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**USAID QUALITY LEARNING PROJECT (QLP)**

**Quarterly Report # 1, Project Year 5**

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## *List of Abbreviations*

AC	Advisory Committee
AL	Accelerated Learning
ADB	Asian Development Bank
BAMC	Batken Methodological Center
BMO	Bishkek Mayor's Office
CEATM	Center for Education Assessment and Teaching Methods
CLP	Coefficient of Labor Participation
DED	District Education Department, in Bishkek City only; e.g. Leninski DED
EFWG	Education Finance Working Group
FA	Formative Assessment
HMU	Head of Methodology Unit
HOT	Higher Order Thinking
IC	International Consultant
IR	Intermediate Result
ITTI	In-Service Teacher Training Institute
ITT	In-Service teacher Training
JASU	Jalalabad State University
JAP	Jalalabad Program, a part of QLP/KR Strengthening tasks
KAE	Kyrgyz Academy of Education
LC	Local Consultant
MC	Methodological Center, e.g. Jalalabad MC
M&E	Monitoring and Evaluation
MOES	Ministry of Education and Science
MOF	Ministry of Finance
MSBF	Minimum Standards of Budget Financing
MTA	Municipal Territorial Administrations
MU	Methodological Unit
NGO	Non-Governmental Organization
NALG	National Agency on Local Government
NSED	National Strategy for Education Development
OshSU	Osh State University
PCF	Per Capita Financing
PEAKS	Participation Education and Knowledge Strengthening Project (USAID) 2003-07
PISA	Program for International Student Assessment
PLM&M	Pedagogical Leadership, Mentoring and Monitoring
PTT	Pre-Service Teacher Training
PTTI	Pre-Service Teacher Training Institute
RayFO	Rayon Finance Department, under MOF
RayOO	Rayon Education Department
SG	Syllabus Guide

SIR	Sub-Intermediate Result
SM	Supplementary Material
SP	Social Pedagogue/Pedagogy
TE	Technical Expert
YAP	Youth Aid Program for Education, part of QLP/KR Strengthening

## *I. Overview*

The goal of the Quality Learning Project (QLP) 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 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 supports reform of education financing by providing technical assistance to per-capita financing of education in Kyrgyzstan and Tajikistan.

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.

## **KYRGYZSTAN**

### ***IR 1: Improved Quality of Teacher Training in Student Centered Methodologies***

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

**Overview:** SIR 1.1 aims at achieving improved quality of in-service teacher training (ITT) by upgrading the content and structure of ITT courses, strengthening the capacity of ITT Institutes to deliver high quality lessons to teachers on student-centered methodology, and ensuring sustainability of improved teacher training programs within the legislative framework.

#### **SSIR 1.1.1 Improvement of Mentoring practice within ITTI system**

##### **1.1.1.1 Monitoring and mentoring of regular ITTI courses**

**1. Hire LC to support KAE specialist in the process of regional ITTI regular courses monitoring/mentoring:**

A local consultant in collaboration with KAE specialists was involved in the observation and monitoring exercise to support mentoring support to instructors.

## **2. Support KAE to observe regional ITTI courses and provide consultation based on feedback:**

QLP and KAE specialist conducted observation of regular courses in all five ITTIs (Attachment 1.1.1; Attachment 1.1.2). This took place after the Kyrgyz Academy of Education (KAE) issued the Order (Prikaz) and with it the approval to monitor the ITTIs. Monitoring visits covered KAE Osh ITTI Issyk-Kul, Naryn ITTIs, and Talas MC. The exercise revealed that the instructors are still in need of more capacity building to bring them up to speed.

The QLP team provided guidance to the KAE specialists on principles of monitoring and mentoring that is based on pedagogical support rather than fault finding. The KAE administration and specialists benefited from this exercise in that it enabled them to acquire new approaches and skills.

## **3. Support KAE specialists to conduct workshops on monitoring/ mentoring results:**

KAE specialists who were involved in the observation process organized small working meetings to discuss the results of the observation and refresh some topics from the program to improve instructors' knowledge and skills. The instructors received feedback to some questions/issues which caused difficulties. These workshops proved useful as they are helped to improve understanding of materials and also building the capacity of the instructors.

## **4. Support KAE to analyze reports from the regional ITTIs on internal regular courses observation:**

The activity was aimed at conducting internal observations, writing reports on results of observations, and submitting them to KAE to make analysis. Based on those reports KAE will plan activities to make improvement to the courses. Observations have started during the reporting period and will be followed by reports and analysis.

### **1.1.2. Strengthen capacity of in-service teacher training instructors and administrations**

#### **1.1.2.1 Training of QLP target and non-target instructors to teach modified courses in all ITTIs**

The training was postponed until Q2.

#### **1.1.2.2 Increasing ITTI/MC instructors skills in planning, collecting data on course participants**

**1. Hire LC to develop data base program:** This activity was planned to assist KAE to have a data base program which could help monitoring of the courses' participants. To this end a local consultant was hired and met with KAE programmer to look into KAE data base and make necessary improvements.

#### **2. Setting of the data base program to each (5) ITTI:**

This activity was postponed until Q2 due to KAE's other priorities.

**3. Training of 5 ITTI/MC instructors on data base program usage:** The activity was postponed until Q2 due to delays in updating the data base program.

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

### **SSIR 1.2.1 Modified standard programs incorporated to 3 PTTIs curriculum**

#### **1.2.1.1 Monitoring and mentoring of Arabaev KSU in implementation of modified standard programs**

A QLP team composed of LC and Program Specialists conducted monitoring and mentoring at Arabaev KSU. Lessons were observed and feedback was provided to the instructors. While observing the lessons instructors from target departments participated in some lessons and gave some feedback to their peers. Currently the LCs are collecting data on the results of the observations. Training sessions will be organized thereafter to address issues of concern and to implement modified standard programs.

#### **1.2.1.2 – 1.2.1.3: Monitoring and mentoring of OshSU/JASU in implementation of modified standard programs**

Implementation of modified standard programs at OshSU and JASU through the monitoring/mentoring process started during the reporting period. LCs were hired from OshSU and JASU to monitor and provide mentoring support to their peers. Accordingly, lessons were observed and feedback was provided to the instructors. While observing the lessons instructors from target departments participated in some lessons and gave some feedback to their peers. The monitoring process revealed that the majority of instructors were not professional in providing feedback to their peers. At present the LCs are collecting the data on the observation. Training sessions will be organized thereafter to address issues of concern and to implement modified standard programs (Attachment 1.2.1).

#### **1.2.1.4: Refreshing trainings for the instructors (who missed QLP trainings) of target departments at Arabaev university**

This sub-task was cancelled since only four instructors needed training. It was felt appropriate that the twenty five trainers that have already been trained by QLP will step down the training to their colleagues.

#### **1.2.1.5 -1.2.1.6. Refreshing trainings for the instructors (who missed QLP trainings) of target departments at OshSU/JASU**

This task was to train newly recruited instructors who missed the QLP trainings at target departments of two universities. Standard programs were modified, but not all the instructors were trained to teach according to the modified standard programs (20 instructors at OshSU and 20 instructors at JASU). This task was postponed until January since most of the instructors requested so. The trainers from two universities who will conduct these refreshing trainings were trained by QLP.

### **SSIR 1.2.2: Strengthen linkages between universities and schools. New model of student practicum practiced in 20 schools of 3 PTTIs**

#### **1.2.2.1. Test revised student practicum at Arabaev KSU**

Revised student practicum monitoring was done partially together with the heads of faculty of student practicum during the reporting period. During the Pre-Practicum Conferences, the university student-teachers were acquainted with the Regulation, Programs, and Diary of the student practicum. The QLP

team in collaboration with the university practicum supervisors and school mentors conducted monitoring of students-teachers. The exercise revealed that some students set the lesson objectives from the learners' perspective, used interactive teaching, pair work, group work, and poster presentations. Monitoring of student practicum will continue during the next round of practicum in Q2. Recommendations will be presented after the second round.

*...we, the teachers tend to ask questions in the 'knowledge' category 80% to 90% of the time. These questions are not bad, but using them all the time will not help our students develop their critical and creative thinking skills. We have to learn to utilize higher order thinking level of questions. These questions require much more "brain power" and a more extensive and elaborate answer."*

A participant.

#### **1.2.2.2: Conduct trainings for Arabaev KSU supervisors, school mentors on mentoring**

Trainings for university practicum supervisors and school mentors on Student Practicum were conducted during the reporting period. The training was aimed at introducing the modified documents that include: (i) Regulation, Programs and Diary of Student Practicum; (ii) strengthening linkages between universities and schools; and (iii) strengthening the capacity of university and school mentors on effective mentoring of student-teachers. Partner schools (25 teachers from 10 schools) of Arabaev KSU target specialties, supervisors (20 instructors) and head of Arabaev KSU student practicum department were trained on mentoring of student-teacher. The participants suggested that discussion between the university and partner schools on how to become an effective mentor was timely. They called for more training to be conducted in the future.

#### **1.2.2.3/1.2.2.5: Test revised student practicum at OshSU/JASU**

Pre-Student practicum Conference documents were introduced to student-teachers. Monitoring and field-testing will be conducted in Q2.

#### **1.2.2.4/1.2.2.6: Conduct trainings for OshSU/JASU supervisors, school mentors on mentoring**

QLP held training session for university supervisors and school mentors on Student Practicum at OshSU and JASU. The main objective of these training programs was to introduce university supervisors and members of administration, and school mentors with the documents on Student Practicum. These include: *University regulation of practicum, programs and reflective diary, and discussion on how to become an effective mentor for student- teachers during practicum.* Partner schools of OshSU (6 schools, 15 school mentors) together with 25 university supervisors and JASU (6 schools, 20 school mentors), 25 university supervisors took part in these training sessions. The feedback was very positive and the participants mentioned that this was the first time university supervisors and school teachers sat together and discussed how to help student-teachers to have a successful and effective practicum. They requested that such meeting are conducted on a regular basis.

#### **1.2.2.7. Support in transferring revised Student practicum model to new system of education**

Activities not scheduled for this quarter.

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

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

#### **SSIR 1.3.1: Strengthen capacity of target school administration, HMUs, and RayOO specialists in Pedagogical Leadership, Mentoring, and Monitoring.**

**Task 1.3.1.1: Provide methodological support for target schools and RayOOs on PLM&M (Chui and Osh oblasts).**

QLP conducted four one-day workshops for target schools and RayOO specialists in Chui (2 workshops) and Osh oblasts (2 workshops). The topics included: *The development of questions and tasks of higher order of thinking and Formative assessment*. The practical tools on effective mentoring practices were also shared during the workshops. 70 participants took part in these workshops (11 target schools in Chui and 10 schools in Osh oblasts). Twenty one key schools stepped down the training workshops for the teachers in their respective schools and for other target schools in their respective rayons. The participants found the workshops relevant, useful and also practical.

After conducting the workshops, monitoring school visits were organized to target schools in Chui and Osh oblasts to provide methodological support to the schools in implementing the new ideas introduced during the workshops. 64 lessons/teachers were observed during the school visits. The lessons were conducted in primary and secondary grades in Kyrgyz Language, Kyrgyz Literature, Math, Motherland Studies, and others and were observed by the team of the school administrators, RayOO specialists, ITTI specialists, LCs, and QLP staff. Detailed feedback was provided to the teachers after lesson observations. Short meetings were also organized with the school teachers and school administrators to discuss successes and issues of concern along with useful recommendations. These types of activities demonstrated the need for collaboration amongst RayOO, ITTI, and the target schools. RayOOs specialist played a leading role in the exercise. It was also worth to note that some teachers, HMUs, and school administrators took the initiative to share their experiences in mentoring and development of lesson plans through their local newspapers *Bilim Shamy* (Alai) and the national one - *Kutbilim*. The LCs submitted the reports after each monitoring school visits and provided detailed analysis and recommendations for further improvement in the teaching-learning process.

The capacity of school administrators, HMUs, teachers, and RayOO specialists was greatly enhanced in content knowledge and practical application of new methods at the end of the exercises.

#### **SSIR 1.3.2: Strengthen capacity of Ray/GorOOs in PLM&M**

**1.3.2. 1: To increase Ray/GorOOs' ownership for mentoring/monitoring process through training and collaborative mentoring in the country.**

School effectiveness suggests that effective leadership (mentoring) creates effective schools. To be effective, education leaders need professional development to enhance their knowledge and skills in leadership. Taking into account the centrality of the role of the Heads and specialists of RayOO, QLP conducted two-day training during the reporting period. Sixteen specialists including specialists from MOES (Pak Zoya Alekseevna) and Osh ITTI (Sovetbek Amatov) took part in the training. The purpose

of the training was to provide professional support to Heads and specialists of RayOOs to become pedagogical leaders/mentors and to help them contribute effectively in a school improvement.

Responsibility of the Heads and specialists of RayOO covers a wide range of activities related to teaching, learning, and management practices. Unfortunately, they perform these tasks with insufficient leadership and mentoring skills. Therefore, pedagogical leadership and mentoring training was important in order to enable them to discharge their duties effectively. Once trained, the specialists are expected to teach the rest Heads and specialists of RayOO/GorOOs. The training session enabled RayOO specialists enhance their capacity in school leadership, mentoring, and monitoring. The training also refreshed their knowledge and skills in lesson planning, lesson observation, and assessment.

### **SSIR 1.3.3 Strengthen conditions for sustainability of school leadership.**

#### **1.3.3.1. Review and modify Teachers' Job Description**

Three LCs were hired to review and modify Teachers' Job Description. In the course of two meetings, the LCs reviewed the documents and will finalize them in Q2.

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

#### **SIR 2.1. Strengthening capacity of ITTIs, PTTIs instructors and teachers of 50 target schools in assessment**

##### **2.1.1. Strengthening use of materials/component products in ITTIs through mentoring support and trainings (jointly with SIR 1.1)**

QLP organized field-trips for KAE specialists on regular courses' observations in regional ITTIs. Five one-day seminars were conducted in each one of the five ITTIs (KAE, Osh ITTI, Issyk-Kul ITTI, Naryn and Talas MCs). QLP materials were used and the KAE specialists and independent experts were involved. Consultant agreements were prepared for independent trainers.

##### **2.1.2. Strengthening using of materials / component products in PTTIs through mentoring support and trainings (jointly with SIR 1.2)**

QLP facilitated a one-day observation session whereby OshSU and Arabaev KSU instructors observed each others' lessons. Afterwards the universities instructors discussed the lessons.

##### **2.1.3. Strengthening using of materials/component products in target schools through mentoring support and trainings (jointly SIR 1.3)**

QLP facilitated observations in three target schools (Moscow, Chui, and Alamudun rayons) from Chui oblast. RayOO specialists, directors, HMUs, and Zavuches were involved in the process. A unified observation form was used during the exercise. In line with the objectives of the visits, individual discussions and meetings with school staff were arranged and technical support was provided on using Formative Evaluation. Furthermore, improvements were made to the video-materials after testing and 210 units were produced, and distributed to seven target RayOOs, seven ITTIs, twenty five departments of Arabaev KSU, and fifty target schools.

The observation resulted in the publication of an article on *Formative Assessment* in *Kutbilim* – the newspaper. The article discusses formative assessment in a classroom situation. Another article titled, *Feedback as the main component of FA* presented to the KAE scientific conference and was submitted for publication to KAE’s magazine *Vestnik Kyrgyzskoi Akademii Obrazovaniya* (Herald of KAE). Both articles are expected to enhance teachers/educators’ awareness on FA.

## **SIR 2.2. Strengthening the educational completion system as Olympiads by focusing on through higher order thinking assessment**

### **2.2.1. Conduct activities to support transition and develop its related materials, *Methodical Guide on conducting Republican Olympiad for students***

QLP provided support to the MOES specialists to develop and further approve the Regulation and Methodological Guide by the MOES KR. As the result of this effort, the *Methodological Guide for conducting School National Olympiads* (in Kyrgyz and Russian languages) was approved by the KAE’s Academic Council and recommended for publication and distribution to the country’s educational establishments. A seminar was also conducted in collaboration with MOES specialists and developers of methodological guide for RayOO and ITTI/MC specialists. This workshop was very helpful in the preparation and organization aspects of Olympiads.

The preparation of an article on effective application of materials on the results of the seminar was postponed until Q2.

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

### **SIR 3.1. Incorporation of IR 3 products into the ITT and PTT system**

#### **3.1.1. Develop Syllabus Guides for the 1<sup>st</sup> – 4<sup>th</sup> grades**

QLP developed a draft Guidebook on Kyrgyz language for the 1<sup>st</sup> – 4<sup>th</sup> grades. Discussion of the *Guidebook on Reading* for the 2<sup>nd</sup> – 4<sup>th</sup> grades is underway and will result in the preparation of the final draft in Q2. Both guides capture the essence of the new primary grades curriculum and new textbooks. Since the teachers do not have adequate capacity for using the newly introduced curriculum, the *Syllabus Guides* will support the lesson planning.

#### **3.1.2. Incorporation of Syllabus Guide in the regular courses curriculum in regional ITTI/MCs (jointly with SIR 1.1)**

ITTI instructors prepared a draft version of Syllabus Guide. As soon as the Syllabus Guide is printed out and distributed, monitoring visits will be conducted in Q2.

#### **3.1.3. Capacity building of the three QLP target universities for using Syllabus Guide (jointly with SIR 1.2)**

The task was postponed until Q2 since the publication of Syllabus Guide was delayed.

#### **3.1.4. Mentoring support of using SG and SM in teaching practice (jointly with SIR1.3)**

QLP specialists conducted three school visits and provided technical support on the use of the Syllabus Guides to teacher. During the next quarter application of the supplementary materials, teachers will be given mentoring support on more effective use of the materials.

### **SIR 3.2. Support in approval and publishing of Supplementary Materials (SM)**

#### **3.2.1. Support in approval and publishing of Supplementary Materials (SM)**

Supplementary material on Motherland Studies comprises a set of four maps and methodological guide for teachers. 140 such sets of maps in Kyrgyz and twenty in Russian were printed out and distributed to QLP project partners (seven ITTIs, fifty target schools, three universities).

QLP made improvements to the supplementary materials on Kyrgyz language (secondary grade) and will be printed out in Q2. A supplementary material entitled, *Collection of the Math problems* for primary grades was developed and submitted for publication. The process of editing the supplementary material on Math for primary grades was postponed until Q2 due to time constraints. These are expected to be completed, printed out and distributed to key partners in Q2.

### **SIR 3.3. Increased Opportunities for Professional Exchange and Policy Dialogue**

#### **3.3.1. Involving teachers in discussion through Mass media (SIR 1.1, 1.2., 1.3.)**

QLP conducted a seminar for *Kutbilim* newspaper specialists and HMUs. The MOES PR specialists, fourteen Heads of HMUs, and three newspaper specialists participated in this seminar. The materials developed during the seminar were published in *Kutbilim* (Attachment 3.1.). At the end of the seminar a thematic schedule for publications was developed. Two teachers from the methodological union designed the articles on *Mentoring for Young Teachers* and published it in *Kutbilim Sabak* newspaper (Attachment 3.2.).

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

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

#### **4.1.1.2. Provide technical assistance to MOES KR to assure orderliness of existing documents on Community Involvement Strategy**

Two local consultants were identified to review the Kyrgyz Normative Legal basis on structure of non-commercial organizations/entities and on existing school co-managerial bodies, their functions, and their authority and structure. They are mandated to develop a draft Regulation on School Board of Trustees which will correspond with the legal/normative base and existing practice of community involvement in school management. A working meeting was planned to be conducted with the interested parties to discuss and review the new draft Regulation on School Board of Trustees. This meeting was postponed until Q2 as the consultant agreements are yet to be finalized.

At present, *Community Involvement Strategy* is part of MOES long term Education Development Strategy. Unfortunately the existing legal/normative base has not yet been finalized. This led to a misunderstanding in different stakeholders (community, mass media, government bodies and schools).

QLP provided technical assistance to MOES to review and finalize the normative base to resonate with the *Community Involvement Strategy*. This will ensure smooth interaction amongst different stakeholders.

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

Technical support to MOES KR in maintenance work on automated expenditure tracking system in Chui oblast still continues. On the basis of the database collected in automated expenditure tracking system, the second statistical bulletin for 2010 including the indicators of monitoring the PCF process in Chui oblast were printed out and distributed. This data included information about school capacity, number of students, number of teachers, and their qualification, planned/approved budget and executed budget.

Currently the EU works with MOES KR on the creation of a universal information database including general, financial, and other necessary information. QLP negotiated with the EU and UNICEF to collaborate in this effort. A meeting aimed at reviewing the existing automated system (developed by international donors) took place between QLP and UNICEF. Another meeting with similar objectives took place between QLP and the EU. The later negotiated on the possibility of transforming the system into a web-based one.

This bulletin contains sufficient database regarding school finance and management in Chui oblast. It will help specialists at different levels to see the process of PCF implementation in the schools of oblast and will help in analytical work and decision-making process.

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

QLP enhanced the capacity of MOES KR specialists in PCF implementation through national monitoring site visits in three oblast working under PCF. During the reporting period, QLP in collaboration with MOES specialist conducted monitoring visit to Batken oblast. QLP held meetings with Heads of RayOO/GorOO, accountants of Ayil-Okmoty and visited ten schools of Batken oblast. The purpose of the monitoring was to collect necessary information about school financing and management to make analysis, provide appropriate recommendations to improve the situation as well as eliminating mistakes.

The Second monitoring visit was conducted in Chui oblast, Moskovskii rayon. QLP had meetings with school principals, school accountants and representatives of RayOO, Aiyl-Okmoty and Rayon Financial Department. The purpose of this monitoring visit was to check the school budgets according to New System of Labor Remuneration (please see attachments 4.1, 4.2 for further details).

The monitoring visit and meetings helped to identify problems and challenges in PCF implementation at the local level and take timely measures to solve the problems or to adjust situation if needed. Also, these meetings increased the capacity of MOES specialists in PCF issues.

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

Two articles on the Second Forum of Advisory Committees were published in local newspapers. The first article - *Second Forum of Advisory Committee* - was published in MOES newspaper *Kut Bilim*. This article dealt with the event, participants and content of the forum. It also covered the *Appeal* that

was prepared by Advisory Committees to MOES KR, government and inspection agencies, community and mass media. The second article; *Advisory Committees' Forum*; was published in the republic's newspaper *Slovo Kyrgyzstana*. This article also covered the event with emphasis on the seventeen Advisory Committees that were awarded with note of thanks from MOES KR.

One more article - *Kyrgyzstan: Decision made in isolation cast aside, now committees fix common goals on the Second Forum of ACs* was published in Creative Times.

The National Agency on Local Government (NALG) responded to this this Appeal and wrote letter to QLP informing the project that they hoped that new form of community involvement (in the form of Advisory Committee) will help improve the quality of education and provide the transparent usage of budget and non-budget funds. They made it clear that that those objectives could be achieved only in close collaboration with community, school, and local government. NALG expressed willingness to continue to collaborate and participate on events and issues directed to increase the quality of education process (please see attachments 4.3.1; 4.3.2.).

These articles raised public awareness on community involvement strategy not only among community but also among government agencies. They further showed effective cooperation between schools and community and positive results of Advisory Committees.

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

Two training workshops on *Financial Management in School Education* were conducted for school principals of Issyk-Ata rayon during the reporting period. Fifty four school principals participated in these trainings (please see attachment 4.4).

QLP trained all school principals of Chui oblast on Financial Management in School Education training module and enhanced their capacity to handle financial management issues

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

Two training workshops on *Accounting in School* were conducted for school and Ayil-Okmoty accountants of Issyk-Ata, Chui and Kemin rayons during the reporting period. Sixty five accountants participated and improved their capacity in accounting (please see attachments 4.5).

QLP trained all school accountants of Chui oblast on *Accounting in School* training module. This was instrumental in enhancing their knowledge of accounting and bookkeeping.

#### **4.1.2.3. Compilation of instructions and regulations for school accountants**

To strengthen the capacity of school accountants, QLP will provide them with compilation of instructions and regulation on accounting. TOR for local consultant was prepared and selection process started.

This compilation of instructions and regulations for school accountants is one of the necessary materials to school accountants. In consideration of frequent changes in documents regulated financial issues, this compilation will contain main instructions and regulations with last changes.

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

### **4.2.1.1. Registration of ACs in Batken oblast**

QLP provided technical and financial assistance in the registration thirty two Advisory Committees in Batken oblast. QLP consultant collected all necessary forms and applications; reviewed the legislation on creation and registering of non-commercial organization; worked with Justice Department in Batken oblast; and prepared all needed legal documents as regulations, charters, and protocols. Thirty two ACs passed registration through Justice Department in Batken oblast. All ACs received Certificate of Registration, AC's Charter, and AC's stamp. There were only 40 registered ACs prior to this effort. This increased the number to seventy two.

QLP provided assistance to seventy two ACs in Issyk-Kul and Batken oblasts in registration at Justice Department. Now these ACs has a legal basis to work with community and schools.

### **4.2.1.3. Conducting three-day training “Community Involvement in School Management” in Batken oblast**

Two three-day training workshop on *Community Involvement in School Management* were conducted for school principals and ACs chairmen of Batken oblast during the reporting period. Sixty five participants attended the workshops and received the package of teaching aids on *Community Involvement Strategy: Planning Joint Activities between School and Advisory Committee, How to Organize Public Budget Hearings in School, Keys to Successful Partnership*. (please see attachment 4.6). A Specialist from Osh ITTI who was trained last year under QLP was contracted as trainer for delivering of trainings. Furthermore, sixty copies of training module; *Community Involvement in School Management* in Kyrgyz and Russian were presented to library fund of Osh ITTI.

This training module and teaching aids will help to increase capacity of school principals and newly established ACs' chairmen in school management, financing, social partnership and planning of joint activities between school and ACs.

### **4.2.1.6. Increased of public awareness about community involvement in school management on rayon level in Chui oblast**

Practical manual entitled *Keys to Successful Partnership* was developed on the basis of materials of the Second AC's Forum conducted in Q4 of Y4. This practical manual was one of the series of materials produced to support community involvement process in school management. This manual includes topics such as best practices of existing Advisory Committees in Chui oblast; theoretical material and practical exercises on how to write grants, how to attract community, how to carry on a PR-campaign, and other important part devoted to answers of lawyer on ACs' questions. 150 copies of this manual were printed and distributed among ACs of Batken, Chui and Issyk-Kul oblasts.

The best practices in practical manuals will motivate other ACs and school principals to work, and the lawyer consultations will give them more confidence to work with donors, government and inspections agencies and community.

## ***2. Implementation Challenges***

### ***SIR 1.1***

**Lack of support of administration:** The administrations of some ITTIs do not support the instructors in the process of implementing modified program such as mentoring. However, during the second monitoring visit to Osh ITTI administration actively participated in the discussion made some notes for improving further courses' content.

**Misuse of modified program structure:** Osh ITTI administration/specialists put the logical sequence of the program in the wrong order resulting in misused of the modified program. KAE with the help of QLP instructed Osh ITTI administration to correct the issue.

**Lack of course materials:** Some regional ITTI instructors do not possess the course material at the proper level. This resulted in course participants missing some information. In order to assist instructors to refresh their knowledge and improve their training skills, it was planned to conduct refreshing trainings after each observations and monitoring visit.

**Lack of understanding of the salary system:** The school Principals did not have adequate knowledge on salary system. One day workshops for the Principals of QLP target schools in Chui and Osh oblasts were organized to enhance their understanding. The workshops covered sessions how to use rationally the incentive payment of teachers to improve quality of learning.

### ***SIR 1.2***

- Some instructors were reluctant to let the observers to attend their lessons during monitoring.
- Although the instructors and department chairs were involved in the observation process, not all of them were able to give appropriate feedback to their peers. QLP will organize a one-day workshop on mentoring and giving feedback.
- The school teachers/practicum mentors were not aware of QLP initiated innovations. Therefore, student-teachers from QLP target PPTIs face some challenges applying student-centered methodologies in schools.

