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USAID QUALITY LEARNING PROJECT (QLP)

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List of Abbreviations

AC	Advisory Committee
AL	Accelerated Learning
AOE	Academy of Education
ADB	Asian Development Bank
BAMC	Batken Methodological Center
CEATM	Center for Education Assessment and Teaching Methods
DED	District Education Department, in Bishkek City only; e.g. Leninski DED
EFWG	Education Finance Working Group
FA	Formative Assessment
FTI	Fast Track Initiative
GBAO	Gorno-Badakhshan Autonomous Oblast
HMU	Head of Methodology Unit
HOT(S)	Higher Order Thinking (Skills)
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
KTSU	Kurgon Teppa State University
MT	Master Trainer
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
MTA	Municipal Territorial Administrations
MU	Methodological Unit
NALG	National Agency on Local Government
NSED	National Strategy for Education Development
OshSU	Osh State University
PC	Pedagogical College
PCF	Per Capita Financing
PEAKS	Participation Edu'n and Knowledge Strengthening Project (USAID) 2003-07
PISA	Program for International Student Assessment
PLM&M	Pedagogical Leadership, Mentoring and Monitoring
PTA	Parent Teacher Association
PTT	Pre-Service Teacher Training
PTTI	Pre-Service Teacher Training Institute
RayFO	Rayon Finance Department, under MOF
RayOO	Rayon Education Department
RC	Regional Consultant
RTMC	Republican Teaching and Methodological Center
RTTI	Republican Teacher Training Institute

SG	Syllabus Guide
SIR	Sub-Intermediate Result
SM	Supplementary Material
SP	Social Pedagogue/Pedagogy
TE	Technical Expert
TSPU	Tajik State Pedagogical University
TTI	Teacher Training Institute
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 and 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 \$13,662,278¹, apportioned to the three target countries as follows: Tajikistan \$6,274,503; Kyrgyzstan \$5,897,842 and Turkmenistan \$1,507,933.

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.

1.1.1 Improvement of Mentoring practice within ITTI system

1.1.1.1 Monitoring and mentoring of regular ITTI courses

1. Support KAE to observe regional ITTI courses and provide consultation based on feedback:

¹ Contract modification # 14, dated 5 March 2012

QLP and KAE specialists continued conducting observation of regular courses in all five ITTIs (for more detailed information, see the Attachments # 1.1.1 and # 1.1.2). This observation took place after the Kyrgyz Academy of Education (KAE) issued the Order (Prikaz) to monitor the ITTs for the second part of the academic year. Monitoring visits covered KAE, Osh, Issyk-Kul, Naryn ITTIs, and Talas MC. The exercise revealed that the instructors are still in need of more capacity building to support them to manage this task independently. The process will continue in the next quarter in accordance with the work plan.

QLP trained KAE specialists on main principles of monitoring and mentoring based on pedagogical support rather than fault finding. During the monitoring process KAE specialists and administration provided the instructors under observation with adequate feedback aimed at improving the content and approach in view of strengthening the capacity of KAE to conduct effective monitoring.

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

The 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 training program to improve instructors' knowledge and skills. The instructors received feedback to some questions/issues which they found difficult to implement in their training. These workshops helped to improve understanding of materials and also building the instructors capacity.

Such workshops encourage instructors to make analysis of the training programs and materials and provide them with the opportunity to discuss new approaches.

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

The activity was aimed at conducting an analysis of internal observations, writing reports on results of observations, and submitting them to KAE. Based on those reports KAE is expected to plan activities to improve the courses. KAE did not make full analysis of the reports though. Also some Regional ITTI/MCs did not provide KAE reports on the observation.

The activity will continue in Quarter 3 where KAE in collaboration with Regional TTIs will organize a round table to discuss the final analysis. During this event they are expected to develop a plan and ways of improving regular courses for the next academic year. This activity also will help KAE to harmonize all Regional ITTI activities In view of enhancing the efficiency of the entire system.

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

1. Refreshing trainings on modified courses to recently appointed instructors

Newly appointed instructors of Naryn, Issyk-kul and Osh ITTIs participated in a one-day refresher training. Those trainings provided information on modified programs to help them understand any unfamiliar concepts and improve their ability to deliver these modified courses.

2. Support regional ITTIs to provide trainings on modified courses to instructors of non-target departments.

This activity was postponed to Q3 as it was discovered that the instructors did not have adequate skills to provide such trainings independently. QLP will support planning and supervise the training while the instructors conduct the trainings. Trainings will be conducted in Osh ITTI and KAE. Non-target department instructors of other Regional ITTIs participated in trainings provided by QLP. These activities will assist KAE to institutionalize the usage of the modified programs in all departments of regional ITTI/MCs.

3. Independent Consultant's observations during trainings

This activity was postponed to Q3 (please see task 2).

4. Observation of the newly trained non-target instructors and provide them feedback by target departments instructors'.

This activity was postponed to Q3 (please see task 2).

5. Analyze equipment's usage in the process of regular ITTI courses

QLP monitored the equipment usage by the instructors. The visit revealed that not all instructors use the equipment. For example, some ITTIs do not use Internet modems in their work and sometimes consumables (e.g. printer toner) are not replenished in a timely manner. The QLP team provided feedback to the instructors and stressed the need for efficient used of the equipment.

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 cancelled. KAE IT specialists have developed their own data base program which corresponds to their needs.

2. Setting of the data base program to each of 5 ITTIs

This activity was postponed until Q3 due to the poor access to Internet KAE and all ITTIs

3. Training of 5 ITTI/MC instructors on data base program usage

The activity was cancelled as there was no need to conduct training for all instructors. One person will be responsible for the filling and updating the data base in each ITTI.

4. Hire LC to develop training module on planning and developing in-service work programs and trainings modules

LC from KAE specialists were hired at the end of March. The LC will develop the training module on planning and the in-service work programs and trainings modules. The modules will help KAE and ITTI instructors' capacity to modify their programs every five years.

