputies of KG Parliament (Education Committee), Sadykov K.J., Minister of Education and Science of KR	Report on MOES collaboration with donors

***SIR 1.1: In-service teacher training***

June 8	KAE	Target departments of KAE	Working meeting on updating of modified of In- service Teacher Training program
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***SIR 1.2 Pre-service teacher training***

April 15	Arabaev university	Konurbaev Tuuganbai-first vice rector of Arabaev university	Trainings for Arabaev instructors/standard programs.
May 18	Arabaev KSU USAID evaluation team	Konurbaev Tuuganbai-first vice rector of Arabaev university, instructors/heads of target departments	Round Table at Arabaev university
May 20	Osh SU USAID evaluation team	Erkebaev Tajimamat- first vice rector of Osh SU, instructors/heads of target departments Osh SU/ trainers from JASU	Round Table at OshSU

***IR 2 and IR 3: Improved Quality of Sts Assnt and Greater Inv/nt of Teachers in Curriculum Reform***

May	MOES, Soros foundation, KAE	Marchenko L.	Developing subject Curriculum for grade 5
June 17	KAE	Mamytov A, Bekboev I, Musaeva V	Presentation of the Syllabus Guide.
June 27-30	QLP staff Kyrgyzstan Tajikistan	IC Simon Jenkins, QLP staff	Presentation of the Syllabus Guide, subject specific formative assessment Guide Books (primary school subjects homeland and math, Secondary school Kyrgyz language and Math), Methodological Guide on development of tasks and assessment of higher order

			thinking skills in Republican School Olympiad
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***IR 4: Increased effectiveness of education finance systems***

19 April	WB project “Rural Education”, MOES KR, MOF KR	Key specialists of MOES and MOF KR, representatives of WB project “Rural Education”, “Socium Consult” company	Discussion the implementation process of simulation database developed by WB project “Rural Education”
22 April	Development Policy Institute	Key specialists of MOES and MOF, representatives of MOES and MOF Supervisory Board, principals of schools and representatives of international organizations	Round Table “Support transparency of state expenses on the example of education sector”.
25-30 April,	USAID	Nabieva Mavjuda Karimovna, USAID/RT, Konurbaev Erkin, USAID/KR, Lesley Duncan, USAID/CAR	Acquaintance with QLP team and activity, discussion the quarterly report and success stories.
25 April,	Ministry of Education and Science of KR.	Deputy minister of MOES, Sooronkulov G., Head of Strategic Department, Marchenko L., representatives of USAID and QLP	Discussion on project activities in KR, and further work and cooperation with MOES KR.
16 May	USAID Evaluation Team.	Sean Tate, Duishon Shamatova and Erin	Introduction of the QLP project, acquaintance with QLP team and activity
18 May, 2011	USAID Eval. Team.	Sean Tate, Duishon Shamatova and Erin Weeks-Earp	Introduction to IR-4 activities in Kyrgyzstan,
20 May, 2011	USAID Eval. Team.	Sean Tate, Erin and Terry Gilles.	Introduction to IR-4 activities in Tajikistan,
23 May, 2011	Ministry of Education and Science KR	Sooronkulov G.U., Deputy MOES KR	Discussion on the countrywide process of implementation the new system of labor remuneration.
26 May, 2011	Ministry of Education and Science KR	Sadykov K.J., Minister of Education and Science of KR	Discussion on the countrywide strategy of implementation the new system of labor remuneration and providing technical assistance to MOES KR in implementation this strategy through organizing TOT for national trainers.
31 May,	Ministry of	MOES main specialists, MOES	Seminar devoted to preparation of

2011	Education and Science	KE Working Groups	consolidated plan of activities for 2012-2014 for MOES KR
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Change in Staff  
n/a

Consultants

***SIR 1.1 In-service teacher training***

<b>Dates of consultancy</b>	<b>Name of consultant</b>	<b>Tasks</b>
April 4 – 10, 2011	Abdiev A	Delivery of a seven-day TOT for Talas ITTI.
	Esengulova M	
May 2 – 8, 2011	Djusupbekova N	Delivery of a seven-day TOT for Naryn ITTI.
	Attokurova C	
May 25-29, 2011	Esengulova M	Delivery of a four-day training on Mentoring/ Monitoring for Naryn ITTI instructors
	Asanakunov T	
June 1-04, 2011	Esengulova M	Delivery of a four-day training on Mentoring/ Monitoring for Talas MC instructors
	Asanakunov T	
May 18, 2011	Esengulova M	Providing observation of KAE regular courses
May 19-20, 2011	Esengulova M	Providing observation of Osh ITTI regular courses
June 17-18, 2011	Esengulova M	Providing observation of Osh ITTI regular courses
April – June, 2011	Esengulova M. Imankulova M.	Updating modified modules of ITTI regular course on target subjects
May – June, 2011	Esengulova M. Imankulova M.	Modifications of Instructors’ Toolkit on Mentoring, Monitoring within ITT system

***SIR 1.2 Pre-service teacher training***

<b>Dates of consultancy</b>	<b>Name of consultant</b>	<b>Tasks</b>
April -9-10, 2011	Alikova Aida Turdubaeva Barisa Torobekova Aijamal	Delivery of a two-day training for JASU instructors on the process of delivering materials to university students (capacity building trainings)
April 11-12, 2011	Alikova Aida Altybaeva Meilikan Shaimkulov Oljobai	Delivery of a two-day training for OshSU instructors on the process of delivering materials to university students (capacity building trainings)
April 28-29, 2011	Asekova Jyldyz Shakirov Rashid, Akunova Ainura	Delivery of a two-day training for Arabaev university instructors on the process of delivering materials to university students (capacity building trainings)

May 19-20, 2011	Alikova Aida Altybaeva Meilikan Shaimkulov Oljobai	Delivery of a two-day training for OshSU instructors on the process of delivering materials to university students (capacity building trainings)
May 21-22, 2011	Alikova Aida Turdubaeva Barisa Torobekova Aijamal	Delivery of a two-day training for JASU instructors on the process of delivering materials to university students (capacity building trainings)
June 18-19, 2011	Asekova Jyldyz, Shakirov Rashid, Turdubaeva Barisa, Torobekova Aijamal	Delivery of a two-day training for JASU instructors on the process of delivering materials to university students (capacity building trainings)
June 20-21, 2011	Asekova Jyldyz, Shakirov Rashid, Altybaeva Meilikan, Shaimkulov Oljobai	Delivery of two day training for OshSU instructors on the process of delivering materials to university students (capacity building trainings)

***SIR 1.3: Improved Capacity of Edu Admin/tors in Mentoring, Monitoring and Pedagogical Leadership***

April- May, 2011	Symbat Ismailova, Sovetbek Amatov	School visits to support and assist directors, zavuches, HMUs, and teachers in Pedagogical Leadership, Mentoring, and Monitoring
April-June, 2011	Makil Imankulova, Mirkul Esengulova, N.Djusupbekova	Toolkit on Pedagogical Leadership, Mentoring, and Monitoring
April-June, 2011	L.Marchenko, Toktobubu Ashimbayeva, M. Uzdenova	Regulation on Job description for directors, zavuches, and HMUs. Regulation on MUs.
April-June, 2011	Ismailova, N. Djusupbekova, Esengulova, M. Imankulova	Improvement of Training Module on Pedagogical Leadership, Mentoring, and Monitoring.
April-June	M. Imankulova, Esengulova	Mentoring Regulation

***IR 2 and IR 3: Improved Quality of Sts Assnt and Greater Inv/nt of Teachers in Curriculum Reform***

June 6- 22	IC Simon Jenkins	Improve Syllabus guide on focus subjects (2 subjects 1-4 grades), (2 subjects 5-9 grades) New task: Develop Syllabus guide on Kyrgyz language 1-4 grades
April 2011	Abdiev Almanbet	Develop Syllabus guide on focus subjects (2 subjects 1-4 grades), (2 subjects 5-9 grades)
April 2011	Venera Musaeva	Develop Syllabus guide on focus subjects (2 subjects 1-4 grades), (2 subjects 5-9 grades)
April-June 2011	Samarkul Umralieva	Develop Methodological Guide on development of tasks and assessment of higher order thinking skills in Republican School Olympiad
April-June 2011	Nadira Djusupbekova	Develop Formative Assessment video for teachers
April-June, 2011	Masaev Alimjan	Involving teachers in discussion through Mass media
April 2011	Irina Nizovskaya	Develop training session to train teachers on developing questions to assess higher order thinking

		skills
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#### D. Major Procurements

##### ***QLP – General***

<b>Dates</b>	<b>Name</b>	<b>Component</b>
May 30, 2011	Rizograph EZ 370, stapler and cutter	Printing
June 14, 2011	Folder mashine Martin Yale 1217, Laminator	Printing
June 2011	Equipments for Naryn ITTI and TMC	SIR 1.1
June 2011	Equipments (computers, MFU, Multimedia projector, standard Windows and Office programmes / software)	ICT

#### Staff Travel / Visitors

##### ***SIR 1.1: In-service teacher training***

<b>Dates</b>	<b>Name</b>	<b>Purpose</b>
April 4 – 10, 2011	Alia Burkitova, PS	<i>Talas:</i> Observation and conducting TOT for Talas MC.
May 2 – 5, 2011	Rashid Shakirov, PS IR 2.	<i>Naryn:</i> Observation and conducting TOT for Naryn ITTI instructors
May 05-08, 2011	Alia Burkitova, PS SIR 1.1	<i>Naryn:</i> Observation and conducting TOT for Naryn ITTI instructors
May 25-29, 2011	Alia Burkitova, PS SIR 1.1	<i>Naryn:</i> Observation and conducting training on Mentoring/ monitoring for Naryn ITTI instructors
May 25, 2011	Saule Khamzina, CD	<i>Naryn:</i> Hand over equipments to the Naryn ITTI.
May 25, 2011	Nurgul Toktogulova, Deputy COP	<i>Naryn:</i> Hand over equipments to the Naryn ITTI.
June, 1 – 4, 2011	Alia Burkitova, PS SIR 1.1	<i>Talas:</i> Observation and conducting training on Mentoring/ monitoring for Talas MC instructors
June 04, 2011	Saule Khamzina, CD	<i>Talas:</i> Hand over equipments to Talas MC.

##### ***SIR 1.2 Pre-service teacher training***

April 9-10, 2011	Akylbek Joldoshov, Program Manager	Observation of capacity building training for JASU instructors, collecting data for ICT component (needs assessment)
April 9-12, 2011	Altynai Abdugarimova, PS, SIR1.2	Observation of the capacity building training for OshSU and JASU instructors
May 19-22, 2011	Altynai Abdugarimova, PS, SIR1.2	Observation of the capacity building training for OshSU and JASU instructors
May 19-20, 2011	Akylbek Joldoshov, Program Manager	Observation of the capacity building training for Osh SU instructors
June 2-3, 2011	Altynai Abdugarimova, PS, SIR1.2	Meeting with Student practicum working group at Osh SU and JASU

June 17-21, 2011	Altynai Abdukarimova, PS, SIR1.2	Observation of the capacity building training for Osh SU and JASU instructors
June 19-20, 2011	Shakirov Rashid PS, IR 2, 3	Observation of the capacity building training for Osh SU and JASU instructors
June 26-30	Altynai Abdukarimova, PS, SIR1.2	Travel to Dushanbe team discussion, experience sharing

***SIR 1.3: Improved Capacity of Edu Admin/tors in Mentoring, Monitoring and Pedagogical Leadership***

May 03-06,2011	Yusupova Aikynai - Program Specialist	Osh oblast (Alay, Kara-Suu, Kara-Kulja rayons): Monitoring school visits
June 26-30,2011	Yusupova Aikynai - Program Specialist	Tajikistan, Dushanbe: to present the Toolkit on Pedagogical Leadership, Monitoring, and Mentoring. To share best practices in Mentoring practices.

***IR 2&3: Improved Q'ty of Sts Assnt, Greater Involvement of Teachers in Curriculum Reform***

May 1 – 5, 2011	R. Shakirov, PS IR 2, 3.	<i>Naryn</i> : TOT for Naryn ITTI specialists
June 26 – 30, 2011	R.Shakirov, PS IR 2, 3.	Dushanbe, Tajikistan, Product presentation

***IR 4: Increased effectiveness of education finance systems***

May 10 – May 15, 2011	Jyldyz Uzbekova, Regional Education Financing Director	Participation on EFWG in Dushanbe, on school budget hearings, meeting with Nabieva Mavjuda on quarterly report, trip to Kulob, meeting with Amirov D, and school principals
June 6 – June 10, 2011	Jyldyz Uzbekova, Regional Education Financing Director	Participation in Regional Abt Conference in Washington, USA.

## **2.2 QLP Add-on projects**

### ***Task 1: Youth Aid Program for Education (YAP)***

This task was assigned after the riots of April 2010 in Bishkek. The task initially focused on supporting the youth in new settlements in and near Bishkek city.

During the reporting period, the program mainly dealt with working with MOES, NGOs, Bishkek City Mayor's Office, MTAs (Municipality Territorial Administrations) in Alamudun and Sokuluk Rayons, and KAE. The program focus was to help identify preschool age children, children from low-income families, and dropouts, improve cooperation between the state and non-state organizations, and to build the capacity of state organizations' officials. Collaboration with MOES and KAE focused on improving the content of Social Pedagogy training program and drafting a handbook for Social Pedagogues. Also, the program supported the development of accelerated learning program. The piloting of the course materials is scheduled for fall 2011.

In April a press conference was held to publicize the results of the household survey that has identified more than 2600 children of school age entry and 76 children who had dropped out of school who live in the Novostroikas. Representatives from the Ministry of Education and Science, Bishkek mayor's Office, Municipal Territorial Administrations, and NGOs participating in the Youth Aid Project gave presentations at the press conference. The press conference received coverage on both TV and news media. QLP will be implementing programs in the coming period to try to ensure that all these children get a place at school for the next academic year.

YAP launched an open competition for small grants to the value of \$42,000. The small grants focused on activating and socializing the school age youth through socially-useful activities in 49 new settlements around Bishkek. QLP selected eleven out of the thirty nine proposals submitted by NGOs.

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

This task was aimed at creating positive socio-psychological atmosphere in post conflict period in Jalalabad through strengthening the capacity of social pedagogues of Jalalabad oblast schools. The reporting period was dedicated to monitoring activities completed in the previous quarter. JAMC administrators and local consultants monitored the activities of Social Pedagogues (SP). Furthermore, QLP staff accompanied by JAMC and Ray/GorOO specialists monitored the activity. The exercise provided technical support to the SPs on matters related to documentation, and cooperation with local authorities, communities, social institutes, and NGOs. The monitoring team met with students, teachers, school administrators, parents, RayOO administrators, and community members. The monitoring exercise revealed that the SPs benefited a lot from training provided by QLP and the support they are getting from JAMC, and RayOOs. It was also visible that the SPs need to be exposed to further professional development programs. (please attachment # 1 for further information).

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

This task was aimed at strengthening QLP initiatives in the two additional regions; Issyk-Kul and Batken. The task focused on community involvement in schools in the newly defined target regions.

**4.1.2.1. Strengthening capacity of national trainers:** The printing of 50 copies of training materials on *Financial Management in School Education* for Osh and Issyk-Kul ITTIs in Kyrgyz was postponed due to the recently introduced *New system of labor remuneration for the education sector*. QLP found it pertinent to make necessary changes in those materials in accordance with the new law.

**4.2.1.1. Strengthening capacity of national trainers:** The printing of 50 copies of training materials on *Community involvement in school management* for Osh and Issyk-Kul ITTIs in Kyrgyz was postponed due to the recently introduced *New system of labor remuneration for the education sector*. QLP found it pertinent to make necessary changes in those materials in accordance with the new law.

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

Practical manuals *How to start* and *Planning of joint activities between school and advisory committee* in Kyrgyz language were printed to provide informational support in creating community involvement in school management in schools of Issyk-Kul and Batken oblasts. 600 copies of these materials will be distributed among schools of Issyk-Kul and Batken oblasts. Providing these materials to the schools will be the first step towards implementing in a number of activities in the two oblasts.