### ***SIR 1.3***

- Some themes on PLM&M are complex for the RayOO specialists to understand. Some concepts as *coaching* and different forms of mentoring are not quite clear for some of them as they are familiar with only one traditional type of mentoring when a more professional one is helping the young teacher.
- The target RayOOs are concerned whether the other structures in education (MOES and KAE) are aware of the new concepts and practices on school leadership, mentoring and monitoring. They are concerned that there might be some issues from the part of MOES when they conduct monitoring in schools.
- Some RayOOs express their anxiety on how they would be able to cover all the schools with mentoring e.g. in Kara-Suu rayon there are 130 schools.
- There is turnover among the school administrators, HMUs, and teachers in target schools who went through the courses and workshops in KAE and ITTI. As a consequence not all the target schools are successful with the ideas suggested by the project.

### ***IR 2&3***

- Due to time constraints and shortage of LC/Developers, meeting the deadline has to some degree been difficult e.g. video material on FA.

#### IR 4

- There is a risk that the Minister of MOES might be changed as the result of the recent elections. The new person might require time to grasp the essence of education financing and management reform.
- There exists low level knowledge and skill on financing and accounting among school principals and accountants. One six-day training workshop is not enough to provide adequate knowledge and skills. It should be noted that most of school accountants do not have enough experience in accounting.
- Non-execution of Government Regulation at local level by Ayil-Okmotu or Rayon Financial Department is another problem. The first problem has to do with the incentive part of teachers' salary. According to New System of Labor Remuneration, the government guarantees 10% from Salary Fund to teachers' incentives. However, Ayil-Okmotu and RayFO refuse to pay these incentives. Other problem concerns the schools' budget. RayFO should recount the school budget according to teachers' salaries increase. However, they are reluctant to do so resulting in the majority of schools not having the money for the year.
- Absence of accurate normative base on community involvement strategy. This provoked a misunderstanding amongst different stakeholders.

### **3. Cooperation with local counterparts**

- MOES KR is the key Ministry of the centralized education system in Kyrgyzstan. QLP involves technical experts and LCs from the MOES for developing/modifying the basic and higher education (PTTIs) standards. The Ministry also plays the key role in implementing the QLP tasks that are related to the financial reform; e.g. PCF, school and community involvement etc. Also, the MOES supports all activities conducted on PLM&M for school administrators, HMUs and RayOO specialists. Moreover, QLP involves the MOES representatives in various activities.
- KAE is the key ITTI of the country that QLP closely works with in the implementation of the project activities that are focused on other regional ITTI/MCs. Technical experts and consultants are involved in the modification of the ITT standards and materials. Through KAE, QLP organizes different activities for the instructors of KAE and regional ITTI/MCs. Also KAE is the key partner in conducting workshops on mentoring to target schools in Chui oblast, conducting monitoring school visits, giving feedback on developed document on mentoring, and giving approval to those documents (Training Modules and Toolkit on PLM&M).
- Regional ITTIs and MCs play an important role in the collaboration between MOES, KAE, and the schools. The regional ITTI/MCs are: (i) Osh and Issyk-Kul ITTIs; (ii) Naryn ITTI under Naryn State University; (iii) Jalalabad and Batken Oblast MCs. JAMC and BAMC have limited state support for conducting the regular ITT courses. Therefore, QLP supports them both methodologically and technically.
- RayOOs (Rayon Education Departments) are the important links between MOES and schools. There are seven QLP target RayOOs that include: Alai, Kara-Suu, Kara-Kulja RayOOs in Osh oblast; and Alamudun, Kemin, Chui, and Moskovski RayOOs in Chui oblast. The target RayOOs collaborate with QLP in the implementation of mentoring, monitoring, and school leadership activities of the project.

- MOF KR is the key Ministry for the implementation of Education Finance System component. It is of particular relevance in implementing the PCF system in Chui Oblast and reforms in school financial systems.
- Three key PTTIs; Arabaev KSU, Osh SU, and JASU: Arabaev KSU is one of the key teacher training school of the country. In collaboration with Arabaev KSU, QLP modified key teacher training materials as Student Practicum, Guidebook for Young Teacher and teaching materials for student-centered learning methodologies. Accordingly, the two regional pedagogical universities, Osh SU and JASU use materials developed by QLP and give feedback to them. Moreover, through these partner universities, QLP tests the materials with target schools in the regions and Bishkek city.
- Twenty partner schools of QLP target PTTIs in Bishkek (10), Jalalabad (5) and Osh (5) cities: Through these schools QLP tests its student practicum materials. Students Practicum takes into accounts the students' and schools' comments.
- Fifty target schools in Chui (29) and Osh (21) oblasts: Through these schools QLP implements the tasks of *School Leadership, Mentoring and Monitoring component*. The main stakeholders are school principals, vice-principals or *zavuches*, HMUs, and target subject teachers; i.e. Math, Kyrgyz language, and Primary grades.
- Newspaper, 'Kutbilim': The *Kutbilim* is the key national newspaper that targets schools and the education system in general. Through this newspaper teachers have opportunities to share their best teaching and learning practices. QLP collaborates with the newspaper that helps to disseminate the project materials, activities, successes, and the issues. Thus, *Kutbilim* publishes lesson plans on target subjects; Math, Kyrgyz, and Primary classes that are developed by the QLP target school teachers.
- Rayon Financial Departments or RayFO are important links between MOF and schools in coordinating the accounting process.
- National Agency on Local Government and Ayil-Okmotu: School funds goes through local government.
- Central Trade Union of Education: It is the member of EFWG that deal with discussion of PCF issues.
- School Advisory Committees: The ACs play great role in implementing the tasks of Education Finance management component that includes community involvement in Chui, Issyk-Kul and Batken oblasts.
- UNICEF: QLP cooperates with other international organizations in Kyrgyzstan whose focus is on education development in the country. QLP managers participate in Education Cluster meetings organized by UNICEF. These meetings are meant to coordinate donor activities in education reforms. MOES representatives take part in these meetings. Moreover, QLP collaborated with UNICEF while implementing the QLP/KR Strengthening in Jalalabad oblast that concentrated on creating positive atmosphere at schools in post-conflict situation.
- WB Rural Education Project: QLP collaborates with WB REP in developing materials on formative assessment and involving the local consultants/experts.
- ADB, Second Education Project: QLP and ADB second education project collaborated in developing curriculum for the 5<sup>th</sup> – 9<sup>th</sup> and 10<sup>th</sup> – 11<sup>th</sup> grades. Also QLP collaborated while developing curriculum for the 1<sup>st</sup> grade and improving its Methodological Guide for the teachers.
- CEATM: The project closely works with CEATM to assess the impact of its interventions in the quality of education in the country. Also, CEATM cooperates with QLP/CAR M&E team and Program specialists in sharing reports, research results and developing materials on testing, *Testology*.

- International organizations and projects: QLP cooperate with other international projects in order to strengthen the sustainability of the project outcomes and outputs.

#### ***4. Forecast of activities for next quarter***

This report covers Q1 of PY5. Accordingly, most of the activities based on finalizing the program/its materials and targeted at sustainability of the project initiatives. The following are the main points from each component that are planned for the coming quarter:

##### SIR 1.1:

- Conduct monitoring visits to four Regional ITTIs and KAE;
- Conduct refresher trainings for target department instructors of four regional ITTIs and KAE;
- Improve the data base program at KAE and implement in regional ITTIs

##### SIR 1.2:

- Conduct training for target departments' instructors on issues that were identified during the monitoring process (3 PTTIs);
- Continue monitoring and mentoring process for improving instructing and implementation of modified standard programs at 3 PTTI;
- Conduct refresher trainings for new instructors of target departments at OshSU and JASU;
- Field-test modified student practicum model at partner schools of 3 PTTI (4<sup>th</sup> course students practicum)

##### SIR 1.3:

- Continue monitoring school visits and provide methodological support to 50 target schools in Chui and Osh oblasts to improve teaching/learning process;
- Conduct two-day workshops for school administrators, HMUs, and RayOO specialists on mentoring and school leadership training in Chui (1 workshop) and Osh oblasts (1 workshop);
- Conduct two-day trainings on school leadership, mentoring, and monitoring for all Ray/GorOOs of the entire Republic;
- Disseminate Toolkit on PLM&M to all RayOO/GorOOs and schools in the country;
- Review and modify the existing Teachers' Job Description;
- Approve Teachers' Job Description by MoES;
- Conduct micro research on the *Impact of the project on mentoring effectiveness in the target schools in Chui oblast*

##### IR2:

- Conduct working group meeting with LC to discuss format on mentoring visits and supporting trainings basing on visits results;
- Support KAE and regional ITTIs in conducting Mentoring visits by QLP jointly with LC;
- Support PTTIs jointly with LC in conducting mentoring visits;
- Support conducting of Scientific-practical Conference with participation of MOES, PTTIs on Students' Assessment and influence of FA on management of education. Quality;
- Conduct mentoring visits to twenty nine schools with RayOO Chui and Osh oblasts;
- Prepare the publication to *Kutbilib* newspaper on effective usage of materials issue

### IR3:

- Improve Syllabus Guide on Kyrgyz language for the 1 – 4 grades 2;
- Develop Syllabus Guide on Reading for the 2<sup>nd</sup> and 4<sup>th</sup> grades;
- Get approval from Academic Council on Syllabus Guide on Kyrgyz language for 1-4 grades and Syllabus Guide on Reading for 2-4 grades;
- Present Syllabus Guide to University instructors (KAE developers);
- Support Universities in conducting of Mentoring on usage of Syllabus guide in teaching students;
- Conduct twenty mentoring visits to target schools (LCs);
- Get approval from KAE Academic Council on SMs developed by QLP;
- Collect and select of information from MUs and publish them in *Kutbilim Sabak*

### IR4:

- Conduct EFWG meetings;
- Conduct working sessions on *Community Involvement Strategy*;
- Conduct one roundtable on *Automated Expenditure Tracking System*;
- Conduct national monitoring visits of PCF implementation in Issyk-Kul oblast;
- Hire translator and collect final documents to translation;
- Provide information about PCF implementation and community involvement in school management in MOES newspaper *Kutbilim*;
- Conduct one two-day refresher training *Financial Management in School Education* to target school;
- Prepare compilations for school accountant;
- Conduct two three-day trainings in Issyk-Kul oblast *Community Involvement in School Management*;
- Conduct one-day refresh training on *Community Involvement in School Management* to target schools;
- Conduct mentoring/monitoring visits of ACs activities;
- Conduct preparation to close-out meeting in Bishkek for Advisory Committees;
- Provide technical and consultative support to ACs and schools in organizing budget hearings in Batken and Issyk-Kul oblasts;
- Distribute among schools of Chui oblast 900 copies of manual *How to improve the quality and effectiveness of teacher's work*;
- Distribute 110 copies of training module *Community Involvement in School Management* for Issyk-Kul ITTI and KAE;
- Distribute 170 copies of training module *Financial Management in School Education* for Osh, Issyk-Kul ITTIs and KAE

## **5. Achievement of targets (including M&E Report)**

### SIR 1.1

- Six modified in –service teacher programs (training modules) were approved by Academic Council of KAE;
- KAE and regional ITTIs provided printed training modules for regular using;
- Provided with literature of Talas, Batken Oblast Methodological centers and Naryn ITTI;
- Fifty target schools principals trained on effective distribution of the incentive part of teacher's salary fund;

- KAE specialists conducted seven monitoring visits to five regional ITTIs;
- Fifteen instructors received mentoring support from the KAE side.

### SIR 1.2

- Conducted three one-day trainings for each university supervisors and school mentors on Student Practicum ,75 university supervisors and 60 school mentors were trained on how to become an affective mentor for student-teachers;
- 10 partner schools of Arabaev KSU, 6 partner schools of OshSU, 9 partner schools of JASU worked together during student practicum

### SIR 1.3

- Good cooperation and team work between Osh ITTI, RayOO, and target schools;
- Capacity of school administrators, HMUs, and RayOO specialists in target rayons in PLM&M is improved and sharpened;
- Heads and RayOO specialists of the 7 target rayons jointly developed a plan on implementing a mentoring program in their respected rayons;
- All 7 target RayOOs were provided with the resources (Toolkit on PLM&M);
- Target school teachers improved their teaching/learning practices on lesson planning, FA, organizing different forms of work with the students, and the creation of conditions to stimulate students' thinking;
- Mentoring practices are developing and strengthening within the schools and outside, between RayOOs, ITTI, and the target school;
- Teachers became more confident and open minded, their level of discussions at the workshops and informal meetings reached higher professional level;
- School administrators, HMUs, and teachers raised their initiatives in sharing their successes and issues via the local and national newspapers;
- Launch of review and modification of the Teachers' Job Description.

### IR2:

- Conducted five one-day training sessions for five ITTIs (KAE, Osh, Issyk-Kul, Naryn, Talas ITTI s);
- 50 ITTI instructors on using of new additional session “Development of questions for checking high order thinking skills” were trained;
- Field visits and lesson observations were arranged using training materials developed by the project and 3 ITTIs (KAE, Osh ans Issyk-Kul ITTIs). 22 specialists were involved into observation and discussion;
- Arranged visits and lesson observations using training materials developed by the project and 2 PTTIs (Osh SU, Arabaev KSU). 12 PTTI specialists were involved into monitoring and discussion;
- School visits and lesson observation for the target schools of Chui oblast were arranged (Moskva, Alamudun, and Chui rayons). 46 administrators, teachers, and 3 RayOO specialists were involved into monitoring and discussion of the lesson;
- One-day seminar on using of Methodological guide on Olympiads for 20 MOES specialists, KAE specialists and 6 ITTIs was conducted;
- Academic Council of KAE approved and recommended for distribution the Methodological Guide on Olympiads in Kyrgyz and Russian (#8, October 26, 2011);
- 200 DVD copies on FA and 200 working books for CD were produced and distributed to 50 target schools, 7 ITTIs, and 7 RayOOs;

- Article on Formative Assessment Feedback was developed, presented, and published in the magazine *Vestnik KAO* (Herald of KAE)

IR3:

- 160 sets of maps and manuals for teachers were printed out in Kyrgyz (140 sets) and in Russian (20 sets) and distributed to 50 schools and 7 ITTIs;
- Developed and published articles in 3 flimsies of *Kutbilim* and *Kutbilim Sabak* newspapers. 6 schools teacher methodological unions were involved in preparing publication;
- Four Syllabus Guides were edited, layout finalized and submitted for printing.

IR4:

- IR4 staff members were awarded by the Minister of Education and Science with Honorary Diplomas and award - *Otlichnik Obrazovaniya*. These awards were devoted to Teachers' Day and were presented for successful implementation PCF in Chui oblast and development New System of Labor remuneration;
- Materials (three training modules, four manuals and two analytical documents) were approved and allowed as teaching aids for in-service trainings for school principals, accountants and ACs' chairpersons by the Resolution of MOES KR Collegium № 4/2 from August 18, 2011 and MOES KR Order №655/1 from September 27, 2011;
- Increased awareness of key partners on automated expenditure tracking system through fifty copies of statistical bulletin for 2010 and negotiations with international donors and projects;
- Increased capacity of MOES specialist on PCF issues through National Monitoring visits to Batken and Chui oblast;
- Increased capacity of fifty four school principals through two training workshops *Financial Management in School Education* in Issyk-Ata rayon;
- Increased capacity of sixty five school and Ayil-Okmoty accountants through training workshops on *Accounting in School* in Issyk-Ata, Chui and Kemin rayons;
- Thirty two Advisory Committees began legal work in cooperation with school and community thanks to technical and financial assistance provided by QLP on registration at Justice Department;
- Increased capacity of sixty five school principals and Advisory Committee's chairperson of Batken oblast by two three-day trainings *Community Involvement in School Management*";
- Increased the capacity of Advisory Committees' chairpersons by manual "Keys to Successful Partnership" developed on basis of the second Forum materials;
- The Appeal of Advisory Committees developed on the Second Forum of ACs found response among NALG that expressed willingness to fruitful collaboration;
- QLP provided electronic versions of training modules on financial management and accounting to EU project for further usage in training school principals and accountants of Bishkek and Osh cities that began to work under PCF.

**6. Proposed changes to the Work Plan/operational arrangements**

SIR 1.2: Minor changes were made in Work plan. Tasks 1.2.1.5 and 1.2.1.6. Refresher trainings for the instructors (who missed QLP trainings) from target departments at OshSU and JASU were postponed to the next quarter since the instructors were busy with teaching.

IR4: Printing of some materials are in process.

## **7. Support from USAID**

IR4: Institutionalization of training module for school accountants.

## **8. Analysis of the project's contribution to education development in the country**

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

### SIR 1.1:

KAE strengthened its role as the leading in-service institution by being part of the ongoing monitoring visits to the regional ITTIs and by providing feedback. Five ITTI instructors, (fifteen instructors) are receiving support to incorporate the modified programs and were provided mentoring support through the lesson observations, and monitoring visits by the KAE. Six approved modified courses (training modules) were delivered to all Regional ITTIs to incorporate them into their regular courses which promote systematizing the content of the all regional ITTIs;

### SIR 1.2:

Regulation, programs and reflective diary of Student Practicum were developed at three PTTIs target specialties, linkages of these universities with partner schools became stronger, and both sides started to pay more attention to student practicum. Also, the mentoring culture at universities are sustained. Some instructors started to observe each other's lessons and share experience and knowledge.

### SIR 1.3:

Support to 50 target schools in developing new knowledge/skill, and attitudes in PLM&M and support and assistance in improving teaching/learning practices in lesson planning, FA, developing questions and tasks of HOT and others was provided and proved to be substantial.

The capacity of the RayOO specialists was enhanced in PLM&M. As the Head of Alay RayOO, Dosmambet Jeenbekov marked, "... *good quality mentoring from RayOO side will contribute to developing the professional skills of school administrators and teachers and ensuring the best quality learning experiences for pupils*". Furthermore, the project developed and distributed the RayOO specialists with the resources as Toolkit on PLM&M for effective school mentoring support. In addition, improved mentoring collaboration between the system and schools (example of Osh ITTI, RayOOs, and the target schools) created a common learning environment.

### IR 2&3:

QLP developed a set of materials of FA (training session, Methodological Guide, subject-oriented practical guide, set of video training) that helped the ITT and PTT specialists to train/re-train the students/teachers in more professional level. Accordingly, the capacity of the target groups will be strengthened. Thus, systematically using the materials will improve the education quality in general. Methodological Guide on School Olympiads that was developed by QLP is the only and the first document which gives the methodological support for both the organizing and participating sides. The Guide was developed jointly with MOES and approved by KAE. Additionally, the Syllabus Guides that QLP developed is currently being used by MOES and Soros Foundation as a sample. Relying on the Guide's principles similar guides for the 5<sup>th</sup> grade subjects. This is a part of QLP strategy on project sustainability.

#### IR 4:

Training modules are in demand among participants because they are constantly improved according to recommendations of participants and changes in legislation. Also, these materials are first training manuals that enhance professional development of school principals and accountants in financial and accounting issues. QLP in collaboration with MOES specialists provided monitoring visits in Batken and Chui oblast. These visits increased the capacity of MOES specialists in PCF and revealed mistakes and challenges on local level. Information and results developed on these visits will be analyzed and presented to EFWG to improve situation and solve challenges.

Training workshops on *Financial Management in School Education* are bringing knowledge, on practical benefits and skills in financial management to 100% of school principals in Chui oblast. Training workshops on *Accounting in school* are bringing a lot of practical benefits in increasing school accountants' qualification and developing independent accounting department in schools for effective use of limited school recourses. Also, the practical manual on *Keys to Successful Partnership* motivates Advisory Committees, brings practical examples of writing grants, and makes PR-campaign and attract community.

### **9. Meetings/Travel/Staff changes**

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

<b>Date</b>	<b>Organization</b>	<b>Key representatives of the organization</b>	<b>Key agenda items</b>
<i>QLP-KR</i>			
Sep. 22	AKF	AKF, Jyldyzkan Joldosheva, Deputy of the KR Parliament, Jogorku Kenesh, international organizations	Round Table on active learning
Oct. 14	UNICEF	MOE, representatives of donors	DPCC Education Donor group meeting
Oct .20	Ministry of Education and Science KR	Representatives of international donors: UNICEF, USAID, EU; representatives of consulting company "Socium Consult"	Discussion the development and implementation EMIS
Oct .26	UNICEF	Soronkulov G.U. deputy ministr, Alvard Pogosyan, Representatives of international organizations	Working Group on improving teachers performance
Nov. 3, 2011	QLP, MOES, USAID	Representatives of USAID: E. Konurbaev and MOES: Marchenko Larisa	Presentation the project activities
Nov.22	Parliament of KR	Deputies of Parliament KR and representatives of international and local organizations	Open Parliament Hearings on education issues
Nov. 24	KAE	MOE, KAE, local and international organizations	Republic conference and anniversary ceremony of KAE
Dec.20, 2011	AKF	Burulai Aitikulova	Discussion of QLP activities on increasing primary teacher performance
<i>SIRI.1</i>			
Dec. 28, 2011	KAE	Babaev D. B, Director of KAE	Working meeting on data base program

<b>Date</b>	<b>Organization</b>	<b>Key representatives of the organization</b>	<b>Key agenda items</b>
<i>SIR1.2</i>			
Nov. 21 – 23, 2011	GIZ	The staff of GIZ	Seminar on preparation of teachers
<i>IR 2&amp;3</i>			
October 26 , 2011	MOES, UNISEF	Guljigit Sooronkulov, Deputy Minister of MOES	Improvement of the strategy on education development plan for 2012-2014
Nov. 5, 2011	MOES, Soros foundation	Marina Glushkova,	Development of SG for 5 <sup>th</sup> grade's subjects
Dec. 9, 2011	FTI, WB	Gulmira Sultanova, Director FTI staff	Presentation of supplementary materials for publishing more quantity.
<i>IR 4</i>			
Oct. 11 – 13, 2011	UNICEF	Alvard Pogosyan	Participation on Working Group on development standard staff for educational organizations.
Oct. 13, 2011	EU project “Support to the Kyrgyz Education Sector”	Oliver Deasy, Team Leader/Education Policy Expert	Discussion of PCF implementation and projects’ collaboration on training school principals and accountants. QLP shared with its materials, automated expenditure tracking system and experience in Chui oblast.
Oct. 14, 2011	UNICEF	Alvard Pogosyan	Meeting with international donors
Oct. 14, 2011	QLP and Chemonics	Rebecca See, Regional New Business Representatives & Project Management Specialist	Discussion the experience of QLP’s regional work
Oct. 17, 2011	QLP office	World Bank representative	Discuss the PCF implementation and collaboration of WB project and QLP.
Oct. 20, 2011	Ministry of Education and Science KR	Representatives of international donors: UNICEF, USAID, EU; representatives of consulting company “Socium Consult”	Discussion the development and implementation automated system in MOES KR. Review the existing databases developed under the other organizations and projects
Oct. 21, 2011	World Bank	Representatives of WB: A. Kremer, Advisory Council of MOES: Sainazarov K., and NGO, other projects, schools etc.	Discussing the issues related to textbook development and per capita financing. WB informed invited persons the objectives and directions of next project.
Nov. 3, 2011	QLP, MOES, USAID	Representatives of USAID: E. Konurbaev and MOES: Marchenko Larisa	Presentation the project activities
Nov. 3, 2011	QLP and EU project “Support to Kyrgyz Education Sector”	Representatives of European Union project: Oliver Deasy, Korean IT Specialist	Discussing the collaboration of donors on creating informational database and presentation the automated tracking system. Discussion the possibility to transfer QLP database on web-base.
Nov. 17, 2011	QLP and EU project “Support to the Kyrgyz Education Sector”	Representatives of European Union project: David Ormandu and Oliver Deasy	Discussion the PCF implementation in Chui oblasts, Bishkek and Osh cities and usage of QLP materials on financial and accounting by other regions. Also discussed the collaboration with trainers from KAE and Regional ITTIs who were

Date	Organization	Key representatives of the organization	Key agenda items
			trained and prepared by QLP.
Dec. 5, 2011	QLP and World Bank	The representatives of World Bank: Aisuluu Sulaimanova, Jerar Peart, Din Yong Hou	Discussion of QLP activities on PCF and CISM; discussion the proposal of new World Bank's project.

## B. Consultants

Dates of consultancy	Name of consultant	Tasks
<i>SIRI.1</i>		
October 24-26, 2011	Esengulova M	Delivery of 1 day observation of Talas MC regular courses on Math subject and proving feedback to Talas MC instructors.
<i>SIRI.2</i>		
October 8, 2011	Asekova Jyldyz, Esengulova Mirgul	Conducting the training for university supervisors and school mentors on Student Practicum at Arabaev KSU
October 14, 2011	Asekova Jyldyz, Turdubaeva Barisa, Tobokelova Salamat	Conducting the training for university supervisors and school mentors on Student Practicum at JASU
October 13, 2011	J. Asekova, M. Altybaeva, O. Shaimkulov	Conducting the training for university supervisors and school mentors on Student Practicum at OshSU
November 5, 2011	Alikova Aida	Conducting 1 day TOT for local trainers from OshSU and JASU
<i>SIRI.3</i>		
Oct.-Dec., 2011	S.Ismailova, S. Amatov, Attokurova	School visits to support and assist directors, zavuches, HMUs, and teachers in Pedagogical Leadership, Mentoring, and Monitoring
November, 2011	M.Esengulova, N. Djusupbekova	TOT for the 7 target RayOOs and specialists from MoES on School Leadership and Mentoring.
December, 2011	L.Marchenko, T. Ashimbayeva, Mariya Uzdenova	Review and modification of Teachers' Job Description

## Major Procurements

Date	Procurement	Amount
<i>SIR 1.1</i>		
October 25, 2011	Methodological literature was delivered to Talas MC (but it was purchased in September, 2011)	19,582 KGS (about \$426)
November 9, 2011	Methodological literature was delivered to Naryn ITTI (but it was purchased in September, 2011)	21,336 KGS (about \$464)
December 9, 2011	Methodological literature was delivered to Batken MC (but it was purchased in September, 2011)	18,965 KGS (about \$412)

## Staff Travel / Visitors

Dates	Name	Purpose
<i>SIR 1.1</i>		

<b>Dates</b>	<b>Name</b>	<b>Purpose</b>
October 16-19, 2011	Alia Burkitova, PS SIR 1.1.	<i>Osh</i> : Observation of the regular courses and providing feedback for Osh ITTI instructors.
Oct. 24 – 26 12 – 14, 2011	Alia Burkitova, PS SIR 1.1.	<i>Talas</i> : Observation of the regular courses and providing feedback for Talas MC instructors.
November 08-11, 2011	Alia Burkitova, PS SIR 1.1.	<i>Naryn</i> : Observation of the regular courses and providing feedback for Naryn ITTI instructors and literature transferring.
November 08-11, 2011	Rashid Shakirov, PS IR 2	<i>Karakol</i> : Observation of the regular courses and providing feedback for Issyk-Kul ITTI instructors.
December 12-14, 2011	Alia Burkitova, PS SIR 1.1.	<i>Osh</i> : Observation of the regular courses and providing feedback for Osh ITTI instructors. Modified programs transferring.
<i>SIR1.2</i>		
Oct. 13 – 14, 2011	Altynai Abdukarimova	<i>OshSU and JASU</i> : Conducting training for university supervisors and school mentors on Student Practicum.
Oct. 18 – 21, 2011	Altynai Abdukarimova	<i>Dushanbe</i> , meeting with the international consultants, discussing the checklist on student practicum, sharing experience on pre-service teacher training component.
Nov. 2 – 5, 2011	Altynai Abdukarimova	<i>OshSU and JASU</i> , monitoring and mentoring process, one day training of trainers for local trainers on conducting refreshing trainings
Dec. 5 – 8, 2011	Altynai Abdukarimova	<i>OshSU and JASU</i> , Monitoring and mentoring process jointly with M&E
<i>SIR1.3</i>		
October, 2011	Yusupova Aikynai - Program Specialist	Osh oblast, one day workshop and monitoring school visits
December, 2011	Yusupova Aikynai - Program Specialist	Osh oblast, one day workshop and monitoring school visits
<i>IR23</i>		
November 8 – 11, 2011	Rashid Shakirov, PS IR 3.	<i>Karakol, Issyk-Kul</i> . Observation and monitoring of regular courses of Issyk-Kul ITTI instructors, involving KAE specialists and conducting training on “Making questions on testing high order thinking skills.”
December 11 – 15, 2011	Rashid Shakirov, PS IR 3.	<i>Dushanbe, Tajikistan</i> : Co-work with IC Simon Jenkins to develop new SG on Kyrgyz language for 1 – 4 grades, and discussion of SG content on reading for 2 – 4 grades.
<i>IR4</i>		
October 19 – 21, 2011	Jyldyz Uzbekova, Regional Education Financing Director	Participation on National Conference in Issyk-Kul organized by Issyk-Kul ITTI.
November 20 – 26, 2011	Jyldyz Uzbekova, Regional Education Financing Director	Participation on Quarterly Education Financing Group of TJ, provide support to IR4 team; work with team under assessment results.
December 6 – 17, 2011	Jyldyz Uzbekova, Regional Education Financing Director	Participation on FTI donors meeting in Dushanbe, provided recommendation done on basis of field trips to schools of Tajikistan.