Outcomes/Results

- *Twenty four instructors received mentoring support and methodological consultations by KAE specialists and QLP LC;*
- *Eleven regular courses on target subjects observed and instructors provided with feedback;*
- *Thirty one instructors of regional ITTIs participated at one-day refreshing trainings;*
- *KAE and six Regional ITTI/MCs received three copies of each modified program and thirty copies of handouts for course participants; and*
- *KAE specialists involved into the regular monitoring of Regional ITT courses.*

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

The monitoring and mentoring process at Arabaev KSU started end of January. QLP in collaboration with the heads of departments conducted observations provided feedback to instructors. It is worth to point out that the instructors and the heads of target departments became more open and aware than before that the mentoring process. On the basis of the previous monitoring results it was identified that the instructors were not able to use the assessment tools (diagnostic, formative and summative) properly and had some confusion. A one-day catch-up training was conducted for Arabaev KSU instructors as a remedial measure where a demonstration lesson was modeled to demonstrate planning of the lesson, using interactive methods of teaching, using different techniques of formative assessment, as well as diagnostic and summative assessment. Participants' response to the demonstration lesson was positive.

After the lesson analysis, the instructors tried to work out their own model lessons and the most important thing was to convince them that student-centered learning should be used widely.

A one-day training for Arabaev KSU, OshSU and JASU instructors on presenting the Syllabus Guides jointly with IR3 also took place during the reporting period.

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

QLP jointly with LCs from OshSU and JASU conducted monitoring and mentoring activities in implementation of modified standard programs at OshSU and JASU. The visits revealed some positive behaviors in that the instructors and heads of departments were willing to observe each other's lessons, provide feedback, and also admitted that this process is for their own benefit. In OshSU they made a schedule of the lessons to be observed, observed each other, and invited newly appointed instructors to share their experience. Accordingly, lessons have become of better quality since they are based on student-centered methodology. The trainer from JASU wrote a book – *Biology and methodology of teaching it* - using student-centered teaching methodology. This is a clear evidence of sustainability. For more detailed information on monitoring and mentoring at OshSU and JASU, please see the attachment # 1.2.1 in this report.

Also a one-day catch up training session for each university's faculty staff was conducted during the reporting period. The same session that was conducted for Arabaev KSU faculty staff. Detailed description of these sessions will be included in the next quarterly report.

1.2.1.5 -1.2.1.6. Refreshing trainings for the instructors (who did not attend QLP trainings) of target departments at OshSU/JASU

QLP provided refresher training on modified standard programs to OshSU and JASU faculty members. In attendance were seventeen (17) instructors from target departments of OshSU and 23 instructors from target departments of JASU. The trainees in turn organized six-day training sessions resulting in more instructors exposed to student-centered learning. Monitoring and mentoring visits revealed that these sessions are making positive impact on newly appointed instructors. The other cycle of trainings (8 day trainings) that are more focused on the methodology of teaching at high schools will be conducted to new groups of instructors from OshSU and JASU in Quarter 3.

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

Field-testing of modified student practicum in partner schools of Arabaev KSU was underway during the reporting period. The QLP team together with the university supervisors and heads of faculty on student practicum observed the student-teachers' lessons at partner schools of Arabaev KSU. QLP jointly with supervisors prepared the checklist for observing the lessons and gave mentoring support to student-teachers. Target faculty were trained how to use this form and how to give an appropriate feedback during student practicum. The faculty organized a conference for student-teachers before the beginning of the practicum, where they gave instructions on modified Regulation, Programs, and Diary of the student practicum. Field-testing modified student practicum led to strengthen linkages between universities and schools. Monitoring of student practicum shows that student-teachers are trying to use student-centered teaching methods such as think-pair-share and formative assessment techniques.

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

Testing of revised student practicum at JASU was well underway in target faculties of JASU. The process consists of three stages: 1) Pre-practicum conference where the student-teachers got acquainted with modified documents: Regulation, programs and reflective diary; 2) Supervisors jointly with QLP team and school teachers observed student-teachers' lessons and gave mentoring support; and 3) The closing conference with results of the student practicum.

One issue to highlight is that student-teachers mentoring process at JASU is going well. Monitoring revealed that student-teachers and supervisors were interacting with each other on lesson planning and the use of Internet to find materials for their lessons. Supervisors also provided student teachers *Kutbilm Sabak*, (the MOES teachers newspaper) where the detailed lesson plans were described.

The student practicum model will be monitored in Quarter 3 when the practicum process starts.

The field-testing of modified practicum model at *Arabaev KSU and JASU* is now complete and some challenges were identified. The most important challenge is the teachers of partner schools of these

universities are not aware of the student-centered teaching. For instance, if student-teachers put the lesson's objectives from learners' perspectives, and worked out indicators base on what the students would be assessed, host teachers didn't accept these issues and some misunderstanding took place in some schools. Therefore, QLP provided trainings for OshSU partner school teachers training on basic elements of student-centered learning.

The first Regional conference of QLP partner pedagogical universities took place at Arabaev KSU in Bishkek. It was aimed at improving quality of PTTIs, achieving the goals of formative assessment. principals as well as how ICT can support university instructors to improve their teaching. The conference provided opportunities for the universities to share their experience with teacher training practices and strengthen cooperation with QLP. It also enhanced cooperation amongst the universities. For more detailed description of the event you can see the article that was published in newspaper *Kutbilim* on February 23, 2012 (see Attachment ICT 1.) in this report and visit the following address for the press release; <http://centralasia.usaid.gov/ru/press-release/kyrgyzstan/896>.

One of the most successful parts of the conference was that the instructors of five universities sat together and shared information about their collaboration with QLP over the last few years. The reports and presentations on assessment of students' achievement, pedagogical practicum, the use of internet resources for professional development and quality teaching were well structured and the content was interesting for academic audience. By the end of the conference the participants came up with some ideas and titles of the reports for the next ICT conference planned to take place in Dushanbe in Quarter 3. Currently, the instructors of these universities are preparing joint reports and presentations online for the next conference. The target departments' instructors were trained on using ICT technologies and started to include them in their instructing process i.e. delivering the lectures using power-point presentations, Internet resources and etc.