**4.2.1.3. Informational workshop for school of Issyk-Kul oblast:**

According to Joint order between MOES KR, MOF KR, NALG #147/1, dated March 2, 2011, QLP introduced its strategy on community involvement in school management in Issyk-Kul oblast. QLP will organize a one-day informational workshop in five rayons of Issyk-Kul oblasts. This is expected to explain to RayOOs' specialists, schools principals and local community the essence of community involvement in school management and the advantages of social partnership between the school and the community. QLP met with MOES specialist and the supervisor of Issyk-Kul oblast to agree on the schedule of workshops. QLP and MOES specialists prepared the schedule of meetings in five rayons of Issyk-Kul oblast.

**4.2.1.4. Informational workshop for school of Batken oblast:**

According to Joint order between MOES KR, MOF KR, NALG #147/1, dated March 2, 2011, QLP introduced its strategy on community involvement in school management in Batken. QLP will organize a one-day informational workshop in three rayons of Issyk-Kul oblasts. This is expected to explain to RayOOs' specialists, schools principals and local community the essence of community involvement in school management and the advantages of social partnership between the school and the community. QLP met with MOES specialist and the supervisor of Issyk-Kul oblast to agree on the schedule of workshops. QLP and MOES specialists prepared the schedule of meetings in three rayons of Batken oblast.

**Task 4: Information Communication Technology support for Regional Collaboration of Pre-service Teacher Training Universities**

This component was aimed at supporting the collaboration between Pre-service Teacher Training Institutes (PTTIs) in Kyrgyzstan and Tajikistan. It will focus on the use of Information Communication Technology (ICT) for professional development and sharing of expertise and resources among five Pre-service Teacher Training Institutes (Arabaev State University, Osh State University, Jalalabad State University, Tajik State Pedagogical University, and Kurgon Teppe State University).

ICT was introduced as a tool to develop professional collaboration between professors and students at each institute. In addition to providing basic computer hardware and providing an internet connection

to the five institutes, this program component will support professional development by training professors how to access information, and will fund the translation of materials into the local languages. Through a shared web-portal the institutes will collaboratively research and share materials and will use forums as a way to hold discussions and share academic articles they produce. QLP is currently developing training modules on basic subjects that will be used in state sponsored pre-service and in-service teacher trainings. It is also developing a mentoring program to provide support to teachers. QLP has so far identified the five PTTIs that are going to benefit from this initiative.

## Challenges

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

Some Social Pedagogues (SP) are not still familiar with normative documents and regulations. Furthermore, some SPs and school administrators still do not clearly understand the roles and responsibilities of SPs. Also, overcrowded schools hampered the smooth execution of SP's responsibilities.

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

MOES KR specialists have limited capacity to handle financing questions. School principals and accountants lack financing and accounting knowledge and skills. It was also noted that there is clear understanding of Government Regulations at local government level.

## Collaboration with local counterparts

- MOES
- MOF
- KAE
- Arabaev Kyrgyz State University
- OshSU
- JASU
- RayOO/GorOOs
- NGOs
- Local Governments in Bishkek New settlements,
- Agency of City Development under Bishkek Mayor's Office
- Bishkek Mayor's Office
- ILO (International Labor Organization)
- National Agency on Local Government and Ayil-Okmotu

## Activities for the next quarter

### **Task 1: Youth Aid Program for Education**

- Work with 11 NGOs sub-grantees;
- Conduct workshops and national round table for Social Pedagogues with the participation MOES, KAE, Jalalabad oblast and Bishkek school representatives;
- Organization of 100-hours state pre-school courses for low income families in new settlements;
- Organization of outreach program for low income families in new settlements;
- Develop accelerated learning course program;

- Finalize Handbook for Social Pedagogues.
- Publish Accelerated Learning Program materials, Handbook and Training Module for Social pedagogues.

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

- Organize training course for SPs in Jalalabad Oblast schools, SP methodists from JAMC, BMC, and Osh ITTI;
- Organize regional workshop for SPs, Ray/GorOO experts, and JAMC facilitated by an IC

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

- Conduct EFWG meeting;
- Print and distribute 470 copies of practical manual on *Preparation and Conducting of School Budget Hearings* for Issyk-Kul and Batken oblasts;
- Print and distribute 50 copies on *Financial Management in School Education and Community Involvement in School Management* to Osh and Issyk-Kul ITTIs;
- 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 seven one-day orientation workshop for school principals and parents in Issyk-Kul oblast on *Community Involvement in School Management*;
- Conduct seven one-day orientation workshop for school principals and parents in Batken oblast on *Community Involvement in School Management*; and
- Collect Letters of Interest from parents for providing of technical support in legal registration of ACs in Issyk-Kul oblast.

**Task 4: Information Communication Technology support for Regional Collaboration of Pre-service Teacher Training Universities**

- Procure internet access.
- A regional consultancy will be set up to identify a set of appropriate Russian language materials and website directories.
- ICT training will be provided based on Skills of faculty members.

Achievements of targets for the quarter (including M&E report)

**Task 1: Youth Aid Program for Education**

- Eleven sub-grants to the tune of \$42,000 awarded to NGOs;
- Draft Concept Notes developed for accelerated learning courses jointly with MOES
- Press conference on household survey results organized. The press conference is available in <http://presscenter.akipress.org/news:10081>;
- Two articles featured in two newspapers;
- News on YAP broadcast four times at two TV channels;
- Media coverage monitored. Journalists from eighteen media institutions broadcast eight times in five TV channels, eight times in four radio channels, and ten articles were published online and in newspapers.
- Draft *Handbook for Social Pedagogues* developed.

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

- Consulting and methodological support provided to JAMC administrators, nine trainers, SPs of Jalalabad oblast schools except Toktogul, Toguztoro, and Chatkal districts.
- Analytical Report on Social Pedagogy in Jalalabad Oblast developed and sent to MOES. The report includes comments and recommendations for further improvement of SP in the region.

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

- Training materials will be used in ITTIs to enhance school principals' capacity in financial and accounting issues. Materials will replenish libraries.
- Training materials will be used by ITTIs to enhance school principals' capacity in community involvement in school management issues. Materials will replenish libraries.
- Manuals will provide basic information on the process of community involvement in school management. This includes opening 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.
- School principals and parents will be exposed to valuable information about social partnership between school and community. This information will include issues such as how to create this partnership, what forms of partnership is the best one, and how to legalize the activities of this partnership.

**Task 4: Information Communication Technology support for Regional Collaboration of Pre-service Teacher Training Universities**

- ICT equipment procured based on needs of each participating university. It will be supplied to the universities in July 2011

Proposed changes to Work Plan/operational arrangements

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

- Conduct 72 hour training on SP for instructors on SP from Jalalabad, Batken MCs, Osh ITTIs and RayOOs of Jalalabad oblast.

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

- Printing of some materials were postponed until July-August 2011.

**Task 4: Information Communication Technology support for Regional Collaboration of Pre-service Teacher Training Universities**

- Due to end of the academic year, all activities planned for Q3 moved to Q4 PY4 and Q1 PY5

Support from USAID required

n/a

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

### **Task 1: Youth Aid Program for Education**

MTA, schools, social pedagogues and NGO were united to implement several activities to socialize and activate youth through small grant. City Development Agency and QLP have launched a new project on development of the social documentary.

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

The training of Social Pedagogues in each school of Jalalabad Oblast (352 in total) created a positive psychosocial atmosphere. SPs and Ray/GorOO specialists helped schools to systemize SPs activity. After the training SPs were able to work with different NGOs, local authorities and other social institutes to make work more effective and essential. The presence of the SPs in each school could help student of risk groups to get over their problems and begin active life.

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

Following the approval of new model of labor remuneration, QLP continued to support the MOES on teachers' salary issues by organizing TOT programs to address issues related to the application of this new model. So far thirty national trainers from whole republic were trained. QLP also invited three economists from each oblast and trained them to calculate salaries in accordance with the new model. After TOT participants are expected to conduct trainings for school principals and accountants at local level.

Training workshops on *Accounting in school* is expected to bring a lot of practical benefits in enhancing school accountants' qualification and the establishing and/or strengthening of independent accounting departments at schools according to PCF model of financing and management

Project management

#### ***A. Meeting with USAID and partners***

### **Task 1: Youth Aid Program for Education**

<b>Date</b>	<b>Organization</b>	<b>Key representatives of the organization</b>	<b>Key agenda items</b>
April 21, (WG), April 26, (Press- conference), May 29, (Presentation of Concept Paper)	MOES	Kudaibergenova D.K.	Accelerated learning course/ Working group Presentation of Concept Paper and Polojeniye
April 21, (WG), May 26-31, (Commission board)	Social Dep. of Bishkek Mayor's Office	Joodar Djumagulov	Commission Board on selecting small grant projects/WG
May 21, (Commission board)	USAID	Konurbaev Erkin	Commission board members on selecting small grant projects

<b>Date</b>	<b>Organization</b>	<b>Key representatives of the organization</b>	<b>Key agenda items</b>
May 26, (Commission board)	UNDP	Keneshbek Sainazarov	Commission board members on selecting small grant projects
April 21, (WG), May 26-31, June 6, (Commission board), June 10, (Brainstorming on social documentary)	City Development Agency, Bishkek Mayor's Office	Asylbaeva Chinara	Commission board members on selecting small grant projects /WG
April 21, (WG) May 26-31, June 6, (Commission board), June 10, (Brainstorming on social documentary)	City Development Agency, Bishkek Mayor's Office	Kamil Edil uulu	Commission board members on selecting small grant projects /WG
June 10	Art Tengri	Cherikbaev Azamat	Brainstorming on social documentary
April 21	Child Protection Center	Alybeva Nurgul	Working group
April 21, (WG). April 26, (Press- conference)	EREP	Adjiev Mirzat	Working group
April 21	Erayim	Kanybaev Mukan	Working group
	Buchur	Ergeshova Kumar	Working group
	Ashar	Myrzakulov Sapar	Working group
	MTA # 16	Kydyрмаev B.E.	Working group
	MTA #16	Omukeev A.	Working group
April 21 (WG) 2011, April 26, (Press- conference)	MTA #20	Asanaliev A.	Working group
April 21, (WG), May 29, (Presentation of Concept Paper and Polojeniye)	ILO	Kurbanova Amina	Working group Presentation of Concept Paper and Polojeniye
April 21	Eurasia Foundation	Nadirbaeva Anara	Working group
April 21	Eurasia Foundation	Asankojoeva Nazgul	Working group
April 21 (WG), May 29 (Presentation of Concept Paper and Polojeniye)	Evening school # 10	Aksenova O.K.	Working group Presentation of Concept Paper and Polojeniye
April 21, Presentation of Concept Paper and Polojeniye	Supporting school # 30	Eralieva Ch.K.	Working group Presentation of Concept Paper and Polojeniye

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

April 28, 2011	Jalalabad MC (JAMC)	Director of the JAMC, Akylbek Toktosunov	Working meeting on discussing the results of the trainings, monitoring and plans for the 72 hour training on SP and plans for
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			the Round Table.
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**Task 3 (IR4): Increased effectiveness of Education Finance System in Issyk-Kul and Batken Oblasts**

<b>Date</b>	<b>Organization</b>	<b>Key representatives of the organization</b>	<b>Key agenda items</b>
23 May, 2011	Ministry of Education and Science KR	Sooronkulov G.U., Deputy MOES KR	Discussion on countrywide implementation of the new system of labor remuneration.

***B. Changes in Staff***

n/a

***C. Consultants***

**Task 1: Youth Aid Program for Education**

<b>Dates of consultancy</b>	<b>Name of consultant</b>	<b>Tasks</b>
April-June, 2011	Djakubova N.I.	Update of the 54 hour training module and handbook development
April-June, 2011	Ashymbaeva T.A.	Update of the 54 hour training module and handbook development
April-June, 2011	Amerhanova S.A.	Update of the 54 hour training module and handbook development
April-June, 2011	Aksenova O.K.	Development of the <i>Polojeniye</i> for the accelerated learning course/ Working group
April-June, 2011	Trofimenko L.N.	Development of the <i>Polojeniye</i> for the accelerated learning course/ Working group
April-June, 2011	Eralieva Ch.K.	Development of the <i>Polojeniye</i> for the accelerated learning course/ Working group
April-June, 2011	Popov I.A.	Flyer layout and design
April-June, 2011	Fadeeva G.N.	Development of accelerated learning course for classes in Russian language
April-June, 2011	Dudkina O.I.	Development of accelerated learning course for classes in Russian language
April-June, 2011	Sultanova G.K.	Development of accelerated learning course for classes in Kyrgyz language
April-June, 2011	Orusbaeva T.A.	Development of accelerated learning course for classes in Kyrgyz language
April-June, 2011	Abdraeva N.E.	Development of accelerated learning course of Kyrgyz language for classes in Russian and Kyrgyz languages

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

April 01-June 30, 2011	Toktosunov A	Conducting monitoring of social pedagogues. Administrative support during organization of the monitoring visits.
	Torobekova A	

#### ***D. Major Procurements***

##### **Task 1: Youth Aid Program for Education**

<b>Date</b>	<b>Procurement</b>	<b>Amount</b>
April 21, 2011	Coffee-break for the working group meeting	\$45
April 26, 2011	Press- conference	\$65
April-June 2011	Payment to LCs on updating 54 hour training module and handbook for social pedagogues	\$2,638
April-June 2011	Payment to LCs and TE <i>Polojeniye</i> and <i>Concept Paper</i> development for accelerated learning course	\$3,088
June 2011	Payment to LCs on banner/flyer layout and design	\$275

#### ***E. Staff Travel / Visitors***

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

<b>Dates</b>	<b>Name</b>	<b>Purpose</b>
April 23-24, 2011	Akylbek Joldoshov, PM	<i>Jalalabad</i> : Monitoring of the SPs in Bazar-Korgon, Suzak, Nooken rayons and Jalalabad city.

### 3. Turkmenistan

**Introduction:** Following a diplomatic note sent by the Ministry of Foreign Affairs (MFA) of Turkmenistan to the US Embassy, all ongoing USAID projects in Turkmenistan were put on hold until further notice. However, QLP continued to work on three planned activities with the National Institute of Education (NIE) and Ministry of Education of Turkmenistan. These are:

1. Study abroad of five IT specialists of the NIE (accompanied by one USAID/QLP representative) on *Animation technologies in creation of didactic materials (Flash & Java) for teachers*.
2. A workshop on modern pedagogy and the application of modern pedagogy using the interactive whiteboard involving specialists from the National Institute of Education who will also create the archive of digital material that is based upon the national curriculum.
3. A follow up workshop led by the same team of international experts to work with the subject specialists from the NIE and those who received the programming training to consolidate the outcomes of the first two activities and to support the further development of the digital archives..

The next step is to meet with the international Consultants to plan future training with the NIE.

NIE and Academy of Sciences (AOS) of Turkmenistan showed an interest to collaborate with QLP and invited the COP/QLP to participate in the International Conference which took place on the occasion of Science Day in June 12 and make a presentation (please see Attachment 1).

QLP took part in the International Exhibition and International Conference *Science, Technique and Innovative Technologies*. QLP jointly with PICTT (Promotion Information Communication Technologies in Turkmenistan) prepared the presentation of USAID Innovative proposals presented during the exhibition. This Presentation has attracted interest of high level representatives of MFA, AOS and MOE (see attachment 2). The whole package of USAID Innovative proposals was requested by AOS. QLP COP presented USAID proposals in his interview with the *Neutral Turkmenistan* – a local newspaper (see attachment 3).

In the course of the Exhibition, QLP delivered methodical consultations *on effective use of multimedia technologies in the classroom* and presented USAID Innovative proposals for teachers (78) from Ashgabat, Ahal, Mary and Lebap velayats. Also distributed on the occasion were 100 training modules, 400 QLP booklets, and 400 information materials on effective use of Multimedia technologies in the classroom for teachers.

The COP also presented a report *Learning and the use of Information and Communications Technologies in the Classroom* (see attachment 4) to enhance USAID strategy in education in the country. This report was very important both politically and programmatically and attracted attention of scientists and methodologists. Sixty five copies of the report were distributed in English, Turkmen, and Russian.

In addition, the COP's interview was featured in a leading political news program of Turkmen TV - *Watan* and *Channel 4*.