## QLP-KR Strengthening

### 1. Program Overview

#### Task 1: YOUTH AID PROGRAM FOR EDUCATION

##### 1. Provide Accelerated Learning (AL) Programs for children who have dropped out of school and enable them to return to school at the appropriate grade level for their age

YAP completed planned tasks that were meant to provide Accelerated Learning programs (AL) to drop outs. Training material for AL program was published in Russian and Kyrgyz after approval by KAE. They were also distributed among teachers and key partners. AL was piloted at schools #87 and # 43 by ILO and an experimental AL course was developed to give an opportunity to receive primary education to children who dropped out from school. The course gives school dropouts the opportunity to get primary education up to 4<sup>th</sup> grade in two years. MOES issued the order/Prikaz on launching the pilot course under ILO support. Six children who study in AL course were identified as dropouts during the household survey were provided with school stationary and uniforms.

Out of seventy six (76) identified dropouts, twenty eight (28) joined formal schooling, six AL courses and five joined informal educational program. Thirty five children moved away from their former residence to new settlements and therefore were unable to join anyone of the programs. Two children are under consideration by ILO to join the informal educational program.

##### 2. Ensure the group of children who are due to enter school (1<sup>st</sup> class) in September 2011 are identified and given support to enter school

###### 2.1. Small Grant Programs

YAP in partnership with the Bishkek Mayor's Office and, Bishkek City Development Agency (CDA) issued a bid to attract NGOs for Small Grant Programs (SGP). The ten selected NGOs worked in different fields in forty five new settlements. The total amount of the grants is about \$40,000. The goal of SGPs is to promote the involvement of the youth (school ages) in educational and other community development activities. The NGOs work closely with the local government and Social pedagogues. Most of the SGPs were implemented and they were monitored by QLP and Bishkek CDA.

This task was successfully completed and helped new settlements communities in improving education, and ensured cooperation between non-state and state organizations.

###### 2.2. Media Tour

On November 25, 2011 Media tour was organized to the following small grant projects (Attachment YAP 2.2.):

- 1) NGO *Budushee detey - budushee strany*. Project *Altyn Ordo future*. The Project involved 800 citizens and 600 school age children from the new settlement *Altyn Ordo*. The project was implemented by the members of community group selected from different professions, different ages and genders with compulsory inclusion of school age children on the meetings of citizens. The sport playing playground was built for children. An opening ceremony was organized.
- 2) *Agerkech/Back to school*. This Project was working with the children from low income families from the new settlement *Dordoi 1, Dordoi 2, Bakay-Ata, Ak-Bata, Kelechek and Ene Say* at the

age of seven – sixteen years. The following activities were organized: registration of children (necessary for issuing new documents – birth certificate, etc.), medical inspection, and organization of psychologist consultation. English language courses, decorative arts, arts and crafts, sewing and physical training were conducted. Classes were organized on following topics: *Children against drugs, Alcohol destroys World, Smoking dangerous for health, Slave victim, Prisoners world*, and social cultural events. Exhibition of the best works of children was carried out. Lessons on rule of the road were given for children by inspector on working with under - age children.

The following media outlets participated in the event:

- Baldar FM,
- Slovo Kyrgyzstana,
- Knews,
- Kutbilim, and
- OTRK Ala Too news - watch at 18:30 in Russian and at 21:30 in Kyrgyz on Nov.25, 2011.

### **2.3. Press Conference**

A press-conference was organized to present YAP results achieved during one and half year with the support of partner organizations; Bishkek City's Mayor Office, MOES, NGO, MTA and social pedagogues (Attachment YAP 2.3.). In April 2011 QLP YAP gave a press conference inviting key state officials, NGOs, MTAs, and others to present future plans on providing access to education to vulnerable children in new settlements.

The following partners participated at the press conference: Kudaibergenova D.K., Head of preschool education department of MOES, Suhodubova N.A, Deputy Head of Education Department of Bishkek City's Mayor Office, Ergeshova K., coordinator of NGO Buchur, Kurmanbekov Jyrgalbek, social pedagogue of school #86 in Kalys Ordo, Abdykayrova D.A., social worker of Local Municipal Administration #3 (MTA), Terry Giles, regional director of the QLP. The following Media institutions participated at the press-conference, OTRK, Piramida, Akipress: [24.kg](#), Kabar, Kirtag , Birinchi radio, Knews, Slovo Kyrgyzstana, Taza jol, Molodejka.kg , ELTR, Vrema CA, Kib.kg.

### **2.4. National Forum and Round Table for Social Pedagogues**

YAP in partnership with JAP organized National forum and round table on *Social pedagogy in Kyrgyzstan: problems and perspectives* during the reporting period (Attachment YAP 2.4.). The goal of the national forum and round table was to discuss problems related to school education that can be addressed by social pedagogues as well as to increase awareness of social pedagogy in the country. An international consultant made a presentation on international experience. Key decision makers, social pedagogues, representatives of educational establishments, NGO and other interested parties took part. The national forum and round table developed and presented an appeal on the part of the participants. Media coverage was provided.

### **2.5. YAP summary**

A session to present summary of YAP outcomes was organized during the reporting period. It was also aimed at attracting human and financial resources to further activities to provide access to education for children and youth in new settlements (Attachment YAP 2.5.). NGOs and experts made presentations

on activities implemented under YAP. In attendance were representatives of local government, social pedagogues, and business and donor organizations. Photo and picture exhibition of small grant projects were organized at the event.

## **2.6. Handbook for Social Pedagogues**

Handbook for social pedagogues was published and submitted for approval. The handbook was distributed among social pedagogues and key decision makers at the National Forum.

## **2.7. Social clip**

CDA has taken responsibility to promote a social clip *I want to study* developed by YAP at national channels. This clip was broadcast at NTS, and OTRK and Piramida channels for free (<http://www.youtube.com/watch?v=-Ing357S1Rk>).

## **3. Undertake advocacy and information campaigns to ensure the educational needs of children and young people who live in Novostroikas are met by government of the KR**

Information campaign played a great role in attracting attention to the problems of access to education for children in the new settlement and mobilizing human and financial resources to ensure the educational needs of children and young people who live in the Novostroikas. The communication strategy of the Youth Aid Program for Education generated publicity estimated at USD 68,318 in free media coverage in 2010-2011.

The media coverage resulted in promoting awareness by interviewing key decision makers, implementers of projects at the local level on the issue of providing access to education for children. This helped to draw the attention of the government.

Overall, different programs and materials of the YAP were reflected in different mass media resources such as media tour (November 25, 2011), press conference (December 6, 2011), National forum for SP (December 7-8, 2011), YAP summary (December 21, 2011). The following media institutions provided media coverage for free: 8 TV news broadcasted (*National TV, NTS, ELTR TV, Piramida*); (ii) 12 online publications were in different sources as [www.kabar.kg](http://www.kabar.kg), [www.akipress.kg](http://www.akipress.kg), [www.24.kg](http://www.24.kg), [www.knews.kg](http://www.knews.kg), [www.kib.kg](http://www.kib.kg), [www.kirtag.kg](http://www.kirtag.kg), [www.kloop.kg](http://www.kloop.kg), [www.photo.kg](http://www.photo.kg), [www.time.kg](http://www.time.kg), 8 newspaper articles were published in *Vecherniy Bishkek, Slovo Kyrgyzstana, Kutbilim, Times of Central Asia*; 4 radio programs aired through *Baldar FM, Birinchi radio*, 2 radio programs through *Kyrgyz National Radio*, and *Azattyk*.

Most of journalists are highly enthusiastic and supportive in providing media coverage of events and attracting the attention to problems of access to education for children in new settlements around Bishkek. These events were instrumental in raising the awareness about access to education of children in new settlements among key state officials/decision makers, NGOs, MTAs, and other interest groups.

## **Task 2: CREATION POSITIVE SOCIO-PSYCHOLOGICAL ATMOSPHERE IN SCHOOLS DURING POST-CONFLICT PERIOD IN JALALABAD OBLAST (JAP)**

### **1 Strengthen capacity of Methodological Center and Ray/GorOO instructors in managing of SP work**

#### **1.1. Improving capacity of Oblast Methodological Center and Ray/GorOO**

##### **1. Conduct 72 hour TOT on social pedagogy for 7 ITTIs:**

The activity was postponed until Q2 due to late development of the training module on Social pedagogy for ITTIs. That training module was developed by the KAE specialist and approved by the Academic Council of KAE.

##### **2. Support JAMC and Ray/GorOO specialists to publish the best practice on social pedagogues' activity**

The social pedagogues do not have adequate experience to write their best practices. The best practices are thus being collected and edited and hence not yet completed.

##### **3. Support JAMC and Ray/GorOO to conduct conferences on Rayon level with social pedagogues' participation**

The social pedagogues also had plans to conduct a conference during January conference for teachers. This was also postponed due to presidential elections and other financial problems. The activity was postponed until Q2.

##### **4. Support 6 ITTIs' (Jalalabad, Batken, Osh, Naryn, Issyk-Kul, Talas) instructors to participate at the National Forum on social pedagogy in Bishkek**

ITTIs representatives participated at the National Forum and Round Table on *Social pedagogy in Kyrgyzstan: problems and perspectives* (Attachment YAP 2.4.). The participants discussed the problems of pre and in-service social pedagogues' training courses, identified ways of developing and improving social pedagogy in Kyrgyzstan, shared their experience and knowledge, worked with international consultant and became familiar with international experience. Two social pedagogues from Jalalabad Oblast made presentations on social pedagogues' activity during crisis situations. The director of Jalalabad Oblast MC made a presentation on the activities of social pedagogues following the crisis in Jalalabad Oblast. The participants got the opportunity to see the overall situation in ITTIs on issues of improving qualification of social pedagogues, to share their problems and experience, and to develop some plans on improving the system of preparation of specialists on social pedagogy.

#### **2.1. Update 72 hour training module on social pedagogy**

All activities planned under this subtask were cancelled as KAE developed a new program with training module for social pedagogues in ITTI system. That program with training module was approved by the Academic Council of KAE on October 26, 2011.

#### **2.2. Develop Practical Guide**

The original planned activities were changed. Instead of Practical Guide it seemed to be more rational to publish National Forum's materials as Practical Guide could take more time and more expenses.

### **Task 3: INFORMATION COMMUNICATION TECHNOLOGY SUPPORT FOR REGIONAL COLLABORATION OF PRE-SERVICE TEACHER TRAINING INSTITUTES IN KYRGYZSTAN AND TAJIKISTAN (ICT)**

This component is aimed at introducing the use of Information Communication Technology (ICT) for professional development and sharing of expertise and resources among five Pre-service Teacher Training Institutes in Kyrgyzstan and Tajikistan:

- Arabaev Kyrgyz State University – Bishkek, Kyrgyzstan
- Osh State University – Osh, Kyrgyzstan
- Jalalabad State University – Jalalabad, Kyrgyzstan
- Tajik State Pedagogical University – Dushanbe, Tajikistan
- Kurgon Teppe Pedagogical University – Kurgon Teppe, Tajikistan

QLP received additional funding to support the target universities to conduct training for the faculty staff in the use of computer hardware and software in their professional activity.

In Q1 of the Year 5, QLP contracted local companies and independent consultants (in KG TJ) to deliver some basic computer and web skills training for target department instructors.

Kyrgyzstan QLP contracted the Kyrgyz Republic-Japan Center for Human Development to deliver Computer literacy course for Arabaev Kyrgyz State University faculty staff from the target departments (see Attachment ICT 1. for the detailed training course program), 21 instructors attended this training course and received certificates. Similar training courses were provided for Jalalabad State University faculty staff (14 participants). The trainings were delivered for two groups by local independent consultants called Master of Information Technology in Education – MITE (please see attachment for details, Attachment ICT 2.).

The training for Osh State University started end of December and will continue next quarter. It was delayed due to tight schedule of university instructors who were busy with student examinations and semester end related tasks.

Tajikistan QLP contracted MATEMA - a local company - which has a branch in Kurgon Teppe to deliver the training for Kurgon Teppe Pedagogical University staff. As a result, a five-day training session was developed that was delivered for two separate groups of university staff from KTPU. The first group was trained from December 5 to 14 while the second group was involved from December 6 to 15 (agenda of the trainings is attached, Attachment ICT 3.). 19 university instructors took part in the training session. .

The training for Tajikistan State Pedagogical University faculty staff was agreed to be delivered by QLP IT specialists who conducted a five-day workshop from December 26 to 30, 2011. Total of 19 participants attended.

All participants from five universities were trained on the most important issues and computer concepts, like Microsoft Office, Skype, Google translation, search in Google and etc.

In Q2, QLP will hire international/regional consultants to identify a set of appropriate Russian language materials and website directories. QLP will translate selected materials which will be selected by the staff of each institution themselves from the pre-selected list developed by the international consultancy into local languages (Kyrgyz / Tajik / Russian) for better accessibility for both instructors and students to modern pedagogical materials, plus provision with a small budget to print multiple copies.

It is planned to hold beginning February the first regional meeting at Arabaev Kyrgyz State University (in Bishkek) to plan and exchange experience and subsequently to share outcomes of work in each country.

## ***2. Implementation Challenges***

### YAP

- Lack of experts.

### JAP

- Lack of activities and events from Gor/RayOO level to support social pedagogues;
- Regional ITTIs have no materials on social pedagogy, so it was developed program and training materials on social pedagogy for ITTI system.

### ICT

- Lack of experts – international/regional consultancy

## ***3. Cooperation with local counterparts***

- MOES
- KAE
- JAMC (Jalalabad Oblast Methodological center)
- Bishkek Mayor's Office
- Agency for Bishkek City Development
- Education Department under Bishkek City Mayor's Office
- NGOs (Bishkek and surrounding new settlements)
- Schools/Social Pedagogues (Bishkek and its surrounding new settlements)
- Local Governments or MTAs (Municipal Territorial Administration)
- Bishkek Humanities University
- Arabaev Kyrgyz State University
- Osh State University
- Jalalabad State University
- Tajik State Pedagogical University
- Kurgon Teppe Pedagogical University

## ***4. Forecast of activities for next quarter***

### JAP

- Conduct TOT on social pedagogy for all regional ITTI representatives;

- Publish the best practice on social pedagogues activity;
- Publish National Forum's materials;
- Monitoring of the social pedagogues activity from Ray/GorOO and JAMC side;

### ICT

- Hold the first regional meeting at Arabaev Kyrgyz State University to plan and exchange experience and subsequently to share outcomes of work in each country

## **5. Achievement of targets (including M&E Report)**

### YAP

- Approved and published Accelerated Learning course in Kyrgyz and Russian languages that were delivered to 25 teachers;
- Six dropouts started studying at the accelerated learning course and received school stationary and uniforms;
- Five dropouts started studying at the informal educational program;
- Twenty eight dropouts joined formal schooling;
- YAP summary report prepared and presented at the YAP summary event
- *I want to study* a social clip - developed and broadcast at national and city TV channels: NTS, OTRK, and Piramida;
- Handbook for Social Pedagogues published and submitted for approval;;
- Awareness of government and public sector about social pedagogue and capacity of social pedagogues increased due to National Forum and Round Table;
- Resolution on social pedagogy from participants' of national forum and round table was developed and will be published through MOES;
- Eight TV news; 12 online sources articles; 8 newspaper articles; 4 radio news; 2 Radio programs

### JAP

- Program and training module developed and approved by the KAE and recommended to use to all ITTIs;
- Regional ITTI representatives participated at the National Forum and Round Table on social pedagogy

### ICT

- Key faculty staff of five leading universities trained on how to use computer software to improve their teaching practice and lessons delivery

## **6. Proposed changes to Work Plan/operational arrangements**

### JAP

- Relying on some changes of the initial plan it is suggested to publish a National Forum's materials instead of methodical handbook.

## 7. Support from USAID required

n/a

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

### YAP

YAP activities were able to attract public attention to the education issues in Novostroikas; mobilize local community to support education activities through small grants; and to demonstrate productive model of close collaboration with the Mayor's office, MOE, NGOs, schools (social pedagogues) in solving the issues of school attendance. YAP's contribution into the development of the social pedagogy is significant. Not only were social pedagogues trained on new approaches, but the first literature in social pedagogy was developed (handbook) and generated increased awareness among interest parts on the importance of the social pedagogy in providing children with access to education through information campaign.

### JAP

- ITTIs representatives and social pedagogues participated at the National Forum and were able to share their experience.
- Program and training module on social pedagogy for ITTIs were developed and approved and will be spread to all ITTIs to incorporate them into the regular courses. It will give possibility to social pedagogues who will come to in-service trainings get full information on social pedagogy and its methods.

## 9. Meetings/travel/staff changes

### A. Meeting with USAID and partners

Date	Organization	Key representatives of the organization	Key agenda items
<i>YAP</i>			
Oct. – Dec. 2011	City Development Agency	Asylbaeva Chinara	Media tour/ Press- conference, National forum-round table for SP/ YAP summary
Oct. – Dec. 2011	MOES	Kidaibergenova Damira	Media tour/ National forum-round table for SP/ YAP Summary

### B. Consultants

Dates of consultancy	Name of consultant	Tasks
<i>YAP</i>		
Oct.– Dec. 2011	Djakubova N.I.	Editing the handbook for social pedagogues
Oct.–Dec. 2011	Ashymbaeva T.A.	Editing the handbook for social pedagogues
Oct.– Dec. 2011	Amerhanova S.A.	Editing the handbook for social pedagogues
Oct.– Dec. 2011	Fadeeva G.N.	Editing of the accelerated learning course for classes in Russian language
Oct.– Dec. 2011	Dudkina O.I.	Editing of the accelerated learning course for classes in Russian language

<b>Dates of consultancy</b>	<b>Name of consultant</b>	<b>Tasks</b>
Oct.– Dec. 2011	Sultanova G.K.	Editing of the accelerated learning course for classes in Russian language
Oct.– Dec. 2011	Orusbaeva T.A.	Editing of the accelerated learning course for classes in Russian language
Oct.– Dec. 2011	Abdraeva N.E.	Editing of the accelerated learning course for classes in Russian language
Oct.– Dec. 2011	Segizbaeva N.K.	Editing of the accelerated learning course for classes in Russian language

## **TAJIKISTAN**

### **1. QLP/TJ Project – General (Project Close-out Activities)**

#### **i. National Conference, Exhibition and Press Conference**

No activity planned for this quarter. The activities are planned for Q4 of Year5.

#### **ii. Monitoring the usage of USAID donated equipment by the AOE, RTTI, TTIs, Pedagogical universities and colleges**

To ensure effective usage of the USAID donated equipment to the partner institutions, QLP worked out a handover procedure. This involves preparing for the handover in accordance with USAID’s procedures and taking into account safety requirements. QLP is expecting to monitor the usage of the donated equipment on a quarterly basis.

Monitoring visits conducted by Project staff to target rayons and partner organizations – AOE, RTTI, TTIs, universities and Pedagogical colleges revealed that most of the USAID donated equipment are properly used and stored and that appropriate people handling them. Follow up meetings with the institutions heads were conducted to share some of the QLP concerns revealed during monitoring visits

### ***IR 1: Improved Quality of Teachers Training in Student Centered Methodologies***

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

##### **1.1.1 Assist RTTI and regional TTIs to implement MOE approved target subject teacher training curriculum and modules**

QLP and RTTI jointly submitted a set of 22 titles of TTI curricula areas, training modules and supplementary materials for MOE’s final revision and approval. This set was reviewed by official reviewers assigned by MOE. Most of these materials received a high level of appreciation by academicians of AOE. In addition to receiving positive feedback, RTTI and QLP also received constructive feedback that was adjusted. Final version of above mentioned materials were resubmitted for the MOE Collegium approval.

**Ph.D. Lutfulloev M., Academician of AOE**

*"This is the first time that Tajikistan has a clearly and strongly linked set of training and methodological materials for primary education, therefore I recommend other subjects learn this experience and adapt it"*

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

##### **1.2.1 Support TSPU and KTSU to conduct trainings for university subject specialists**

In PY4, USAID and QLP senior management staff met several times with the TSPU and KTSU administration to help them realize the importance of making necessary changes into the university

staff in-service courses and incorporating modern teaching approaches in at least the target faculties. It was also agreed that QLP would support the two universities with capacity building of their staff in instructional design and prepare a team of trainers who will be able to deliver modern and interactive-training programs.

As a result of these agreements, two international consultants were hired by QLP to support the TSPU Center with the development of innovative training material and capacity building of the university staff. A five-day development workshop which brought together thirty participants from the two universities was organized by QLP. The participants were introduced to modern tendencies in higher education and teaching in general. As a result of the workshop, a training module for a standardized in-service course was designed that covers main teaching aspects such as learning theories, instructional strategies, setting learning objectives, assessment and climate for learning. (Agenda of the five-day development workshop is attached, Attachment 1.2.1)

On the basis of the developed material and review outcomes, a five-day TOT was conducted where representatives from two universities were trained as trainers (18 participants) who in turn were involved to deliver the first phase of the six-day in-service training for the TSPU and KTSU target department staff (49 participants). (Agenda of the first phase of the six-6-day in-service training attached, Attachment 1.2.2).

Currently the faculty from Student Practicum, Pedagogy and Psychology, Methodology of teaching Primary, Math, and Tajik language departments are involved in the reflection process and the implementation of some of the training aspects into their teaching practices. The outcomes of their reflections and use of the material will be shared during the second phase of the in-service training will take place in Q2. In between the two phases, QLP will support the Center to conduct monitoring and provide mentoring support to the trained faculty staff of both TSPU and KTSU on effective use of the training concepts.

### **1.2.2 Support in-service Center under TSPU to incorporate new teaching approaches into the in-service courses curriculum**

Through active involvement of two international consultants, QLP provided technical assistance to TSPU Center and developed jointly a curriculum and course material (as part of section 1.2.2) that covers modern teaching aspects like learning theories, instructional strategies, setting learning objectives, assessment, and climate for learning. The curriculum and training module for the in-service course was reviewed and approved by the Deputy Rector of the TSPU -Coordinator of all the educational affairs of the university. (copy of the curriculum for twelve-day workshop is attached, Attachment 1.2.3)

### **1.2.3 Strengthening of TSPU and KTSU capacity in Student Practicum and PTI-school linkage**

Heads and faculty staff from the Student Practicum department were involved in the development of in-service training curriculum and module (under point 1.2.1 and 1.2.2). This helped the department team to be aware of the improvements made and modifications envisaged in university faculty staff teaching, which will eventually make an impact on student practicum.

The course curriculum and training material developed by QLP lays emphasis on specific competencies and skills that are required for student-teachers to work in school environment which also helps Student

Practicum department staff to orient their monitoring and supervision towards supporting the achievement of those objectives.

On the basis of the modified in-service course material and the outcomes of the first phase of the six-day teacher training, local consultants from among TSPU and KTSU Student practicum department were involved in improvement of the regulation on practicum. International consultants were involved to support the LCs in aligning the regulations with internationally recognized approaches and in providing online assistance in reviewing the final drafts of the document.

In Q2 it is envisaged that final revision will be made to the Student Practicum Regulation and a consolidated version along with Practicum Guide will be submitted to TSPU and KTSU Science Board for approval.

**Khudoydodov A., Deputy Rector of Tajik State Pedagogical University**

*“The Tajik State Pedagogical University jointly with USAID /QLP, as per Agreement from 18.05.2010, have made a valuable and fruitful contribution towards the development and improvement of the in-service teacher training on development of training program, State Standards and development of textbooks and teaching guidelines. We are so glad that during series of 6 days trainings such important issues were considered; training of teachers, training for trainers that help for changing the existing teaching framework, instructional design of teaching materials, challenges and achievements during teaching process. The QLP program specialists and International Consultants helped with selection of trainers and the best teachers of the University ...were trained as a trainer.... ”*

***QLP Strengthening: Tajikistan***

**1.2.4 Support target Pedagogical Colleges to develop learning materials for students of Pedagogical Colleges Primary Department staff for elective course**

QLP contracted Regional Consultant and ten LCs to support the AOE and target Pedagogical colleges in the development of the learning material for students. The development process of the learning materials was initiated during a three-day working seminar led by RC and was based on the elective course curriculum and teachers’ guide.

During the workshop, the RC and LCs defined the learning material structure and design, specified the characteristics of the learning material, the student-teachers professional goals, and the content of the learning material. Each LC was assigned to develop a specific section of the learning material.

Another four-day workshop was organized by QLP to make final improvements and to cross check the learning material with the elective course curriculum and guide for teachers. QLP involved 6 LCs, who worked under the supervision of the RC to prepare the final version of the learning material (please refer to Attachment 1.2.4 for more information).

**1.2.5 Support target Pedagogical Colleges to finalize the elective course package (program, teaching and learning material)**

The elective course package: curriculum, guides for teacher and student are currently under translation from Russian language into Tajik. The translated version of the package will then be reviewed in Q2 by target pedagogical college specialists and then modified.

**1.2.6 In-service Teacher Training for Target Pedagogical College Teachers**

QLP contracted two LCs and two RCs to develop guide for trainers. A one-day orientation workshop was conducted to provide some guidance to LCs on how to develop guide for trainers and to agree on

the structure and content for the guide. First round of three-day TOT was conducted with the participation of four target Pedagogical colleges (KT, Dushanbe, Khujand, Kulob), AOE, RTTI and RTMC and focused on the following issues: *In-service training design and structure* and *Approaches to elaboration of general professional competencies*.

The following steps which will be taken in Q2 and Q3 will include: second round of the TOT, adjustment of the trainers guide on the basis of TOT, three rounds of four-day in-service training for Pedagogical colleges' staff (for more information please refer to Attachment 1.2.4).

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

No activity planned for this quarter. The activities are planned for Q4 of Year 5.

### **1.2.8 Create Standards framework for teaching 6-year old children in a school setting**

No activity planned for this quarter. The activities are planned for Q4 of Year 5.

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

### **1.3.1 Final revision, approval and dissemination of mentoring training program**

RTMC and QLP prepared the final version of three mentoring training guidelines for Tajik Language, Math and Primary methodologist and submitted to the MOE Collegium for approval. MOE assigned official reviewers from AOE who reviewed and provided feedback. Reviewers' feedbacks have been incorporated and materials were resubmitted to the MOE. All documents for approval are prepared by MOE specialist and will soon be presented to the MOE Collegium.

QLP and RTMC mentoring approach was disseminated to other non-target districts, and there is a big demand for this material. RTMC is planning to conduct workshop based on this program to cover all parts of Tajikistan in January 2012.