Outcomes/Results:

- *Three materials - Handbook for Young Teachers, Handbook for Mentoring during the Students Practicum, and six/eight-day training modules – approved by Academic Councils at Arabaev KSU through the issuance of Protocol # 4 on Feb. 24, 2012 (Attachment 1.2.2.).*
- *Monitoring and mentoring process in the implementation of modified standard programs conducted*
- *Strengthened linkages between universities and schools. New model of student practicum tested in 15 schools of 2 PTTIs (Arabaev KSU, JASU).*
- *The capacity of new instructors of target departments of OshSU (17) and JASU (23) strengthened*
- *Student Practicum modified documents (regulation, programs and reflective diary) tested at two PTTIs partner schools,*
- *Linkages of these universities with partner schools strengthened and both sides started to pay more attention to student practicum.*

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

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

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

QLP conducted two one-day workshops on mentoring for the target schools and RayOO specialists in Chui and Osh oblasts. The participants learnt some tools such as *Better way of writing the calendar plan*, *How to develop the bank of tests and criteria of assessment*, and *How to do the analysis of students' achievements in one class and the class parallel as well*. Seventy three participants took part in these workshops (eleven target schools in Chui oblast and ten schools in Osh oblast). Later, these twenty one key schools are expected to conduct similar workshops for teachers from their schools and for other target schools in their respective rayons.

The participants found the workshops very useful and practical. The project delivered the final versions of the methodological literature (Syllabus guidebooks (Math 1 – 4 grades; 5 – 9 grades, Kyrgyz, and Motherland Studies), set of grammar tables to use in the Kyrgyz classes, and supplementary materials on Math) to all fifty target schools and seven RayOOs in Chui and Osh oblasts. \

Mentoring and monitoring school visits were organized to fifteen target schools in Chui and Osh oblasts. The purpose of these visits was to provide methodological support to RayOO specialists, zavuches, HMUs, and the teachers. A team comprising the school administrators, RayOO specialists, HMUs, young teachers, LCs, and QLP staff made observations on sixty eight lessons during this exercise. The lessons observed included primary and secondary classes on Kyrgyz language and Literature, Math, Motherland Studies, History, Geography, Russian Language, and other subjects. . Feedback was provided after the observations.

Mentoring school visits showed strong collaborative work amongst the RayOO, ITTI, and the target schools. Moreover, two more catch-up workshops on assessment were provided for the school administrators, HMUs, and teachers in Kemin rayon, Chui oblast. As a result, the capacity of school administrators, HMUs, teachers, and RayOO specialists has greatly improved in content knowledge of management, mentoring, and monitoring. Improvement was also seen in the practical application of new methods in student-centered methodology, formative and summative assessment, interactive forms of work (group, pair, individual), and development of higher order thinking.

Some target school teachers from Kara-Kulja, Kara-Suu, Alamudun, and Chui rayons shared their experiences in the development of lesson plans and organizing effective group work in the classes through the national newspaper *Kutbilm Sabak*. Also, in this newspaper, the HMU highlighted 'ten ways how to work with young teachers' (see Attachment 1.3.1; input IR 3).

One of the significant achievements of this component in Quarter 2 was the approval of the package of documents as *Regulation on Job Description for school principals, zavuches, social pedagogues, and HMUs; Regulation on school methodological units, and Mentoring Regulation at MOES*. These materials were developed last year but approved by MOES KR Collegium #2/8 on March 2, 2012 (Attachment 1.3.2)

1.3.2. Strengthen capacity of Ray/GorOOs in Pedagogical Leadership, Mentoring, and Monitoring

1.3.2.1. To increase Ray/GorOOs' ownership for mentoring/ monitoring process through training and collaborative mentoring in the country

This activity was postponed to Quarter 3 after the project found it better to combine two key events i.e. two day trainings on and close-out activity where the project is going to deliver final materials to all Ray/GorOOs in the country.

1.3.3. Strengthen conditions for sustainability of school leadership

1.3.3.1. Review and modify Teachers' Job Description

This activity did not take place since the MOES has not yet decided whether to reconsider the Teachers' job description.

1.3.3.2 Conduct micro research on the impact of the Project on mentoring effectiveness in target schools

QLP hired a researcher from KAE to conduct the research on the impact of the project on the development of mentoring effectiveness in target schools in Chui oblast. The SOW and research outlines were drafted. The research will be completed in Quarter 3.

Outcomes/Results:

- *Toolkit - Pedagogical Management in School Education – printed in Russian (900 copies) and Kyrgyz (2,000 copies). It will assist school administrators, HMUs, mentors, and RayOO specialists in effective school management.*
- *Regulation on Job Description for school principals, zavuches, HMUs, and social pedagogues are approved by the MOES KR Collegium 2/8 on March 2, 2012. Job description documents will assist the school administrators to improve teaching-learning process in schools and distribute effectively responsibilities among the staff under new scheme of salary payment.*
- *Regulation on School Methodological Units approved.*
- *Mentoring Regulation approved by the MOES of KR.*
- *The capacity of seventy three participants (school administrators, HMUs, and RayOO specialists) strengthened as a result of e three workshops on Mentoring and Monitoring;*
- *About twenty monitoring school visits and visits to provide methodological support to target schools conducted;*
- *Sixty eight lessons of the teachers observed and constructive feedback given;*
- *Target school teachers improved their teaching/learning practices on lesson planning, defining lesson objectives, formative assessment, organizing group, pair, and individual work with the students, on creation conditions to stimulate students' thinking;*
- *Capacity of school administrators, HMUs, and RayOO specialists in fifty target schools and seven rayons in Leadership, Mentoring, and Monitoring enhanced and strengthened;*
- *Best mentoring practices shared through the national newspaper Kutbilim Sabak;*
- *Six articles published in the national Newspaper Kutbilim Sabak on mentoring, lesson planning, and organization of group work;*
- *Better cooperation and team work between Osh ITTI, RayOO, and the targetschools developed.*

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 encouraged and supported the Department of Student Evaluation Preparation, KAE to be involved in the monitoring and mentoring process of the five regional ITTIs. The Student Evaluation Department specialist traveled to the regional ITTIs.