Towards the end of the quarter, the Embassy agreed that QLP initiates activities in new locations – Mary Velayat and Ashgabat. QLP held negotiations with new local partners on training activity of teachers for summer-autumn 2011.

## IR1. Improved quality of teacher training in student centered methodologies

### A. Goal

The primary goal of IR1 is to improve the quality of teacher training programs emphasizing student-centered methodologies. In the context of education development in Turkmenistan, QLP supports teachers and educators to utilize ICT technologies to support the teaching and learning process.

### **Program Overview**

#### **SIR 1.1 Improving the quality of teacher training in student-centred methodologies**

##### **Support training centers to develop a systematic training approach**

The sub-component aims at supporting the training centre „Dil“ (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 is used by the Lebap Velayat education department to deliver in-service training to teachers. QLP supports the training capacity of this centre for effective delivery. Operation at the center was temporarily suspended due to the stop work order issued by the MFA. However, at the insistence of the head of the center, 150 copies of three training modules were distributed by QLP for use by schools of Lebap velayat. QLP also held negotiations with *Hemayat* on training of teachers for summer-autumn 2011.

##### **Results**

- Trainer manual developed.
- Practical trainer guidance on „Student Learning objectives“ developed.
- Practical trainer guidance on „Pedagogical testing as a way of effective control of student knowledge“ being developing.
- 150 teachers trained on three Modules.
- 100 training modules, 400 QLP booklets, 400 Information materials on effective use of Multimedia technologies in the classroom for teachers distributed .

#### **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 International Consultants is developing training materials for workshop in NIE.

***Table of Meetings for 1 April – 31 June 2011***

<b>Date</b>	<b>Organization</b>	<b>Responsible staff of organization</b>	<b>The main issues discussed</b>
02.04.2011	Meeting with the Deputy of the Head of „Dil“ center	Maysa Babayeva	Discussion on results of trainings on the third Module
04.04.2011	Meeting with the Head of NGO „Hemayat“	Senem Nurnazarova	Discussion on collaboration in Ashgabat and Mary velayat
05.04.2011	Meeting with the Head of „Dil“ center	Maya Kurbanova	Discussion results of trainings on the third Module

<b>Date</b>	<b>Organization</b>	<b>Responsible staff of organization</b>	<b>The main issues discussed</b>
11.04.2011	Meeting with USAID	Vepa Berdiyev	Discussion on QLP activity and work plan
21.04.2011	Meeting with the representative of AOS	Aleksandr Komolsev	Discussion on papers of participants of the International Conference
22.04.2011	Meeting with the Head of „Dil“ center	Maya Kurbanova	Discussion on trainings in Koytendag
26.04.2011	Meeting with the National Coordinator of GIZ	Aleksey Grehov	Discussion on working policy of the International projects in Turkmenistan
27.04.2011	USAID meeting	Vepa Berdiyev	Discussion on participation in June Scientific Conference and Exhibition
03.05.2011	Meeting with the Head of NGO „Hemayat“	Senem Nurnazarova	Discussion on collaboration work
03.05.2011	Meeting with the Chief of Party Government Strengthening Project	Jeren Hakiyeva	Discussion on policy of activity in Turkmenistan
06.05.2011.	USAID partners meeting	Andrew Segars COD USAID CAR/Turkmenistan	Discussion on USG Assistance to Turkmenistan
11.05.2011	Meeting with the Head of NGO „Hemayat“	Senem Nurnazarova	Discussion on collaboration work
24.05.2011	USAID partners meeting	Vepa Berdiyev	Discussion on Presentation of USAID projects in June Science Exhibition
26.05.2011	Meeting with the head of Hemayat	Senem Nurnazarova	Discussion on collaboration work with QLP and installation of IWB
26.05.2011	Meeting with the IT specialist	Ata Annamammedov	Consultation on Presentation of Innovative Proposals of QLP in Exhibition
26.05.2011	Meeting with the PICTT representative	Andrey Skopov	Discussion on summer trainings for teachers
27.05.2011	USAID partners meeting in QLP office	Vepa Berdiyev	Discussion on Presentation of USAID projects in June Science Exhibition

<b>Date</b>	<b>Organization</b>	<b>Responsible staff of organization</b>	<b>The main issues discussed</b>
06.06.2011	Meeting with USAID EPMS PICT & Quality Health Care Project representatives	Vepa Berdiyev, Mark Skogen, Sasli Nazarova, Ayna Kelemenova, Myakhri Eyeberdiyeva	Rehearsal of USAID innovative presentation for June Exhibition
08.06.2011	Meeting with the Regional Education Advisor Office of Health and Education	Lesley Duncan	Discussion on QLP activity
08.06.2011	Meeting with PICTT representatives	Mark Skogen, Sashli Nazarova, Ayna Kelemenova	Discussion on Presentation of USAID projects in June Science Exhibition
09.06.2011	Meeting with the USAID Regional Education Advisor Office of Health and Education and USAID EPMS	Lesley Duncan, Vepa Berdiyev	Discussion on QLP WP
10.06.2011	USAID partners meeting	Erin McKee	USAID strategy
13.06.2011	Meeting with Country Representative USAID Turkmenistan	Andrew Segars	Discussion on QLP strategy
14.06.2011	Meeting with the Head of Hemayat	Senem Nurnazarova	Discussion on Partners Agreement
21.06.2011	Meeting with the Head of the Multimedia laboratory of Lebap velayat	Andrey Plutayev	Discussion on trainings on the second module

#### **Changes in Staff**

<b>Date</b>	<b>Name</b>	<b>Title</b>
May, 2011	Jennet Hallyyeva	Transfer from Project Assistant position to Program Specialist

#### **4. M&E Quarterly Report**

The following activities were completed during the reporting period:

- Preparation phase and actual implementation of Impact Assessment (IA) in Kyrgyzstan and Tajikistan;
- Testing of student by CEATM in Kyrgyzstan and Tajikistan;
- Development of I SOW & timeline for international consultants SOW & timeline development;
- Monitoring of ITTIs in Kyrgyzstan (Attachment 13);
- Monitoring of Social Pedagogues of Jalalabad oblast in Kyrgyzstan (KG: Attachment 14);
- Monitoring visit of Social Pedagogues of Novostroykas in Kyrgyzstan (KG: Attachment 15);
- Safe School Monitoring in Tajikistan (TJ: Attachment 10); and
- Analysis of the cohort 2 teacher trainings in Tajikistan (TJ: Attachment 2)

##### ***Tajikistan and Kyrgyzstan***

QLP's M&E unit conducted a three-day training workshop for five teams of data collectors from Kyrgyzstan and Tajikistan. Each team consisted of two people. The training was aimed at familiarizing the data collectors with the projects goals and objectives, tools, schedule, interview techniques as well as some logistical and survey requirements. Data collection was completed within two weeks in Cohort 1 schools in both countries. Data entry and cleaning was completed in Kyrgyzstan and data entry is well underway in Tajikistan.

CEATM – QLP's partner - conducted student testing activity in April in Kyrgyzstan and Tajikistan. CEATM tested grades 4-7 students in Math and Motherland and Kyrgyz/Tajik language subjects in Cohort 1 target schools. The report will be presented in July.

##### ***Kyrgyzstan***

The M&E team monitored the ITTIs while data collection was going on at ITTI Osh, Issyk-Kul, Naryn oblasts and KAE. Four focus group discussions (FGD) were conducted, thirteen lessons were observed, and 107 students' questionnaires were completed. The overall goal of this activity was to:

- provide mentoring support to regional Institutions in quality improvement;
- prepare needs assessment;
- build the capacity of KAE's in monitoring; and
- strengthen coordination between KAE and regional structures.

The report provided findings, conclusions, and recommendations. The Monitoring team composed of Social Pedagogues experts from Bishkek, Osh and M&E representative also met with nineteen Social Pedagogues from nineteen schools of Jalalabad oblast. The team visited six urban schools (three in Jalalabad and two in Kok-Jangak cities, one in Kochkor-Ata city) and thirteen rural schools (five in Suzak, four in Nookan, four in Bazarkurgan districts). The aim of this project is to provide socio-psychological support through a network of Social Pedagogues to school children following the June 2010 ethnic conflict. The visit was aimed at evaluating SPs work results one year after the conflict and to provide them with the support they needed. 211 people were interviewed. These include: nineteen

Social Pedagogues, eighteen principals, twenty two deputies principal, fifty teachers, sixty students and thirty four parents. In addition, the monitoring team met with the Head and Methodists of the Jalalabad Methodological Centre, and the Heads and curators of RayOO. The report provided the findings of the monitoring visits along with recommendations to QLP and partners. This is expected to strengthen social pedagogues work performance.

The monitors and two LCs also conducted monitoring on the work of Social Pedagogues. This follows the seventy two-hour training opportunity on professional development provided by KAE with support of the Youth Aid Program. The visits provided an insight on the work of Social Pedagogues with children in eighteen target schools in the Novostroykas (new settlements).

### ***Tajikistan***

Dr. Robin Haar (an international consultant) submitted the final report on *Safe schools and the reduction of school-related gender-based violence in Tajikistan: A final evaluation of the Impact of trainings on teachers and community members*. One of the main objectives of this task was to train community members in each of the three project regions – Dushanbe, Khatlon Oblast (Kurgan-Tyube), and Sogd Oblast (Khujand and Isfara) – on how to prevent and respond to school-related gender-based violence (SRGBV). In keeping with *Doorways II Community Counselor Training Manual on School-Related Gender-Based Violence Prevention and Response*, this project recognized that addressing school-related gender-based violence requires a holistic/multifaceted approach with specific attention to gender equality and human rights. Community members are just one of the key stakeholders in this holistic/multifaceted approach. As part of this task, community members were trained in Tajikistan by QLP on the *Doorways II Community Counselor Training Manual*. The report provides detailed analysis of the on-going program and proposes recommendations to trainers to understand where trainings should be enhanced or expanded.

A local consultant submitted the report of a series of advanced training courses conducted for school teachers of Mathematics, Tajik language and literature, and primary classes in three target districts of Tajikistan (Asht, Isfara, and Vakhsh). 437 teachers attended the ten-day training courses. Participants were asked to complete a short evaluation form upon the completion of training focusing on three components: organization of the training (i.e. facilities, supplies, administrative details, etc.), training content and materials, and trainer performance. In each of the three sections participants are asked a combination of multiple-choice and open-ended questions. Participants were also requested to propose recommendations on each component as well as each activity performed during the training. Evaluation forms were anonymous and provided only general information on participants i.e. location, professional affiliation, group number, and date of completing the form. The analysis of feedback provided by the participants identified strengths and gaps of the past training programs.

Tajikistan – Quarterly report matrix January – March, 2011  
Current Funds

Tasks	Activities/outputs planned for April-June, 2011	Outputs achieved for April-June, 2011	Activities planned for July-September, 2011
<b>IR 1. Improved quality of teacher training in student-centered methodologies</b>			
<b>SIR 1.1 Improved Quality of In-service teacher training</b>			
<b>1.1.1. Support Dushanbe and Regional TTIs (Kulob, Kurghonteppa and Soghd) to review teacher training curriculums</b>	1. Two – day orientation workshop with LCs and TTI Management staff	Completed	
	2. Contract 16 local consultants to review Teacher In-service Training Curriculum	Completed	
	One-day orientation workshop with LC	Completed	
	3. Review Teacher In-service Training Curriculum for Primary and Secondary	Completed	
	4. Submit to the MoE for review and approval	Completed	
	5. Presentation of reviewed TT curriculum at regional level	Completed	
	6. Print and disseminate Teacher In-service Training Curriculum	Edited and agreed version were printed and disseminated	
	7. Curriculums implementation monitoring and mentoring visits to regional TTI	No planned activity	7. Curriculums implementation monitoring and mentoring visits to regional TTI
<b>1.1.2. Capacity building for RTTI and regional TTIs</b>	1. Contract IC and 4 Master trainers	Completed	
	2. Two-day lesson planning workshop	Completed	
	3. Two-day workshop on implementation of teacher training curriculum	Completed	
	4. Two-day workshop on training course design based on reflective approach	Completed	
	5. Monitoring and mentoring visits to Republican and regional TTIs	No planned	5. Monitoring and mentoring visits to Republican and regional TTIs

Tasks	Activities/outputs planned for April-June, 2011	Outputs achieved for April-June, 2011	Activities planned for July-September, 2011
<b>Cohort 2 Teacher Training Target school delivery (second phase)</b>	2. 3-day orientation workshop for trainers		Task completed
	3. 6-day teacher training for Primary and Secondary Math and Tajik teachers (second phase)	Completed	No planned activity
<b>SIR 1.2 Pre-Service Teacher Training</b>			
<b>1.2.1. Support Tajik State Pedagogical University (TSPU) and Kurghon-Teppa State University (K-TSU) to restructure their current courses syllabi and curriculum at target departments</b>	<p>4. LCs prepare and submit final versions of modified syllabi and curriculum for institutionalization (Primary, Mathematics, Tajik Language, Pedagogy and Psychology)</p> <p>5. LCs develop piloting instruments and pilot first drafts of modified syllabi and curriculum (First Semester) (Mathematics, Tajik Language, Pedagogy and Psychology)</p> <p>6. Monitoring of piloting of revised syllabi and curriculum</p> <p>7. Review revised syllabi and curriculum as a result of piloting</p> <p>8. Adjust syllabi and curriculum to submit for university approval</p>	Postponed to Q2 of PY5 due to the lack of the target university staff capacity in making the appropriate changes into their curriculum thus QLP scheduled intensive capacity building trainings in Q4 of the PY4	No planned activity
<b>1.2.2. TSPU and KTSU develop training approach for target subject specialists</b>	<p>1. Contract 12 LCs (familiar with school context), Regional Consultant and IC</p> <p>2. Three-day orientation workshop for LCs</p> <p>3. Develop training material for university subject specialists on high education aspects</p> <p>4. Present summaries of revised working plans to Head of subject departments for approval</p>	Postponed to Q4 of PY4 due to the lack of the target university staff capacity in making the appropriate changes into their curriculum	<p>1. Contract 12 LCs(familiar with school context), Regional Consultant and IC</p> <p>2. Three-day orientation workshop for LCs</p> <p>3. Develop training material for university subject specialists on high education aspects</p> <p>4. Present summaries of revised working plans to Head of subject departments for approval</p>

Tasks	Activities/outputs planned for April-June, 2011	Outputs achieved for April-June, 2011	Activities planned for July-September, 2011
<p><b>1.2.3. Support TSPU and KTSU to conduct trainings for university subject specialists</b></p>	<p>1. Field-testing of the training material in an ongoing university courses</p>	<p>Postponed to Q4 of PY4 due to lack skill of target department staff in material development</p>	<p>1. Field-testing of the training material in an ongoing university courses  2. Five-day TOT for university subject specialists  3. Incorporate recommendations and necessary changes into training material on the basis of field testing outcomes  4. First round of 6-day trainings for university subject specialists</p>
<p><b>1.2.4. TSPU and KTSU develop learning materials on methodology (Handbooks) for university subject specialists of target departments</b></p>	<p>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</p>	<p>Postponed to Q4 of PY4 due to delay in the above closely linked tasks</p>	<p>1. Contract 10 Local Consultants and IC  2. Develop Handbook on student-centered methodology  3. Develop Handbook on assessment  4. Develop Handbook on classroom management  5 Develop Handbook on Practicum  6. Develop Handbook on curriculum development  7. Submit developed handbooks to Scientific and Methodological Board (SMB) of the target universities and obtain approval</p>
<p><b>1.2.5. Capacity building of TSPU and KTSU in strengthening Student Practicum and PTI-school linkage</b></p>	<p>3. Contract 2 LC to lead Student Practicum Working Group (SPWG); IC to oversee the process  4. Identify, translate and disseminate materials on practicum and mentoring  5. SPWG to develop university Polojenie (improving practicum policy documents and practice)  6. University discussion of Polojenie</p>	<p>Postponed to Q1 of PY5 due to the end of the academic year</p>	<p>No planned activity</p>