### **1.3.2 Monitoring and mentoring visits to target districts**

Fourteen RTMC specialists were involved to conduct monitoring and mentoring visit to QLP target school. This initiative was conducted during the reporting period. Accordingly, observation was conducted on 82 target subject teachers who then received mentoring support. 370 teachers participated in refreshing workshop on *Higher Order Questioning* and *Organizing Group Work*.

During this visit local consultants also were asked to monitor and provide analytic paper on the situation in Target schools and districts. The following conclusions are derived from those analytic papers:

- 69.4% of observed teachers develop lesson plans based on learning objectives that meet SMART criteria.
- 30.6% of observed teachers develop traditional content based lesson plans that do not meet SMART criteria;
- 52% of all observed teachers use interactive approaches and 41% out of this number use those methods appropriately.

- High turnover of teachers and HMUs negatively impacted implementation of modern teaching and learning approaches. However, RTMC and QLP could support HMU and Deputy Directors on how to mentor young teachers and those teachers who did not participated training.

Accordingly local consultants recommended that a refresher training for teachers and mentors in two Target districts – Kulob and Vakhs in Q2. RTMC, QLP and Target DEDs are now negotiating about level of involvement in this event.

According to most HMU these visits are very useful and supported them to solve different problems related to implementation of mentoring and teacher training programs. As one of the teachers in School No 14 in Vaksh district mentioned: *“Most in-service training that we took part in previous years were not monitored and we didn’t receive any kind of mentoring support and we thought that this would be similar to those trainings. Fortunately, we are supervised and we received constructive support. These supervision and mentoring support help us be on track.”* However, DED methodologists are not always able to deliver mentoring support due to tight schedule of doing other administrative works and also because of budget limitations.

Next visit to target districts and school is planned in Q2.

### **The World Bank requests the QLP to participate in MTR of the FTI-3 Mentoring Program**

In the framework of FTI-3 MTR, the World Bank requested QLP to schedule monitoring mentoring visits of FTI schools in Kulob and Vazob. Participation of the AKF and OSI was not possible due to time constraints. Therefore, the monitoring team consisted of the QLP staff, USAID representative and the WB Local Consultant. The team proceeded with the MTR to Varzob Kulyob (total 4 schools) and presented collaborative review findings. (See Attachment # 1.3 for further details).

#### **1.3.3 Support teachers’ implementation of innovative teaching through advanced monitoring and evaluation**

No activity planned for this quarter. The activities are planned for Q2 and Q3 of Year5.

#### **1.3.4 Institutionalization of the School Directors training package (Pedagogical Leadership and Finance Management)**

The School Principal training package including the corresponding in-service curriculum and Finance Management modules were presented to MOE for review (see also under SIR1.1.1). QLP worked with RTTI and RTMC and made final adjustments to the training material and shared the package for MOE Collegium approval.

#### *Outcomes/Results*

- *Modified TT curriculum reviewed by MOE specialists and final version of the documents presented for Collegiums approval;*
- *Work in target universities initiated and an intensive professional development courses, like training material development workshop, TOT and first round of in-service course for target department faculty staff conducted;*
- *In-service curriculum for university faculty staff developed with QLP support approved by the TSPU Deputy Rector and the Director of the Center for university staff in-service;*

- *Learning material for students of Primary departments of the Pedagogical Colleges developed;*
- *Four-day workshop for LCs conducted to finalize the developed learning material for students of the Pedagogical colleges;*
- *ToT materials for target Pedagogical colleges on elective course developed;*
- *First phase of a three-day TOT for target Pedagogical colleges conducted;*
- *Mentoring training program reviewed and submitted to the MOE for approval;*
- *HMU at target schools received on the job support through RTMC specialists and DED methodologists to plan lessons to reflect higher order thinking via questioning and group work;*
- *370 teachers from target schools supported by trained HMUs supported through one-day refresher trainings;*
- *Director training package, including in-service training syllabus, pedagogical leadership and financial management reviewed and submitted to the MOE for approval.*

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

### **SIR 2.1. Support target DEDs to implement Formative Assessment through mentoring**

This subtask was conducted as part of tasks 1.1.1 and 1.3.2

Through a four-day visit to target schools, QLP supported RTMC and target DED methodologists to monitor and mentor implementation of the training concepts including the use of formative assessment guidelines in target schools.

### **SIR 2.2. Support RTMC to modify Olympiad regulations on the basis of the analysis conducted in Year 4**

No activity planned for this quarter. The activities are planned for Q2 and Q3 of Year5.

The final version of the report on Olympiad review was prepared and the Tajiki translated version was shared with RTMC staff for further reference and consideration during preparation for a Round table that is scheduled in Q2 of Year 5 (final draft of the Olympiad review report is attached as Attachment 2.1).

#### *Outcomes/Results*

- *Formative Assessment concepts and guidelines effectively used in lesson planning and teaching at target schools*

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

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

#### **3.1.1 Support AOE to set up implementation plan of syllabus guides (Math, Tajik Language, Primary, Chemistry and Biology)**

QLP and AOE of the RT initiated field testing of four Syllabus guides (Math, Tajik Language, Chemistry and Biology). 24 target schools and 96 teachers were selected to participate in the field testing process. The first round field testing was devoted to the structure and contents of the syllabus guides and field testing teachers wrote their opinion in a special field testing journal that were supervised by RTMC, AOE and QLP specialists. Data collected from field testing were processed and main recommendations are listed. AOE experts were supported by QLP to finalize syllabus guides by the provision of technical support and international consultancy.

Syllabus guides field testing will continue until the end of January 2012 where teachers will reflect their ideas, challenges and comment in the second reflection journal. This will be then collected by RTMC, AOE and QLP specialists to prepare the final version of the guides.

### **3.1.2 Support AOE to reflect learning outcome based approach for other basic education subject standards**

No activity planned for this quarter. The activities are planned for Q4 of Year 5.

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

### **3.2.1 Revise QLP teaching and learning materials i.e. modules, guidelines and handbooks to reflect concepts presented in syllabus guides**

QLP and RTMC initiated revision of QLP training materials and for this purpose 8 local consultants are contracted and supported by Project specialist and IC. First draft of revised teaching and learning materials are reviewed by IC and constructive feedback received.

### **3.2.2 Support AOE and the relevant stakeholders to implement the syllabus guides**

No activity planned for this quarter. The activities are planned for Q2-3 of Year 5.

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

### **3.3.1 Support RTMC to involve Head of Methodological cabinets from QLP target rayons and share their experience with non-target rayon DEDs through Regional Conferences**

No activity planned for this quarter. The activities are planned for Q2 of Year5.

#### *Outcomes/Results*

- *Four target subjects in secondary level (Tajik language, Math, Chemistry and Biology) reflect learning objective based and teacher-friendly format, introduced jointly by QLP and AOE specialists with IC's supervision.*

## ***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**

No planned activity for this quarter.

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

QLP continued discussions with partners on institutionalization of the improved and PTA training modules.

Conducting analysis of PCF introduction to Kulob and Vakhsh schools commenced during the reporting period. TOR for consultants were developed and consultants were selected. QLP developed and improved training modules and reference book are under final revision being revised n before production and handover to MOE.

A six-day training session on accounting for school accountant (24) and rayono/rayfo specialist (8) of the district of direct subordination (DDS) was conducted from During the reporting period at RTTI.

#### *Outcomes/Results*

- *MOE proposed to organize chargeable courses for school accountants at RTTI on the improved accounting module.*
- *Capacity of 32 school accountants and rayono/rayfo specialist from DDS on practical accounting improved*

#### **4.1.2. Implementing School Financing Reforms**

##### **4.1.2.1. Monitoring of per capita financing implementation in Kulob rayon**

A meeting was held with the deputy chairman of Kulob Hukumat and local authorities together with MoE representative to update on PCF progress, discuss the plans for PY5 and project sustainability. USAID/EMS participated in the meeting.

##### **4.1.2.2. Support implementation of PCF in Vakhsh rayon**

QLP provided consultative workshops and meetings with school principals (54), accountants (44), and rayono and rayfo specialists (5) 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.

QLP conducted joint monitoring of Vakhsh schools (9) together with rayono and rayfo specialists from 19 through 24 December 2011. Progress report based on site visits to Vakhsh was developed and will be presented on the next meeting of EFWG.

A meeting was held with new appointed chairman of Vakhsh Hukumat and other local authorities with the participation of MOE representative and QLP Regional Education Financing Director.

*Outcomes/Results*

- *Budget execution of Vakhsh schools for 9 months of 2011 compiled and budget package for 2012 formulated*
- *Joint monitoring revealed improved of PCF implementation in Vakhsh district*
- *New chairman of Vakhsh Hukumat briefed about QLP activities in the district*

### **4.1.3. Improving School Management**

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

QLP conducted mentoring for the first group of Vakhsh schools' principal (30) on financial management. Mentoring for Vakhsh schools' accountant (44) and rayono/rayfo specialist (5) on practical accounting was also conducted during the reporting period. Furthermore, mentoring for Kulob schools' accountant (33) and rayono/rayfo specialist (8) on practical accounting was conducted.

*Outcomes/Results*

- *Capacity of 30 principals of Vakhsh school on financial management improved*
- *Capacity of 90 school accountants of Vakhsh and Kulob on practical accounting improved*

### **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**

QLP conducted a two-day refresher training for the first group of PTA member (51) and school principal (17) in Kulob on PTA module during the reporting period. Also conducted was a two-day refresher training for the first group of PTA member (54) and school principal (27) in Vakhsh on PTA module.

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

QLP organized budget hearings in Kulob in school #14 with participation of representative of Kulob rayono, school administration, PTA members of this school as well as schools ##1, 6, 8, 12 and 35, 73 participants attended the event. Budget hearings in Vakhsh were also organized in school #13 during the reporting period. Participants included the school administration, PTA members as well as neighboring schools ##10, 22, 24 and 37. Also, representative of Vakhsh rayono participated in this budget hearings. 75 participants attended this event.

*Outcomes/Results*

- *Capacity of 149 PTA members and school principals of Vakhsh and Kulob improved*

- *Budget hearings become a potent mechanism to ensure transparency and effectiveness of school resources' usage.*

### ***Information Communication Technology for Regional Collaboration of Pre-Service Teacher training Institutes in Kyrgyzstan and Tajikistan (ICT)***

This component is aimed at introducing the use of Information Communication Technology (ICT) for professional development and sharing of expertise and resources among five Pre-service Teacher Training Institutes in Kyrgyzstan and Tajikistan:

- Arabaev Kyrgyz State University – Bishkek, Kyrgyzstan
- Osh State University – Osh, Kyrgyzstan
- Jalalabad State University – Jalalabad, Kyrgyzstan
- Tajik State Pedagogical University – Dushanbe, Tajikistan
- Kurgon Teppe Pedagogical University – Kurgon Teppe, Tajikistan

QLP received additional funding to support the target universities to conduct training for the faculty staff in the use of computer hardware and software in their professional activity.

In Q1 of the Year 5, QLP contracted local companies and independent consultants (in KG TJ) to deliver some basic computer and web skills training for target department instructors.

Kyrgyzstan QLP contracted the Kyrgyz Republic-Japan Center for Human Development to deliver Computer literacy course for Arabaev Kyrgyz State University faculty staff from the target departments (see KG: Attachment ICT 1. for the detailed training course program), 21 instructors attended this training course and received certificates. Similar training courses were provided for Jalalabad State University faculty staff (14 participants). The trainings were delivered for two groups by local independent consultants called Master of Information Technology in Education – MITE (please see attachment for details, KG: Attachment ICT 2.).

The training for Osh State University started end of December and will continue next quarter. It was delayed due to tight schedule of university instructors who were busy with student examinations and semester end related tasks.

Tajikistan QLP contracted MATEMA - a local company - which has a branch in Kurgon Teppe to deliver the training for Kurgon Teppe Pedagogical University staff. As a result, a five-day training session was developed that was delivered for two separate groups of university staff from KTPU. The first group was trained from December 5 to 14 while the second group was involved from December 6 to 15 (agenda of the trainings is attached, TJ: Attachment ICT 3.). 19 university instructors took part in the training session. .

The training for Tajikistan State Pedagogical University faculty staff was agreed to be delivered by QLP IT specialists who conducted a five-day workshop from December 26 to 30, 2011. Total of 19 participants attended.

All participants from five universities were trained on the most important issues and computer concepts, like Microsoft Office, Skype, Google translation, search in Google and etc.

In Q2, QLP will hire international/regional consultants to identify a set of appropriate Russian language materials and website directories. QLP will translate selected materials which will be selected by the staff of each institution themselves from the pre-selected list developed by the international consultancy into local languages (Kyrgyz / Tajik / Russian) for better accessibility for both instructors and students to modern pedagogical materials, plus provision with a small budget to print multiple copies.

It is planned to hold beginning February the first regional meeting at Arabaev Kyrgyz State University (in Bishkek) to plan and exchange experience and subsequently to share outcomes of work in each country.

## ***2. Implementation challenges***

- Accounting and PTA training modules are not institutionalized yet

### ***ICT***

- Lack of experts – international/regional consultancy

## ***3. Cooperation with local government counterparts***

- QLP Education Specialist has conducted workshop on per capita financing on Dushanbe TTI for the school principals of Dushanbe (10) and Murghob district of GBAO (1) (in total 11 participants)
- Arabaev Kyrgyz State University
- Osh State University
- Jalalabad State University
- Tajik State Pedagogical University
- Kurgon Teppe Pedagogical University

## ***4. Forecast of Activities for the Next Quarter***

### ***SIR1.1***

- Develop Monitoring and Mentoring toolkit/mechanism
- Provide 7-day monitoring and mentoring support to RTTI and Regional TTI staff

### ***SIR1.2 (universities)***

- Second round of six-day trainings for university subject specialists
- Joint Monitoring and on the job-support to department staff
- Field test draft versions of the curriculum during the second phase of six-day training for university specialists
- Adjust syllabi and curriculum to submit for university approval
- Trained target department staff observe practicum and provide on the job support to students
- Improved Student Regulation approved by Scientific Board of TSPU and KTSU

### ***SIR1.2 (PC)***

- Internal review by Pedagogical University

- Contract RC and 2 LCs to incorporate feedback from the internal review
- Incorporate feedback and comments
- Finalize elective course materials to support delivery of specialized course for 6 year old pupils
- Translation and editing of the teaching materials
- Field testing of teaching materials
- Internal review by Pedagogical University associated with each Pedagogical College - Intermediate assessment of the Teaching materials by pedagogical college specialists
- Incorporate feedback and comments received from field testing and related institutions
- Two round of 3-day TOT for target Pedagogical colleges
- Finalize TOT materials
- Contract 2 Master Trainers & 12 LCs – Trainers (3 per PC)
- Development of Monitoring and Mentoring instruments. Set up self-assessment system for new teaching delivery
- Three rounds of 4-days workshops for subject specialists in target Pedagogical colleges
- Training follow-up visit
- Identify and hire IC to work with RC & LCs to develop standards framework based upon international standards and locally approved documents (such as ELDS)
- Present draft version of the Standard framework to Academy of Education and other key stakeholders for review and feedback.

### *SIR1.3*

- Get official approval of the mentoring training program
- Handover mentoring training program to RTMC
- Conduct 4-day visits to target districts to support methodologists and inspectors to conduct quality monitoring and mentoring at school level
- Contract IC and 10 LCs
- Develop monitoring and evaluation toolkit
- Conduct Round table to discuss and review the toolkit
- Make necessary adjustments to the toolkit
- Present toolkit for MOE Collegiums approval

### *SIR2*

- Contract four LCs
- Presentation of the Olympiad review outcomes
- Modified regulations of the Olympiads
- New approaches/structures developed to replace traditional approach in conducting Olympiads in target rayons/schools

### *SIR3.1*

- Obtain approval from the MOE Collegium, print and disseminate syllabus guides
- Contact one IC and 15 LCs
- Conduct orientation workshop
- Develop Subject Standard (Learning outcomes by strands and grades including a list of indicators)
- Edit design subject standards to reflect single format (QLP)
- Submit to the MOE revision and approval

### *SIR3.2*

- Review QLP teaching and learning materials
- Get approval from the AOE/RMTC, print and disseminate teaching and learning materials

- Contract 10 LCs to plan, develop and conduct orientation workshop
- Conduct 2-day orientation workshop on how to use the syllabus guides

### *SIR3.3*

- Contract 6 LCs-Master trainers
- Develop jointly with RTMC agenda and Conference handouts
- Two-day Rational Conference on QLP – RTMC joint Mentoring experience
- Prepare a booklet on the outcomes of the Conference (articles, presentations, )

### *SIR4*

- To provide logistical support for conducting next meeting of EFWG Develop EFWG meeting protocols in English and Tajik, share with MoE and EFWG members
- Continue discussions on institutionalization of the improved accounting and PTA training module
- Conduct analysis of PCF introduction to Kulob and Vakhsh schools
- Preparation of summary of developed training modules and translation to English language
- Produce Finance Management, Accounting and PTA modules and handover to MOE
- Conduct three six-day training on Accounting for school accountant (26) and rayono/rayfo specialist (7)
- 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 regular technical support to school principals (54) and accountants (44) on monthly basis
- Joint monitoring of Vakhsh schools on quarterly and annual school budget together with rayon education and finance departments
- Develop progress report based on site visits to Vakhsh and submission to MOE, MOF and EFWG, USAID
- Meeting with Vakhsh Hukumat and local authorities together with specialists from MOE and MOF to update on PCF progress
- Mentoring school principal (24) and education/finance specialist (5) of Vakhsh on finance management
- Mentoring school principal (46) and education/finance specialist (5) of Kulob on finance management
- Conduct two 2-days refreshing trainings for PTA member (54) and school principal (27) of Vakhsh
- Conduct two 2-days refreshing trainings for PTA member (46) and school principal (23) of Kulob
- PTA participated in discussion of school budgeting in schools of Kulob
- PTA participated in discussion on school budgeting in Vakhsh

### *ICT*

- Hold the first regional meeting at Arabaev Kyrgyz State University to plan and exchange experience and subsequently to share outcomes of work in each country

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

### *SIR1.1*

- Present set of TT curricula areas and training materials for MOE review
- Contract local experts assigned as official reviewers
- Adjust or respond to the official feedback received from MOE

- Resend finalized TT curriculums and materials for approval

#### SIR1.2

- Two ICs contracted and supported QLP to initiate the work in target universities;
- 30 participants trained on development of training material for university faculty staff;
- A five-day TOT conducted for 18 potential trainers representing two target universities;
- Two rounds of first phase of 6-day in-service course conducted for 50 university staff from TSPU and KTSU;
- TOT conducted for Pedagogical colleges, AOE, RTTI, RTMC representatives on elective course;
- First round of 3-day in-service course for target Pedagogical colleges conducted;

#### SIR1.3

- Present mentoring training program for MOE review
- Contract local experts assigned as official reviewers
- Adjust or respond to the official feedback received from MOE
- Resend finalized mentoring training program for approval

#### SIR3.1

- Four syllabus guides (Tajik language, Math, Chemistry and Biology) were reviewed by Academy of Education, edited and field tested in 24 target schools.

#### SIR3.2

- Contract 1 IC and 6 LCs to revise and restructure TT modules, FA guidelines and other teaching and learning materials to reflect concepts behind syllabus guides

#### SIR3.3

- Contract 6 LCs-Master trainers
- Develop jointly with RTMC agenda and Conference handouts

#### IR4

- Trained 32 school accountants and rayono and rayfo specialists from DDS on practical accounting (non-QLP districts)
- Mentored 30 school principals of Vakhsh on financial management
- Mentored 49 school accountants and rayono and rayfo specialists of Vakhsh district on practical accounting
- Mentored 41 school principals and rayono and rayfo specialists of Kulob on practical accounting
- Trained 69 PTA members and school principals of Vakhsh schools on PTA module
- Trained 68 PTA member and school principal of Kulob schools on PTA module
- Delay: Institutionalization of Accounting and PTA training modules

#### ICT

- Key faculty staff of five leading universities were trained on how to use computer software to improve their teaching practice and lessons delivery

### **6. Proposed changes to Work Plan/operational arrangements**

N/a

## 7. Support from USAID required

### SIR1.3

- Institutionalization of Mentoring program

### IR4

- Institutionalization of Accounting and PTA training modules

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

### SIR1.1

- Modified TT curriculum, improved with QLP support were reviewed by MOE specialists and recommended for Collegium approval as well as for national dissemination

### SIR1.2

- Faculty staff of two leading universities in the country were trained and their capacity strengthened in resource development, training delivery and on modern teaching approaches

### IR2

- QLP supports RTMC to prepare final version of the report on Olympiad review in Tajikistan and present its summary to MOE and its affiliates in Round table scheduled in Q2

### IR3

- Capacity building of AOE staff in development of learning objective based syllabus guides which are more teacher friendly as well

### IR4

- Trained 32 school accountants and rayono and rayfo specialists from DDS on practical accounting (non-QLP districts)
- Trained 11 school principals of Dushanbe and Murghob on per capita financing at Dushanbe TTI
- Participation in FTI-3 midterm review

## 9. Meetings/travel/staff changes

### A. Table of Meetings for October – December 2011

Data	Organization	Responsible staff of organization	The main issues discussed
October 4,11	MoE	Ismonov F.	Discussion on EFWG meeting, joint monitoring and institutionalization of accounting and PTA modules
November 2,11	MoE/USAID	Ismonov F., Lesley D., Nabieva M.	Discussion of future cooperation and partnership
November 3,11	USAID	Lesley D., Nabieva M.	Review of PY5 work plan
November 21,11	Vakhsh Hukumat	Yusupov B., Gurezova Z., Sharipov Q., Negmatov	Update on QLP activities in Vakhsh district and discussions of the plans for PY5

		A., Ghaforov S.	
November 23,11	Kulob Hukumat	Komilova Z., Amirov D., Yuldoshev A., Ghaforov S.	Update on QLP activities in Kulob, discussions of plans for PY5 and project sustainability
November 24,11	MoE	Ismonov F.	Discussion on EFWG meeting, joint monitoring, analysis of legal-normative basis for PCF and institutionalization of accounting and PTA modules
November 24,11	MoE	Sayfutdinova S.	Discussion on conducting accounting training for school accountants and rayono/rayfo specialists of DDS
November 28,11	WB/USAID	Bazarova S., Nabieva M	Planning of activities, content and tools for conducting a review of FTI-3
December 5, 11	WB/USAID	Bazarova Nabieva	FTI- 3 Review of the mentoring program
December 6, 11	WB/MoE	Bazarova S., Gerard P., Ziyoev R., Nabieva M.	FTI-3 review
Dec 6, 11	Varsob schools #28 and 40	Nabieva Mavjuda, USAID, Bobokhon Ismoilov, MOE, Asror Aliev, RRTTI; Umeda Ermatova, WB Local Consultant.	Participation inFTI-3 mid-term review : interviewing Deputy principals, teachers and Rayon Methodists
Dec 8-9	Kulyob schools # 8 and 40	Bobokhon Ismoilov, MOE, Asror Aliev, RRTTI; Umeda Ermatova, WBLocal Consultant ,WB, . Gerard Peart, IC WB	Participation inFTI-3 mid-term review : interviewing Deputy principals, teachers and Rayon Methodists
December 13, 11	WB/MoE	Ismonov F., Bazarova S., Gerard P., Sayfutdinova S.	PCF presentation and discussion of plans for the next years
Dec. 16, 2011	MOE	Bazarova S., Gerard P., Minister of MOE, Nabieva M.	Presenation to the Minister of the findings of the FTI-3 mid-term evaluation.
December 23-24, 2011	MoE/RTTI	Bobomurodov M., Rajabov Z., Talbov P	Presentation of monitoring of performance of trainers that conducted Financial Management training under FTI-3

## B. Changes in Staff

N/a

## E. Staff Travel / Visitors

Dates	Name	Purpose
November 21-26, 2011	Jyldyz Uzbekova, Regional Education Financing Director	Tajikistan: Participation in the meetings with Kulob and Vakhsh Hukumats, meeting with deputy minister of education, review of work plan for PY5, technical support to IF4 staff
December 6-16, 2011	Jyldyz Uzbekova, Regional Education Financing Director	Tajikistan: Participation in FTI-3 review and presentation of the results, technical support to IF4 staff

## **TURKMENISTAN**

### **Improved Quality of Teacher Training and 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 targeted support to teachers and educators to utilize ICT technologies in support of the teaching and learning process.

QLP took part in the Government International Exhibition on 24-26 November. During the exhibition, QLP presented informational material for teachers on multimedia technologies and QLP booklets. Within the Exhibition QLP presented Model lessons using new technologies to school teachers. This presentation has generated interest on the part of teachers and IT specialists of the Ministry of Education (MOE).

#### **B. Strategies**

##### ***IR 1: Improved Quality of In-service Training***

##### **SIR 1.1. Improving the Quality of Teacher Training in Student-Centered Methodologies**

###### **1.1.1 Develop training programs relevant to the Turkmen context.**

The existing in-service training system in Turkmenistan is very traditional and has limited reach in terms of modern pedagogy. Teachers have experienced great difficulty in integrating new technologies into the teaching process not only because of a lack of IT skills but also significantly due to a lack of understanding on how to use such technology in a pedagogically effective way. This relates to the traditional teaching approaches that exist in the education system. Without an understanding of a wide range of pedagogical approaches, it is extremely difficult to work out how to utilize technology to bring about specific learning if a teacher tended to only use memorization as their approach to student learning.

In order to implement the second sub-objective i.e. supporting teachers and educators to utilize ICT technologies to support the teaching learning process (which is on paper a Turkmenistan government policy), QLP developed a six-day training of which four were devoted to effective pedagogy and assessment and two to the technical use of the interactive whiteboard.

QLP provided ICs with translated version (English) of training materials and updated them upon their review.

The second Module on using Interactive whiteboard was expanded by adding some useful materials on ICT for teachers.

The training has already been tested in training centers in Ashgabat City and Mary Velayat and was well received.

### **1.1.2 Trainers' capacity building**

QLP provided training of trainers (TOT) for staff and local teachers at the training center in Ashgabat and planned such training in Mary.

In Ashgabat and Mary, the training organization 'Hemayat' works with schools and the education authorities to provide training for teachers. In Ashgabat, Hemayat received requests directly from schools to train teachers and register the training plans with the authorities.

In October-December 100 teachers were trained on *Information and Communication technologies – joint activity of the teacher and students*.

In Mary, *Hemayat* has a close working relationship with the Velayat education department who assigns groups of teachers to be trained based upon a training plan submitted by *Hemayat*. During October-December 2011, trainers of *Hemayat* center trained 175 school teachers on *Information and Communication technologies – joint activity of the teacher and students*. Materials and the training program were received well. Teachers and school principals thanked the organizers of the training for the timely and relevant training giving not only new approaches to modern pedagogy but demonstrating their applications to IWB and how to use IWB pedagogically

#### *Outcomes / Results*

- *QLP supported with the training of 275 teachers in Ashgabat, and Mary*
- *Training materials updated based upon IC review, participant and trainers feedback and prepared as final product*
- *Updated training materials distributed to training centers,*
- *Provided Additional TOT process*

## **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 and Local Consultants developed and updated training materials on *Information and Communication technologies – joint activity of the teacher and students*. QLP edited, translated (into Turkmen) and distributed all training materials to Educational centers and schools.

QLP developed and is implementing a series of two-day training on the technical use of the interactive whiteboard as part of the integrated six-day training package.

QLP tested additional materials on the second Module *IWB: opportunities for effective learning and students' knowledge control* and distributed them to training centers.

### **1.2.2 Develop supplementary materials for teachers**

Supplementary materials (in digital format) were developed for teachers. These materials are provided during the training session so that teachers have resources to help them when they are back in their classrooms. These include lesson plan formats, model lesson plans, model lessons, digital resources, and links to useful websites.

QLP met with teachers and IT specialists of the MOE and discussed the opportunities for collaboration work on developing new materials needing for school teachers applying to the IWB. QLP will continue to develop these resources based upon the needs of teachers.