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

The first regional ICT conference that took place at Arabaev KSU was instrumental in achieving the goals of formative assessment and improving quality of PTTIs (five target universities: Arabaev KSU, OshSU, JASU, and Tajik State Pedagogical University, Kurgan-Tube State, Tajikistan). The activity was scheduled under the ICT component and implemented jointly with SIR 1.2. Three Kyrgyz and two Tajik universities deliberated on the student assessment principles that are focused on student-centered approaches. The outcome of the conference was featured in mass media including an article in *Kutbilim Sabak* /#2newspaper on February 23, 2012(*input IR 2, SIR 1.2, ICT*) (Attachment ICT 1.). Also, a video training material on formative assessment (FA) in Kyrgyz developed by QLP was delivered to the three QLP/KG target universities.

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

RayOO specialists, school principals, Vice-Principals and HMUs were involved in the lesson observation held in eight target schools; three districts in Chui oblast (Moskskiyi, Chui and Alamudun), and two districts in Osh oblast. This initiative was aimed at improving the capacity of the educators in the system of management. At the end of the lesson observations, QLP LCs and specialists arranged individual meetings and discussed the lesson analysis with teachers and school staff members.

SIR 2.2. Strengthening the education 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 National Olympiad for students.”

QLP provided support to the MOES specialists facilitate the approval of the Regulation and Methodological Guide (Attachment 2.1.). As a result, *Methodological Guide on conducting National School Olympiads* in Kyrgyz and Russian were approved by KAE Academic Council and recommended for printing and distribution. QLP in collaboration with KAE and MOES specialists conducted seminar at oblast and rayon levels to introduce the Methodological Guide. The Guidebook was finalized and published.

The Program Specialist (PS) was involved in Round Table on issues of Olympiads in Dushanbe as well. The PS shared the Kyrgyz experience on Olympiad Regulations and Methodological Guide materials with the participants. By the end of the event all materials were handed over to Tajikistan QLP specialists and education system specialists of Tajikistan for further use.

Outcomes/Results:

- *Four-day school visits and lesson observations conducted in Issyk-Kul and Chui ITTIs*
- *School visits and lesson observation in three target schools of Chui and Osh oblasts arranged;*
- *A two-day seminar for seventy specialists of five universities conducted and six reports on FA prepared;*
- *Four Guidebooks on FA and Methodological Guide on National Olympiads (in Russian) finalized; and*
- *“Methodological Guide on conducting National School Olympiads” in Kyrgyz and Russian approved by KAE Academic Council with scale up at national level.*

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 (SG) for 1 – 4 grades

QLP developed a draft *Guidebook on Kyrgyz language* for the 1st – 4th grades and submitted to KAE for review. QLP also prepared a draft *Guidebook on Reading* for the 2nd – 4th grades and the approval is expected in Quarter 3.

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

QLP developed, printed, and distributed Syllabus Guides on four focus subjects to the five QLP/KG target ITTIs.

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

QLP conducted three one-day seminars on using Syllabus Guides for instructors of the three target universities – Arabaev KSU, OshSU, and JASU. At the end of the seminar the participants received the Syllabus Guides to use in teaching.

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

The Program Specialist organized eight school visits in accordance with the plan. The school visits included lesson observations and feedback on using SG in planning lesson plans.

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

3.2.1. Support in approval and publishing of Supplementary Materials

Set of maps on Motherland Studies and a set of Math tasks for primary grades as supplementary materials were developed. Only maps were distributed to the project partners and Math supplementary materials will be completed and delivered in the next quarter.

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.)

With the support of QLP, three articles of three target schools MUs on lesson plans were published in *Kutbilim Sabak* newspaper (Attachment 1.3.1.). The articles covered lesson planning.

Outcomes/Results:

- *Set of maps in Kyrgyz language (100 sets) printed and distributed to fifty target schools, five ITTIs, and three PTTI;*
- *Four Syllabus Guides completed and printed (total 2,000). Three PTTIs received 120 copies of SG;*
- *200 copies of Supplementary material on Set of Math Tasks for the 5th – 6th grades printed and distributed to fifty schools, five ITTIs, and three PTTIs; and.*
- *Articles published in two publications on lesson plans of newspaper Kutbilim Sabak.*

IR 4. Increased effectiveness of Education Finance Systems

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

4.1.1.1. Provide technical assistance to EFWG in oversight of PCF implementation

At the request of MOES KR, the quarterly EFWG meeting was postponed to the next quarter.

4.1.1.2. Provide technical assistance to MOES KR to assure clear structure of existing documents on Community Involvement Strategy

Previously two local consultants had reviewed the existing local legislation on community involvement in school management. As the result the amendments to the existing MOES KR Regulation - *On Board of Trustees in State and Municipal Educational Organizations in Kyrgyz Republic* a new one *Community Involvement in Management of Pre-School, School and Out-of-School Educational Organizations of Kyrgyz Republic* was identified and developed.

Discussions were held with local experts and ministry officials on the two regulations were posted on MOES website for further review by the wider community and interested parties. Subsequently the two normative documents were approved by MOES KR collegiums #3/1 and #3/2 on March 28, 2012. MOES KR is going to promote these Regulations at Government level in order to streamline and

strengthen the role of parental community in education management which could exist in different forms (Board of Trustees, Advisory Committees, Parent Committees and etc.). (Attachment 4.1)

Community Involvement Strategy is one of the priority directions of MOES KR and is incorporated in the Education Development Strategy of MOES KR (2020). However, lack of accurate legislation on involving community in school management led to misunderstanding between schools and community and generated negative attitude from mass media and different inspection agencies. QLP brought this matter to the Ministry's attention and provided technical assistance on the revision of legislation and normative documents.

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

The technical support to MOES KR in maintenance of automated expenditure tracking system in Chui oblast has continued. At present time, QLP assists the MOES in collecting necessary data from all rayons of Chui oblast to the automated expenditure tracking system. This data includes: general passport data of schools, information about pedagogical staff, budget financing information and non-budget financial information. After collecting and checking data the third Statistical Bulletin for 2011 would be published and distributed among key partners. Using this data QLP will develop the second analysis of PCF implementation in Chui oblast.