Tasks	Activities/outputs planned for April-June, 2011	Outputs achieved for April-June, 2011	Activities planned for July-September, 2011
<b>SIR 1.3 Improved Capacity of Education Administrators in Mentoring, Monitoring and Pedagogical Leadership</b>			
<b>1.3.1. TOT for Cohort 1 and 2 trainers on QLP revised Mentoring program</b>	<ol style="list-style-type: none"> <li>1. Contract 6 LCs/Master trainers</li> <li>2. Six-day field-testing of the draft Mentoring program</li> <li>3. Incorporate and adjust Mentoring program</li> <li>4. Ten- day TOT</li> </ol>	Completed	<p>Task completed</p> <p>No planned activity</p>
<b>1.3.2. Target schools delivery of Mentoring program for Cohort 1 and Cohort 2</b>	<ol style="list-style-type: none"> <li>4. Ten-day Mentoring training for 285 cohort 1 districts mentors and 185 Cohort 2 mentors – total 470 participants</li> <li>5. Two-day follow up support visits to trained mentors</li> </ol>	<p>Completed</p> <p>Completed</p>	
<b>1.3.3 Capacity building of Cohort 1 and 2 target School Principals on implementation of Pedagogical Leadership</b>	<ol style="list-style-type: none"> <li>4. Two-day follow up visits to target schools</li> </ol>	Conducted	4. Two-day follow up visits to target schools
<b>IR 2: Improved Quality of Student Assessment</b>			
<b>Incorporate Formative assessment into Regional TTI courses</b>	<ol style="list-style-type: none"> <li>1. Contract 16 local consultants (please see task 1.1.1 for further info).</li> <li>2. Review TTI courses (syllabi and training materials) to incorporate FA</li> </ol>	Completed (See Task 1.1.1)	<ol style="list-style-type: none"> <li>1. Approve reviewed courses at Regional TTI levels.</li> <li>2. Print and disseminate reviewed training materials.</li> </ol>
<b>Develop Formative Assessment Guidelines for Chemistry and Biology</b>	<ol style="list-style-type: none"> <li>1. Contract 6 local consultants.</li> <li>2. Develop Formative Assessment Guidelines for Biology and Chemistry</li> <li>3. Submit FA guidelines for revision to Republican Methodological Center</li> <li>4. Received comments and feedbacks incorporated into FA guidelines</li> <li>5. Edit and finalize guidelines.</li> </ol>	<p>Completed</p> <p>2. – 3. Postponed to Q4 of PY4</p>	<ol style="list-style-type: none"> <li>1. Develop Formative Assessment Guidelines for Biology and Chemistry</li> <li>2. Submit FA guidelines for revision to Republican Methodological Center</li> <li>3. Received comments and feedbacks incorporated into FA guidelines</li> <li>4. Edit and finalize guidelines.</li> </ol>
<b>Support target DEDs to implement</b>	Follow up visits to target DEDs to	Completed	Task completed

<b>Tasks</b>	<b>Activities/outputs planned for April-June, 2011</b>	<b>Outputs achieved for April-June, 2011</b>	<b>Activities planned for July-September, 2011</b>
<b>Formative assessment through mentoring</b>	mentor implementation process (by QLP Program staff).  Three-day workshop for target DEDs	Completed	Activity will be incorporated to SIR 1.3.
<b>Incorporate formative and summative assessment elements into QLP target school Olympiads</b>	Contract 2 local consultants Regulation of the Olympiads reviewed New approaches/structures developed to replace traditional approach in conducting Olympiads	Four LCs and one Leading Consultant contracted  Regulations of the Olympiads reviewed	New approaches/structures developed to replace traditional approach in conducting Olympiads
<b>IR3. Greater Involvement Of Teachers In Curriculum Reform</b>			
<b>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</b>			
<b>Support AOE to restructure Basic education standards</b>	Contract IC and 5 LCs Two- days orientation workshop for LCs	4 LCs (two Tajik language and 2 Math Specialists) contracted  Conducted	Contract 6 LCs (three Biology and three Chemistry Specialists) Two-days orientation workshop for LCs
<b>Support AOE to develop Basic education standard guidelines</b>	Contract IC and 5 LC s  Two day orientation workshop for LCs  Develop Basic Education Standards Guideline (Math, Tajik Language and Literature, Chemistry and Biology)	Completed  Completed  Initiated	Develop first draft of Syllabus Guides (Math, Tajik Language, Chemistry and Biology)  Contract 4 reviewers for reviewing, editing and design of guidelines  Develop Field testing instruments  Print and disseminate Syllabus Guides to target schools for Field testing (Through August teachers' seminar)  Monitoring and mentoring visit to target schools
<b>3.2. Development of high quality, affordable supplementary subject-based curricular materials</b>			

Tasks	Activities/outputs planned for April-June, 2011	Outputs achieved for April-June, 2011	Activities planned for July-September, 2011
<b>Development of subject-based, high-quality, affordable materials for teachers and students</b>	Contract IC and 2 LC  Two-days orientation and target setting workshop  Develop 5 target subject supplementary package	Completed  Completed  Initiated	IC and LCs final review of Lesson planning modules and Mentoring and Monitoring Toolkit  Translate into Tajik Mentoring and Monitoring Toolkit  Finalize Lesson Planning guidelines and Mentoring and Monitoring Toolkit  Develop Lesson planning supplementary material for Biology and Chemistry  Print 500 copies of each material  Conduct orientation workshop for Target school teachers through August teachers' Seminar
<b>3.3. Increased Opportunities for Professional Exchange and Policy Dialogue through Subject Teacher Groups</b>			
<b>MU support implementation of QLP developed material Standards</b>	Follow up visits to target schools to monitor and mentor Methodological Unit Heads (joint visit of RMTC and QLP Program staff)	Completed	No planned activities
<b>Participation at policy dialogue with MOE/AOE, Republican Methodological Center representatives</b>	Regular meetings and discussions with MOE/AOE/RMC	Completed	Regular meetings and discussions with MOE/AOE/RMC
<b>IR 4: INCREASED EFFECTIVENESS OF EDUCATION FINANCE SYSTEMS</b>			
<b>4.1. Increased Government Capacity in the Implementation of Education Finance Reform</b>			
<b>4.1.1. Supporting the policy process</b>			

Tasks	Activities/outputs planned for April-June, 2011	Outputs achieved for April-June, 2011	Activities planned for July-September, 2011
<b>4.1.1.1. Provide technical assistance to EFWG in stewardship of PCF implementation</b>	1. To provide logistical support, for conducting meetings of 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.	Provided	1. To provide logistical support, for conducting meetings of 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.
	2. Provide development of EFWG meeting ,s protocols in English and Tajik, passed to the MoE and distributed to the EFWG members	Provided	2. Provide development of EFWG meeting ,s protocols in English and Tajik, passed to the MoE and distributed to the EFWG members
<b>4.1.1.2 Strengthen central government capacity in implementation of new mechanism of school financing and management</b>	1. Conduct monitoring site visits with MoE specialists, develop reports and recommendations based on monitoring results, discuss results with the EFWG	Completed	1. Conduct monitoring site visits with MoE specialists, develop reports and recommendations based on monitoring results, discuss results with the EFWG
	4. Discussions of and joint drafting of policies and regulatory docs	Ongoing	4. Discussions of and joint drafting of policies and regulatory docs
	5. Continue discussions on institutionalization of the improved accounting and PTA training modules	Ongoing	5. Continue discussions on institutionalization of the improved accounting and PTA training modules
<b>4.1.2. Implementing School Financing Reforms</b>			
<b>4.1.2.1. Monitoring of PCF implementation in Kulob rayon</b>	1. Continue assistance with school data analysis, tariff system, and budget analysis to rayon school directors and accountants, and education and finance specialists	No planned activity	1. Continue assistance with school data analysis, tariff system, and budget analysis to rayon school directors and accountants, and education and finance specialists
	2. Joint monitoring of Kulob schools on quarterly and annual base together with rayon education and finance departments	No planned activity	2. Joint monitoring of Kulob schools on quarterly and annual base together with rayon education and finance departments

Tasks	Activities/outputs planned for April-June, 2011	Outputs achieved for April-June, 2011	Activities planned for July-September, 2011
	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	No planned activity	4. Develop recommendation reports based on Kulob field trips for discussion and submission to MoE, MoF and EFWG
<b>4.1.2.2. Methodological support of PCF implementation</b>	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”
<b>4.1.2.3. Support implementation of PCF in Vakhsh rayon</b>	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
	4. Joint monitoring of Vakhsh schools on quarterly and annual school budget together with rayon education and finance departments	Completed	4. Joint monitoring of Vakhsh schools on quarterly and annual school budget together with rayon education and finance departments
	5. Develop progress report based on site visits to Vakhsh and submission to MoE, MoF and EFWG, USAID	Completed	5. Develop progress report based on site visits to Vakhsh and submission to MoE, MoF and EFWG, USAID

Tasks	Activities/outputs planned for April-June, 2011	Outputs achieved for April-June, 2011	Activities planned for July-September, 2011
	6. Conduct regular meeting with Hukumat and local authorities together with specialists from MoE and MoF to update on PCF progress	Completed	6. Conduct regular meeting with Hukumat and local authorities together with specialists from MoE and MoF to update on PCF progress
<b>4.1.3. Improving School Management</b>			
<b>4.1.3.1. Increase school administration capacity in Vakhsh and Kulob</b>	1. Conduct Personal Computer (PC) training in Vakhsh for schools'' accountant (20) and education (2) and finance (3) specialist	Completed	No planned activity
	4. Conduct PC training in Kulob for schools'' accountant (22) and education (2) and finance (3) specialist	Completed	No planned activity
<b>4.1.3.2. The Automated Expenditure Tracking System (AETS) database maintenance</b>	1. On-going maintenance, assistance and monitoring of efficient usage system''s specialists at the MOE as well as mentoring to the data entry	Completed	No planned activity
	2. Data analysis exercise which will be presented to the EFWG	No planned activity	No planned activity
<b>4.2. Increased Involvement of Community Stakeholders in School Financial Oversight</b>			
<b>4.2.1. Increasing transparency and accountability for school resources</b>			
<b>4.2.1.1. Strengthening PTAs in Vakhsh and Kulob</b>	2. Provide support to PTAs of Vakhsh schools with juridical registration	Initiated	2. Provide support to PTAs of Vakhsh schools with juridical registration
	3. Conduct short workshop for PTAs in Vakhsh	Completed	3. Conduct short workshop for PTAs in Vakhsh
<b>4.2.1.3. Strengthening PTAs participatory and transparent approach to school management and financing</b>	1. PTA participated in discussion of school budgeting in schools of Kulob	Completed	1. PTA participated in discussion of school budgeting in schools of Kulob
	2. PTA participated in discussion on school budgeting in Vakhsh	Completed	2. PTA participated in discussion on school budgeting in Vakhsh

**Additional Funds**

Tasks	Activities/outputs planned for April – June 2011	Outputs achieved for April-June, 2011	Activities planned for July-September, 2011
<b>IR 1. Improved quality of teacher training in student-centered methodologies</b>			
<b>SIR 1.2 Pre-Service Teacher Training</b>			
<p><b>1.2.6 Review of current curriculum of Primary departments of Dushanbe, KT, Kulob, Khujand Pedagogical colleges for teaching 6 year old children</b></p>	<p>Contract 1 RC to guide curriculum review process Contract 5 LC Review curriculum and teaching resources of target departments and UNICEF ECD standards Develop report on curriculum process and analysis Share report findings in a Round table discussion</p>	<p>Completed</p>	<p>The task completed No planned activity</p>
<p><b>1.2.7 Support Pedagogical Colleges to draft additional teaching program focusing on 6 year old pupils</b></p>	<p>1. Contract 12 Local Consultants, RC 2. Conduct three day orientation workshop for LCs 3. Develop additional parts of primary teacher training curriculum focusing on 6 year old pupils, review by RC No planned activity 4. Institutional review of developed parts of teaching curriculum (AOE, Methodological Center, Pedagogical Universities) 5. Incorporate feedback and comments received from related institutions (see activity 4)</p>	<p>Completed  Completed  Task 4, and 5 were postponed to the final quarter</p>	<p>4. Institutional review of developed parts of teaching curriculum (AOE, Methodological Center, Pedagogical Universities) 5. Incorporate feedback and comments received from related institutions (see activity 4)</p>
<p><b>1.2.8 Incorporate the new parts of teacher training curriculum and materials into target pedagogical college program</b></p>	<p>Presentation of developed teacher training curriculum and supplementary materials (target Ped. Colleges and Pedagogical Universities, AOE, Methodological Center)</p>	<p>Postponed to Q4 of PY4 The recent trainings and QLP work with pedagogical colleges showed that the current system is not yet ready to accept the new approaches and ideas until the capacity of the target institution staff is strengthened</p>	<p>Presentation of developed teacher training curriculum and supplementary materials (target Ped. Colleges and Pedagogical Universities, AOE, Methodological Center)</p>

Tasks	Activities/outputs planned for April – June 2011	Outputs achieved for April-June, 2011	Activities planned for July-September, 2011
	<p>Contract RC and 2 Master trainers to conduct 3 day workshop</p> <p>Three-day workshop for all participating Pedagogical Colleges</p> <p>Prepare set of teacher training curriculum and supplementary materials for approval in Methodological and Scientific Board of Ped Colleges and Universities</p> <p>Get approval of teacher training curriculum and supplementary materials from Methodological and Scientific Boards</p> <p>Conduct consultative meetings with Pedagogical colleges and Universities to incorporate approved curriculum and into their current programs</p> <p>Incorporate the new teacher training curriculum and materials into target pedagogical college program</p>	<p>enough to respond to the needs of teachers working with the students-future teachers of the 6-year old pupils</p>	<p>Contract RC and 2 Master trainers to conduct 3 day workshop</p> <p>Three-day workshop for all participating Pedagogical Colleges</p> <p>Prepare set of teacher training curriculum and supplementary materials for approval in Methodological and Scientific Board of Ped Colleges and Universities</p> <p>Get approval of teacher training curriculum and supplementary materials from Methodological and Scientific Boards</p> <p>Conduct consultative meetings with Pedagogical colleges and Universities to incorporate approved curriculum and into their current programs</p> <p>Incorporate the new teacher training curriculum and materials into target pedagogical college program</p>
<p><b>1.2.9 Support target Pedagogical Colleges to develop teaching materials for additional parts of the teacher training curriculum</b></p>	<p>Contract 10 LCs, International Consultant</p> <p>Develop teaching materials to support delivery of specialized course for 6 year old pupils</p> <p>Edit teaching materials</p>	<p>Postponed to the Q 4 of PY4</p> <p>After intensive capacity building 5-day workshop scheduled under the Task 1.2.8 in July, QLP will support the pedagogical colleges in development appropriate training material for teaching students-future teachers of 6-year old pupils.</p>	<p>Contract 10 LCs, IC</p> <p>Develop teaching materials to support delivery of specialized course for 6 year old pupils</p> <p>Edit teaching materials</p> <p>Field testing of teaching materials</p> <p>Internal review by Pedagogical University associated with each Pedagogical College</p>