### *Meetings/travel/staff changes*

<b>Date</b>	<b>Organization</b>	<b>Responsible staff of organization</b>	<b>The main issues discussed</b>
05.10.2011.	Meeting with the Head of ‘Dil’ center	Maya Gurbanowa	Discussion on training activity in Lebap
08.10.2011	Meeting with school teachers	Dilbar Halbayeva, Gurbantach	Discussion on model lessons on Biology and Math
08. 10.2011	Meeting with the PICCT administrator of ICIML (internet center for interactive multimedia learning)	Andrey Skopov	Discussion on the additional training materials on the 2-nd module
31.10.2011	Meeting with the Head of Hemayat	Senem Nurnazarowa	Discussion on training activity in Ashgabat and Mary
31.10.2011	Meeting with ICT trainers of Hemayat in Mary	Bazar Bugrayev, Sulgun Annamova	Discussion on additional training materials on the 2-nd Module
31.10.2011	Meeting with the school teachers in Mary	Jennet Hallyeva	Discussion on model school lessons for the International Educational Exhibition
01.11.2011	Meeting with the school teachers in Mary	Jennet Hallyeva	Discussion on model school lessons for the International Educational Exhibition
03.11.2011	Meeting with the Head of Hemayat	Senem Nurnazarowa	Discussion on the test additional training materials on the 2-nd module
05.11.2011	Meeting with the PICCT administrator of ICIML (internet center for interactive multimedia learning)	Andrey Skopov	Discussion on the draft of additional training materials on the 2-nd module
05.11.2011	Meeting with the school teachers	Sophia Shayhullina	Discussion on model school lessons for the International Educational Exhibition
11.11.2011	Meeting with the trainers of Hemayat in Ashgabat	Jennet Hallyeva	Testing the additional training materials on the 2-nd module
21.11.2011	Meeting with USAID Public Outreach Coordinator	Wepa Berdiyev	Discussion of participation in the International Exhibition “Education, science, sport and tourism in the epoch of new revival”

<b>Date</b>	<b>Organization</b>	<b>Responsible staff of organization</b>	<b>The main issues discussed</b>
22.11.2011	Meeting with the PICCT IT specialist	Zuhrab Abdullayev	Discussion on IT studying in Turkmenistan
03.12.2011	Meeting with IT specialists of MOE	Serdar, Annamuhmet	Discussion on IT problems in schools of Turkmenistan
04.12.2011	Taking a part in “Open space” training	Natalya Effendiyeva Enebay Kakabayeva Jennet Hallyyeva	Discussing problems and prospects of the teaching profession
06.12.2011	Meeting with trainers of Hemayat	Shohrat Keljaye	Discussion on developing digital materials for teachers
07.12.2011	Meeting with teachers of the school #13	Shohrat Keljaye	Discussion on training materials
07.12.2011	Meeting with the Deputy Director Democracy office in Almaty	Kristopher Miller	Discussion on QLP activity
07.12.2011	Meeting with the trainers of Hemayat in Mary	Jennet Hallyyeva	Discussion on course of trainings
08.12.2011	Meeting with teachers of the school #21 of Wekilbazar region, Mary	Jennet Hallyyeva	Discussion of results of training activities
17.12.2011	Meeting with the head of Hemayat in Mary and trainers	Kurban Bugrayev Bazar Bugrayev Sulgun Annamova	Discussion on planning of trainings in Mary

## ***Monitoring and Evaluation report***

### **Kyrgyzstan**

#### **Monitoring of ITTIs**

Monitoring of one Osh ITTI was completed in December. This was the second monitoring visit conducted by M&E unit during the project life. The monitoring team (Local trainer and M&E Coordinator) will compare recorded findings with the past monitoring results which were collected in April 2011.

The team found out there was progress in ongoing management course. The second monitoring exercise was approved by KAO and enables the QLP team to monitor management of courses. Students were gathered on-time and therefore teachers could start lessons on-time too. It is to be recalled that during the first monitoring exercise, teachers' instructors led lessons by stating themes only. This time they were good at stating themes with goals. Teachers-instructors conducted lessons in a variety of ways using interactive techniques. One teacher even included a role play. Instructors were able to involve students in interesting discussions and presentations, and provided students with answers, good remarks, and follow ups.

Although the monitoring team could not observe ITTI teachers using computer techniques as equipment was broken, teachers freely used black boards, flip charts, handouts and notes. Recommendations made to improve quality included: the use of plan-conspectus, improved planning of lessons, apply criteria and formative assessments techniques. The QLP is planning to conduct monitoring visits to ITTIs in Talas, Naryn, Issyk-Kul and KAE in Q2.

#### **PTTI monitoring**

Monitoring of three PTTIs (Arabaev University, OshSU and Jalalabad) were completed in December. The report will be provided in the Q2. Monitoring revealed QLP teaching standards are being implemented at universities. Almost all teachers are trained and therefore are knowledgeable about the teaching techniques and conduct session in an interactive mode in accordance with QLP's pedagogical principles. In Arabaeva University, Jalalabad and Osh teachers used slides for lesson plan, criteria, goals and subjects. It was clear that they used it for the first time. But it was also clear that they like it and are going to continue use it. Students were seen practicing in interesting sessions. It was also noted that here were good interactions between students and teachers and that students adjust to work in small groups and do presentations. Recommendations made following monitoring will be provided in Q2 as part of the report. These included: to make sure slides and flips charts information are readable and visible for all students, to pay attention to all students and work not only with some of outstanding students, to try to link material with future teachers profession, to use formative and summative assessments at lessons, to use more supplementary materials and handouts, to provide students with reference for homework.

### **Tajikistan**

#### **Monitoring of ITTIs**

Monitoring of five ITTIs (Dushanbe, Kulob, KT, Khodjent ITTIs and Republican was completed in October –November 2011. The monitoring team which consisted of two local consultants and two M&E specialists used the following tools: check list of observation sessions, interviews with instructors before and after observation sessions, evaluation form-questionnaire for teachers- students and quiz, and focus groups. Five Focus Group discussions (FGDs) with ITTIs staff were completed, eleven session observations carried out, and individual discussions held with eleven teachers-instructors, and 205 students of ITTIs filled in evaluations forms. The monitoring exercise covered only QLP trained teacher-instructors of target faculties. The results of monitoring were discussed together with Tajik QLP program team and later presented in report with findings and recommendations. Below are given some of key messages.

Majority of trained teachers used QLP methodology and modules in practice. They began sessions with stating goals, objectives and some of them stated expected session's results. Many of the instructors taught lessons in interactive ways requesting students to work in small groups, pairs or individually. Almost all observed teachers provided necessary support to students working in small groups, provided lessons with a number of high to low levels questions to audience and let students time to think and ask and then tried to respond and give feedbacks.

It was also noted some lack teaching techniques and the monitoring team worked with the teachers who need to improve quality of teaching. First of all, there is an urgent need to approve QLP program at ITTI level because without the approval teachers couldn't conduct teaching using QLP principles. Second, monitoring of ITTIs should be carried out in a regular way, i.e. every three months in order to assist instructors to follow up QLP modules in a right way. There is also a need to improve a mechanism of grouping students for better teaching outcome as in some classes there was of mixture of students with pedagogical and no pedagogical experience and background. Hence, it was not easy to attract the desired attention of all students-teachers. Almost all ITTIs (except Khodjand) should include mentorship as part of their programs and teach new-comers. In addition, it is recommended that: a) the significance of ITTIs certificates (Dushanbe, RTTI, Kulob, KT) is revisited as all students receive certificates no matter of attendance, efforts they put on their studies, and exams notes. b) in order to raise motivation of ITTIs teachers payable courses should be introduced and the use modern computer technologies (slides) is introduced; and c) a database of students at RTTI (Ped. Academy) developed to operate with statistic data and better manage of courses development; d) cross-visits between the institutions organized; additional modules for field based courses provided; a video course "Master Class" for ITTIs distributed; a feedback mechanism with trained teachers-students (example of Khodjand ITTI) developed; training on management for the administration of ITTI for collection and selection of students conducted; t additional training for some teachers ITTI (Kulob, Dushanbe and KT) who still weak in teaching conducted..

## **Turkmenistan**

275 participants were trained during the reported period. TOT in Ashgabat was finished, 6 additional trainers were prepared. Training package completed and updated training materials were provided to training centers.

### **Performance Data Tables (attached)**

[The performance data tables attached](#)

**QLP Quarterly Report Performance Data Table for Kyrgyzstan and Tajikistan  
October – December 2011 (PY 5)**

No	Project Indicator	FY2012 Target	October-December 2011 plan	October-December 2011 actual	Cumulative FY2008- 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%			K : a.-6.989 points (1.38% differential, Cohort 1 baseline 508.78) b.+4.04 points(0.82% and baseline 485.7 ) c.-0.409 points (0.09% and baseline 501.77) d.-13.17 points (2.55% , baseline 516.27)  Ta: a. +13.57points (2.79% differential, baseline 487.85) b. + 2.96points (0.60%, baseline 498.33) c. + 6.24 points(1.27%) , baseline 493.51) d. +14.25 points(2.95%, baseline 483.76)	* Impact Assessment Cohort 1, 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%  Ta: 75%			K : 73.50% (+26 %) differential ( baseline 4th grade 57%, 7th grade -63%)  Ta :69% (+8%) differential, baseline grade 4th -51%, 7grade-70%)	

No	Project Indicator	FY2012 Target	October-December 2011 plan	October-December 2011 actual	Cumulative FY2008- 2011	comments
3*	<p># of children receiving better quality education in ...</p> <p>a: target schools</p> <p>b. QLP ed. finance pilot districts schools</p> <p>c. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) schools</p> <p>Standard Indicator equivalents</p> <ul style="list-style-type: none"> <li># of learners enrolled in USG-supported primary schools</li> <li># of learners enrolled in USG-supported secondary schools</li> </ul>	<p>K: 337,722 students</p> <p>-primary: 136 729</p> <p>-secondary:200 993</p> <p>a. 27,344*</p> <p>-primary: 13,669</p> <p>-secondary: 13,675</p> <p>b.133 702 students (grade 1-11)**</p> <p>-primary: 54 964</p> <p>-secondary: 78 738</p> <p>c. 176,676 ***</p> <p>-primary: 68,096</p> <p>-secondary: 108,580</p>			<p>K: 337,722 students</p> <p>-primary: 136 729</p> <p>-secondary:200 993</p> <p>a. 27,344*</p> <p>-primary: 13,669</p> <p>-secondary: 13,675</p> <p>b.133 702 students (grade 1-11)**</p> <p>-primary: 54 964</p> <p>-secondary: 78 738</p> <p>c. 176,676 ***</p> <p>-primary: 68,096</p> <p>-secondary: 108,580</p>	<p>* Only target schools Cohort 1, because intervention in Cohort 2 schools was not happened, updated from MoE targets schools)</p> <p>** Data updated in 2011 , September (from QLP developed database on education finance )</p> <p>***Includes two PCF oblasts of WB, Osh and Bishkek cities students</p>
		<p>Ta:1,691,233 students<sup>i</sup></p> <p>- primary: 668,675</p> <p>-secondary: 1,022,558</p> <p>a. 89 497 students*</p> <p>-primary: 36 088</p> <p>-secondary: 53 409</p> <p>b: 76,771* students (Kulyob and Vahsh)</p> <p>-primary:31,423</p> <p>-secondary:45,348</p> <p>c: 1,524,965 students**</p> <p>-primary:601 164</p> <p>-secondary : 923,801</p> <p>(all 68 rayons in the country have been converted to new per capita financing)</p>			<p>Ta:1,691,233 students<sup>ii</sup></p> <p>- primary: 668,675</p> <p>-secondary: 1,022,558</p> <p>a. 89 497 students*</p> <p>-primary: 36 088</p> <p>-secondary: 53 409</p> <p>b: 76,771* students (Kulyob and Vahsh)</p> <p>-primary:31,423</p> <p>-secondary:45,348</p> <p>c: 1,524,965 students**</p> <p>-primary:601 164</p> <p>-secondary : 923,801</p> <p>(all 68 rayons in the country have been converted to new per capita financing)</p>	<p>* Actual number of student in 86 target schools (according school profiles) and updated information from MOE</p>

No	Project Indicator	FY2012 Target	October-December 2011 plan	October-December 2011 actual	Cumulative FY2008- 2011	comments
		Total: 2 028 955 -primary: 805,404 -secondary: 1 223 551  a. 116 841 students -primary: 49757 -secondary: 67084  b. 210 473 students -primary: 91 052 -secondary: 184 684  c. 1 701 641 students -primary: 669260 -secondary: 1 032 381			Total: 2 028 955 -primary: 805,404 -secondary: 1 223 551  a. 116 841 students -primary: 49757 -secondary: 67084  b. 210 473 students -primary: 91 052 -secondary: 184 684  c. 1 701 641 students -primary: 669260 -secondary: 1 032 381	
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: 57% (differential 44% as baseline 13%)	
		Ta: Cohort 1: 35% Cohort 2 :30%			Ta: 57% (Cohort 1) (differential 38% as baseline 19%)	
5	% of target schools meeting or surpassing minimum standards of composite index for specified quality-enhancing standards and practices	Impact Assessment 3/12 K:10%			K: 0%	
		Ta: Cohort 1: 10%			Ta:0%	
<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  a. ITTI b. PTTI - Universities - Colleges (Tajikistan only)	K : 3 teacher training institutions with new courses a. 2 ITTIs <sup>iii</sup> Talas and Naryn --mentoring -pedagogical leadership b. 1 PTTIs (regional University) - Student-centered/classroom mgt.				
		T: 11 teacher training institutions		T: 1 teacher training institutions*		*Due to limitation of time and QLP resources it is

No	Project Indicator	FY2012 Target	October-December 2011 plan	October-December 2011 actual	Cumulative FY2008- 2011	comments
		a. 5 ITTI (all target ITTIs continue using) b. 6 - Universities: 2 PTTI ( TSPU and KTSU) (subject based methodology.) - Colleges: 4 ( Dushanbe, KT, Kulob, Khudjand)		a. 1 ITTI (RTTI) b. 0 - Universities: 0 PTTI (Subject based methodology.)  - Colleges: 0 ( Dushanbe, KT, Kulob, Khudjand)		proposed that the Project will support improvement of the curriculum of the university staff in-service courses which has been done with the support of 2 ICs and approved by the Deputy Rector of the TSPU.  This curriculum is being used for in-service course of both TSPU and KTSU faculty staff
		Total : 14 teacher training institutions a. 7 ITTIs b. 7 PTTI		Total : 1 teacher training institutions a. 1 ITTIs b. 0 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)	K: 0 modules developed  a. In-service: NTY b. Pre-service: NTY <sup>iv</sup> c. NA			K:15  a.7 b.8 pre-service ( in 3 PTTIs)	
	a. In-service modules b. Pre-service modules - Universities - Colleges (Tajikistan only)  c. Both in-and pre-service modules	Ta: 0 module a. In-service:0 b. Pre-service:0 c. Both: NA		Ta: 3 modules* a. In-service: b. 3 Pre-service: c. Both: NA	Ta:22 modules	*a.1 training module that includes 5 training aspects – Learning theory, Interactive learning methods -Student centered methodology, Setting learning objectives – lesson planning, Assessment  b. Pedagogical colleges – 1 Teacher Guide and 1 Student

No	Project Indicator	FY2012 Target	October-December 2011 plan	October-December 2011 actual	Cumulative FY2008- 2011	comments
						Learning material
		Total: 0 a. In-service:0 b. Pre-service: 0		Total: 3 modules	Total:37 modules	
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) approved by the MOE (and/or other official institution)	K: 4 modules approved a. In-service: NTY <sup>v</sup> b. Pre-service: 4 existing modules approved by 1 regional PTTIs c. NA			K: 15 modules approved a. in -service 7 b. pre-service 8 ( 3 PTTIs)	*4 existing modules approved by 2 regional PTTIs in PY4
	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>vi</sup> b. Pre-service: 5 Universities: 1 by KT PTTI -New methods for PTTI instructors ) <b>-Colleges: 2modules by 2 Colleges(Kulob, Khudjant)</b>		Ta: 1 modules approved* a. In-service: 0 b. Pre-service: 1 Universities:1 -New methods for PTTI instructors ) -Colleges: 0 modules Total: 1 modules approved	Ta: 6 modules approved 1. in-service: 5 2. pre-service: 1	*1 training module approved that incorporates 5 teaching aspects – Learning Theories; Climate for Learning; Lesson Planning and setting learning objectives; Student – centered and interactive methodologies; Assessment
		Total : 9 modules a. 0 in-service b. 9 pre-service c. NA both		Total:1 module	Total :21 modules	
9	# of workshops, trainings and consultative meetings conducted on new teaching methods, pedagogical leadership and mentoring methods and approaches in support of...	K: 20 workshops, trainings and consultative meetings a. in-service training: 10 b. pre-service training: 10 c. NA d.NA	K: 10 workshops, trainings and consultative meetings a. in-service training: 7 b. pre-service training: 3 Universities-3 c. NA d.NA	K: 10 workshops, trainings and consultative meetings a. in-service training: 7 b. pre-service training:3 - Universities-3 c. NA d.NA	K: 221 workshops, trainings and consultative meetings a.in-service training: 85 Jalalabad-84 b. pre-service training:25 c. 20 d.7	

No	Project Indicator	FY2012 Target	October-December 2011 plan	October-December 2011 actual	Cumulative FY2008- 2011	comments
	c. both in-and pre-service d. other	Ta: 10 workshops, trainings and consultative meetings  a. in-service: 5 b. PTTI:5 -Universities: 3 <b>-Colleges: 2</b> c. Both: NA d. Other: NA	Ta: 10 workshops, trainings and consultative meetings  a. in-service: 5 b. PTTI:5 -Universities: 3 <b>-Colleges: 2</b> c. Both: NA d. Other: NA	Ta: 21 workshops, trainings and consultative meetings  a. in-service: 15 b. pre-service: 6 -Universities: 4 <b>-Colleges: 2</b> c. Both: NA d. Other: NA	Ta: 245 workshops, trainings and consultative meetings  a. in-service: 177 b. pre-service: 25 c. Both: 36 d. Other: 7	
		Total: 30 workshops, seminars and trainings a. In-service: 15 b. Pre-service: 15 c. Both: 0 d. Other: NA	Total: 20 workshops, seminars and trainings a. In-service: 12 b. Pre-service: 8	Total: 31 workshops, seminars and trainings a. In-service: 23 b. Pre-service: 9	Total: 466 workshops, trainings and consultative meetings	
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  Standard Indicator equivalents	K: 3 539 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: 0 (Cohort 1) -School Administrators: 0 -MUs: 0 -Teachers: 0 c. ITTIs: 2,340 (2,025 teachers at ITTIs& 315 school administrators at KAE/CTTR) d. PTTIs: - Universities: 824 ( 324 student teachers in	K: 678 trainees  a. 93 direct project training: b. Target rayons/schools: (Cohort 1) 0 c. ITTIs: 585 teachers at ITTI & 80 school administrators at KAE/CTTR) d. PTTIs: n/ae. report actual figures only	K: 893 trainees  a. direct project training: 71 -MoE&Rayon Officials: 19 ITTI/PTTI Instructors & Trainers: 51 Other: 1 Target rayon's/schools: (Cohort 1) 205 School Administrators: 89 -MUs: 25 Teachers: 89 Target RayOO: 2 c. ITTIs: 617 in-direst trainees (in 3 ITTIs) d. PTTIs: reported annually	K: 9526 trainees  a. direct project training: 781 b. Target rayon's/schools: (Cohort 1) 1638 Jalalabad-2128 c. ITTIs: indirect trainees (in 3 ITTIs).4019 d. PTTIs: 960	*reported annually ** monitoring data 12/11

No	Project Indicator	FY2012 Target	October-December 2011 plan	October-December 2011 actual	Cumulative FY2008- 2011	comments
	<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>	Arabaev University & 500 in 2 PTTIs) -colleges: n/a e. report actual figures only				
		Ta: 3 140 trainees a. Direct project training: 120 MoE/Rayon officials: 15 -ITTI/PTTI Instructors & Trainers: 20 <b>- Colleges instructors: 60</b> -Other: 25 (other projects, NGOs, consultants)  b. Target rayons/schools: 0 -School Administrators/mentors: 0 -DED methodist: 0 -Teachers: 0  c. ITTIs: 2100 ( through 5 ITTIs)  d. PTTIs: 920 - Universities: 720 (2 PTTIs) <b>- Colleges: 200 (4 colleges)</b>  e. report actual figures only	Ta: 632 trainees a. Direct project training: 154 <b>- Colleges instructors: 30</b> MoE/Rayon officials:18 PTTI instructors:106 b. Target rayons/schools: *478 - mentoring training -  c. ITTIs: n/a d. PTTIs: reported annually <b>- Colleges: NTY</b>	Ta: 593 trainees a. Direct project training: 116 MoE/Rayon officials: 3 -ITTI instructors:2 -PTTI Instructors : 92 <b>- Colleges instructors: 19</b>  b. Target rayons/schools: 477 School Administrators: 54 -MU -7 -DED Methodist:2 -Teachers: 414 Other :0 c. ITTIs:  d. PTTIs*: - Universities: 0 <b>- Colleges: NTY</b>	Ta: 5623 trainees a. Direct project training: 720 - b. Target rayons/schools: 3673  c. ITTIs: 1163  d. PTTIs*: 67 - Universities: 0 <b>- Colleges: NTY</b>	*reported annually
		Total: 6 679 trainees a. 495 b. 0 c. 4440 teachers d. 1744 e. report actual figures	Total: 1310 trainees	Total: 1486	Total: 15149	

No	Project Indicator	FY2012 Target	October-December 2011 plan	October-December 2011 actual	Cumulative FY2008- 2011	comments
		only*				
11	# of studies on new teacher retention prepared	Kyrgyzstan: 0 New Teacher Retention Study			Kyrgyzstan: 1	
		Tajikistan: 0 New Teacher Retention Study			Tajikistan: 1	
		Total: 0 studies			Total: 2 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: 0 action	K: 0 action	K: 6 actions	
		Ta: 1 action	Ta:0	Ta:0	Ta:0	
		Total: 2 actions	Total:0	Total:0	Total:6 actions	
13	# of schools linked to PTTIs (through project intervention)	K: 20 schools (Arabaeva University: 10 schools; 2 regional University: 10 schools ( 5 per University))	K: 20 schools (Arabaeva University: 10 schools; 2 regional University: 10 schools ( 5 per University))	K: 25 schools (Arabaev University: 10 schools; OshSU -6, JASU - 9 schools)	K: 25 schools*	* 25 partner schools where new model of student practicum approbated selected by Universities (not by QLP)
		Ta: 25 schools (10 KT and 15 Dushanbe)	Ta: 25 schools ( KT and Dushanbe)	Ta: 0 schools ( KT and Dushanbe)	Ta :0 schools	
		Total : 45	Total : 45	Total : 25	Total : 25	
14	# of student teachers participating in project-promoted PTTI-school linkage programs (i.e. practicum)	K: 80 student teachers (Arabaev University: 40 students; 2 universities: 40 students)	K: 80 student teachers (Arabaev University: 40 students; 2 universities: 40 students)	K: Kyrgyzstan:380 students/teachers ( Arabaev University-120, Osh SU-130, JASU-130)	Kyrgyzstan:380 students/teachers ( Arabaev University-120, Osh SU-130, JASU-130)	
		Ta: 750 in 2 PTTI (Dushanbe PTTI: 375; KT PTTI 375)	Ta: 750 in 2 PTTI (Dushanbe PTTI:;	Ta: 0 in 2 PTTI (Dushanbe PTTI:;	Ta: 0 in 2 PTTI (Dushanbe PTTI:;	
		Total: 830	Total: 830	Total:380	Total: 380	
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)	K: Cohort 1: a. 30% b. 20% c. 30% d. 20%			K*: Cohort 1, Impact Assessment 4/11 a. 57% b. 33% c. 33% d. 33%	

No	Project Indicator	FY2012 Target	October-December 2011 plan	October-December 2011 actual	Cumulative FY2008- 2011	comments
	a. DED offices b. school principals c. Deputy principals d. methodological unit leaders					
		Ta: Cohort 1: a.30% b.45% c.45% d.45%			Ta*: Cohort 1, Impact Assessment4/11: a. 40% b. 47% c. 33% d. 53%	
<b>Result/Component 2: Improved Quality of Student Assessment</b>						
16	# of ISTTIs and PTTIs having <u>incorporated</u> skill-based student centered formative and/or summative student assessment in their curriculum/syllabus	K: 1 teacher training institutions a. ITTI: 0 b. PTTI: 1			K: 8 teacher training institutions a. ITTI: 5 b. PTTI: 3	
	a. ITTI b. PTTI -Universities -Colleges (Tajikistan only)	Ta: 4 teacher training institutions* a.0 ITTIs b.4 PTTI (KT) -Universities: 0 -Colleges: 4 (Dushanbe, KT, Khudjand, Kulob)			Ta: 0 teacher training institutions a.0 ITTIs b.0 PTTI (KT) -Universities: 0 -Colleges: 0 (Dushanbe, KT, Khudjand, Kulob)	*Planned in four Pedagogical colleges in Q2
		Total : 5 teacher training institutions a. 0 ITTIs b. 5 PTTI			Total:8	
17	# of student assessment training modules for in-service and pre-service training <u>developed</u>	K:0			K:9 (general, math, language, primary and administrators)&1 manual a. in-service: NA b. b. Pre-service : 1 module c. 5 training module and 1 manual d. 3 SA modules on developing questions to develop HQ thinking skills	
	a. in-service modules b. pre-service modules c. both in- and pre-service					

No	Project Indicator	FY2012 Target	October-December 2011 plan	October-December 2011 actual	Cumulative FY2008- 2011	comments
		Ta: 0 (task completed)			Ta: 5 FA modules and guidelines In-service:5 a. Pre-service:0 b. both: NA d. NA	
		Total: 0 c. both: 0			Total: 14	
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 : 0 modules approved  a. in-service: 0 modules b. pre-service: 0*			K: 7 modules approved ( 1 modules as a part of in-service modules ( KAE) and 4 manuals approved by KAE c. Pre-service: 1 module approved by 3 PTTIs ( Arabaev University and 2 regional)	
		Ta: 0 (task completed)			Ta: 3 modules a. In-service: 3 (primary, Math, Tajik) b. Pre-service:0	
		Total: 0 modules approved a. In-service: 0 modules b. pre-service: 0 modules			Total: 10 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: 15 workshops, seminars and trainings a. in-service: 0 b. Pre-service:0 c. other: 15	K: 8 workshops, seminars and trainings a. in-service: 5 b. pre-service:0 c. other: 3	K: 8 workshops, trainings and consultative meetings a. in-service :5 b. pre-service:0 c. other: 3	K: 25 workshops, trainings and consultative meetings a. in-service:7 b. pre-service:3 c. other:15	
		Ta: 10 workshops, trainings and consultative meetings  a. in-service: 6 b. pre-service: 4 c. other: 0	Ta: 9* workshops, trainings and consultative meetings  a. in-service: 0 b. pre-service: 5 c. other: 0	Ta: 5 workshops, trainings and consultative meetings  a. in-service: 0 b. pre-service: 5 c. other: 0	Ta:12 a. in-service:6 b. pre-service:5 c. other 1	*The 4 workshops conducted under the indicator #9 included aspects of Formative Assessment in it.
		Total: 25	Total: 17	Total: 13	Total: 37	