At present time MOES KR coordinates the work of international projects on creation of a universal information database including general, financial and other necessary information and has established the appropriate Working Group. The representatives of QLP, UNICEF, EU project and others are represented in this group. It was decided to cancel the planned Round Table on Automated Database which was planned by QLP as a series of meetings were conducted with UNICEF and EU Education project on this issue during a reporting period. QLP will continue participating in this process through the EFWG.

Automated database has been used for data from Chui Oblast starting from 2009, and later using data from Batken and Issyk-Kul oblasts (which transferred to PCF) according to MOES order # 617/1 from September 6, 2011. It makes the work of MOES KR more effective, to eliminate duplication and to have valid and necessary data. The automated database will help specialists at central and local levels in their analytical work and decision-making process.

4.1.1.4. Increased central government officials' capacity in PCF implementation

QLP is continuously strengthening the capacity of MOES KR specialists in PCF implementation. National monitoring site visits in schools to the three oblasts working under PCF jointly with MOES specialists are one approach. On March 12-17, 2012 QLP made a monitoring visit with MOES specialists, Isaeva Aleksandra and Moldoev Edilbek, to Issyk-Kul oblast. The monitoring team had meetings with Heads of RayOO/GorOO, school principals and accountants of school or Ayil Okmotu. During monitoring the team visited more than 10 schools of Issyk-Kul oblast. The purpose of the monitoring was to collect necessary information about school financing and management for analysis, provide appropriate recommendations to improve the situation and eliminate mistakes. Another aim of monitoring was to increase capacity of MOES KR specialists in PCF issues, to show them how the schools should work under PCF. QLP visited different schools: in urban and rural areas; schools fully using their capacity and schools with students numbers less than planned capacity; schools located and supported by subsidized and non-subsidized Ayil Okmotu and etc. The results of these monitoring

visits will be presented to MOES and will be used in developing the second analytical document on PCF implementation (Attachments 4.2).

The monitoring visits and meetings strengthen the capacity of MOES KR specialists in PCF issues and give the opportunity to see how the schools work in PCF in reality. It helps to identify problems and challenges in PCF implementation at local level, and to take timely measures to solve the problems or to adjust situation if needed.

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

One two-day Refresher Training on “Financial Management in School Education” was conducted for the principals and accountants of target schools in Chui oblast on February 27-28, 2012. In total the school principals and accountants of twenty nine schools participated on the training. The main purpose of the training was to refresh their knowledge on financial management and to learn the calculation of school budget on basis of needs according to the changes in calculation of the salary and teachers’ incentive funds. This calculation is very important because in the spring the schools will develop school budget and present it to Ayil-Okmotu for further approval. The correctness of the calculation influences school savings at the end of the year (Attachments 4.3).

QLP covers all school principals of Chui oblast with “Financial Management in School Education” training and updates training materials according to any recent changes in legislation and provides information relating to these changes to school principals and accountants.

4.1.2.3. Compilation of instructions and regulations for school accountants

To strengthening the capacity of school accountants QLP will provide them with a compilation of instructions and regulations on accounting. TOR for local consultant was prepared and appropriate consultant was hired. At present time LC works with normative documents and legislation on organizing and maintaining accounting departments in school.

This compilation is one of the necessary and important 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.

Outcomes / results

- *Two Regulations on Involving community to school management by MOES KR Collegium №3/1 and №3/2 dated March 28, 2012, developed with the QLP assistance approved;*
- *Collaboration of MOES KR and international donors on creation of automated system through negotiations and participation on MOES KR Working Group strengthened;*
- *The capacity of MOES KR specialist on PCF issues through National Monitoring Visits to Issyk-Kul oblast built and improved;*
- *The capacity of twenty nine school principals and accountants on financial management through conducting refresh trainings on formation school budget for 2012 and 2013 financial years and calculation teachers’ salary built and strengthened*

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

4.2.1.2. Conducting three-day training “Community Involvement in School Management” in Issyk-Kul oblast

Two three-day training workshops “Community Involvement in School Management” were conducted for the school principals and ACs chairmen of Issyk-Kul oblast on January 16 – 18, January 19 – 21, 2012. Total number of participants was eighty four persons. During these trainings the participants received the package of teaching aids on Community Involvement Strategy: How to Organize Public Budget Hearings in School and Keys to Successful Partnership (Attachments 4.4). Specialists from Issyk-Kul ITTI, Djumabaeva Gulnur and Moldakunov Kanybek, who were trained last year under QLP, were hired as trainers for delivering of trainings.

The sixty copies of training module *Community Involvement in School Management* in Kyrgyz and Russian were given to the library of Issyk-Kul ITTI.

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

4.2.1.4. Conducting one-day refresh training “Community Involvement in School Management” for school principals and ACs’ chairpersons of target schools.

A one-day Refresh Training on “Community Involvement in School Management” was conducted for chairpersons of Advisory Committees of Chui oblast on February 29, 2012. In total chairpersons from twenty Advisory Committees participated in the training. The main purpose of the training was to refresh their knowledge on social partnership, the role of parental community in school budget process and aimed ACs and school administrations to ensure transparency of school financing through the preparation and conducting of budget hearings. According to the last amendments in the Law “On Education”, every school should organize and conduct school budget hearings on non-budget funds at least ones in a year (Attachments 4.5).

QLP covers all chairpersons of Advisory Committee of Chui oblast with “Community Involvement in School Management” training and provides more information about school budget process with focus on transparency and accountability. QLP learns them to read and understand the financial document especially school Budget and Estimate of Expenditure.

4.2.1.5. Monitoring/mentoring of ACs activities in Chui oblast

QLP provides monitoring and mentoring visits to the target schools of Chui oblast during March 6 – 22, 2012. Totally nine target schools were covered by these visits. The purpose of these visits was to provide consultations on financial and accounting issues in a school and to monitor Advisory Committee’s activities. School principals and accountants got information how to calculate a school budget on basis of needs according to the changes in salary and teachers’ incentive fund. They were provided with detailed consultation about Teachers’ Incentive Fund.