Tasks	Activities/outputs planned for April – June 2011	Outputs achieved for April-June, 2011	Activities planned for July-September, 2011
			Incorporate feedback and comments received from field testing and related institutions (see activities 4 and 5)
<b>1.2.10 In-service Teacher Training for Target Pedagogical College Teachers</b>	<ol style="list-style-type: none"> <li>1. Contract 1 RC and 3 LCs</li> <li>2. Develop ToT materials for target Pedagogical colleges</li> <li>3. Six-day TOT for target Pedagogical colleges</li> <li>4. Six-day workshop for subject specialists in target Pedagogical colleges</li> <li>5. Set up self-appraisal system for new teaching delivery</li> <li>6. Training follow-up visit</li> </ol>	No planned activity	<ol style="list-style-type: none"> <li>1. Contract 1 RC and 3 LCs</li> <li>2. Develop ToT materials for target Pedagogical colleges</li> <li>3. Six-day TOT for target Pedagogical colleges</li> <li>4. Six-day workshop for subject specialists in target Pedagogical colleges</li> <li>5. Set up self-appraisal system for new teaching delivery</li> <li>6. Training follow-up visit</li> </ol>
<b>1.2.11 Strengthen Pedagogical Colleges' capacity in implementing modified curriculum and teaching resources</b>	Purchase and handover of Multimedia Projector to Dushanbe, KT, Kulob, Khujand Ped. Colleges	Multimedia Projectors purchased and handed over to target Pedagogical Colleges	Contract RC and 3 LCs to develop mentoring program for Pedagogical Colleges Primary department staff, to be trained to teach 6-year old pupils
<b>IR3. Greater Involvement Of Teachers In Curriculum Reform</b>			
<b>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</b>			
<b>3.1.3 Support AOE to develop Standard and guidelines focused on 6-year children</b>	Contract 2 IC and 4 LCs Four- days orientation workshop for LCs Develop Standards and Guidelines for 6-year children Contract advisory group (6 people) Incorporate feedback\comments received from reviewers	RC and 3 LCs contracted  First draft of additional part of primary curriculum focused on 6-year old pupils developed	Contract advisory group (6 people) Incorporate feedback\comments received from reviewers Edit and design Standards and Guidelines Get approval from the Academy of Education /MOE
<b>3.2 Development of high quality, affordable supplementary subject-based curricular materials</b>			
<b>3.2.3 Printing of QLP material, developed under initial contract</b>	No planned activity		No planned activity

Tajikistan  
Safe Schools

Tasks	Activities/outputs planned for April - May 2011	Outputs achieved expected in April -May 2011	Activities planned for April -June 2011
<b>1. Reviewing and adapting the DOORWAY materials to the country's needs and circumstances in collaboration with key government stakeholders</b>			
<b>Personnel</b>	Hire key staff	Gender assistant hired	No planned activity The task completed
	Identify and hire IC	Completed: Identified IC for M&E online	No planned activity The task completed
<b>Develop M&amp;E plan</b>	Develop an M&E plan for the program	Completed	Completed
<b>Obtain buy-in from government counterparts</b>	Organize meeting with government stakeholders to introduce the project	Completed	No planned activity The task completed
	Devise a roadmap in collaboration with government counterparts	Completed	No planned activity The task completed
	Meet with other development partners to coordinate efforts	Meeting held with UNICEF, UNIFEM, UNFPA to coordinate efforts	No planned activity The task completed
	Meet with members of the Gender Working group led by President, Academy of Education	Regular Meetings held with the Gender Working Group	Regular Gender working group meeting
	Coordinate gender pedagogy practices with Gender Working Group	Gender pedagogy practices discussed on a regular basis with Gender Working Group	Gender pedagogy practices discussed on a regular basis with Gender Working Group
	<b>Identify members of the working group to be involved in the design of the program</b>	This is responsibility of AOE	
<b>Review materials</b>	Review DOORWAYS material to assess content relevance, cultural appropriateness and methodology	Completed	No planned activity The task completed
	Review existing teacher training modules on gender-based violence developed by either the government or other international development	Doorway III- Teacher Training Manual is approved by the MOE and AOE	No planned activity The task completed Additional editing activity completed on Doorways I manual for students

Tasks	Activities/outputs planned for April - May 2011	Outputs achieved expected in April -May 2011	Activities planned for April -June 2011
	partners		to be disseminated by UNFPA partners of QLP
	Incorporate the principles of comprehensive Safe Schools'' approach into national extracurricular program	Doorways III –Teacher Training Manual incorporated into extracurricular program	No planned activity The task completed
	Present restructured SRGBV training materials to (MOE),Academy of Education (AOE), Republican Teacher Training Institute (RTTI), Methodological Curriculum Center (MCC), representatives from school and community and international organizations to obtain feedback	Reviewed SRGBV training materials presented to (MOE), Academy of Education AOE), Republican Teacher Training Institute (RTTI), Methodological Curriculum Center (MCC), representatives from school and community and international organizations to obtain feedback	No planned activity The task completed
<b>Incorporate feedback</b>	Incorporate all local concerns and needs in the training materials	All local concerns and needs are incorporated into the training materials	No planned activity The task completed
	Localize Doorways materials ready for testing in four pilot schools	completed	No planned activity The task completed
<b>Policy dialogue</b>	Start dialogue to address SRGBV at a policy level	Dialogues started to address SRGBV at a policy level Within one day workshop were provided comments on further sustainability of the project	The task completed
<b>2. Piloting of training materials in 4 schools</b>			
	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	The task completed
	Conduct field visit to four schools to	No need for piloting – immediate	No planned activity

Tasks	Activities/outputs planned for April - May 2011	Outputs achieved expected in April -May 2011	Activities planned for April -June 2011
	prepare them for piloting	intervention	The task completed
	Identify members of the community to be involved in the training for community	Identified members of the community to be involved in the training for community	The task completed
	Identify TOTs	TOT identified	No planned activity The task completed
	To conduct TOT , Doorways III Manual for Teachers	TOT conducted – Second TOT completed in April	Totally 50 trainers trained on the program Third TOT to build capacity will be conducted in the end of June
	Pilot the training materials	Community materials piloted in 2 school-communities. Teacher materials tested in one school and reviewed during TOT	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	Completed
<b>3. Translation, publication and distribution of learning training materials on SRGBV to responsible educational institutions and target schools</b>			
<b>Identify translators and translate training materials</b>		SRGBV training manuals are adapted, edited into translated into Russian and Tajik languages	No planned activity The task completed
<b>Printing and distribution of training materials</b>	Activity has changed. Print 1000 copies of the translated material	Completed	No planned activity The task completed
	Distribute translated materials to 20 target schools	Completed	No planned activity The task completed
<b>Meet with government counterparts to incorporate element of the reviewed material in the curricula</b>	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 curricular	The task completed
	Work closely with TTIs to incorporate elements of reviewed materials to their curricula	RTTIs incorporated elements of Doorways III in the extracurricular.	The task completed

Tasks	Activities/outputs planned for April - May 2011	Outputs achieved expected in April -May 2011	Activities planned for April -June 2011
<b>Develop criteria and select schools</b>	Develop criteria for the selection of target schools in collaboration with government counterparts	Completed	No planned activity The task completed
	Select 20 target schools in collaboration with government counterparts	Completed	No planned activity The task completed
	Develop a database of 20 target schools selected	Completed	No planned activity The task completed
	Develop training design (organization, timing, and delivery of the training programs)	Completed	No planned activity The task completed
	Agree on training design with government counterparts	Agreement reached on training design with government counterparts	The task completed
<b>Develop instruments to assess target groups behavior before exposure to program</b>	Develop tools to assess pre-training behavior of target groups: teachers, and community members	Tools developed by IC	The task completed
	Decided on a representative samples of two target groups to be tested before program inception (students are exclude from included in target group)	Representative samples of two target groups identified	The task completed
	Administer test to representative samples	Completed	The task completed
	Develop a base-line data	Data collection to be initiated during training activity	The task completed
<b>Conduct training</b>	Conduct trainings in 8 schools for teachers	150 teachers are trained	Teachers and Community trainings completed Totally trained: 373 - community counselors Teachers - 396
<b>Conduct final study on program effectiveness</b>	Conduct final study on program effectiveness	Final study completed	Data input completed. Final Evaluation Report provided by IC

Tasks	Activities/outputs planned for April - May 2011	Outputs achieved expected in April -May 2011	Activities planned for April -June 2011
<b>Institutionalization</b>	Draft of a Code of ethics for teachers	Code of ethics for teachers approved – by the Board of the Ministry on March 29, 2011	Code of ethics to be delivered to schools.
	Print out 4000 copies of Code of ethics	Commercial proposals are provided by 5 firms.	Printing in the process (to be completed in June)
<b>4. Monitoring the implementation and progress of the Safe Schools materials in 20 QLP target schools providing reports on the input/outcomes</b>			
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**  
**April – June, 2011**

Tasks	Activities/outputs planned for Apr.–Jun., 2011	Outputs achieved expected in Apr.–Jun.'11	Activities planned for Jul. – Sep., 2011
<b>IR 1: Improved Quality of Teacher Training in Student Centered Methodologies</b>			
<b>SIR 1.1 Improved Quality of In-service teacher training</b>			
<b>SSIR 1.1.2 Strengthen capacity of in-service teacher training instructors</b>			
<b>1.1.2.1 Training of instructors to teach modified courses in Talas and Naryn ITTI</b>	1. Conduct methodological trainings for Talas and Naryn ITTI instructors	Completed	No activity planned by the schedule
	2. Master trainer observations during trainings of newly trained instructors	Partially completed. Monitoring to the Naryn ITTI was held in June	2. Monitoring visits will be made to Talas ITTIs during their regular courses.
<b>SSIR 1.1.3 Mentoring within ITT system</b>			
<b>1.1.3.1</b>	Conduct training on monitoring and mentoring for Talas and Naryn ITTI instructors	Completed	No activity planned
<b>1.1.3.3</b>	1. Observation of ITT courses. Provide consultation based on self-reporting forms, trainee evaluation forms, and LC's and local ITTI mentor's observation.	Partially completed. Osh, Yssyk-Kul, KAE and Naryn ITTI regular courses were observed by the LC	It is planned to observe Talas MC regular courses
	2. LCs provide observation over local ITTI mentors' mentoring approaches. Provides consultation.	Partially completed. Osh, Yssyk-Kul, KAE ITTI mentoring approaches was observed.	Observe Talas MC regular courses
	3. Based on discussion LCs and local ITTI mentors with system trainers develop a performance improvement plan for the next phase	<i>Postponed</i> to August since not all ITTIs have been monitored by QLP	Postponed activity to be implemented in the quarter.
	4. LCs and local ITTI mentors submits observation results to master mentor an TTS. Discuss results. Get guidance from the Master mentor.	<i>Postponed</i> to Sep. 2011 since the initial plans have been changed	Postponed activity to be implemented in the quarter.
	5. Follow up visits by LCs and local ITTI mentors to the mentored ITTI instructors. Progress report from all parties.	<i>Postponed</i> to PY5 Q1, Oct. 2011 since this subtask depends on the previous one	No activity planned
<b>1.1.3.4 Development of</b>	1.Wrap up workshop to review monitoring system applied in Y4 and develop recommendation to the Y5	Activity planned for quarter 4	Organize meeting with ITTI mentors to discuss

Tasks	Activities/outputs planned for Apr.–Jun., 2011	Outputs achieved expected in Apr.–Jun.'11	Activities planned for Jul. – Sep., 2011
recommendations for the future work			the result all the mentoring activities and develop recommendation to the PY5.
	2.Develop recommendations to institutionalize the change within the system	Activity planned for quarter 4	After the meeting with the key mentors of the regional ITTIs recommendations will be developed and proposed to the ITTIs.
<b>SSIR1.1.4 Improvement of the project deliverables</b>			
	1. Working meeting with the key practicing ITTI instructors to revise ITTI module following results of 2010-2011 academic year	Completed	No activity planned.
	2. Improve Methodic Guide	Completed	No activity planned
	3. Revise evaluation tests in target subject areas (6) to make them compliant with revised ITT programs	Completed	No activity planned
	4. Incorporate final modules for the target ITTIs	Activity planned for quarter 4	The final modules will be incorporated in September 2011
<b>SSIR 1.1.5 Purchase equipment and literature to the partner ITTIs</b>			
	Purchase equipment and literature to the Naryn ITTI, JAMC TMC, BAMC	Partially completed, except BAMC and literature will be acquired for Talas and Naryn ITTIs in August	Planned to purchase equipments for BAMC and literature for TMC and Naryn ITTI
<b>SIR 1.2 Improved Quality of Pre-Service Teacher Training</b>			
<b>1.2.1.3 Distribute guidebook for young teachers to all universities</b>	1. Distribute guidebook for young teachers to all universities that have pedagogical specialties	Implementation underway.	Q 3 activity will continue.
	2.Publishing the guidebook (Kyrgyz and Russian versions)	Activity planned for quarter 4	
	3. To identify the young specialists and distribute the Guidebook	Activity not planned for this quarter	
<b>SSIR 1.2.2 Improve PTTI curricula on 3 target specialties</b>			
<b>1.2.2.1</b>	Workshops for Arabaev university instructors on a monthly basis	Completed	No activity planned.

Tasks	Activities/outputs planned for Apr.–Jun., 2011	Outputs achieved expected in Apr.–Jun.'11	Activities planned for Jul. – Sep., 2011
<b>Continue to mentor Arabaev university in implementation of revised curricula</b>			
<b>1.2.2.2 / 1.2.2.6 Conduct analysis of OshSU/JASU curricula on 3 target specialties</b>	1. IC, LC and TE(D)s analyze content of courses in Osh SU /JASU 2. Provide regular consultations to LC and TE(D)s in Osh and Jalalabad 3. Develop final report on analysis made	Completed	No activity planned.
<b>1.2.2.3 / 1.2.2.7 Modify Osh SU/JASU curricula on 3 target specialties</b>	1. IC, LC and TE(D)s modify content of courses in Osh SU/JASU 2. Provide regular consultations to LC and TE(D)s in Osh and Jalalabad 3. Develop final modified products 4. Approval of modified documents in university Ucheniy Sovet	Implementation in process Implementation in process Implementation in process Implementation in process	Q 3 activity will continue. Q 3 activity will continue. Q 3 activity will continue. Q 3 activity will continue.
<b>1.2.2.4 / 1.2.2.8 <u>Testing/ Piloting Modified Work Programs in Osh SU/JASU</u></b>	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) 3. Students surveyed every time they study new topic integrated by the project 4. LCs collect data/ process it/ analyze it/ prepare summary (on a monthly basis) 5. LCs conduct workshop for university instructors where following work is conducted • Feedback, lessons learnt, recommendations for improvement • Introduction of the new topic • Development of methodological recommendations	Implementation in process	Q 3 activity will continue. (NOTE: to continue observations starting in September since the academic year is finishing)
<b>Monitoring and mentoring</b>			
<b>1.2.2.5 / 1.2.2.9 Conduct trainings for Osh SU/JASU instructors on the process of delivery of material to university students on a monthly basis</b>	Training 3 “Learning cycle and analysis of training materials” Training 4 “Are good teachers born or made? The role of personal qualities. Facilitation skills” Training 5. “Mentoring” Training 6 “Teacher training and teacher development. Models of training” Training 7 “Assessment: formative & summative; assessment methods; developing criteria & indicators” Training 8 “Critical reading and academic writing ”	Completed	No activity planned.