No	Project Indicator	FY2012 Target	October-December 2011 plan	October-December 2011 actual	Cumulative FY2008- 2011	comments
		a. in-service: 6 b. pre-service: 4 c. other: 15			a. in-service 13 b. pre-service 8 c. other 16	
20 *	# of teachers, student teachers, educators (school directors, ISTTI/ PTTI/other instructors) and administrators and officials trained in student assessment  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 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>	K: 3 539 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: 0 (Cohort 1) -School Administrators: 0 -MUs: 0 -Teachers: 0  c. ITTIs: 2,340 (2,025 teachers at 5 ITTIs& 315 school administrators at KAE/CTTR)  d. PTTIs: 824 - Universities: 324 student teachers in Arabaev University &500 in 2 RTTIs)  e. report actual figures only	K: 1432 trainees  a. direct project training: 102  b. Target rayons/schools: 0(Cohort 1)  c. ITTIs: (2,025 teachers at 5 ITTIs& 315 school administrators at KAE/CTTR) d. PTTIs: 824 - Universities: 324 student teachers in Arabaev University &500 in 2 RTTIs)  e. report actual figures only	K: 1780 trainees  a. direct project training: 55  b. Target rayons/schools:43 (Cohort 1)  c. ITTIs: in-direct trainees (in 3 ITTIs and KAE). 617  d. PTTIs** : 1065 e. report actual figures only	K: 5568 trainees  a. direct project training: 451  b. Target rayons/schools: (Cohort 1);1098  c. ITTIs: indirect trainees (in 3 ITTIs) ;4019  d. PTTIs* : e. report actual figures only	*Reported annually ** monitoring data 12/11
		Ta: 3 140 trainees a. Direct project training: 120 MoE\Rayon officials: 15 -ITTI/PTTI Instructors & Trainers: 20 - <b>Colleges instructors: 60</b>	Ta: 90 trainees a. Direct project training:18  b. Target rayons/schools: 18 School Administrators: -MU - -DED methodist: -Teachers:	Ta: 320 trainees a. Direct project training:0  b. Target rayons/schools: 108 School Administrators: -MU - -DED methodist:	Ta: 3982 trainees a. Direct project training: 282  b. Target rayons/schools: 2349	Included teachers at Khodent ITTI, monitoring data 11/12

No	Project Indicator	FY2012 Target	October-December 2011 plan	October-December 2011 actual	Cumulative FY2008- 2011	comments
		-Other: 25 (other projects, NGOs, consultants)  b. Target rayons/schools: 0 -School Administrators: 0 -DED methodist: 0 -Teachers: 0  c. ITTIs: 2100 ( through 5 ITTIs)  d. PTTIs: 920 -Universities: 720 ( 2 PTTIs) <b>-Colleges: 200 (4 colleges)</b>  e. report actual figures only	Other  c. ITTIs:  d. PTTIs*:54 - Universities: <b>- Colleges: NTY</b>	-Teachers: 108 <b>Colleges instructors: 24</b> Other  c. ITTIs: 188*  d. PTTIs*:0 - Universities: <b>- Colleges: NTY</b>	c. ITTIs: 1351  d. PTTIs*: - Universities: 0 <b>- Colleges: o</b>	
		Total: 6 679 trainees a. 495 b. 0 c. 4440 teachers d. 1744 e. report actual figures only*	Total: 1522 trainees	Total: 2100 trainees	Total: 9550	
21	# of Olympiads and alternative competitions for students and/or teachers including new assessment items and practices	K : 0 (task completed)		K : 1 Methodical guide approved by KAO	K:3 1 national Olympiad regulation and 1 guideline for regulation, 1 methodical guide	
		Ta: 18 Olympiads  (9 target districts on 2 subject -Math, Tajik language/literature)		Ta: 0	Ta : 0	
		Total : 18		Total:1	Total:3	

No	Project Indicator	FY2012 Target	October-December 2011 plan	October-December 2011 actual	Cumulative FY2008- 2011	comments
22	% of DED Methodists in target rayon's, 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	K: Cohort 1: a.20% b.20% c.20% d.20%			K: a. 57% b. 27% c. 20% d. 27%	
	a. DED offices b. school principals c. Deputy principals d. methodological unit leaders	Ta: Cohort 1: a. 30% b.40% c.35% d.40%			Ta: Cohort 1 a. 40% b. 33% c. 7% d. 30%	
<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>b. strengthening task</b>	K: 0 (completed in PY3)	K: 2 additional *	K: 1 syllabus guide developed on Kyrgyz language 1- 4 grade	Kyrgyzstan : 5	*Requested by MoE 1 Postponed to Q2, PY5
		Ta: 2 curricula guidelines a. 2 curricula guidelines (Primary Environmental Studies) <b>b. 0 Standards and Guidelines for 6-year children</b>	Ta: 2 curricula guidelines a. curricula guidelines (Primary Environmental Studies) <b>b. 0 Standards and Guidelines for 6-year children</b>	Ta: 4 curricula guidelines a. 4 curricula guidelines (Tajik language, Math, Chemistry, Biology) <b>b. 0 Standards and Guidelines for 6-year children</b>	Tajikistan : 7	Primary level syllabus guide development initiated in Q1 and completed in Q2
		Total : 2	Total:4	Total:5	Total:12	
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: 0 ( completed in PY3)			Kyrgyzstan: 5 (4 subject/level and 1 general on FA) : 1 set on FA (1video training and 2 materials) 1 set on PG Math 1 set PG motherland 1 set secondary Math 1 set secondary Kyrgyz	
		Ta: 2 targeted subjects a.0 targeted subjects  b. 2 targeted subjects			Tajikistan :0 subject/level packages	

No	Project Indicator	FY2012 Target	October-December 2011 plan	October-December 2011 actual	Cumulative FY2008- 2011	comments
		- 1 package for Numeracy - 1 package for literacy Total: 2 sets/packages			Total: 5	
25	#/% of supplementary materials (SM) , standard and guidelines distributed to target institutions (ITTIs, PTTIs, DED, schools)  Standard Indicator equivalent: • # of textbooks and other teaching learning-materials provided with USG assistance	K: 0 copies of SM*  Ta: 1138  ITTI: 898 copies  PTTI: 240 copies of SM for Dushanbe and KT PTTIs and colleges  Total: 9254		K: 560 -160 sets of map (Matherland , primary); -200 copies of DVD and 200 working books on FA  Ta: 0	Kyrgyzstan: 3,727 copies  Ta: 900 copies of FA guidebook distributed to target schools	
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  Ta: 33 workshops, trainings and consultative meetings a. in-service: 24 b. 8 c. <b>other 1</b>	K: 4 workshops, seminars and trainings  a. see Indicator 9 b. see Indicator 9 c. 4  Ta: 4 workshops, trainings and consultative meetings a. in-service: 4 c. <b>main task - additional task -</b>	K: 1 workshops, seminars and trainings a. in-service:9 b. see Indicator 9 c. 1  Ta: 1 workshops, trainings and consultative meetings a. in-service: 1 b. 0 c. <b>0</b> main task - <b>additional task -</b>	K: 15 workshops, seminars and trainings  a. see Indicator 9 b. see Indicator 9 c. 4  Ta: 30 workshops, trainings and consultative meetings a. in-service: see indicator 9 b. see indicator 9 c. <b>6</b> main task -4 <b>additional task -3</b>	
		Total: 41 workshops, trainings and consultative meetings a. in-service: 24 b. pre-service: 8 c. <b>other: 9</b>	Total: 8	Total:2	Total:45	
27	#/% of teacher groups (i.e. methodological units, subject groups) participating in policy	K: 6 subject groups	K: 6 subject groups	K: 6 groups	K: 6	

No	Project Indicator	FY2012 Target	October-December 2011 plan	October-December 2011 actual	Cumulative FY2008- 2011	comments
	dialogues and professional exchanges	(in PG, secondary Math and secondary Language/literature in Cohort 1 and Cohort 2 rayons)				
		Ta: 3 groups	Ta: 3 groups	Ta: 3 groups	Ta: 3 groups	
		-1 group Primary Grade -1 group Secondary Math, -1 group Secondary Tajik Language/Literature				
		Total: 9 groups	Total:9	Total:9	Total:9	
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	K: 72,030 a.30 teachers b.72,000 teachers	K: 72,014 a.14 teachers b.72,000		
		Ta: 95 000 teachers a. 50 b. 95 000	Ta: 147 a. 147 b. 0	Ta: 147 a. 147 b. 0		
		Total : 167,000 teachers a. 80 teachers b. 167,000 teachers*	Total: 72 177 a.177 b.72,000	Total: 72,161		
<b>Result/Component 4: Increased Effectiveness of Education Finance Systems</b>						
29	#/% of data-based policy briefs and policy-related documents on per capita funding issues prepared by central and targeted local authorities  Standard Indicator equivalent e. # of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of educational services	K: 1 policy document Ta: 0 Total : 1	K:0 Total:0	K:0 Total:0	K:30 policy documents PY2-2 documents PY3-15 documents PY4-13 documents Ta: 5 policy document Total:35	
30	#/% of districts <sup>vii</sup> in which per capita finance mechanism is officially adopted  a. QLP ed. finance districts b. other ed. finance districts*	K: 22 (39%)* a:8 (the same) b:14(WB)	K: 2 a: 0 b: 2 (EU)	K: 2 a: 0 b: 2 (EU)	K: 24 a:8 (the same) b:14(WB) +2 (EU)	This year EU project provide assistance to MOES KR on implementation Bishkek and Osh

No	Project Indicator	FY2012 Target	October-December 2011 plan	October-December 2011 actual	Cumulative FY2008- 2011	comments
	*QLP will report on these districts, but is not directly responsible for ensuring that the Tajik government implements their roll-out plans as projected."					cities on per capita financing
		Ta: 68 (100%) a. 2 (Kulyab and Vahsh) b. 66	Ta: 0	Ta: 0	Ta: 68(100%) a.2( Kulob and Vahsh) b.66	
		Total: 90 a.10 b. 80	Total:2	Total:2	Total:92	
31	#/% of districts (project and others) receiving funds based on new per capita funding formula (per national roll-out plan) a. QLP target districts b. other education finance roll-out districts	K: 0 new rayons/cities	K: 2 a: 0 b: 2 (EU)	K: 2 a: 0 b: 2 (EU)	K: 24 a: 8 b: 14 (WB) + 2 (EU)	
		Ta: 0 rayons			Ta:68 a.2( Kulob and Vahsh) b.66	
		Total: 0 rayons	Total:2	Total:2	Total:92 districts	
32	# of courses, modules or materials <u>developed</u> for education finance	K: 0		K: 1	K: 4 modules, 5 manuals and 2 analytical documents	4 modules, 5 manuals and 2 analytical documents were developed during 4 project years
		Ta: 0			Ta: 3 modules & 2 manuals developed	
		Total: 0		Total:1	Total:7 modules,7 manuals,2 analytical documents	
33	# of courses, modules or materials for education finance <u>approved</u> by MOE (and/or other official groups)	K: NTY			K: 3 modules, 4 manuals and 2 analytical documents were approved by MOES Collegiums on PY 4.	K: 3 modules, 4 manuals and 2 analytical documents were approved by MOES Collegiums on PY 4.
		Tajikistan: 0 (task completed)			Ta: 1 module	
		Total: 0 module			Total:4 modules, 4 manuals, 2 documents	

No	Project Indicator	FY2012 Target	October-December 2011 plan	October-December 2011 actual	Cumulative FY2008- 2011	comments
34	# of education, finance and community involvement materials distributed to a. QLP PCF target rayons and institutions  c. Non QLP PCF	K: 1540 a. 620 copies of material packages - 320 compilation of normative-legal documents on per capita financing and management for school directors* - 320 compilation of normative-legal documents on per capita financing for school accountants  <b>b. 900 ( in YK and Batken)</b>	K: 665 a: 135 - 55 "FM" – Issyk-Ata rayon - 80 "Accounting" – Chui, kemin and Issyk-Ata rayons and Tokmok city  b: 530 - 80 "Planning Joint Activities" – Issyk-Kul - 70 "Planning Joint Activities" – Batken - 250 "Budget Hearings" - Batken - 130 "CISM" – Batken and Osh ITTIs	K: 724 a: 148 - 64 "FM" – Issyk-Ata rayon - 84 "Accounting" – Chui, kemin and Issyk-Ata rayons and Tokmok city  b: 576 - 80 "Planning Joint Activities" – Issyk-Kul - 70 "Planning Joint Activities" – Batken - 38 "Keys to Partnership" – Batken - 258 "Budget Hearings" - Batken - 130 "CISM" – Batken and Osh ITTIs	K: 1992 units a: 989 b: 1003	PY3-4:1268 a: 841 - 310 "How to Start" – Chui - 120 "CISM" – KAE and ITTIs - 120 "FM" – KAE and ITTIs - 291 "Budget Hearings" – Chui  b: 427 - 225 "How to Start" - Batken - 202 "How to Start" – Issyk-Kul * This one cancelled from WP because during trainings all necessary materials were provided
		Ta: 100  a. 100 copies of compilation of normative-legal documents on per capita financing and management for school( 46+48 1 per school in Vahsh and Kulob and RayOO RayFO) (for PTAs in Kulyab and Vahsh rayons) d. N/A	Ta: 100  a. 100 copies of compilation of normative-legal documents on per capita financing and management for school ( 46+48 1 per school in Vahsh and Kulob and RayOO RayFO) (for PTAs in Kulyab and Vahsh rayons) d. N/A	Ta: 104	Ta: 354 copies of material package	
		Total: 1640	Total: 765 units	Total: 828	Total: 2346 units	
35	# of workshops , trainings and technical \consultative meetings conducted in education finance a. QLP ed. finance pilot districts - main task - strengthening task (Tajikistan only)	K: 19 workshops , trainings and technical \consultative meetings a. 15 b. 4(YK and Batken)	K: 7 workshops , trainings and technical \consultative meetings a. 7 b. 0 (YK and Batken)	K: 6 workshops , trainings and technical \consultative meetings a. 4 b. 2 (YK and Batken)	K: 320 workshops , trainings and technical \consultative meetings a. 305 b. 15 (YK and Batken)	

No	Project Indicator	FY2012 Target	October-December 2011 plan	October-December 2011 actual	Cumulative FY2008- 2011	comments
	<b>b. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening)</b>	Ta: 18 workshops, trainings and technical \consultative meetings  a. 15 -main task: 13 (2 EFWG, 1 national workshop and 10 trainings and meetings) -strengthening task: 2 (mentoring) <b>b. 3 ( PTA)</b>	Ta: 11 workshops, trainings and technical \consultative meetings  a. 8 -main task: <b>-strengthening task: 2 (Refreshing training on FM )</b> b. 1	Ta: 2 workshops, trainings and technical \consultative meetings  a. 1 -main task: <b>-strengthening task: 1 (TOT and refreshing )</b> b. 1	Ta: 99 workshops, trainings and technical \consultative meetings	
		Total: 37	Total: 18	Total: 8	Total: 419 workshops, trainings and technical \consultative meetings	
41	<b># of AC/PTAs registered in schools</b>  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 : 30 Advisory Committees  a. task completed b. 0 <b>c. 30(Batken )</b>	K : 30 Advisory Committees  a. task completed b. 0 <b>c. 30(Batken )</b>	K : 32 Advisory Committees  a. task completed b. 0 <b>c. 32(Batken )</b>	K : 127 Advisory Committees  a. 55 (Chui) b. 0 <b>c. 72(Issyk-Kul and Batken )</b>	
		Ta:0 a.0 b.0 c.n/a			Ta: 30 a.0 b.30 9 Kulob and Vakhsh)	
		Total: 30	Total: 30	Total: 32	Total:157 ACs	
36*	<b># of school boards, PTAs, Advisory Committees or other existing community group trained in ...</b>  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 : 55 Advisory Committees  a. Task completed b. 0 <b>c. 55 (YK and Batken)</b>	K : 32 Advisory Committees  a. Task completed b. 0 <b>c. 32 (Batken)</b>	K : 32 Advisory Committees  a. Task completed b. 0 <b>c. 32 (Batken)</b>	K : 87 Advisory Committees *  a. 55 b. 0 <b>c. 32 (Batken)</b>	
	Standard indicator equivalent • # of PTA or similar school governance structures supported	Ta: 34 a. 0 no trainings planned; will respond to MOE requests as needed; b. 0	Ta: 50 a. 16 b. 50 c. 0	Ta: 50 a. 16 b. 50 c. 0	Ta: 98 PTAs in Vakhsh and Kulob* a. 29 PTAs b. 98 PTAs  c. NTY	*Trained representatives from 48 PTAs/schools

No	Project Indicator	FY2012 Target	October-December 2011 plan	October-December 2011 actual	Cumulative FY2008- 2011	comments
		c. 34 PTAs from 25 non QLP PCF districts				
		Total: 89 Advisory Committees/PTAs a. 0 b. 43 c.N/A	Total:82	Total: 82	Total: 185	
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: 14 a.0 <b>b.5 *</b>	K: 0 a.0 <b>b. 0</b>	K: 0** a.0 <b>b.NTY</b>	K: 17 a.17 <b>b.NTY</b>	* <b>(decreased from 14 till 5 in WP)</b> *** postponed to April 17 – is a number of budget hearings conducted during PY 3-4
		Ta: 5 a.5 b. n/a	Ta: 3 a.3 b. n/a	Ta: 2 a.2 b. n/a	Ta: 9 a.9 b. n/a	
		Total: 19	Total: 3	Total: 2	Total: 26	
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 - <b>strengthening task (Tajikisan only)</b>  e. <b>other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) schools</b>  Standard Indicator equivalent # of administrators and officials trained with USG support	K: 285 trainees  a.5 <b>b.0</b> c. 0 -School Directors: 0 -Deputy Directors: 0 -School Accountants: 0 -Heads of MU: 0 -School Board members: 0  d.170 -Rayon Authorities: 5 -School Directors: 50 -Local Authorities :10 -School Board members: 30 -other: 70  e. 110 AC members and school principals (YK	K: 193 trainees  a. <b>b.0</b> c. 0 -School Directors: d.127 - School Directors: 52 - School Accountants: 75 e. 66 - School principals and AC members (Batken): 66	K: 184 trainees  a. 0 <b>b. 0</b> c. 0 d. 119 -School Directors: 54 - School Accountants: 65 e. 65 - School principals and AC members (Batken): 65	K: 2439 trainees*  a.81 <b>b.51 (ITTI instructors)</b> c.148  d.2094 e.65	*Reported redundant

No	Project Indicator	FY2012 Target	October-December 2011 plan	October-December 2011 actual	Cumulative FY2008- 2011	comments
		and Batken)				
		Ta:267 trainees a: 5 b: 0 c: 66 d.187 main task: 187 -Rayon authorities:10 -School directors : 95 -School accountants: 82  - strengthening task: 100 ( School accountants/DFD/ DED)  e.75 trainees from non QLP PCF	Ta: 255 trainees  a: 0 b: 0 c: 0 d: 223 main task: 130 School directors :30 -School accountants: 0 -PTAs: 100  - strengthening task: 93  e.32 School accountants/DFD/DED	Ta: 268 trainees  a: 0 b: 0 c: n/a d: 236 main task: 146 -School directors : 41 -School accountants: 0 -PTAs: 105  - strengthening task: 90  e.32 School accountants/DFD/DED	a:1166* trainees  a: 11 b: 72 (see strengthening task) c: 97 d: 954 main task: 821  - strengthening task: 90  e.32 School accountants/DFD/DED	*Reported redundant
		Total: 552	Total: 448	Total: 452	Total: 3605 *	*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%			Impact assessment 4/11 K: Cohort 1  a.67% b.55%	
	#/% of target schools meeting or surpassing financial management quality index	Impact Assessment 4/11 Ta:30%  Cohort 1: a. 30% b. 30%			Impact Assessment 4/11 Ta:  Cohort 1: a.78% b.11%	
39	#/% of target school boards engaged in budgetary oversight and school decision-making % of target schools retaining and programming annual cost savings of	Impact Assessment 4/11 K: 30%  Cohort 1:30%			K: 13% ( on15 target schools) 22% ( QLP PCF schools)	

No	Project Indicator	FY2012 Target	October-December 2011 plan	October-December 2011 actual	Cumulative FY2008- 2011	comments
	operating funds for teacher incentives, professional development, and quality improvements a. retaining savings b. programming savings for quality	Impact Assessment 4/11 Ta:Cohort 1: 65%			Ta: 53% ( target 15 schools) 67% (QLP PCF schools)	
40	#/% of target schools meeting or surpassing financial management quality index	Impact Assessment 4/11 K: 30%  Cohort 1:30%			K: 10% ( 1 government body)	
		Impact Assessment 4/11 Cohort 1: 40%			Ta: 27% ( all schools) 44% ( QLP PCF)	
<b>Result/Component: Improved access to teaching/learning materials in all schools in the country</b>						
43	# of key teaching/learning materials distributed to schools via DEDs	K: 2200 sets of teaching/learning materials ( one set per school and DEDs)				
		Ta: 3 750 sets* of teaching/learning materials ( one set per 3694 not QLP target schools and not target DEDs)				*materials will be defined after finalization all of them based on criteria developed by QLP and MOE
<b>Result/Component: Improved capacity of school administrators , DED and methodical center to support school reconciliation in JA province (Kyrgyzstan only)</b>						
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: 20 (JAMC, 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: 109 a. 9 b. 100			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 Novostriikas that attend	K: 50	K: 76	K: 6*	6	* from 76 dropout

No	Project Indicator	FY2012 Target	October-December 2011 plan	October-December 2011 actual	Cumulative FY2008- 2011	comments
	accelerated learning programs					from school: 28 kids returned to school, 5 – are studying on AL program for primary grades 5 – are studying on informal program (secondary grade) Other kids moved from Novostroikas
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: 20 a.0 b.20	K: 20 a.0 b.20	K: 20* a.0 b.20	K: 83 a.23 b.60*	Participants of National Forum
48	# of pre-school age children that received school preparation program a. QLP organized b. State program	K: Task completed			K:2471 a.1024 b.1429	
<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	Total : 105	K:0  Ta:0		
50	# of target departments in PTTIs provided by internet connection, computers other ICT equipment a. In Kyrgyzstan b. In Tajikistan	Total : 25	Total : 25	K:15  T:10  Total:25	K:15  T:10  Total:25	
51	# of PTTI instructors trained on using ICT in teaching, web research and curriculum development	Total : 75	Total : 75	K: 56 22 (Arabaeva University) 14 JASU 20 OshSU  Ta:38	K: 56 22 (Arabaeva University) 14 JASU 20 OshSU  Ta:38	
				KT19	KT19	

No	Project Indicator	FY2012 Target	October-December 2011 plan	October-December 2011 actual	Cumulative FY2008- 2011	comments
				Dushanbe University 19	Dushanbe University 19	
				Total:94	Total:94	

**QLP Quarterly Report Performance Data Table for Turkmenistan  
October - December 2011 (PY 5)**

New No.	Proposed Indicator	EOPS Targets	October – December, 2011 planned	October-December 2011 actual	Cumulative FY 2008-2011	comments
<b>Goal: Improved quality of teacher training in student centered methodologies</b>						
1	% teachers mastering core knowledge/competencies of training of using ICT in classroom to improve learning\teaching a. school teachers b. trainers c. NIE \ in-service system instructors	70%	1. Review and update training materials based upon participants and trainers feedback	Updated training materials		
2	% teachers mastering core knowledge/competencies of training on student centered methodology a. school teachers b. trainers c. NIE \ in-service system instructors	70%	a. Provide ICs with translated version (English) of updated materials for review  b. Distribute updated training materials to training centers, review any additional TOT process required if changes are significant	a. Updated training materials based upon IC review  b. Trainers trained with updated materials		
<b>Result/Component: Improved the quality of teacher training in student-centered methodologies and using ICT</b>						
3	# of training modules developed a. on student-centered methodologies (modern pedagogical practices) b. on using ICT in teaching learning process	Total:4 a.4 (General pedagogy, Secondary Math, Biology, Geography) b. 1 (General)	Develop additional day training for ICT part of training package	Training package completed	Total: 2 a.0 b. 2	Trainer's guideline for TOT developed and translated into Turkmen
4	# of trainings conducted on student centered methodology and using ICT \ interactive technology a. Directly b. Through training center	Total: 27 a. 15 b.12	Run 6 day TOT in Ashgabat and Mary	TOT in Ashgabat finished, 6 additional trainers were prepared	Total: 33 a. 4 b.27	
5	# of school teachers and educators trained in how to use ICT \ interactive technology in making their teaching more effective a. School teachers b. Trainers (includes training center's trainers) c. NIE \in-service system instructors d. Other	Total: 450 a. 350 b. 30 c. 20 d. 50	Support trainings for teachers, collect monitoring data	275 teachers trained	Total: 916 a. 545 b. 21 c. 0 d. 350 ( in-direct)	*150 teachers trained on 3 modules in PY4

New No.	Proposed Indicator	EOPS Targets	October – December, 2011 planned	October-December 2011 actual	Cumulative FY 2008-2011	comments
6	# of supported training centers	2 (Mary and Lebap Velayat)	Provide updated package to training centers	Updated training materials were provided to training centers	1 (Lebap)	
7	# of materials on ICT/student-centered methodology developed a. printing materials b. digital	Total: 6 a. 3 subject specific (Math, Biology, Geography ) manuals b. 3 digital subject specific products	Develop digital materials, as much as possible adapting existing open source materials	Digital materials relevant to National curriculum are developing	a. 1 Trainers manual b.0	
8	# of materials on ICT \ student-centered methodology distributed a. directly b. through system	Total: 2000 a. 1000 b.1000	Test additional material through training centers	Training materials relevant to ICT reviewed		
<b>Result: Created sustainable partnership Government Institutions (Ministry of Education, National Institute of Education) to implement project outputs</b>						
9	Index of partnership development with MoE and institutionalization of project outputs	80%	Sign Agreement between QLP and local partner	Agreement signed		

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

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

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

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

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

**Kyrgyzstan – Quarterly Report Matrix**  
**October – December, 2011;**  
**Project Year 5**

Tasks	Activities/outputs planned for Oct. – Dec., 2011	Outputs Achieved exp. in Oct–Dec, 2011	Activities planned for Jan.–Mar., 2012
<b>IR 1: Improved Quality of Teacher Training in Student Centered Methodologies</b>			
<b>SIR 1.1: Improved Quality of In-Service Training</b>			
<b>SSIR 1.1.1 Improvement of Mentoring practice within ITTI system</b>			
<b>1.1.1.1 Monitoring and mentoring of regular ITTI courses</b>	1. Hire LC to support KAE specialists in the process of Regional ITTI regular courses monitoring/ mentoring	Completed	No activity planned
	2. Support KAE to observe regional ITT courses and provide consultation based on feedback.	In process	Observation and consulting the instructors will continue
	3. Support KAE to conduct workshops on monitoring/ mentoring results	In process	Workshops on monitoring/mentoring results will continue
	4. Support KAE to analyze reports from the regional ITTIs on internal regular courses observation	In process	Analyzing reports from the regional ITTIs on internal regular courses observation will continue
	5. Support KAE to conduct Round table with Regional ITTIs participation	Not scheduled	No activity planned
	6. Publication of the best mentoring practice	Not scheduled	No activity planned
<b>SSIR 1.1.2 Strengthen capacity of in-service teacher training instructors and administrators</b>			
<b>1.1.2.1 Training of QLP target and non-target instructors to teach modified courses in all ITTIs</b>	1.Refreshing trainings on modified courses usage to newly come instructors	In process	One-day refreshing training for newly come instructors
	2. Support regional ITTIs to provide trainings on modified courses usage to instructors of non-target departments.	Not scheduled	Regional ITTIs will schedule inner trainings for instructors of non-target departments.
	3. Independent Consultant's observations during trainings	Not scheduled	KAE specialists and independent Consultant will support Regional ITTIs by observing of the trainings and providing feedback.
	4. Observation of the newly trained non-target instructors and feedback provided by target departments instructors'	Not scheduled	KAE and QLP specialists jointly with target department instructors will observe non-target instructors and provide feedback and mentoring support.
	5. Analyze equipment's usage in the process of ITTI regular courses	Not scheduled	QLP specialist will analyze the usage of the equipment during the courses
<b>1.1.2.2 Increasing ITTI/MC instructors skills in</b>	1. Hire LC to develop data base	Postponed for Q2 since KAE delayed the process of hiring LC by suggesting programmer	LC will be hired to develop data base