AC Chairpersons shared information about their activities and problems. Two chairpersons were changed because of family circumstances. Some ACs did not collect members’ fee, but provide another

type of help (attract sponsors; help with their physical labor etc.). The main challenge at the moment is that mass media provided negative attitude to AC (Attachments 4.6).

The monitoring/mentoring visits give opportunity to see how the schools and Advisory Committees work actually. It helps to identify problems and challenges on local level, and take timely measures to solve the problems or to adjust situation if needed.

4.2.1.7. Technical support in organizing school budget hearings in Issyk-Kul oblast

On March 26-30, 2012, QLP provided consultancy to four schools of Issyk-Kul oblast on organization and conducting school budget hearings: (1) What is the purpose and content of budget hearings; (2) Main rules and procedures of budget hearings; (3) The analysis of school budget and non-budget funds; (4) The organization of hearings; (5) Work with Local Government, parental community and mass media to attract their attention to school budget hearings and invite them to the event. QLP taught the school principals and Advisory Committees' chairpersons to make analysis of budget and non-budget funds.

The school budget hearings are one of the effective mechanisms to provide transparency and accountability of school resources: budget and non-budget. More than that, according to last changes in Law "On Education" it is mandatory requirement to all schools of the republic regardless of whether these schools work under PCF or not.

Outcomes / results

- *The capacity of forty school principals and AC chairpersons of Issyk-Kul oblast on involvement community to school through conducting trainings and distribution 200 copies of training materials "Community Involvement in School Management", "How to Organize School Budget Hearings", "Keys to Successful Partnership" increased;*
- *The capacity of Issyk-Kul ITTI specialists on community involvement strategy through participation on trainings as trainers and distribution sixty training material to ITTI library ;*
- *The capacity of twenty AC chairpersons of Chui oblast on school budget process issues through conducting refresh trainings and provide updated information on formation school budget improved and strengthened;*
- *The capacity of nine target school principals, accountants and AC chairpersons of Chui oblast through monitoring/mentoring visits and provide needed and timely information on financial issues, changes in legislation on calculation rates on additional services, consultations on ACs' activities increased;*
- *The capacity of four school principals and AC chairpersons of Issyk-Kul oblasts on organization and conducting budget hearings through consultations and mentoring strengthened;*
- *School budget hearings are used to be as an effective tool to provide transparency and accountability of school budget according to amendment in the Law "On Education";*
- *139 schools of Chui oblast transferred on balance of Ayil-Okmotu according to Government Regulation #142 from February 20, 2012.*

2. Implementation Challenges

SIR 1.1

Lack of instructors' motivation to use modified program materials: Some instructors of target departments of Regional ITTIs showed low level competence in facilitating lessons. Reasons for this include lack of understanding of content, meager salary, lack of administrative/management support, and reluctance to change.

Weak mentoring work: Not all regional ITTIs and KAE improve mentoring activities within their ITTIs. Some Regional ITTIs and KAE instructors did not observe and provide feedback to the sessions of their colleagues. Internal peer observations happened only in the process of mentoring visits from the QLP and KAE side. In spite of the approval of the Regulation on mentoring within ITTIs, the mentoring system and change of culture has been hard to make significant progress.

Lack of independent KAE monitoring visits: KAE specialists do not usually conduct monitoring visits to the Regional ITTIs since there are no budgets allocated for this activity. Monitoring visits were made only with QLP support. This raises a sustainability issue.

SIR 1.2

Lack of harmony of new approaches in teaching: During the student practicum at Arabaev KSU and JASU it was identified that the partner schools teachers were not aware of student-centered teaching methods and insisted that the student-teachers wrote the lesson plans setting lesson objectives from teacher's perspective (according to traditional approach).

SIR 1.3

There is turnover issue among the QLP target schools administrators, HMUs, and teachers who were trained through the QLP including at KAE, ITTI. This will have an impact on the sustainability of the project inputs.

IR 4

According to new Government Program, the MOES staff has been reduced up to 20%. This is compounded by significant staff reshufflings

The low potential and lack of financing and accounting knowledge and skills among school principals and accountants is a major area of concern. A six-day training workshop is not enough for getting satisfactory knowledge and skills. It should be noted that most of school accountants do not have enough prior experience in accounting.

Lack of execution of Government Regulation at local level by Ayil-Okmotu or Rayon Financial Department is another concern.

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 syllabus guides. 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 in Issyk-Kul and Batken oblasts in addition to Chui oblast. 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.

- MOF KR supports the implementation of PCF, discussing financial issues as school budget, new teachers' salary etc.
- National Agency on Local Government and Ayil-Okmotu supports the school funds that goes through local government.
- Central Trade Union of Education; the member of EFWG, discussion of PCF issues.
- 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, other specialists of KAE and regional ITTI/MCs. The activities come from the Financial Management and Reform component in addition to ITT and Assessment and Curriculum development components. 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 Moskva RayOOs in Chui oblast. The target RayOOs collaborate with QLP in the implementation of mentoring, monitoring, and school leadership activities of the project.
- 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 Five (25) partner schools of Osh SU, JASU and Arabaev KSU: The twenty five QLP partner schools of the PTTI component works in implementing the tasks related to the School Practicum. Osh SU partner schools – #18, #17, #5, # 42, #38, C. Aitmatov school in Osh city; JASU – #19, # 4, # 5, # 7, # 21, # 6, # 10, #14, #9 in Jalalabad city; and AKSU – National Gymnasium # 5, # 88, # 66, # 68, # 39, # 11, # 29, # 67, # 69 in Bishkek city, and #1 school in Voенno-Antonovka village..
- 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.
- 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 5th – 9th and 10th – 11th grades. Also QLP collaborated while developing curriculum for the 1st 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*.
- IREX – Kyrgyz Republic: Pre-service teacher training and Information Communication Technology (ICT) components cooperates with the IREX in implementing the ICT tasks in Kyrgyzstan and Tajikistan.
- International organizations and projects: QLP cooperate with other international projects including Soros – Kyrgyzstan, GIZ, and others in order to strengthen the sustainability of the project outcomes and outputs.