Tasks	Activities/outputs planned for Apr.–Jun., 2011	Outputs achieved expected in Apr.–Jun.’11	Activities planned for Jul. – Sep., 2011
<b>SSIR 1.2.3 Strengthening linkages between universities and schools</b>			
<b>1.2.3.1 Test revised student practicum at Arabaev university</b>	1.Field-test modified student practicum model in target schools / Monitor, collect and analyze data, develop recommendations and improve practicum model	Postponed to September due to late approval by the University.	Q 3 activity will continue.
<b>1.2.3.2 / 1.2.3.6 Arrange discussion of 1) Regulation on student practicum (university level) 2) Program on student practicum level (3 target depts level) modified by QLP specialists among Osh SU/JASU faculty</b>		Implementation in process	Q 3 activity will continue.
<b>1.2.3.3 Develop final draft of Regulation and Programs on Student Practicum and get them approved by the University “Uchenyi Sovet” of OshSU</b>	1. Conduct meeting with Student practicum Working group (Osh SU faculty) to discuss the final draft of the documents	Completed; for this quarter	Q 3 activity will continue.
	2. Develop final draft of the documents	Implementation in process	Q 3 activity will continue.
	3. Official approval of the documents by University “Ucheniy Sovet”	Implementation in process	Q 3 activity will continue.
	4. Produce and distribute 100 copies of the Mentor’s Handbook to university supervisors, school mentors, and students.	Postponed for Q4, since this subtask depends on previous 3 subtasks	Q 3 activity will continue.
<b>1.2.3.3 Develop final draft of Regulation and Programs on Student Practicum and get them approved by the University “Uchenyi Sovet” of JASU</b>	1. Conduct meeting with Student practicum Working group (JASU faculty) to discuss the final draft of the documents	Completed; for this quarter	Q 3 activity will continue.
	2. Develop final draft of the documents	Implementation in process	Q 3 activity will continue.
	3. Official approval of the documents by University “Ucheniy Sovet”		
	4. Produce and distribute 100 copies of the Mentor’s Handbook to university supervisors, school mentors, and students.	Postponed for Q4, since this subtask depends on previous 3 subtasks	Q 3 activity will continue.
<b>1.2.3.4 Conduct trainings for OshSU university supervisors, school mentors on mentoring</b>	1. Conduct 1 day training for university supervisors	Postponed for Q4; since the ac. year 2010/11 ended but other related tasks were not implemented; hence, since	Q 3 activity will continue.
	2. Conduct 1 day training for school mentors		

Tasks	Activities/outputs planned for Apr.–Jun., 2011	Outputs achieved expected in Apr.–Jun.'11	Activities planned for Jul. – Sep., 2011
		the beginning of the coming ac. year this task will be completed in Q4	
<b>1.2.3.5 Test revised student practicum at OshSU</b>	1. Field-test modified student practicum model in target schools/monitor, collect and analyze data, develop recommendations and improve practicum model/final model institutionalized	Postponed for Q4; since the ac. year 2010/11 ended but other related tasks were not implemented; hence, since the beginning of the coming ac. year this task will be completed in Q4	Q 3 activity will continue.
<b>1.2.3.9 Test revised student practicum at JASU</b>	1. Field-test modified student practicum model in target schools/monitor, collect and analyze data, develop recommendations and improve practicum model/final model institutionalized		
<b>SIR 1.3 Improved Capacity of Education Administrators in Mentoring, Monitoring and Pedagogical Leadership</b>			
<b>SSIR 1.3.1 Training of HMUs in Mentoring Technologies</b>			
<b>1.3.1.1. Continue monitoring and providing methodological support for target schools in Mentoring, Cohort 1 schools (Chui and Osh)</b>	1. Follow up visits to support HMUs and gauge effect	Completed; for this quarter	Q 3 activity will continue.
	2. Informal talks and reflective dialogues with HMUs and teachers	Completed; for this quarter	Q 3 activity will continue.
	3. Collect data on mentoring, process and analyze it, prepare summary (report) on a monthly base	Completed; for this quarter	Q 3 activity will continue.
	4. Round Table on best practices in Mentoring with zavuches and HMUs	Completed	No activity planned.
	5. Report on successful mentoring practices in Kut Bilim	Implementation in process	Q 3 activity will continue.
<b>1.3.1.2. Update Mentoring Module based on the feedback from HMUs, zavuches teachers, and LCs</b>	2. Working group meeting on modification and enhancement of Mentoring Module (1 day)	Completed	Printing and disseminating to the 50 target schools
	4. Prepare Mentoring Module for approval by KAE	Completed	No activity planned.
<b>1.3.1.3. Support in development of Mentoring Toolkit</b>	5. Modification and enhancement of Mentoring Toolkit	Completed	Printing and disseminating to all the schools of Kyrgyzstan
	7. Prepare for approval by KAE	Completed	No activity planned.
	6. Translation of the Mentoring Toolkit into Kyrgyz	Activity planned for quarter 4	Q 3 activity will continue.
<b>1.3.1.4.</b>	5. Modification and approval of Regulation on Job Description	Completed	No activity planned.

Tasks	Activities/outputs planned for Apr.–Jun., 2011	Outputs achieved expected in Apr.–Jun.'11	Activities planned for Jul. – Sep., 2011
<b>Review of existing Regulation on job description (directors, zavuches, and social pedagogues) and support in development of Regulation on job description for HMUs</b>	6. Publication, printing, and dissemination of Regulation of Job Description	Implementation in process	Q 3 activity will continue.
<b>1.3.1.5. Support in the dev'ment of Polojeniye (Regulation) on Mentoring</b>	4. Revision, comments, and modification of Mentoring Regulation	Implementation in process	Q 3 activity will continue.
	5. Approval of the Mentoring Regulation by MOES <sup>1</sup>	Completed	No activity planned.
	6. Publish and print Regulation on Mentoring in Kutbilim	Activity planned for quarter 4	Will be implemented
<b>SSIR 1.3.2 Training of Directors and Zavuches in Pedagogical Leadership</b>			
<b>1.3.2.1 Continue monitoring and providing support in Pedagogical Leadership to target schools, Cohort 1 schools (Chui and Osh)</b>	1. Follow up visits (14 schools)	Completed; for this quarter	Q 3 activity will continue.
	2. Informal talks and reflective dialogues with directors and zavuches	Completed; for this quarter	Q 3 activity will continue.
	3. Collect data, process and analyze it, prepare summary (report) on a monthly basis	Completed; for this quarter	Q 3 activity will continue.
	4. Round table on best practices in Pedagogical leadership with directors and zavuches	Completed; for this quarter	Q 3 activity will continue.
<b>1.3.2.2. Update training Module on Pedagogical Leadership based on the results of school visits (Cohort I schools)</b>	2. Working group meeting on modification and enhancement of Ped. Leadership Module (1 day)	Completed	No activity planned.
	3. Prepare Leadership Module for approval by KAE	Completed	Printing and disseminating to the 50 QLP target schools
	4. Print approved copy of Pedagogical Leadership Module	Activity planned for quarter 4	Q 3 activity will continue.
	5 (3). Write a success story on Pedagogical Leadership in Kut Bilim	In process	Q 3 activity will continue.
<b>1.3.2.3. Support in the development of Pedagogical Leadership Toolkit</b>	4. Conduct 1 day workshop on modification and enhancement of the Toolkit on Pedagogical Leadership	Completed	No activity planned.
	5. Prepare the document for approval by KAE	Completed	No activity planned

<sup>1</sup> The initial subtask titled, “5. Advocate Regulation on Mentoring to MOES” since the Kyrgyz government did not take any actions on this while QLP was planning this task. Since the situation has changed and the government itself took actions in this question, the subtask title was changed into “Approval of the Mentoring Regulation by MOES”

Tasks	Activities/outputs planned for Apr.–Jun., 2011	Outputs achieved expected in Apr.–Jun.'11	Activities planned for Jul. – Sep., 2011
	Additional subtask: Translation of the document into Kyrgyz	Activity planned for quarter 4	Q 3 activity will continue.
<b>SSIR 1.3.3 Training in Monitoring for Rayon staff, Directors &amp; Zavuches</b>			
<b>1.3.3.1. Continue providing support in Monitoring to target schools, Cohort 1 schools (Chui and Osh)</b>	1. Follow up visits	Completed; for this quarter	Q 3 activity will continue.
	2. Reflective dialogues and informal talks with RED, Directors, and zavuches	Completed; for this quarter	Q 3 activity will continue.
	3. Collect data on Monitoring, process and analyze it, prepare summary( report) on a monthly basis	Completed	No activity planned
	4. Round Table with the stakeholders on the effect of Monitoring intervention	Completed	No activity planned
<b>1.3.3.2. Update and finalize training Module on Monitoring based on the feedback and results of school visits (14 schools)</b>	2. Working meeting group on modification of Monitoring Module (1 day)	Completed	No activity planned
	3. Revision, additions, and updating the content of the Monitoring module	Completed	No activity planned
	4. Prepare the Module on Monitoring for approval by KAE	Completed	Printing and disseminating to the target 50 schools
	Print approved version of Mentoring Module	Activity planned for quarter 4	Q 3 activity will continue
<b>1.3.3.3. Support in development of Monitoring Toolkit</b>	4. Conduct 2 day workshop on modification and enhancement of Monitoring Toolkit	Completed	No activity planned
	5. Present and approve (KAE) Monitoring Toolkit	Completed	No activity planned
	6. Print Approved Monitoring Toolkit	Activity planned for quarter 4	Q 3 activity will continue.
<b>IR 2: IMPROVED QUALITY OF STUDENT ASSESSMENT</b>			
<b>SIR 2.1. Support in developing subject specific Student Assessment Guide book, video training module. Support in improvement training session on Student Assessment</b>			
<b>2.1.1. Support in developing subject specific formative assessment Guide Books (primary school subjects homeland and math,</b>	3. Translation of the selected subject specific materials on Formative Assessment into Russian	Implementation in process	Q 3 activity will continue. d
	4. School visit to collect information on teachers' experience in using formative assessment techniques through lesson observation, teacher and student interviews.	Completed	No activity planned

<b>Tasks</b>	<b>Activities/outputs planned for Apr.–Jun., 2011</b>	<b>Outputs achieved expected in Apr.–Jun.’11</b>	<b>Activities planned for Jul. – Sep., 2011</b>
<b>Secondary school Kyrgyz language and Math)</b>	5. Support in developing drafts the Guide books on Student Assessment based on collected materials	Completed	No activity planned
	6. Share draft Guidebook with LC, Program specialists of SIR 1.1, SIR 1.2, SIR 1.3, IR 3 and collect comments	Completed	No activity planned
	7. Review content of the Guidebook for print-out and desktop layout	Implementation in process	Q 3 activity will continue.
	8. Translation of the Guidebook into Kyrgyz and edit it	Implementation in process	Q 3 activity will continue.
	9. Print out copies of the Guidebook to partners	No activities planned	Q 3 activity will continue.
<b>2.1.2. Support in improvement Student Assessment (including formative assessment) training session in line with SSIR 1.1.1.2</b>	3. Revise and improve training session “Student Assessment”	Implementation in process	Q 3 activity will continue.
	4. Pass materials to SIR1.1, 1.2.	Activity planned for quarter 4	Q 3 activity will continue.
<b>2.1.3. Support in improvement Formative Assessment video for teachers</b>	3. LC, TEs develop content of video training module on formative assessment techniques on the basis of Guide book, teachers’ feedback, teachers recommendations.	Completed	No activity planned
	4. Discuss with the director and the cameraman possibilities of preparing video of the defined content.	Completed	No activity planned
	5. LC, TEs improve User’s Manual on use of video training module on formative assessment techniques	Implementation in process	Q 3 activity will continue.
	6. Organization of the videoing of the training module.	Completed	No activity planned
	7. Conduct field test of video training module among teachers of selected schools and analyze results	Implementation in process	Q 3 activity will continue.
	8. Revise and improve training module based on feedback collected at the field test	Implementation in process	Q 3 activity will continue.
	10. Preparation of copies of the video training and of the User’s manual	Implementation in process	Q 3 activity will continue.
	11. Distribution of the video training module.	No activity planned	Q 3 activity will continue.
<b>2.1.4. Involving teachers into discussion of Student Assessment practices through Mass Media (under IR.3. component)</b>	3. Collect, develop and select content of the text on student assessment to be published through teachers newspaper “Kutbilim sabak”	Implementation in process	Q 3 activity will continue.
<b>2.1.5.</b>	3. Develop draft module to train teachers on developing questions to	Completed	No activity planned

Tasks	Activities/outputs planned for Apr.–Jun., 2011	Outputs achieved expected in Apr.–Jun.'11	Activities planned for Jul. – Sep., 2011
<b>Support in developing module to train teachers on developing questions to assess higher order thinking skills.</b>	assess higher order thinking skills.		
	4. Support in conducting field test of the training module among teachers of and analyze results	Completed	No activity planned
	5. Revise and improve training module based on feedback collected at the field test	Completed	No activity planned
	6. Share training module through SIR 1.1, SIR 1.2, SIR 1.3	Completed	No activity planned by the schedule
<b>SIR 2.3: Influence system of Olympiads and other competitions to include measures of higher order skills</b>			
<b>2.3.1. Support in developing Methodological Guide on development of tasks and assessment of higher order thinking skills in Republican School Olympiad</b>	5. Meeting of the working group. Discussion and improvement of the draft Methodological Guide	Completed	No activity planned
	6. Revision of the draft Methodological Guide by LC and TEs.	Completed	No activity planned
	7. Correction of the text, translation of the Methodological Guide into Kyrgyz, and Russian languages, preparation of supplementary documents of the Board (KAE comments...)	Completed	No activity planned
<b>IR3. GREATER INVOLVEMENT OF TEACHERS IN CURRICULUM REFORM</b>			
<b>SIR 3.1: Support in improvement Use of Skill-Based Educational Requirements in Subject Matter Teaching</b>			
<b>3.1.1. Support in improvement Syllabus guide on focus subjects</b>	3. Arrange monthly meetings of teachers and developers	Completed	?????????
	4. Making changes in Syllabus guide on focus subjects	Completed	?????????
	5. Publish Syllabus Guide and distribute to target schools and institutions	Activity planned for quarter 4	Q 3 activity will continue.
<b>3.1.2. Support in selecting and publishing Supplementary Materials (SM) developed by teachers</b>	3. Support in development SM	Implementation in process	Q 3 activity will continue.
	4. Organization of the contest among school teachers to select SM developed by teachers to have them published.	Implementation in process	Q 3 activity will continue.
	5. Support in selection of SM	Implementation in process	Q 3 activity will continue.
	7. Publication of developed SM and distribute them	No activity planned	Q 3 activity will continue.
<b>SIR 3.2. Increased Opportunities for Professional Exchange and Policy Dialogue</b>			
<b>3.2.1. Involving teachers in discussion through Mass media</b>	5. Collection and selection of information and publication of it through “Kutbilim Sabak” on curriculum Issues.	In process	Q 3 activity will continue.
<b>New TASK Support in developing Syllabus guide on Kyrgyz language (1-4 grade) and Reading (2-4 grade)</b>			
<b>Support in developing Syllabus guide on Kyrgyz language (1-4 grade) and Reading (2-4 grade)</b>	1. To prepare and conduct presentation for the developers of subject curriculums (specialists of MOE KR)	Completed	No planned activities
	3. Develop SOW for local consultants and TEs and hire them	Implementation in process	Q 3 activity will continue.

Tasks	Activities/outputs planned for Apr.–Jun., 2011	Outputs achieved expected in Apr.–Jun.'11	Activities planned for Jul. – Sep., 2011
<b>IR 4. Increased Effectiveness of Education Finance Systems</b>			
<b>SIR 4.1 : Increased Government Capacity in the Implementation of Education Finance Reform</b>			
<b>4.1.1 Supporting the policy process</b>			
<b>4.1.1.1 Provide technical assistance to EFWG in oversight of PCF implementation</b>	1. Provide technical support to EFWG to review the pilot progress, develop policies, discuss education financing issues and coordinate donor collaboration, etc.	Completed	1 EFWG is planning
	2. Develop EFWG meeting summary reports in English and Russian, share with MOES and EFWG members	Implementation in process	Q 3 activity will continue.
<b>4.1.1.2 Support the institutionalization of automated expenditure tracking system in MoES in terms of PCF in Chui oblast</b>	1. Develop ToR for preparing and issue the PCF informational statistical bulletin for 2009, 2010, 2011	Completed	No activity planned
	2. Publish the PCF informational statistical bulletin for 2009, 2010, 2011 and distribute among partners	Implementation in process	Q 3 activity will continue.
	3. Provide technical support to MOES in maintenance work on automated expenditure tracking system in Chui, local consultant	Completed; for this quarter	Q 3 activity will continue.
<b>4.1.1.3. Increase central government officials' capacity in PCF implementation</b>	1. 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	Completed; for this quarter	Q 3 activity will continue.
<b>4.1.1.4 Increase public awareness on PCF and community involvement in school management</b>	1. Provide information on PCF implementation issues and community involvement in school management to be published in MOES Newspaper "Kut Bilim"	1 article about new system of labor remuneration in "Kut Bilim" newspaper on May 5, 2011; 1 article about budget hearings in Chui rayon in "Kut Bilim" newspaper on April 28, 2011 2 articles about budget hearings in internet inform-agencies "Kabar" and "Aki-Press" on April 6, 2011; Participation on TV program "Otkrytyi Kyrgyzstan" devoted to budget	1 publication will be developed