Tasks	Activities/outputs planned for Oct. – Dec., 2011	Outputs Achieved exp. in Oct–Dec, 2011	Activities planned for Jan.–Mar., 2012
<b>planning, collecting data on course participants</b>		from their side.	
	2. Setting of the data base to each (5) ITTIs	Postponed for Q2 (See above, 1.3.2.2.)	Data base program to each (5) ITTIs will be set
	3. Training of 5 ITTI/MC instructors on data base usage	Postponed for Q2 (See above, 1.3.2.2.)	Training of 5 ITTI/MC instructors on data base usage will be conducted
	4. Hire LC to develop training module on planning and developing of the in-service work programs and trainings modules	Not scheduled	LC will be hired to develop module on planning and developing of ITT work programs and trainings modules
	5. Training of 5 ITTI/MC instructors to plan and develop programs relying on regular course participants' needs.	Not scheduled	Not scheduled for Q2
<b>Extra activity that was initiated in October 2011: "Increasing 50 QLP target school Principals skills in New Teachers' Payment System"</b>			
	50 target school principals of Chui and Osh oblasts participated at the practical seminar on distributing of the motivating part of teachers' salary.	Completed	No activity planned
<b>SIR 1.2 Improved Pre-Service teacher training</b>			
<b>SSIR 1.2.1 Modified standard programs incorporated to 3 PTTIs curriculum</b>			
<b>1.2.1.1 Monitoring and mentoring of Arabaev Kyrgyz State University (Arabaev KSU) university in implementation of modified standard programs</b>	1. Hire LCs to monitor and mentor Arabaev KSU	Completed	No activity planned
	2. Make a schedule of lessons to be observed	Completed	No activity planned
	3. Observation of instructors lessons	In process	Continue
	4. Collect data on the results of observed lessons (instructors self-report forms, students survey) and submit brief analytical reports (on a monthly basis)	In process	Continue observing lessons and provide feedback, collect data
	5. Conduct 3 workshops for university instructors on monitoring results		Scheduled for Q2
<b>1.2.1.2 Monitoring and mentoring of Osh State University (OSU) in implementation of modified standard programs</b>	1. Hire LCs to monitor and mentor OSU	Completed	No activity planned
	2. Make a schedule of lessons to be observed	Completed	No activity planned
	3. Observation of instructors lessons	In process	Continue observing lessons and provide feedback
	4. Collect data on the results of observed lessons (instructors self-report forms, students survey ) and submit brief analytical reports (on a monthly basis)	In process	Continue observing lessons and provide feedback, collect data
	5. Conduct 3 workshops for university instructors on monitoring results	Not planned	
<b>1.2.1.3</b>	1. Hire LCs to monitor and mentor JASU	Completed	No activity planned

Tasks	Activities/outputs planned for Oct. – Dec., 2011	Outputs Achieved exp. in Oct–Dec, 2011	Activities planned for Jan.–Mar., 2012
<b>Monitoring and mentoring of Jalalabad State University (JASU) implementation of modified standard programs</b>	2. Make a schedule of lessons to be observed	Completed	No activity planned
	3. Observation of instructors lessons	In process	Continue observing lessons and provide feedback
	4. Collect data on the results of observed lessons (instructors self-report forms, students survey) and submit brief analytical reports (on a monthly basis)	In process	Continue observing lessons and provide feedback, collect data
	5. Conduct 3 workshops for university instructors on monitoring results	Not scheduled	
<b>1.2.1.4 Refreshing trainings for the instructors (who missed QLP trainings) of target departments at Arabaev university</b>	1. Identify the instructors of target departments who missed QLP trainings	Cancelled	No activity planned
	2. Conduct training of trainers for refreshing trainings	Task 1.2.1.4 cancelled since the instructors of target departments who missed QLP trainings were only 4 people.	
	3. Conduct methodological seminars (by trained trainers) to those instructors who missed QLP trainings (more trainers will be involved)		
	4. Prepare a report on refreshing trainings for Arabaev KSU instructors		
<b>1.2.1.5 Refreshing trainings for the instructors (who missed QLP trainings) of target departments at OshSU</b>	1. Identify the instructors of target departments who missed QLP trainings		Completed
	2. Conduct training of trainers for refreshing trainings	Completed	No activity planned
	3. Conduct methodological seminars (by trained trainers) to those instructors who missed QLP trainings (more trainers will be involved)	In process	The methodological seminars will be observed
	4. Prepare a report on refreshing trainings for OshSU instructors	Postponed for January since most of the instructors asked to do this task during the January vacation	
<b>1.2.1.6 Refreshing trainings for the instructors (who missed QLP trainings) of target departments at JASU</b>	1. Identify the instructors of target departments who missed QLP trainings	Completed	No activity planned
	2. Conduct training of trainers for refreshing trainings	Completed	No activity planned
	3. Conduct methodological seminars (by trained trainers) to those instructors who missed QLP trainings (more trainers will be involved)	In process	The methodological seminars will be observed
	4. Prepare a report on refreshing trainings for JASU instructors	Postponed for January since most of the instructors asked to do this task during the	

Tasks	Activities/outputs planned for Oct. – Dec., 2011	Outputs Achieved exp. in Oct–Dec, 2011	Activities planned for Jan.–Mar., 2012
		January vacation	
<b>SSIR 1.2.2. Strengthen linkages between universities and schools. New model of student practicum practiced in 20 schools of 3 PTTIs</b>			
<b>1.2.2.1 Test revised student practicum at Arabaev university</b>	1. Develop SOW and hire LCs for field-test modified student practicum model	In process	Will monitor the student practicum
	2. Field-test modified student practicum model in target schools / monitor, collect and analyze data, develop recommendations and improve practicum model	Completed	Will be monitored because the student practicum will start in February
<b>1.2.2.2. Conduct trainings for Arabaev KSU supervisors, school mentors on mentoring</b>	1. Conduct 1 day training for 25 university supervisors	Completed	No activity planned
	2. Conduct 1 day training for 20 school mentors	Completed	No activity planned
<b>1.2.2.3 Test revised student practicum at OshSU</b>	1. Develop SOW and hire LCs for field-test modified student practicum model	In process	Will monitor the student practicum
	2. Field-test modified student practicum model in target schools / Monitor, collect and analyze data, develop recommendations and improve practicum model	Completed partially	Will be monitored because the student practicum will start in February
<b>1.2.2.4. Conduct trainings for OSU supervisors, school mentors on mentoring</b>	1. Conduct 1 day training for 25 university supervisors	Completed	No activity planned
	2. Conduct 1 day training for 20 school mentors	Completed	No activity planned
<b>1.2.2.5 Test revised student practicum at JASU</b>	1. Develop SOW and hire LCs for field-test modified student practicum model	In process	Will monitor the student practicum
	2. Field-test modified student practicum model in target schools / monitor, collect and analyze data, develop recommendations and improve practicum model	Completed partially, Because of the time limits issues for this task	Will be monitored because the student practicum will start in February
<b>1.2.2.6 Conduct trainings for JASU supervisors, school mentors on mentoring</b>	1. Conduct 1 day training for 25 university supervisors	Completed	No activity planned
	2. Conduct 1 day training for 20 school mentors	Completed	No activity planned
<b>1.2.2.7 Support in transferring revised Student</b>	1. Develop SOW and hire LCs for working out recommendations	Not scheduled	No activity planned

Tasks	Activities/outputs planned for Oct. – Dec., 2011	Outputs Achieved exp. in Oct–Dec, 2011	Activities planned for Jan.–Mar., 2012
<b>practicum model to new system of education</b>	2. Meeting with the developers of new education system standards, discuss and work our recommendations for adopting revised model of practicum for new system of education	Not scheduled	No activity planned
<b>1.2.2.8 Revised and tested model of practicum recommended to MOES</b>	Round table with MOES, Arabaev KSU, OSU and JASU to recommend the MOES to adopt revised model of practicum for new system of higher education	Not scheduled	No activity planned
<b>2.3 Institutionalization of QLP products to PTTIs system</b>			
<b>1.2.3.1 Finalize all products developed under SIR 1.2</b>	Finalize all the products developed under SIR 1.2 (editing, translating, designing, printing)	Not scheduled	No activity planned
<b>1.2.3.2 Disseminate all the products to target universities and other stakeholders</b>	1. Round Table at OshSU or JASU	Not scheduled	No activity planned
	2. Disseminate and instruct ITTIs (under target PTTIs) instructors on using training modules in their teaching	Not scheduled	No activity planned
	3. Round table at Arabaev KSU with other universities of Kyrgyzstan sharing the experience of working and developing products with QLP	Not scheduled	No activity planned
<b>SIR 1.3 Improved Capacity of Education Administrators in Mentoring, Monitoring and Pedagogical Leadership (MM&amp;PL)</b>			
<b>SSIR 1.3.1 Strengthen capacity of target school administration, HMUs, and RayOO specialists in PLM&amp;M</b>			
<b>1.3.1.1. Provide methodological support for target schools and RayOOs on PLM&amp;M (Chui and Osh regions).</b>	1. Deliver one day workshops (6 workshops: 3 in Chui and 3 in Osh oblasts.	Completed	2 more workshops are scheduled for the 2 <sup>nd</sup> quarter
	2. Support RayOO in monitoring school visits (50 schools) and providing methodological support (lesson observation, feedback, discussion of issues, planning activities	Completed	Will be continued by the schedule
	3. Collect data on mentoring practice in target schools, its analysis, writing report.	Completed	Will be continued by the schedule
	4. Conduct 2 conferences on best practices in Mentoring at oblast level	Not scheduled	Not scheduled
	5. Publish 4 articles on successful Mentoring practices in Kutbilim	Not scheduled	Not scheduled
<b>SSIR 1.3.2 Strengthen capacity of Ray/GorOOs specialists in PLM&amp;M.</b>			

Tasks	Activities/outputs planned for Oct. – Dec., 2011	Outputs Achieved exp. in Oct–Dec, 2011	Activities planned for Jan.–Mar., 2012
<b>1.3.2.1.</b> <b>To increase Ray/GorOOs' ownership for mentoring/ monitoring process through training and collaborative mentoring in the country.</b>	1. Conduct TOT for 7 target RayOOs on PLM&M. (2 day seminar)	Completed (14 RayOO specialists from 7 target RayOO were trained as trainers on Pedagogical Leadership and Mentoring)	14 trained RayOO specialists will provide trainings on Pedagogical Leadership and Mentoring to other Ray/GorOO in the Republic
	2. Conduct 2 day trainings in 7 oblasts (7 trainings) on PLM&M to all RayOOs (GorOOs) (47). 2a. Disseminate Toolkit on PLM&M and other resources. 2b. Write report on delivery of trainings on PLM&M to MoES.	Postponed for January and February, since the tasks depend on completion of the Toolkit	Not scheduled
<b>SSIR 1.3.3 Strengthen conditions for sustainability of school leadership.</b>			
<b>1.3.3.1.</b> <b>Review and modify teachers' job description</b>	1. Develop SOW for LCs and hire them.	Completed	Not scheduled
	2. Conduct 1 day working group meeting on review of teachers' job description.	Completed	Not scheduled
	3. Conduct 1 day group meeting on modification of teachers' job description.	Completed	Will be completed in January, 2012 according to the schedule
	4. Submission of teachers' job description to MOES Board for consideration and approval.	Not scheduled	Not scheduled
	5. Publication of teachers' job description in Kutbilim.	Not scheduled	Not scheduled
<b>1.3.3.2</b> <b>Conduct micro-research on the impact of the project on mentoring effectiveness in target schools</b>	1. Develop SOW for researcher and hire him/her.	Postponed for January since the researchers were not available in this quarter	Not scheduled
	2. Conduct pilot research.	Not scheduled	Not scheduled
	3. Write analytical paper	Not scheduled	Not scheduled
	4. Present research findings at the Mentoring Conference	Not scheduled	Not scheduled
<b>IR 2: IMPROVED QUALITY OF STUDENT ASSESSMENT</b>			
<b>SIR 2.1. Strengthening capacity of ITTIs, PTTIs instructors and teachers of 50 target schools in assessment</b>			
<b>2.1.1.</b> <b>Strengthening use of materials / component products in ITTIs through mentoring support and trainings (jointly with SIR 1.1)</b>	1. Develop SOW for local consultants and hire them	In process	Will be continued
	2. Conduct working group meeting with LC to discuss format on Mentoring visits and supporting trainings basing on visits results.	Completed	Not scheduled
	3. Support KAE and regional ITTIs in conducting Mentoring visits by QLP jointly with LC	In process	Will be continued

Tasks	Activities/outputs planned for Oct. – Dec., 2011	Outputs Achieved exp. in Oct–Dec, 2011	Activities planned for Jan.–Mar., 2012
	4. Preparation and conduction of one-day training for 5 ITTIs on development of questions for checking high order thinking skills.	Completed	Not scheduled
<b>2.1.2. Strengthening using of materials / component products in PTTIs through mentoring support and trainings</b> (jointly with SIR 1.2)	1. Develop SOW for local consultants and hire them	In process	Will be continued
	2. Conduct working group meeting with LC to discuss format on Mentoring visits and ways to support trainings	Completed	Not scheduled
	3. Support PTTIs by QLP jointly with LC in conducting Mentoring visits	In process	Will be continued
	4. To support conduction of Scientific-practical Conference with participation of MOES, PTTIs on Students Assessment and influence of FA on management.	Not scheduled	Not scheduled
<b>2.1.3. Strengthening using of materials / component products in target schools through mentoring support and trainings</b> (jointly SIR 1.3)	1. Mentoring visits to 29 schools with RaiOO Chui and Osh oblasts;	In process	Will be continued
<b>SIR 2.2: Strengthening the educational completion system as Olympiads by focusing on through higher order thinking assessment</b>			
<b>2.2.1. Conduct activities to support transition and develop its related materials, “Methodical Guide on conducting Republican Olympiad for students.”</b>	1. Provide support to the MOES specialists for approving the Regulation and Methodological Guide by the MOES KR.	Completed	Will be continued
	2. Conduct seminar with specialists at Oblast and Rayon level to make presentation on the Methodological Guide in cooperation with KAE and MOES specialists.	Completed	Will be continued
	3. Prepare publication to “Kutbilim” newspaper on effective usage of materials	Completed	Will be continued
<b>IR3. GREATER INVOLVEMENT OF TEACHERS IN CURRICULUM REFORM</b>			
<b>SIR 3.1: Incorporation of IR 3 products into the ITT and PTT system</b>			

Tasks	Activities/outputs planned for Oct. – Dec., 2011	Outputs Achieved exp. in Oct–Dec, 2011	Activities planned for Jan.–Mar., 2012
<b>3.1.1. Develop Syllabus Guides for 1 – 4 grades</b>	1. Syllabus Guide on Kyrgyz language for the 1 – 4 grades	In process	Will be continued
	2. Syllabus Guide on Reading for the 2 <sup>nd</sup> and 4 <sup>th</sup> grades	In process	Will be continued
<b>3.1.2. Incorporation of Syllabus Guide in the regular courses curriculum in regional ITTI/MCs</b> (jointly with SIR 1.1)	1. Support KAE and regional ITTIs in conducting Monitoring on usage of Syllabus Guide and Supplementary materials during the regular courses	In process	Will be continued
	2. To get approval from Academic Counsel on Syllabus Guide on Kyrgyz language for 1-4 grades and Syllabus Guide on Reading for 2-4 grades	Not scheduled	Planned for this quarter
	3. Editing, updating of 2 SG	Not scheduled	Not scheduled
	4. Publication and distribution in the system	Not scheduled	Not scheduled
<b>3.1.3. Capacity building of the three QLP target universities for using Syllabus Guide</b> (jointly with SIR 1.2)	1. Presentation of Syllabus Guide to University instructors (KAE developers)	Completed	Not scheduled
	2. Support Universities in providing mentoring to the usage of Syllabus guide	In process	Will be continued
<b>3.1.4. Mentoring support of using SG and SM in teaching practice</b> (jointly with SIR1.3)	Mentoring visits (40 visits) to target schools (LCs)	In process	Will be continued
<b>SIR 3.2. Support in approval and publishing of Supplementary Materials (SM)</b>			
<b>3.2.1. Support in approval and publishing of Supplementary Materials</b>	1. Publication and distribution of developed SM	In process	Will be continued
	2. Get approval from KAE Academic Council on developed SMs	Not scheduled	Not scheduled
	3. Prepare Master copies (DVD) for further possibility to transfer all SMs to entire system of Education of KR independently	Not scheduled	Not scheduled
<b>SIR 3.3. Increased Opportunities for Professional Exchange and Policy Dialogue</b>			
<b>3.3.1. Involving teachers in discussion through Mass media</b> (SIR 1.1,	1. Conduct workshop for Mass Media specialists and HMU	Completed	Not scheduled
	2. Collect and select of information from MUs and publication of it through “Kutbilim Sabak” on	In process	Will be continued

Tasks	Activities/outputs planned for Oct. – Dec., 2011	Outputs Achieved exp. in Oct–Dec, 2011	Activities planned for Jan.–Mar., 2012
1.2., 1.3.)	curriculum Issues.		
<b>IR-4.1 : Increased Government Capacity in the Implementation of Education Finance Reform</b>			
<b>SSIR 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.	Not scheduled	One meeting
	2. Develop EFWG meeting summary reports in English and Russian, share with MOES and EFWG members	Not scheduled	One report
<b>4.1.1.2 Provide technical assistance to MOES KR to assure orderliness of existing documents on Community Involvement Strategy</b>	1. Hire two local consultants to revise normative documents on Community Involvement	In process	Not scheduled
	2. Conduct working meeting to discuss and review recommendations of LCs to improve normative documents on Community Involvement	Postponed	One meeting
<b>4.1.1.3 Support the institutionalization of automated expenditure tracking system in MOES in terms of PCF in Chui oblast</b>	1. Develop TOR for preparing the PCF informational statistical bulletin for 2011	Not scheduled	Develop the TOR
	2. Publish the PCF informational statistical bulletin for 2011 and distribute among partners	Not scheduled	Not scheduled
	3. Provide technical support to MOES on automated expenditure tracking system in Chui	In process	In process
	4. Conduct Round Table with key specialists of MOES KR and international projects to coordinate further activities in institutionalization of automated system	Not scheduled	One Round Table
<b>4.1.1.4 Increase central government officials' capacity in PCF implementation</b>	1. Conduct National monitoring site visits with MOES specialists in PCF rayons of Chui oblast, Issyk-Kul and Batken oblasts; develop reports and recommendations based on monitoring results; present and discuss results with the EFWG	In process	Monitoring visit to Issyk-Kul oblast
	2. Prepare analysis of PCF implementation and community involvement including joint recommendations with MOES	Not scheduled	Begin the analysis
	3. Translate into English all policy-briefs and	In process	In process

Tasks	Activities/outputs planned for Oct. – Dec., 2011	Outputs Achieved exp. in Oct–Dec, 2011	Activities planned for Jan.–Mar., 2012
	policy related documents issued by the QLP from the beginning of the project		
	4. Conduct Regional workshop on per - capita implementation and community involvement in school management	Not scheduled	Not scheduled
<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 "Kutbilim"	Completed	One article
<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	Not scheduled
	2. Coordinate schedule and list of trainees with the MOES, RayOO	Completed	Not scheduled
	3. Print training manuals (for trainers and trainees)	Completed	Not scheduled
	4. Roll out trainings for school principals in Chui oblast	Completed	Not scheduled
	5. Conduct two-day Refreshing Training on Financial Management to principals of target schools	Not scheduled	Two day Refresh Training
<b>4.1.2.2 Roll-out of six- day training module "Accounting in schools" for school accountants of Chui oblast</b>	1. Coordinate schedule and list of trainees with the MOES, RayOO	Completed	Not scheduled
	2. Print training manuals	Completed	Not scheduled
	3. Roll out trainings for school accountants in Chui oblast	Completed	Not scheduled
<b>4.1.2.3 Compilation of instructions and regulations for school accountants</b>	1. Develop TOR	Completed	Not scheduled
	2. Select LC	Completed	Not scheduled
	3. Prepare compilation for school accountants	In process	Will be continued
	4. Print 330 copies, distribute to schools, RayOOs and RayFOs of Chui oblast	Not scheduled	Printing
<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. Monitoring/mentoring of ACs activities in</b>	1. Schedule monitoring/mentoring visits	Not scheduled	Visit schedule
	2. Conduct monitoring /mentoring visits	Not scheduled	Two monitoring/mentoring visits
	3. Summarize findings	Not scheduled	Two reports

Tasks	Activities/outputs planned for Oct. – Dec., 2011	Outputs Achieved exp. in Oct–Dec, 2011	Activities planned for Jan.–Mar., 2012
<b>Chui oblast</b>			
<b>4.2.1.2. Increase of public awareness about community involvement in school management on rayon level in Chui oblast</b>	1. Prepare and distribute the manual for school principals and ACs chairpersons based on the results of 2 <sup>nd</sup> ACs' Forum conducted in PY4.	Completed	Not scheduled
	2. Conduct close-out meeting for ACs with invitation of representatives of RayOOs, Ayil-okmotu, school administrators from Chui, Issyk-Kul, Batken oblasts	Not scheduled	Will be continued
<b>4.2.1.3 Conduct one day refresh training for school principals and ACs' chairpersons of target schools on community involvement</b>	Conduct one-day refresh training on community involvement in School Management to principals and ACs' chairpersons at target schools.	Not scheduled	One-day refresh training
<b>IR 4. INCREASED EFFECTIVENESS OF EDUCATION FINANCE SYSTEMS IN ISSYK-KUL AND BATKEN OBLASTS</b>			
<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. Registration of ACs in Batken oblast</b>	1. Prepare Requirements Specification for the lawyer.	Completed	Not scheduled
	2. Hire a lawyer.	Completed	Not scheduled
	3. Providing technical and financial support in registration of ACs in institutions of justice.	Completed	Not scheduled
<b>4.2.1.2. Conducting 3 day training "Community Involvement in School Management" in Issyk-Kul oblast</b>	1. Plan the list of participants and schedule of trainings	Completed	Not scheduled
	2. Conduct 3 day training "Community Involvement in School Management" for school principals and AC's chairmen	Not scheduled	Two three day trainings
	3. Print handouts	Not scheduled	Printing
<b>4.2.1.3. Conducting 3 day training "Community Involvement in School Management" in Batken oblast</b>	1. Plan a list of participants and schedule of trainings	Completed	Not scheduled
	2. Conduct 3 day training "Community Involvement in School Management" for school principals and AC's chairman	Completed	Not scheduled
	3. Print handouts	Completed	Not scheduled
<b>4.2.1.4. Technical support in organizing school</b>	1. Work with schools and community to prepare budget hearings	Not scheduled	Preparation to budget hearings
	2. Conduct 1 day budget hearing	Not scheduled	Three budget hearings

Tasks	Activities/outputs planned for Oct. – Dec., 2011	Outputs Achieved exp. in Oct–Dec, 2011	Activities planned for Jan.–Mar., 2012
<b>Budget hearings in Issyk-Kul oblast</b>	3. Publish the information about budget hearing in local mass media	Not scheduled	Publish materials
<b>4.2.1.5. Technical support in organizing school Budget hearings in Batken oblast</b>	1. Work with schools and community to prepare budget hearings	Not scheduled	Preparation to budget hearings
	2. Conduct 1 day budget hearing	Not scheduled	Two budget hearings
	3. Publish information about budget hearing in local mass media	Not scheduled	Publish materials
<b>III. QLP – KR Strengthening: 4 new Tasks</b>			
<b>TASK 1: Youth Aid Program for Education (NOTE: The final tasks of YAP completed in this Quarter)</b>			
<b>1.1. Provide accelerated learning programs for children who have dropped out of school and enable them to return to school at the appropriate grade level for their age</b>	Conduct regular meetings for working group of relevant government stakeholders, NGOs, to agree on action plan	Completed	Not scheduled
	Target group of children identified (social pedagogues from schools involved in this process)	Completed	Not scheduled
	Identify appropriate education support activities for drop – outs and distribute them to the Evening/ Night Schools	Completed	Not scheduled
	Monitoring of involvement of 25 1-4 grade student from Novostoikas to AL program	Completed	Not scheduled
<b>1.2. Ensure the group of children who are due to enter school (1<sup>st</sup> class) in September 2011 are identified and given support to enter school</b>	Monitoring of small grant projects implementation with NGOs ( social support, cultural events, sport competitions etc)	Completed	Not scheduled
	Monitoring and analysis of outcomes offering government information and recommendations for future action	Completed	Not scheduled
	Prepare final report	Completed	Not scheduled
	Handbook for SPs development and printing	Completed	Not scheduled
	National Forum for social pedagogues (also, under Jalalabad of QLP strengthening) under tasks of International Consultants and Round Table (RT) for Officials to present results. RT will immediately follow National Forum.	Completed	Not scheduled
	Develop Social Documentary film	Completed	Not scheduled
<b>1.3. Undertake advocacy</b>	Conduct media coverage of events that includes various information campaign activities	Completed	Not scheduled

Tasks	Activities/outputs planned for Oct. – Dec., 2011	Outputs Achieved exp. in Oct–Dec, 2011	Activities planned for Jan.–Mar., 2012
<b>and information campaigns to ensure the educational needs of children and young people who live in the Novostroikas are met by the government of the KR</b>	Conduct summary presentation of the program for stakeholders	Completed	Not scheduled
	Writing success stories	Completed	Not scheduled
<b>Task 2: Creation Positive Socio-psychological Atmosphere in Schools during Post- conflict period in Jalalabad oblast (JAP)</b>			
<b>2.1. Improving capacity of Oblast Methodological Center and Ray/ GorOO</b>	1. Conduct 72 hour TOT on social pedagogy for 7 ITTIs.	Postponed to Q2; January 2012 and it depends on KAE specialists.	72 hour TOT on social pedagogy for 7 ITTIs. (NOTE: moved from prev. quarter).
	2. Observation of regular courses on social pedagogy and provide feedback	Not scheduled	Regular courses on SP of JAMC will be observed
	3. Support JAMC and Ray/GorOO specialists to publish the best practice on social pedagogues' activity	In process	Best practice on social pedagogues' activity will be published in Kutbilim newspaper
	4. Support JAMC and Ray/GorOO to conduct conferences on Rayon level with social pedagogues participation	In process	Conferences on Rayon level with SPs participation will be conducted in March
	5. Support 6 ITTIs'(JA, Batken, Osh, Naryn, IK, Talas) instructors to participate at National Forum on social pedagogy in Bishkek	Completed	No activity planned
<b>2.2. Update 72 hour training module on social pedagogy</b>	1. Hire LC to update 72 hour training module on social pedagogy	Cancelled KAE specialists developed and approved module for SPs by their side.	No activity planned
	2. Modification of the training module		
	3. Approve training module by KAE Academic Council	Completed	No activity planned
	4. Print out SP training module and distribute to all 7 ITTIs	Postponed to Q2. Training module will be printed out and distributed after conducting training as soon as KAE specialists will agree to distribute training modules.	Printing out and distribution of the training module.
<b>2.2. Develop Practical</b>	1. Hire LC to develop Practical Guide on the base of the case study	Will be completed in December	No activity planned