4. Forecast of activities for next quarter

The following are the main points from each component that are planned for the coming quarter:

Project Close-Out Activities

- Prepare and conduct four QLP Products handover meetings for all RayOOs and GorOOs
- Prepare and conduct close-out meetings for all institutions in Bishkek and Osh

SIR 1.1

- Conduct monitoring visits to four Regional ITTIs/ Jalalabad MC and KAE;
- Observe trainings for non-target department instructors of Osh ITTI and KAE;
- Provide KAE the access to Internet to implement the data base program in regional ITTIs;
- Support KAE to conduct Round Table with Regional ITTIs to discuss results of the monitoring visits and develop plans for the new academic year;
- Develop training module on planning and developing of the in-service work programs and trainings modules;
- Conduct training on planning and developing of the in-service work programs and trainings modules;

- Collect publication from the Regional ITTI instructors and publish the best practice on mentoring.

SIR 1.2

- Continue monitoring and mentoring process for improving instructing and implementation of modified standard programs at 3 PTTI;
- Conduct catch up trainings for target departments' instructors on the problematic issues that were identified during the monitoring process (3 PTTIs);
- Conduct trainings for new instructors of target departments at OshSU and JASU (8-day trainings on the methodology of teaching at high schools);
- Field-test modified student practicum model at partner schools of OshSU (4th course students practicum);
- Publish the products and disseminate among partners;
- Conduct Round tables at three Universities together with MOES on the results of cooperation with QLP and sharing experience;
- Prepare the next ICT conference together with the instructors of three target universities.

SIR 1.3

- Conduct two-day trainings on PLM&M for all Ray/GorOOs of the country
- Disseminate the Toolkit on PLM&M to all RayOO/GorOOs and schools in the country.
- Conduct research on the "Impact of the project on mentoring effectiveness in the target schools in Chui oblast" and write analytical paper with the recommendations for further improvement of mentoring practices in schools.
- Conduct Mentoring Conference in Chui and Osh oblasts.

IR 2

- Support KAE and regional ITTIs in conducting Mentoring visits by QLP jointly with LC
- Support PTTIs by QLP jointly with LC in conducting Mentoring visits

IR 3

- Improve Syllabus Guide on Reading for the 2nd and 4th grades
- Seek approval from the KAE Academic Council on Syllabus Guide (SG) on Kyrgyz language for the 1 – 4 grades and Syllabus Guide on Reading for the 2 – 4 grades
- Support universities in conducting of Mentoring on usage of SG in teaching students.
- Get approval from the KAE Academic Council on completed Supplementary Materials
- Collect and select of information from MUs and publication of it through "Kutbilim Sabak" on curriculum issues.

IR 4

- Conduct two EFWG meetings
- Publish Statistical Bulletin for 2011
- Develop second analytical document on PCF and CISM implementation
- Hire translator and collect final documents to translation
- Prepare Regional Workshop of PCF and CISM
- Increase public awareness on PCF implementation and community involvement in school management in MOES newspaper "KutBilim"
- Prepare and print compilations for school accountants
- Prepare and conduct close-out meeting in Bishkek for Advisory Committees

- Provide technical and consultative support to ACs and schools in organizing budget hearings in Issyk-Kul and Batken oblasts
- Distribute among schools of Chui oblast 900 copies of updated manual ““How to improve the quality and effectiveness of teacher’s work”
- Distribute 170 copies of updated 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

- Handouts of modified in-service teacher programs (training modules) were delivered to all Regional ITTIs. All Regional ITTIs and KAE instructors used handouts in their courses. They marked that it had simplified the process of the sessions. There was no more need to make copies to the participants.
- KAE specialists conducted five monitoring visits to five regional ITTIs;
- KAE specialists conducted one day refreshing trainings for Issyk-Kul, Osh and Naryn ITTIs;
- Fourteen instructors received mentoring support from the KAE side

SIR 1.2

- Three modified/developed materials as Handbook for Young Teachers, Handbook for Mentoring during the Students Practicum, and six/eight-day training modules have been approved in Academic Councils at Arabaev KSU; issued through the Protocol # 4 on Feb. 24, 2012;
- Conducted trainings on student-centered learning for seventeen (17) instructors from OshSU target departments and 23 instructors from JASU target departments. Thus, more instructors become aware of student-centered teaching/learning methodologies that changes the traditional teacher-centered approach;
- Ten (10) partner schools of Arabaev KSU, nine (9) partner schools of JASU has been working together during student practicum that strengthened cooperation between the schools and PTTIs.

SIR 1.3

- Toolkit *Pedagogical Management in School Education* was printed in Russian (900 copies) and Kyrgyz (2,000 copies). It will assist school administrators, HMUs, mentors, and RayOO specialists in effective school management.
- *Regulation on Job Description for school principals, zavuches, HMUs, and social pedagogues* are approved by MOES KR Collegium #2/8 on March 2, 2012. Job description documents will assist the school administrators to improve teaching-learning process in schools and distribute effectively responsibilities among the staff under new scheme of salary payment.
- *Regulation on School Methodological Units* was approved by the MOES of KR .
- *Mentoring Regulation* was approved by the MOES of KR. Mentoring Regulation assists schools in the organization and development of mentoring practices which lead to quality teaching and learning of schools;
- Better cooperation and team work between Osh ITTI, RayOO, and the target schools.
- Capacity of school administrators, HMUs, and RayOO specialists in mentoring and monitoring improved and strengthened.
- Target school teachers improved their teaching/learning practices on lesson planning, defining lesson objectives, formative assessment, organizing group, pair, and individual work with the students, on creation conditions to stimulate students’ thinking.

- Mentoring practices are developing and strengthening within the schools and outside, between RayOOs, ITTI, and the target school.
- Three articles were published in the national Newspaper Kutbilim Sabak on mentoring, lesson planning, and organization of group work.
- Teachers became more confident and open minded, their level of discussions at the workshops and informal meetings reached higher professional level.