Tasks	Activities/outputs planned for Apr.–Jun., 2011	Outputs achieved expected in Apr.–Jun.'11	Activities planned for Jul. – Sep., 2011
		transparency and involvement community in budget process on May 12, 2011.	
<b>SSIR 4.1.2 Improving School Management</b>			
<b>4.1.2.1 Roll-out of six-day training module “Financial Management in School Education” for the school principals of Chui oblast</b>	1.Create database of the module trainees	Completed	No planned activities
	2. Coordinate schedule and list of trainees with the MoES, RayOO	Completed	No planned activities
	3. Print training manuals (for trainers and trainees )	Completed	No planned activities
	4. Roll out trainings for school principals in Chui oblast	Completed	No planned activities
<b>4.1.2.2 Roll-out of six- day training module “Accounting in schools” for school accountants od Chui oblast</b>	1. Coordinate schedule and list of trainees with the MOES, RayOO	Completed	No planned activities
	2. Print training manuals	Completed, 30 copies were printed for Sokuluk rayon	No planned activities
	3. Roll out trainings for school accountants in Chuioblast	Completed, 1 training was conducted in Sokuluk rayon	No planned activities
<b>4.1.2.3 Support of school administration in improving of school teacher incentive system(CLP)</b>	1.Print practical manual “How to improve the quality and effectiveness of teachers’ work: new opportunities in terms of per capita financing at school”	In process , because MOES’s instruction about teachers’ incentive was approved in May 31, 2011	Q 3 activity will continue.
	2. Distribute practical manual among Chui oblast schools	Distribution of 900 copies of manual postponed to July-August because MOES’s instruction about teachers’ incentive was approved in May 31, 2011	900 copies of manual will be distributed among schools of Chui oblast
<b>4.1.2.4 Mentoring of school principals, accountants and RayONO specialists</b>	1.Plan mentoring visit structure (checklists, schedule)	Completed	No planned activities
	2. Conduct mentoring visits (interview, review of successes and challenges) to Cohort 1 schools.	Completed	No planned activities
	3. Summarize findings in reports	Completed	No planned activities
<b>4.1.2.5 Compilation of regulations, normative docs, instructions for</b>	1. Develop TOR	No activities	No planned activities
	2. Select LC	No activities	No planned activities
	3. Prepare compilation for school principals	No activities	No planned activities

Tasks	Activities/outputs planned for Apr.–Jun., 2011	Outputs achieved expected in Apr.–Jun.'11	Activities planned for Jul. – Sep., 2011
<b>school principals jointly with SIR1.3</b>	4. Translate to Kyrgyz language	No activities	No planned activities
	5. Print 350 copies, distribute to schools , RayOOs and RayFOs in Chui oblast	No activities	No planned activities
<b>4.1.2.6 Compilation of instructions and regulations for school accountants</b>	1.Develop TOR	No activities	No planned activities
	2. Select LC	No activities	No planned activities
	3. Prepare compilation for school accountants	No activities	No planned activities
	4. Print 350 copies, distribute to schools , RayOOs and RayFOs of Chui oblast	No activities	No planned activities
<b>SIR 4.2 Increased Involvement of Community Stakeholders in School Financial Oversight</b>			
<b>SSIR 4.2.1 Increasing transparency and accountability for school resources</b>			
<b>4.2.1.1 Roll-out of the 3-day training module “Community Involvement in School Management”</b>	1.Create database of the module trainees	Completed	No planned activities
	2. Coordinate schedule and list of trainees with the MoES, RayOO	Completed	No planned activities
	3. Print training manuals	Completed	No planned activities
	4. Roll out training for school principals and ACs chairmen in Chuy oblast	Completed	No planned activities
<b>4.2.1.2. Monitoring of ACs activities</b>	1.Plan monitoring visit schedule	Completed	No planned activities
	2.Conduct monitoring visits	Activity planned for quarter 4	Activity planned for quarter 4
	3.Summarize findings in reports	Activity planned for quarter 4	Activity planned for quarter 4
<b>4.2.1.3 Increase of public awareness about community involvement in school management on rayon level in Chui oblast</b>	1.Plan of meetings schedule	Developed schedule of meetings	No planned activities
	2. 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	Activity planned for quarter 4	7 meetings will be conducted at rayon level to share information on best practices of ACs activities
<b>4.2.1.4 Increase of transparency and accountability in school financing and management</b>	1. Develop TOR for LC to prepare practical manuals “Preparation and Conducting of School Budget Hearings” and “Planning of Joint Activities Between Schools and ACs”	Completed	No planned activities
	2.Select LC	Completed	No planned activities
	3. Print and distribute the practical manual “Planning of Joint Activities Between Schools and ACs” among schools and ACs in Chui oblast	Completed	No planned activities

Tasks	Activities/outputs planned for Apr.–Jun., 2011	Outputs achieved expected in Apr.–Jun.'11	Activities planned for Jul. – Sep., 2011
	4. Print and distribute the practical manual “Preparation and Conducting of School Budget Hearings” among schools and ACs in Chui, Issyk-Kul and Batken oblasts	Completed, 300 copies were printed and distributed among schools of Chui oblast	470 copies will be printed and distributed among Issyk-Kul and Batken oblasts
	5. Provide technical and consultative support to ACs and school administration in preparation and conducting of school budget hearings in Chui oblast	Completed, 6 budget hearings were conducted	No planned activities

**Turkmenistan – Quarterly Report Matrix**  
**April - June, 2011**

Tasks	Activities/outputs planned for Apr. – June, 2011	Outputs achieved expected in Apr. – June, 2011	Activities planned for July – Sept, 2011
<b>IR 1: Improved Quality of Teacher Training in Student Centered Methodologies</b>			
<b>SIR 1.1 Improved Quality of In-service teacher training</b>			
<b>SSIR 1.1.2 Trainers' capacity building</b>			
<b>SSIR 1.1.2 Trainers' capacity building</b>	1. Trainer manual developed	TOT training materials developed	Replicate the scheme of training activity for Ashgabat and Mary velayat
	2. Develop trainer's guideline for the first Module	Trainer's guideline for TOT developed and translated into Turkmen	Develop trainer's guideline for the Third Module
<b>SSIR 1.1.3 Support training centers to develop a systematic training approach</b>			
<b>1.1.3. Support centre 'Hemayat' to run trainings for teachers from Ashgabat and Lebap Velayat</b>	1. Policy dialogue with 'Hemayat' training centre in Ashgabat and Mary and agree responsibilities of each party, action plan etc	Draft of Agreement between parties	Sign Partners Agreement with Hemayat
	3. Facilitate centre 'Dil' to run trainings for teachers from Lebap Velayat	150 teachers were trained on three Modules	
<b>SIR 1.2 Support teachers and educators to use ICT Technologies in teaching and learning process</b>			
<b>1.2.1 Develop training materials</b>	1. Practical trainer guidance on 'Student Learning objectives' developed	Trainer's Guide for TOT is developed	
	2. Practical trainer guidance on 'Pedagogical testing as a way of effective control of student knowledge' is developing	Implementation in process	

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

No	Project Indicator	FY2011 Target	April-June 2011 plan	April-June 2011 actual	Cumulative FY 2011	comments
<b>Goal (SO): Expand access to quality basic education in Kyrgyzstan, Tajikistan, and Turkmenistan</b>						
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%				Impact assessment report will be ready in September 2011
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 <sup>i</sup> -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 <sup>ii</sup> -primary: 759,811 -secondary: 1,198,142  a: 86 675 students <sup>iii</sup> -primary: 34, 641 -secondary: 52 034  b: 76,004 students (Kulyob)				

No	Project Indicator	FY2011 Target	April-June 2011 plan	April-June 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%	K: Target schools 61%- 2011 (14% in 2009)  K: Control: 40%-2011			
		Ta: Cohort 1: 35%	Ta: 48% ( 32% in 2009) Control: 3% ( 36 % in 2009)			
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%	K: N/A			
		Ta: Cohort 1: 10%	Ta: N/A			
<b>Result/Component 1: Improved Quality of Teacher Training in Student-Centered Methodologies</b>						
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	K : 6 teacher training institutions with new courses  a. 5 ITTIs <sup>iv</sup> --student-centered/classroom (2 ITTIs Talas and Naryn)				

No	Project Indicator	FY2011 Target	April-June 2011 plan	April-June 2011 actual	Cumulative FY 2011	comments
	a. ITTI b. PTTI - Universities <b>- Colleges (Tajikistan only)</b>	pedagogical leadership (3 ITTIs: IK, JA, Batken MC) -mentoring (3 ITTIs) b. 1 PTTIs (regional University) - student-centered/classroom mgt.				
		T: 1 teacher training institutions  a. 0 ITTI (all target ITTIs continue using) b. 1 - Universities: 1 PTTI (KTSU) (student-centered/classroom mgt.) <b>- Colleges: 0</b>				
		Total : 7 teacher training institutions a. 5 ITTIs b. 2 PTTI				
7	# of training modules for in-service and pre-service teacher training <u>developed</u> for (i) student-centered and practical classroom management methods for teachers (ISTTIs and PTTIs), (ii) pedagogical leadership (ISTTIs) for school administrators, and/or (iii) mentoring for rayon methodists, school administrators or school methodological unit leaders (ISTTIs)  a. In-service modules b. Pre-service modules - Universities <b>- Colleges (Tajikistan only)</b>  c. Both in-and pre-service modules	K: 1 module developed  a. In-service: 1 training module for ITT instructors on how to teach within new structure b. Pre-service: NTY <sup>v</sup> c. NA				
		Ta: 3 module a. In-service:0 b. Pre-service:3 -Universities: 1(New methods for PTTI instructors ) <b>- Colleges: 2 (on interactive approach and general pedagogy/psychology, and mentoring)</b>				

No	Project Indicator	FY2011 Target	April-June 2011 plan	April-June 2011 actual	Cumulative FY 2011	comments
		c. Both: NA				
		Total: 4 a. In-service :1 b. Pre-service: 3				
8	# of newly developed in-service and pre-service teacher training modules (including materials) for (i) student-centered and practical classroom management methods for teachers (ISTTIs and PTTIs), (ii) pedagogical leadership (ISTTIs) for school administrators, and/or (iii) mentoring for rayon methodists, school administrators or school methodological unit leaders (ISTTIs) <u>approved</u> by the MOE (and/or other official institution)	K: 4 modules approved  a. In-service: NTY <sup>vi</sup> b. Pre-service: 4 existing modules approved by 1 regional PTTIs c. NA				
	a. in-service modules (approved by...) b. pre-service modules - Universities <b>- Colleges (Tajikistan only)</b> (approved by) c. both in-and pre-service modules (approved by)	Ta: 5 modules approved  a. In-service: 0 <sup>vii</sup> b. Pre-service: 5 Universities: 3 - General pedagogy approved by KT PTTI - Student practicum approved by KTPTTI -New methods for PTTI instructors approved by Dushanbe PTTI <b>-Colleges: 2modules by 2 Colleges(Dushanbe, KT)</b>				
		c. Both: NA				
		Total : 9 modules a. 0 in-service b. 9 pre-service c. NA both				
9	# of workshops, trainings and consultative meetings conducted on new teaching methods, pedagogical leadership and mentoring methods and approaches in support of...  a. in-service training b. pre-service training	K: 40 workshops, trainings and consultative meetings  a. in-service training: 20 b. pre-service training: 20 c. NA d.NA	K: 22 workshops, trainings and consultative meetings  a. in-service training: 8 b. pre-service training: 14 c. NA d.NA	K: 20 workshops, trainings and consultative meetings  a. in-service training: 8 b. pre-service training:12 - Universities-7 c. NA	K: 43 workshops, trainings and consultative meetings  a. in-service training: 27 b. pre-service training:16 -Universities 16 c. NA	

No	Project Indicator	FY2011 Target	April-June 2011 plan	April-June 2011 actual	Cumulative FY 2011	comments
	- Universities - <b>Colleges (Tajikistan only)</b>  c. both in-and pre-service d. other			d.NA	d.NA	
		Ta: 68 workshops, trainings and consultative meetings  a. in-service: 50 b. pre-service:18 -Universities: 10 <b>-Colleges: 8</b>  c. Both: NA d. Other: NA	Ta: 16 workshops, trainings and consultative meetings  a. in-service: 10 b. pre-service:6 -Universities: <b>-Colleges: 0</b>  c. Both: NA d. Other: NA	Ta: 11 workshops, trainings and consultative meetings  a. in-service: 6 * b. pre-service: 5 -Universities: <b>-Colleges: 0</b>  c. Both: NA d. Other: NA	Ta: 82 workshops, trainings and consultative meetings  a. in-service: 70 b. pre-service:12 -Universities: 6 <b>-Colleges: 1</b>  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: 23 workshops, seminars and trainings a. In-service: 51 b. Pre-service: 12	Total: 31 workshops, seminars and trainings a. In-service: 14 b. Pre-service: 17	Total: 125 workshops, trainings and consultative meetings  a. in-service: 97 b. pre-service:28 -Universities: 22 <b>-Colleges: 1</b>  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 - <b>Colleges (Tajikistan only)</b>  e. F indicator calculation	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)	K: 290 trainees  a. direct project training: 260 b. Target rayons/schools: 30 (Cohort 1) c. ITTIs: n/a d. PTTIs: n/a - Universities: student teachers in Arabaev University -colleges: n/a	K: 758 trainees  a. direct project training: 261 -MoE&Rayon Officials: 1 ITTI/PTTI Instructors & Trainers: 226 Other: 34 b. Target rayon's/schools: 27 (Cohort 1) School Administrators: 8 -MUs: 11 Teachers: 6 Target RayOO: 2 c. ITTIs: 470 in-diret trainees (in 3 ITTIs) d. PTTIs:0* -Universities:	K: 2478 trainees  a. direct project training: 469 b. Target rayon's/schools: 387 (Cohort 1)  c. ITTIs: 1622 indirect trainees (in 3 ITTIs) d. PTTIs: 0*	*reported annually

No	Project Indicator	FY2011 Target	April-June 2011 plan	April-June 2011 actual	Cumulative FY 2011	comments
	Standard Indicator equivalents <ul style="list-style-type: none"> <li># of teachers/educators trained with USG support</li> <li># of administrators and officials trained with USG support</li> </ul>	d. PTTIs: - Universities: 324 student teachers in Arbaev 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 - <b>Colleges instructors: 60</b> -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) - <b>Colleges: NTY</b>  e. report actual figures only	Ta: 640 trainees a. Direct project training: 195 - <b>Colleges instructors: 0</b>  b. Target rayons/schools: 470* - mentoring training - 470  c. ITTIs: n/a d. PTTIs: reported annually - <b>Colleges: NTY</b>	Ta: 661 trainees a. Direct project training: 191 MoE\Rayon officials: 6 -ITTI instructors: 100 -PTTI Instructors : 30 - <b>Colleges instructors: 0</b>  b. Target rayons/schools: 470 School Administrators: 5 -MU -12 -DED Methodist: 32 -Teachers: 6 Other 0  c. ITTIs: na  d. PTTIs*: - Universities: 0 - <b>Colleges: NTY</b>	Ta: 2165 trainees a. Direct project training: 399 MoE\Rayon officials: 15 -ITTI instructors: 119 -PTTI Instructors : 106 - <b>Colleges instructors: 19</b>  b. Target rayons/schools: 1526  c. ITTIs: na  d. PTTIs*: - Universities: 0 - <b>Colleges: NTY</b>	*reported annually
		Total: 6 869 trainees a. 525 b. 2 478 c. 2 715teachers d. 324 e. report actual figures only*	Total: 1300 trainees	Total: 1419	Total: 4 643	
11	# of studies on new teacher retention prepared	Kyrgyzstan: 0 New Teacher Retention Study	Kyrgyzstan: task completed			
		Tajikistan: 0 New Teacher	Tajikistan: task completed			

No	Project Indicator	FY2011 Target	April-June 2011 plan	April-June 2011 actual	Cumulative FY 2011	comments
		Retention Study				
		Total: 0 studies	Total: 0 studies			
12	# of policies, programs or actions taken by MOE or other government institutions to address teacher shortages and new teacher retention as a result of project intervention	K: 1 action			K: 1 action	New teacher salary regulation approved by Government includes QLP suggestions
		Ta: 2				
		Total: 3 actions				
13	# of schools linked to PTTIs (through project intervention)	K: 15 schools (Arabaev University: 10 schools; 1 regional University: 5 schools)				Postponed to the next academic year (2011-2012)
		Ta: 15 schools (in 5 KT and 10 Dushanbe)				
		Total : 10				
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%				
<b>Result/Component 2: Improved Quality of Student Assessment</b>						