Tasks	Activities/outputs planned for Oct. – Dec., 2011	Outputs Achieved exp. in Oct–Dec, 2011	Activities planned for Jan.–Mar., 2012
<b>Guide</b>	2. Develop Practical Guide on the base of the case study	Will be completed in December	LC will work on content of Practical Guide.
	3. Approve Practical Guide by Academic council of KAE and recommend it to use	Not planned	No activity planned
	4. Print out Practical Guide	Not planned	No activity planned
<b>Task 3. Information Communication Technology (ICT) Regional Pre-Service cooperation</b>			
<b>3.1. Selection of materials (papers, meth. Literature, websites) that reflect modern pedagogy and provide for review</b>	1. Hire regional consultant	Postponed for January No available international / regional consultancy	1. Hire regional consultant
	2. Prepare list of materials/websites to be proposed to regional meeting participants	Postponed for January No available international / regional consultancy	2. Prepare list of materials/websites to be proposed to regional meeting participants
<b>3.2. Provide participating universities with internet access, computer equipment etc</b>	1. Identify needs of each participating university	Completed	Not scheduled
	2. Procure and deliver equipment	Completed	Not scheduled
	3. Procure internet access	Completed	Not scheduled
	4. Provide ICT training for the university faculty staff	Completed – 4 universities In process - OshSU	4. Provide ICT training for the university faculty staff
<b>3.3. Hold two regional meetings</b>	1. Hold first regional meeting (Bishkek)	Postponed for February	1. Hold first regional meeting (Bishkek)
	2. Hold second regional meeting (Dushanbe)	Not scheduled	Not scheduled
<b>3.4. Translate, print and distribute methodological materials</b>	1. Select materials to be translated at regional meeting	Not scheduled	1. Select materials to be translated at regional meeting
	2. Translate and edit materials	Not scheduled	2. Translate and edit materials
	3. Print materials	Not scheduled	
	4. Disseminate materials	Not scheduled	
<b>Task 4. Printing of QLP material, developed under initial contract</b>			
<b>4.1. Preparing materials for publishing</b>	1. Editing materials	In process	
	2. Translation (if needed) materials	In process	
	3. Designing	In process	
<b>4.2. Publishing materials</b>	1. Printing materials	In process	
	2. Handover Rizograph to KAE	In January, 2012	
	3. Develop guidance for RayOO/GorOO on dissemination of the materials	Not scheduled	
<b>4.3. Distribution of materials</b>	1. Distribute materials for target RayOO	Not scheduled	
	2. Distribute materials to key institutions (MOE, ITTI, PTTI)	Not scheduled	
	3. Distribute materials for all non-target	Not scheduled	

Tasks	Activities/outputs planned for Oct. – Dec., 2011	Outputs Achieved exp. in Oct–Dec, 2011	Activities planned for Jan.–Mar., 2012
	RayOO/GorOO		
	4. Monitoring of materials distribution	Not scheduled	

**Tajikistan – Quarterly Report Matrix**  
**October – December, 2011;**  
**Project Year 5**

Tasks	Activities/outputs planned for October 2011 – December 2011	Outputs achieved for October 2011 – December 2011	Activities planned for January 2012 – March 2012
<b>I. QLP/TJ Project – General (Project Close-out Activities)</b>			
Institutionalization and close-out events			
<b>National Conference, Exhibition and Press Conference</b>	Not scheduled		Not scheduled
<b>Monitoring the usage of USAID donated equipment by the AOE, RTTI, TTIs, Pedagogical universities and colleges</b>	1. Obtain information on the usage of the equipment from the responsible staff of the institutions	Completed	
	2. Conduct follow-up monitoring visits to the partner organizations	Completed	
	3. Organize follow-up meetings with the Heads of the partner organizations to share any concerns or issues with usage of the equipment	Completed	
	4. Report on the usage of the equipment on a quarterly basis	Completed	
<b>II. QLP-TJ Main Components</b>			
<b>IR 1. Improved quality of teacher training in student-centered methodologies</b>			
<b>1.1 Improved Quality of In-service Training</b>			
<b>1.1.1. Assist RTTI and regional TTIs to implement MOE approved target subject teacher training curriculum and modules</b>	1. Present set of TT curriculums and training materials for MOE review	Completed	Develop Monitoring and Mentoring toolkit/mechanism
	2. Contract local experts assigned as official reviewers	Completed	
	3. Adjust or respond to the official feedback received from MOE	Completed	
	4. Resend finalized TT curriculums and materials for approval	Completed	
	5. Get official approval of the TT curriculums and materials	Ongoing	
	6. Print and disseminate TT curriculums and materials to all TTIs	Will be completed after MOE approval	
	7. Provide 7-day monitoring and mentoring support to RTTI and Regional MJMTTI staff	Not scheduled	
<b>1.2. Improved Quality of Pre-Service Teacher Training</b>			

Tasks	Activities/outputs planned for October 2011 – December 2011	Outputs achieved for October 2011 – December 2011	Activities planned for January 2012 – March 2012
<b>1.2.1. Support TSPU and KTSU to conduct trainings for university subject specialists</b>	1. Contract 2 IC, and 3 Master and 6 university based Trainers	Completed	
	2. Five-day workshop to develop training materials for 12-day in-service workshop for faculty staff at a target university	Completed	
	3. Five-day TOT for university subject specialists	Completed	
	4. Incorporate recommendations and necessary changes into training materials on the basis of TOT	Completed	
	5. Two round of 6-day trainings for university subject specialists	Completed one round	Second round of 6-day trainings for university subject specialists
	6. Development of Monitoring and on the job-support mechanism	Completed	
	7. Joint Monitoring and on the job-support to department staff	Completed	
<b>1.2.2. Support in-service Center under TSPU to incorporate new teaching approaches into the in-service curriculum</b>	1. Contract 7 LCs and 2 IC	Completed	
	2. LCs revise university staff in-service curriculum on the basis of training modules (Primary, Mathematics, Tajik Language, Pedagogy and Psychology)	Completed	
	3. Field test draft versions of the curriculum during the second phase of 6-day training for university specialists	Not scheduled	3. Field test draft versions of the curriculum during the second phase of 6-day training for university specialists
	4. Adjust syllabi and curriculum to submit for university approval	Not scheduled	4. Adjust syllabi and curriculum to submit for university approval
<b>1.2.3. Strengthening of TSPU and KTSU capacity in Student Practicum and PTI-school linkages</b>	1. University target department staff trained under 1.2.1 on how to effectively support students during practicum	Completed	
	2. TSPU Center for in-service curriculum reflect competencies that would help university staff to teach students to be more effective during practicum–under task 1.2.2	Completed	

Tasks	Activities/outputs planned for October 2011 – December 2011	Outputs achieved for October 2011 – December 2011	Activities planned for January 2012 – March 2012
	3. Contract 3 LCs to improve Student practicum Regulations	Completed	
	4. LCs develop Monitoring and Mentoring mechanism and improve Student practicum Regulations	Ongoing	4. LCs develop Monitoring and Mentoring mechanism and improve Student practicum Regulations
	5. Trained target department staff observe practicum and provide on the job support to students	Not scheduled	5. Trained target department staff observe practicum and provide on the job support to students
	6. Improved Student Regulation approved by Scientific Board of TSPU and KTSU	Not scheduled	6. Improved Student Regulation approved by Scientific Board of TSPU and KTSU
<b>1.2.4. Support target Pedagogical Colleges to develop learning materials for students of Pedagogical Colleges Primary Department staff for elective course</b>	1. Contract RC and 10 LCs	Completed	
	2. Four-day orientation workshop for LCs on development of learning material for students	Completed	
	3. Develop learning material for students of Primary departments of the Pedagogical Colleges	Completed	
	4. Four-day workshop for LCs to finalize the developed learning material for students	Completed	
	5. Internal review by Pedagogical University	Not scheduled	5. Internal review by Pedagogical University
	6. Contract RC and 2 LCs to incorporate feedback from the internal review	Not scheduled	6. Contract RC and 2 LCs to incorporate feedback from the internal review
	7. Incorporate feedback and comments	Not scheduled	7. Incorporate feedback and comments
<b>1.2.5. Support target Pedagogical Colleges to finalize the elective course package (program, teaching and learning material)</b>	1. Contract two LCs	Not scheduled	1. Contract two LCs
	2. Finalize elective course materials to support delivery of specialized course for 6 year old pupils	Not scheduled	2. Finalize elective course materials to support delivery of specialized course for 6 year old pupils
	3. Translation	Not scheduled	3. Translation
	4. Edit teaching materials	Not scheduled	4. Edit teaching materials
	5. Field testing of teaching materials	Not scheduled	5. Field testing of teaching materials
	6. Internal review by Pedagogical University associated with each Pedagogical College - Intermediate assessment of the Teaching materials by pedagogical college specialists	Not scheduled	6. Internal review by Pedagogical University associated with each Pedagogical College - Intermediate assessment of the Teaching materials by pedagogical college specialists

Tasks	Activities/outputs planned for October 2011 – December 2011	Outputs achieved for October 2011 – December 2011	Activities planned for January 2012 – March 2012
	7. Incorporate feedback and comments received from field testing and related institutions	Not scheduled	7. Incorporate feedback and comments received from field testing and related institutions
<b>1.2.6. In-service Teacher Training for Target Pedagogical College Teachers</b>	1. Contract 1 RC and 2 LCs	Completed	
	2. One-day workshop on development of the TOT Guide	Completed	
	3. Develop ToT materials for target Pedagogical colleges	Completed	
	4. Two round of 3-day TOT for target Pedagogical colleges	One round completed	4. Two round of 3-day TOT for target Pedagogical colleges
	5. Finalize TOT materials	Not scheduled	5. Finalize TOT materials
	6. Contract 2 Master Trainers & 12 LCs – Trainers (3 per PC)	Not scheduled	6. Contract 2 Master Trainers & 12 LCs – Trainers (3 per PC)
	7. Development of Monitoring and Mentoring instruments. Set up self-assessment system for new teaching delivery	Not scheduled	7. Development of Monitoring and Mentoring instruments. Set up self-assessment system for new teaching delivery
	8. Three rounds of 4-days workshops for subject specialists in target Pedagogical colleges	Not scheduled	8. Three rounds of 4-days workshops for subject specialists in target Pedagogical colleges
	9. Training on follow-up visit	Not scheduled	9. Training on follow-up visit
<b>1.2.7. Incorporate new parts of teacher training curriculum and materials into target pedagogical college program</b>	1. Contract RC and 2 Master trainers to conduct 4- day workshop	Not scheduled	Not scheduled
	2. Four-day workshop on incorporation of the MOE approved curriculum for elective course into all participating Pedagogical Colleges Primary department courses	Not scheduled	Not scheduled
	3. Final review and approval of the elective course package by MOE/AOE	Not scheduled	Not scheduled
	4. Preparation of final copy, design of the program of Teaching and learning materials and Students' guidelines Publication	Not scheduled	Not scheduled
	5. Presentation of developed teacher training curriculum and supplementary materials in a	Not scheduled	Not scheduled

Tasks	Activities/outputs planned for October 2011 – December 2011	Outputs achieved for October 2011 – December 2011	Activities planned for January 2012 – March 2012
	round table (target Ped. Colleges and universities, AOE, Methodological Center)		
<b>1.2.8. Create Standards framework for teaching 6-year old children in a school setting</b>	1. Identify and hire IC	Not scheduled	1. Identify and hire IC
	2. IC to work with RC & LCs to develop standards framework based upon international standards and locally approved documents (such as ELDS)	Not scheduled	2. IC to work with RC & LCs to develop standards framework based upon international standards and locally approved documents (such as ELDS)
	3. Present draft to Academy of Education and other key stakeholders	Not scheduled	3. Present draft to Academy of Education and other key stakeholders
	4. Submit final draft standards to the Academic councils of each of 4 PCs and Academy of Education	Not scheduled	Not scheduled
<b>SIR 1.3 Improved Capacity of Education Administrators in Mentoring, Monitoring and Pedagogical Leadership</b>			
<b>1.3.1. Final revision, approval and dissemination of mentoring training program</b>	1. Present mentoring training program for MOE review	Completed	
	2. Contract local experts assigned as official reviewers	Completed	
	3. Adjust or respond to the official feedback received from MOE	Completed	
	4. Resend finalized mentoring training program for approval	Completed	
	5. Get official approval of the mentoring training program	Not scheduled	5. Get official approval of the mentoring training program
	6. Handover mentoring training program to RTMC	Not scheduled	6. Handover mentoring training program to RTMC
<b>1.3.2. Monitoring and mentoring visits to target districts</b>	1. Contract 18 LCs from mentoring and monitoring affiliated agencies	Completed	
	Conduct 4-day visits to target districts to support methodologists and inspectors to conduct quality monitoring and mentoring at school level	1 <sup>st</sup> round completed	2 <sup>nd</sup> round is planned: Conduct 4-day visits to target districts to support methodologists and inspectors to conduct quality monitoring and mentoring at school level
<b>1.3.3. Support teachers' implementation of innovative teaching through advanced monitoring and</b>	1. Contract IC and 10 LCs	Not scheduled	1. Contract IC and 10 LCs
	2. Develop monitoring and evaluation toolkit	Not scheduled	2. Develop monitoring and evaluation toolkit
	3. Conduct Round table to discuss and review the toolkit	Not scheduled	3. Conduct Round table to discuss and review the toolkit
	4. Make necessary adjustments to the toolkit	Not scheduled	4. Make necessary adjustments to the

Tasks	Activities/outputs planned for October 2011 – December 2011	Outputs achieved for October 2011 – December 2011	Activities planned for January 2012 – March 2012
evaluation			toolkit
	5. Present toolkit for MOE Collegiums approval	Not scheduled	5. Present toolkit for MOE Collegiums approval
<b>1.3.4. Institutionalization of the School Directors training package (Pedagogical Leadership and Finance Management)</b>	See task 1.1.1 for institutionalization process of the package	For the status of this section please, see 1.1.1	
<b>IR 2: Improved Quality of Student Assessment</b>			
<b>2.1. Support target TTIs, RTMC and DEDs to implement Formative assessment through mentoring</b>	See Tasks: 1.1.1; and 1.3.2.	For the status of this section please, see 1.1.1	
<b>2.2. Support RTMC to modify Olympiad regulations on the basis of the analysis conducted in Year 4</b>	1. Contract 4 LCs	Not scheduled	1. Contract 4 LCs
	2. Presentation of the Olympiad review outcomes	Not scheduled	2. Presentation of the Olympiad review outcomes
	3. Modified regulations of the Olympiads	Not scheduled	3. Modified regulations of the Olympiads
	4. New approaches/structures developed to replace traditional approach in conducting Olympiads in target rayons/schools	Not scheduled	4. New approaches/structures developed to replace traditional approach in conducting Olympiads in target rayons/schools
	5. Support RTMC to conduct Round table to share the outcomes of QLP Olympiads	Not scheduled	Not scheduled
	6. Share the final draft and modified version of the Regulation the target DED/TTI in one-day regional workshop (See task <b>Printing and Publication of QLP developed material</b> )	Not scheduled	Not scheduled
<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>3.1.1 Support AOE to set up implementation of syllabus guides (Math,</b>	1. Contract 10 LCs to monitor field testing process in selected target schools	Completed	
	2. Field test of Syllabus Guides in selected target schools	Completed	

Tasks	Activities/outputs planned for October 2011 – December 2011	Outputs achieved for October 2011 – December 2011	Activities planned for January 2012 – March 2012
<b>Tajik Language, Primary, Chemistry and Biology)</b>	3. Incorporate feedback/comments	Completed	
	4. Obtain approval from the MOE Collegium, print and disseminate syllabus guides	Not scheduled	4. Obtain approval from the MOE Collegium, print and disseminate syllabus guides
<b>3.1.2 Support AOE to reflect learning outcome based approach for other basic education subject standards</b>	1. Contact 1 IC and 15 LCs	Not scheduled	1. Contact 1 IC and 15 LCs
	2. Conduct orientation workshop	Not scheduled	2. Conduct orientation workshop
	3. Develop Subject Standard (Learning outcomes by strands and grades including a list of indicators)	Not scheduled	3. Develop Subject Standard (Learning outcomes by strands and grades including a list of indicators)
	4. Edit design subject standards to reflect single format (QLP)	Not scheduled	4. Edit design subject standards to reflect single format (QLP)
	5. Submit to the MOE revision and approval	Not scheduled	5. Submit to the MOE revision and approval
<b>3.2 Development of high quality, affordable supplementary subject-based curricular materials</b>			
<b>3.2.1 Revise QLP teaching and learning materials i.e. modules, guidelines and handbooks to reflect concepts presented in syllabus guides</b>	1. Contract 1 IC and 6 LCs to revise and restructure TT modules, FA guidelines and other teaching and learning materials to reflect concepts behind syllabus guides	Completed	
	2. Review QLP teaching and learning materials	Not scheduled	2. Review QLP teaching and learning materials
	3. Get approval from the AoE/RMTC, print and disseminate teaching and learning materials	Not scheduled	3. Get approval from the AoE/RMTC, print and disseminate teaching and learning materials
<b>3.2.2 Support AOE and the relevant stakeholders to implement the syllabus guides</b>	1. Contract 10 LCs to plan, develop and conduct orientation workshop	Not scheduled	1. Contract 10 LCs to plan, develop and conduct orientation workshop
	2. Conduct 2-day orientation workshop on how to use the syllabus guides	Not scheduled	2. Conduct 2-day orientation workshop on how to use the syllabus guides
<b>3.3. Increased Opportunities for Professional Exchange and Policy Dialogue through Subject Teacher Groups</b>			
<b>3.3.1. Support RTMC to involve Head of Methodological cabinets from QLP target rayon and share their experience with non-target rayon DEDs through Rational</b>	1. Contract 6 LCs-Master trainers	Initiated	1. Contract 6 LCs-Master trainers
	2. Develop jointly with RTMC agenda and Conference handouts	Ongoing	2. Develop jointly with RTMC agenda and Conference handouts
	3. Two-day Rational Conference on QLP – RTMC joint Mentoring experience	Not scheduled	3. Two-day Rational Conference on QLP – RTMC joint Mentoring experience
	4. Prepare a booklet on the outcomes of the Conference (articles, presentations, )	Not scheduled	4. Prepare a booklet on the outcomes of the Conference (articles, presentations, )

Tasks	Activities/outputs planned for October 2011 – December 2011	Outputs achieved for October 2011 – December 2011	Activities planned for January 2012 – March 2012
Conferences			
<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>			
<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.	Not scheduled	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, discuss next generation education financing issue
	2. Provide development of EFWG meeting 's protocols in English and Tajik, passed to the MoE and distributed to the EFWG members	Not scheduled	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. Continue discussions on institutionalization of the improved accounting and PTA training module	Ongoing	1. Continue discussions on institutionalization of the improved accounting and PTA training module
	2. Conduct analysis of PCF introduction to Kulob and Vakhsh schools	Initiated	2. Conduct analysis of PCF introduction to Kulob and Vakhsh schools
	3. Conduct regional workshop on Education financing reform implementation	Not scheduled	Not scheduled
	4. Preparation of summary of developed training modules and translation to English language	Initiated	4. Preparation of summary of developed training modules and translation to English language
	5. Produce Finance Management, Accounting and PTA modules and handover to MoE	Initiated	5. Produce Finance Management, Accounting and PTA modules and handover to MoE
	6. Conduct four 6-day training on Accounting for school accountant (100) and rayono/rayfo specialist (30)	Completed	
<b>4.1.2. Implementing School Financing Reforms</b>			

Tasks	Activities/outputs planned for October 2011 – December 2011	Outputs achieved for October 2011 – December 2011	Activities planned for January 2012 – March 2012
<b>4.1.2.1. Monitoring of PCF implementation in Kulob rayon</b>	1. Meeting with Hukumat and local authorities together with specialists from MoE and MoF to update on PCF implementation progress	Completed	
<b>4.1.2.2. 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	Completed	
	2. Provide technical support to rayon education and finance department's specialists (2) on quarterly and annual school budget	Completed	
	3. Provide regular technical support to school directors (54) and accountants (44) on monthly basis	Ongoing	3. Provide regular technical support to school directors (54) 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	
	5. Develop progress report based on site visits to Vakhsh and submission to MoE, MoF and EFWG, USAID	Completed	
	6. Meetings with Hukumat and local authorities together with specialists from MoE and MoF to update on PCF progress	Completed	
<b>4.1.3. Improving School Management</b>			
<b>4.1.3.1. Increase school administration capacity in Vakhsh</b>	1. Mentoring school principal (54) and education/finance specialist (5) of Vakhsh on finance management	Completed	

Tasks	Activities/outputs planned for October 2011 – December 2011	Outputs achieved for October 2011 – December 2011	Activities planned for January 2012 – March 2012
<b>and Kulob</b>	2. Mentoring school principal (46) and education/finance specialist (5) of Kulob on finance management	No activity planned	2. Mentoring school principal (46) and education/finance specialist (5) of Kulob on finance management
	3. Mentoring school accountant (44) and education/finance specialist (5) of Vakhsh on practical accounting	Completed	
	4. Mentoring school accountant (39) and education/finance specialist (5) of Kulob on practical accounting	Completed	
<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>	1. Conduct two 2-days refreshing trainings for PTA member (108) and school principal (54) of Vakhsh	Completed	
	2. Conduct two 2-days refreshing trainings for PTA member (92) and school principal (46) of Kulob	Completed	
<b>4.2.1.2. 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	
	2. PTA participated in discussion on school budgeting in Vakhsh	Completed	
<b>Information Communication Technology (ICT) Regional Pre-Service cooperation</b>			
<b>3.1. Selection of materials (papers, meth. Literature, websites) that reflect modern pedagogy and provide for review</b>	1. Hire regional consultant	Postponed for January No available international / regional consultancy	1. Hire regional consultant
	2. Prepare list of materials/websites to be proposed to regional meeting participants	Postponed for January No available international / regional consultancy	2. Prepare list of materials/websites to be proposed to regional meeting participants
<b>3.2. Provide participating universities with</b>	1. Identify needs of each participating university	Completed	
	2. Procure and deliver equipment	Completed	
	3. Procure internet access	Completed	

<b>Tasks</b>	<b>Activities/outputs planned for October 2011 – December 2011</b>	<b>Outputs achieved for October 2011 – December 2011</b>	<b>Activities planned for January 2012 – March 2012</b>
<b>internet access, computer equipment etc</b>	4. Provide ICT training for the university faculty staff	Completed – 4 universities In process - OshSU	4. Provide ICT training for the university faculty staff
<b>3.3. Hold two regional meetings</b>	1. Hold first regional meeting (Bishkek)	Postponed for February	1. Hold first regional meeting (Bishkek)
	2. Hold second regional meeting (Dushanbe)	Not scheduled	Not scheduled
<b>3.4. Translate, print and distribute methodological materials</b>	1. Select materials to be translated at regional meeting	Not scheduled	1. Select materials to be translated at regional meeting
	2. Translate and edit materials	Not scheduled	2. Translate and edit materials
	3. Print materials	Not scheduled	
	4. Disseminate materials	Not scheduled	

**Turkmenistan – Quarterly Report Matrix;  
October - December, 2011  
Project Year 5**

Tasks	Activities/outputs planned for October – December, 2011	Outputs achieved expected in October - December, 2011	Activities planned for January – March
<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 Develop Training Programs relevant to the Turkmen context</b>	1. Review and update training materials based upon participants and trainers feedback (see also 1.2.1)	Completed	
	2. Provide ICs with translated version (English) of updated materials for review	Completed	
	3. Update translations based upon IC review		3. update translations based upon IC review
	4. Engage with Academy of Science regarding official review and acceptance of QLP training materials	Not completed	4. Engage with Academy of Science regarding official review and acceptance of QLP training materials
	5. Distribute updated training materials to training centers, review any additional TOT process required if changes are significant	Completed	
	6. Provide training materials to NIE (based on approved process to provide TOT to NIE – see 1.3.4)	Not scheduled	Not scheduled
	7. Set up process where NIE provide comments on training materials	Not scheduled	Not scheduled
	8. Update training materials based upon NIE comments, provide copies to NIE & training centers	Not scheduled	Not scheduled
<b>1.1.2 Trainer's capacity building</b>	1. Prepare TOT program for each center, including participant lists	Completed	
	2. Prepare TOT based upon updated training materials developed in 1.1.1	Completed	
	3. Six day TOT in Ashgabat and Mary	Completed partially TOT in Ashgabat finished, 6 additional trainers were prepared	3. Six day TOT in Ashgabat and Mary
	4. Six day TOT in Lebap	Not scheduled	Not scheduled

Tasks	Activities/outputs planned for October – December, 2011	Outputs achieved expected in October - December, 2011	Activities planned for January – March
	5. Conduct additional TOT is expansion to other locations is agreed with USAID	Not scheduled	5. Conduct additional TOT is expansion to other locations is agreed with USAID
<b>1.1.3 Support Training Centers to develop a systematic training approach</b>	1. Engage in dialogue with training centers and agree on targets for year 5 based upon capacity and budget available	Completed	
	2. Sign Agreement between QLP and local partner	Completed	
	3. Support trainings for teachers, and collect monitoring data	275 teachers trained	3. Support trainings for teachers, and collect monitoring data
<b>1.2.1 Develop training materials</b>	1. Develop additional day training for ICT part of training package	Completed	
	2. Test additional material through training centers	Completed	
	3. Provide updated package to training centers (see also 1.1.1)	Completed	
<b>1.2.2 Develop Supplementary Materials for teachers</b>	1. Review existing digital materials and collect additional material as needed	Not completed	
	2. Develop plan to create specific digital materials that respond to teachers' proposals where digital materials are needed	Not completed	
	3. Develop digital materials, as much as possible adapting existing open source materials		3. Develop digital materials, as much as possible adapting existing open source materials
	4. Copy materials for distribution during trainings (including branding requirements) and for NIE (based on official approvals)	Not scheduled	4. Copy materials for distribution during trainings (including branding requirements) and for NIE (based on official approvals)
<b>1.2.3 Procure hardware to support QLP and partners to develop trainings in ICT in the classroom</b>	1. Procure additional hardware if there is agreement with USAID to expand to additional locations	Not completed	
<b>1.3.1 Training in Modern Pedagogy and its role in effective use of ICTs in the classroom</b>	1. Identify additional International Consultancy to support proposed work with the NIE	Completed	
	2. (linked with SIR 1.3.1) Identify and seek approval for 6 day workshop with NIE as follow-up to IT skills (flash programming) study tour	Not completed	

Tasks	Activities/outputs planned for October – December, 2011	Outputs achieved expected in October - December, 2011	Activities planned for January – March
	3. Engage with MOE/NIE to participate in Educational Conference (November 2011) to promote USAID/QLP concepts and activities	Cancelled	
	4. Run 6 day training on creating and managing a digital archive, within the context of modern pedagogy and its role in effective use of ICTs in the classroom	Not completed	
<b>1.3.2 Support the NIE to develop ICT content (software) for the classroom</b>	1. Engage with MFA/MOE regarding study tour for IT skills training (flash programming)	Not completed	
	2. Support study tour to take place , including program supervision by QLP specialist	Not completed	
	3. After follow-up workshop to a study tour (1.3.1), plan technical support to NIE specialists so project can support the development of high quality digital items that support effective teaching using the IWB	Not scheduled	3. After follow-up workshop to a study tour (1.3.1), plan technical support to NIE specialists so project can support the development of high quality digital items that support effective teaching using the IWB
	4. Periodic meetings to review software development with subject/IT specialists	Not scheduled	4. Periodic meetings to review software development with subject/IT specialists
<b>1.3.3 Support NIE and Velayat education departments to develop ICT Digital Library for Turkmenistan</b>	1. During 6-day workshop (1.3.1) define and agree on structure and parameters of digital archive/library	Not completed	
	2. Support NIE to assess each Velayat's capacity to manage the digital archive (so NIE can propose requirements to MOE and government)	Not scheduled	Not scheduled
	3. Support NIE technically to create digital archive for the education system	Not scheduled	Not scheduled
	4. As required, copy materials for distribution to Velayats/Etraps/Schools	Not scheduled	Not scheduled
	4. Support NIE to monitor use of digital archive by schools	Not scheduled	Not scheduled
<b>1.3.4 Support the NIE to deliver trainings at Velayat Level</b>	1. Send diplomatic note to propose TOT with NIE and Velayat staff (timed with training materials handover)	Not scheduled	Not scheduled
	2. Run TOT with NIE specialists	Not scheduled	Not scheduled
	3. Introduce monitoring tools with TOT	Not scheduled	Not scheduled

Tasks	Activities/outputs planned for October – December, 2011	Outputs achieved expected in October - December, 2011	Activities planned for January – March
	4. Support NIE to deliver quality trainings if requested	Not scheduled	Not scheduled