No	Project Indicator	FY2011 Target	April-June 2011 plan	April-June 2011 actual	Cumulative FY 2011	comments
16	# of ISTTIs and PTTIs having <u>incorporated</u> skill-based student centered formative and/or summative student assessment in their curriculum/syllabus  a. ITTI b. PTTI -Universities <b>-Colleges (Tajikistan only)</b>	K: 3 teacher training institutions a. ITTI: 2 (Talas,Naryn) b. PTTI: 1				
		Ta: 1 teacher training institutions a.0 ITTIs b.1 PTTI (KT) -Universities: 1 (KT) <b>-Colleges: NTY</b>				
		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				

No	Project Indicator	FY2011 Target	April-June 2011 plan	April-June 2011 actual	Cumulative FY 2011	comments
		b. Pre-service: 5 modules approved by KT PTTI - General, Formative Assessment - Primary Math - Primary Tajik Language - Secondary Math - Secondary Tajik Language/Literature				
		Total: 11 modules 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	K: 3 workshops, seminars and trainings a. in-service: 0 b. pre-service: 0 c. other: 3	K: 2 workshops, trainings and consultative meetings a. in-service: 0 b. pre-service: 3 trainings for 72 instructors from Arabaev KSU, OshSU, JASU were conducted. c. other:	K: 11 workshops, trainings and consultative meetings	
		Ta: 10 workshops, trainings and consultative meetings  a. in-service: 6 b. pre-service: 4 c. other: 0	Ta: 0 workshops, trainings and consultative meetings  a. in-service: 0 b. pre-service: 0 c. other: 0	Ta: 0* workshops, trainings and consultative meetings  a. in-service: 0 b. pre-service: 0 c. other: 0		*FA training and FA guidelines for DEDs and target schools Cohort1-2 conducted under SIR 1.1.
		Total: 22 a. in-service: 7 b. pre-service: 2 c. other: 13	Total: 3	Total: 2	Total: 11	
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	K: 3 164 trainees  a. direct project training: 375 -MOE & Rayon Officials: 25 -ITTI/PTTI Instructors & Trainers: 300 -Other: 50(other projects, NGOs, consultants)	K: 102 trainees  a. direct project training: b. Target rayons/schools: 0(Cohort 1) c. ITTIs: n/a d. PTTIs: n/a	K: 569 trainees  a. direct project training: 72 b. Target rayons/schools: 27(Cohort 1) c. ITTIs: in-direct trainees (in 3 ITTIs and KAE) 470.	K: 2004 trainees  a. direct project training: 122 b. Target rayons/schools: 260 (Cohort 1) c. ITTIs: 1622 indirect trainees (in 3 ITTIs)	*Reported annually

No	Project Indicator	FY2011 Target	April-June 2011 plan	April-June 2011 actual	Cumulative FY 2011	comments
	modules/materials -Universities <b>-Colleges (Tajikistan only)</b> e. F indicator calculation for educators and for administrators/officials  Standard Indicator equivalents <ul style="list-style-type: none"> <li># of teachers/educators trained with USG support</li> <li># of administrators and officials trained with USG support</li> </ul>	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 University -colleges: n/a e. report actual figures only	e. report actual figures only	d. PTTIs* : 0 e. report actual figures only	d. PTTIs* : 0 e. report actual figures only	
		Ta: 3 343 trainees a. Direct project training: 145 MoE\Rayon officials: 15 -ITTI/PTTI Instructors & Trainers: 105 <b>- Colleges instructors: 60</b> -Other: 25 (other projects, NGOs, consultants)  b. Target rayons/schools: 678 -School Administrators: 108 -DED methodist: 30 -Teachers: 540  c. ITTIs: 2100 ( through 5 ITTIs)  d. PTTIs: 360 (1 PTTI) -Universities: 360 <b>-Colleges: NTY</b>	Ta: 170 trainees a. Direct project training: 170 <b>- Colleges instructors:</b>  b. Target rayons/schools: -Cohort 2 teachers - - mentoring training -  c. ITTIs: n/a d. PTTIs: reported annually <b>- Colleges: NTY</b>	Ta: 191 trainees a. Direct project training:191  b. Target rayons/schools: School Administrators: -MU - -DED methodist: -Teachers: 2 Other 1  c. ITTIs: 25  d. PTTIs*: 6 - Universities: 0 <b>- Colleges: NTY</b>	Ta: 1125 trainees a. Direct project training: 13  b. Target rayons/schools: 1112  c. ITTIs: na  d. PTTIs*: - Universities: 0 <b>- Colleges: o</b>	

No	Project Indicator	FY2011 Target	April-June 2011 plan	April-June 2011 actual	Cumulative FY 2011	comments
		e. report actual figures only				
		Total: 6 042 trainees a. 525 b. 2 478 c. 2 715 teachers d. 324 e. report actual figures only*	Total: trainees: 272	Total: 760 trainees	Total: 3 129 trainees	
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)		Ta: 0*		*Regulations of the Olympiads reviewed
		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%				
<b>Result/Component 3: Greater involvement of teachers in curriculum reform</b>						
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)		K: 4 Syllabus Guides approved by Academic Council of KAE		
		Ta: 3 curricula guidelines  a. 1 curricula guidelines (Primary Environmental Studies)  <b>b. 2 Standards and Guidelines for 6-year children</b>	Ta :			

No	Project Indicator	FY2011 Target	April-June 2011 plan	April-June 2011 actual	Cumulative FY 2011	comments
		-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>b. strengthening task</b>	K: 4 subject/level (1 set/each) -1 set PG Math -1 set PG integrated language arts -1set secondary Math -1set secondary language/literature				
		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>b. 2 targeted subjects</b> <b>- 1 package for Numeracy</b> <b>- 1 package for literacy</b>				
		Total: 11 sets/packages				
25	#/% of supplementary materials (SM) , standard and guidelines distributed to target institutions (ITTI, 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		Ta: 500 copies of mentoring training manuals provided to RTMC	Ta: 900 copies of FA guidebook distributed to target schools	

No	Project Indicator	FY2011 Target	April-June 2011 plan	April-June 2011 actual	Cumulative FY 2011	comments
		Total: 12 034			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: 2 workshops, seminars and trainings a. in-service:0 b. see Indicator 9 c. 2	K: 5 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. <b>other 3</b>	Ta: 3 workshops, trainings and consultative meetings a. in-service: 0 b. 0 <b>c. 3</b> main task -2 <b>additional task -1</b>	Ta: 7 workshops, trainings and consultative meetings a. in-service: 0 b. 0 <b>c. 7</b> main task -4 <b>additional task -3</b>	Ta: 7 workshops, trainings and consultative meetings a. in-service: 0 b. 0 <b>c. 6</b> main task -4 <b>additional task -3</b>	
		Total: 13 workshops, trainings and consultative meetings a. in-service: 2 b. pre-service: 0 <b>c. other: 11</b>	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				

No	Project Indicator	FY2011 Target	April-June 2011 plan	April-June 2011 actual	Cumulative FY 2011	comments
		a. 42 b. 95 000				
		Total : 167,000 teachers a. 72 teachers b. 167,000 teachers*				
<b>Result/Component 4: Increased Effectiveness of Education Finance Systems</b>						
29	<p>##% of data-based policy briefs and policy-related documents on per capita funding issues prepared by central and targeted local authorities</p> <p>Standard Indicator equivalent</p> <p>a. # of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of educational services</p>	<p>K: 1 policy document</p> <p>Ta: 1</p> <p>Total : 2</p>				
30	<p>##% of districts<sup>viii</sup> 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</p> <p>-1 compilation of normative-legal documents on per</p>				

No	Project Indicator	FY2011 Target	April-June 2011 plan	April-June 2011 actual	Cumulative FY 2011	comments
		capita financing for school accountants				
		Ta: 1 compilation  -1 compilation of normative-legal documents on per capita financing and management for schools directors				
		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>b.Non QLP PCF</b>	K: 320 a.320 manuals for Advisory Committees  (in Chuy oblast)  <b>b.NTY</b>		K: 2070 600 copies of practical manuals "How to start" and "Planning of Joint Activities"  50 copies of "Financial Management in School Education" on Kyrgyz  50 copies of "Community Involvement in School Management" in Kyrgyz for Issyk-Kul and Osh ITTIs  470 copies of practical manual "Preparation and Conducting of School Budget Hearings" for Issyk-Kul and Batken oblasts  900 copies of manual "How to improve the quality and effectiveness of teacher's work" (CLP) for schools of Chui oblast  300 copies of the practical manual "Preparation and Conducting of School Budget Hearings" Chui		

No	Project Indicator	FY2011 Target	April-June 2011 plan	April-June 2011 actual	Cumulative FY 2011	comments
				oblast		
		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 <b>-strengthening task (Tajikistan only)</b> <b>b. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening)</b>	K: 29 workshops , trainings and technical \consultative meetings a. 15 b. <b>14(YK and Batken)</b>	K: 7 workshops , trainings and technical \consultative meetings a. 7 b. <b>0 (YK and Batken)</b>	K: 5 workshops , trainings and technical \consultative meetings a. 5 b. <b>0 (YK and Batken)</b>	K: 20 workshops , trainings and technical \consultative meetings a. 20 b. <b>0 (YK and Batken)</b>	
		Ta: 21 workshops, trainings and technical \consultative meetings a. 21 -main task: 18 (4 EFWG, 1 regional workshop and 13 trainings) <b>-strengthening task: 3 (TOT and refreshing ) b. 0</b>	Ta: 8 workshops, trainings and technical \consultative meetings a. 8 -main task: 7 <b>-strengthening task: 1 (Refreshing training on FM ) b. 0</b>	Ta: 7 workshops, trainings and technical \consultative meetings a. 7 -main task: 6 <b>-strengthening task: 1 (TOT and refreshing ) b. 0</b>	Ta: 15 workshops, trainings and technical \consultative meetings a. 15 -main task: 13 <b>-strengthening task: 2 (TOT and refreshing ) b. 0</b>	
		Total: 50	Total: 15	Total: 15	Total: 30 - 28 – main task - <b>2 –strengthening task</b>	
41	# of AC/PTAs registered in schools a: target schools b. QLP ed. finance pilot districts <b>c. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening)</b>	K : 25 a. 0 b. 0 <b>c. 25(YK )</b>				
		Ta:15				

No	Project Indicator	FY2011 Target	April-June 2011 plan	April-June 2011 actual	Cumulative FY 2011	comments
		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 <b>c. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening)</b>  Standard indicator equivalent • # of PTA or similar school governance structures supported	K : 10 Advisory Committees  a. 0 b. 10 <b>c. 0 (only informational meetings)</b>  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 <b>c. 0 (only informational meetings)</b>  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 <b>other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) schools</b>	K: 3 a.3 <b>b.NTY</b>  Ta: 5 a.5 b. n/a  Total: 8	K: 1 a.1 <b>b.NTY</b>  Ta: 2 a.2 b. n/a  Total: 3	K: 0* a.0 <b>b.NTY</b>  Ta: 2 a.2 b. n/a  Total: 2	K: 0 a.0 <b>b.NTY</b>  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  a: Central MOE b. Trainers c. target schools d QLP ed. finance pilot districts schools under - main task	K: 209 trainees  a.0 <b>b.24 (ITTI instructors)</b> c. 20 -School Directors: 0 -Deputy Directors: 0 -School Accountants: 0 -Heads of MU: 0	K: 70 trainees  a.0 <b>b.0 (ITTI instructors)</b> c. 58  d.60 <b>e. 0 (just informational meetings)</b>	K: 70 trainees  a. <b>b.3 (ITTI)</b> c. 70 d. -Rayon Authorities: 8 -School admin: 2 -School Board members:	K: 366 trainees*  a.3 <b>b.13 (ITTI instructors)</b> c.83  d.350 -Rayon Authorities: 6 -School admin: 208	*Reported redundant

No	Project Indicator	FY2011 Target	April-June 2011 plan	April-June 2011 actual	Cumulative FY 2011	comments
	<p>- strengthening task (Tajikistan only)</p> <p><b>e. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) schools</b></p> <p>Standard Indicator equivalent # of administrators and officials trained with USG support</p>	<p>-School Board members: 20</p> <p>d.165</p> <p>-Rayon Authorities: 10</p> <p>-School Directors: 50</p> <p>-Local Authorities :55</p> <p>-School Board members: 25</p> <p>-School accountants:25</p> <p><b>e. 0 (just informational meetings)</b></p>		<p>-School accountants:55</p> <p>-HMU/teachers: 0</p> <p>Others-2</p>	<p>-School Board members: 19</p> <p>-School accountants:93</p> <p>-HMU/teachers: 24</p>	
		<p>Ta:255 trainees</p> <p>a: 5</p> <p>b: 0</p> <p>c: 66</p> <p>-Rayon authorities:6</p> <p>-School directors : 30</p> <p>-School accountants: 20</p> <p>-PTAs: 10</p> <p>d: 250</p> <p>main task: 220</p> <p>-Rayon authorities 10</p> <p>-School directors 95</p> <p>-School accountants 82</p> <p>-PTAs 33 (new)</p> <p><b>- strengthening task: 100 ( 50 trainers ( 25 FM and 25 on PTA) and 50 trainees on refreshing training)</b></p>	<p>Ta: 220 trainees</p> <p>a: 0</p> <p>b: 0</p> <p>c: 0</p> <p>d: 220</p> <p>main task: 170</p> <p><b>- strengthening task: 50</b></p>	<p>Ta:115 trainees</p> <p>a: 0</p> <p>b: 0</p> <p>c: n/a</p> <p>d: 115</p> <p>main task: 95</p> <p>-School directors : 0</p> <p>-School accountants: 52</p> <p>-other -43</p> <p><b>- strengthening task: 20</b></p> <p><b>School principals -46 (Kulob)</b></p> <p><b>RayOO/Fo - 5</b></p>	<p>Ta:603 * trainees</p> <p>a: 0</p> <p><b>b: 0 (see strengthening task)</b></p> <p>c: n/a</p> <p>d: 463</p> <p>main task: 578</p> <p><b>- strengthening task: 91</b></p>	<p>*Reported redundant</p>

No	Project Indicator	FY2011 Target	April-June 2011 plan	April-June 2011 actual	Cumulative FY 2011	comments
		Total: 464	Total: 270	Total: 185	Total: 969*	*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%				
	<b>Result/Component: Improved access to teaching/learning materials in all schools in the country</b>					
43	<b># of key teaching/learning materials distributed to schools via DEDs</b>	K: NTY* Ta: NTY				
	<b>Result/Component: Improved capacity of school administrators , DED and methodical center to support school reconciliation in JA province (Kyrgyzstan only)</b>					

No	Project Indicator	FY2011 Target	April-June 2011 plan	April-June 2011 actual	Cumulative FY 2011	comments
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	K: 16 a. 16 b. 0*	*Will be reported annually based on DED and JAMC report
<b>Result/Component: Increased school preparation and attendance of children in Novostroikas around Bishkek (Kyrgyzstan only)</b>						
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: 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				
<b>Result/Component: Increased use of ICT for professional development, improved teaching and sharing expertise regionally between faculty staff of PTTIs (Tajikistan and Kyrgyzstan)</b>						
49	# of materials/curriculums 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				
51	# of PTTI instructors trained on using ICT in teaching, web research and curriculum development	Total : 75				

No	Project Indicator	FY2011 Target	April-June 2011 plan	April-June 2011 actual	Cumulative FY 2011	comments
	<b>Safe School Project (Tajikistan only)</b>					
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%			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)				Will be reported in annual report based on data of IC final report
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: 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: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: 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: 2 a. 1 b. 0 c. 1	
60	# of SRGBV modules/manuals incorporated to INSET system	1modul \ manual				

\* USAID standard or common indicator

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

<sup>ii</sup> Includes all students in 'b,' and all students in 'c.'

<sup>iii</sup> 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.

<sup>iv</sup> These ITTIs have added two new courses to their curricula.

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

<sup>vi</sup> If a module is approved by KAE, then approval at other ITTIs is automatic.

<sup>vii</sup> In-service modules will be approved in all target ITTIs

<sup>viii</sup> % from the total # of districts. In Kyrgyzstan the total number of districts is 56, in Tajikistan – 68.