IR 2

- Arranged school visits and lesson observation in Issyk-Kul and Chui ITTIs (4 days) on using Assessment training materials. To the mentoring observation and providing feedback were involved twelve ITTI specialists and the head of the Head of Student Evaluation Department at KAE Mr. Sabyr Iptarov.
- Arranged school visits and lesson observation in three target schools of Chui and Osh oblasts. . To the mentoring observation and providing feedback were involved thirty four school administration specialists and teachers, and five RaiOO specialists
- Conducted two-day seminar for seventy specialists of five universities. Prepared six reports on FA.
- Finalized four Guidebooks on FA and Methodological Guide on National Olympiads (in Russian).

IR3

- Printed out set of maps in Kyrgyz language (100 sets), and distributed to fifty partners, five ITTIs, and three PTTIs.
- Conducted one-day seminar for three universities. Fifty three instructors were covered.
- Four SG titles were per 500 copies (total 2,000). Three PTTIs received 120 copies of SGs.
- Printed out 200 copies of Supplementary material on “Set of Math Tasks for the 5th – 6th grades”. Distributed to fifty schools, five ITTIs, and three PTTIs.
- Published articles in two publications of newspaper Kutbilim Sabak.

IR 4

- Normative basis/legislation on Community Involvement Strategy was reviewed and improved by local experts, two normative documents were developed and approved by MOES KR collegium #3/1 and #3/2 from March 28, 2012.
- The capacity of MOES specialists on PCF issues through National Monitoring visits to Issyk-Kul oblast increased and strengthened.
- The capacity of twenty nine school principals and accountants of Chui oblast through refresh training on “Financial Management in School Education” and monitoring and mentoring visits to schools increased and strengthened.
- The capacity of twenty Advisory Committees’ chairpersons on budget process issues through refresh training on “Community Involvement in School Management” and monitoring and mentoring visits to schools increased and strengthened.
- The capacity of eighty four school principals and Advisory Committee’s’ chairperson of Issyk-Kul oblast by two three-day trainings “Community Involvement in School Management” increased and strengthened.
- The important amendment was done in the Law “On Education” that all schools must conduct a budget hearing till August of current year.
- The Government approved the Resolution #142 from February 20, 2012 on transferring 139 schools of Chui oblast on book balance of Ayil Okmotu.

6. Proposed changes to the Work Plan/operational arrangements

SIR 1.2

- During the Student Practicum process at Arabaev KSU and JASU it was revealed that there was lack of awareness of the student-centered principles by the school administration and teachers of partner schools for the student practicum. Meanwhile the university students are required to use student-centered teaching methodology (SCTM) by the university supervisors. QLP will thus conduct a one-day training on SCTM for OshSU partner school teachers before the practicum starts in April using budget savings.

IR 2

- A three-day seminar should be organized for the group of Syllabus Guide for the 5th graders developers from MOES. This will have an important influence in promoting QLP approaches with the Ministry and other donors supporting curriculum development processes. The event will be in Bishkek and the budget is available for the activity.

7. Support from USAID

IR 2

- Support the institutionalization of the National School Olympiad Regulations. QLP supported with the modification of this document and KAE's contribution was substantial. However, the MOES bureaucratic procedure delays its approval. Therefore advocacy is needed for this task's outcomes.

IR 4

- 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 has started to strengthen 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, (fourteen instructors) received support on improving the content of their courses through the lesson observations, and monitoring visits by the KAE. It is also obvious that KAE specialists and administration have improved their own courses as the result of peer observation and mentoring support. Furthermore, Handouts to the six modified programs were delivered to the Regional ITTIs which in turn helped instructor to prepare themselves for their training sessions.

At present KAE has its own data base system. They found out the need to have a unified data base on participants to monitor regular courses attendance and to have information on time in order to respond appropriately to timely problems.

The Instructors understanding on the need of the course improvement and the contextual understanding of the programs have improved substantially. These was demonstrated during the mentoring workshops when they expressed their opinion on could the modified programs be improved and what other issues would be incorporated into the programs.

SIR 1.2

New instructors of target departments of OshSU (17) and JASU (23) have been trained on student-centered teaching principles and using in their instructing process. Student Practicum modified documents (regulation, programs and reflective diary) have been tested at two PTTIs partner schools, linkages of these universities with partner schools have become stronger and both sides started to pay more attention to student practicum. Monitoring and mentoring process at PTTIs identified that most of the instructors understood the importance of the SCTM for teaching process in both university and school levels. At the same time the mentoring culture at universities become more popular than before, since the Department Heads and instructors started to observe each other's classes that gives more opportunities for exchanging the experience/skill.

SIR 1.3

Supporting fifty target schools in developing new knowledge, skill, and attitudes in PLM&M has changed the culture of mentoring and monitoring to be perceived as supporting activity rather than inspection. This has created a good model for the MOES and Rayon Education Departments. Also, the support and assistance provided in improving teaching/learning practices such as lesson planning, lesson objectives, interactive methods of teaching, formative and summative assessment, developing questions and tasks of higher order thinking and others is qualitatively changing the teaching learning process.

The project also developed and distributed the RayOO specialists with the resources as Toolkit on PLM&M, supported in modification and development of *Regulation on Job Description for school administrators, HMUs, and social pedagogues* and *Regulation on School Methodological Units, and Mentoring*. Improved mentoring collaboration between the system and schools (example of Osh ITTI, RayOOs, and the target schools) thus creating common learning environment.

IR 2&3

QLP organized the Regional ICT Conference on Formative Assessment that provided university instructors the opportunity to deliberate on the subject and conducted seminar for the instructors of three universities to use SGs in students/teachers teaching. This is expected to better prepare students for pedagogical practicum.

Teachers of the Methodological school associations began writing articles themselves and publish in newspapers without project support, and now big number of teachers can discuss issues related to school and achievement.

Conducting mentoring school visits with involving of RaiOO specialists, target school administrators, and conducting mentoring ITTI visits jointly with KAE specialists.

MOES applies the structure of the Syllabus Guides which were developed by QLP to all subjects of the 5th grade.

IR 4

Two normative documents on Community Involvement in School are put in order the conception of Community Involvement Strategy. These documents accurately describe the forms of official and non-official community involvement in school management; the purposes and tasks of this involvement; the rights and obligations of each parties and etc. These documents would strength and protect the rights of parental community and differentiate the parties' obligations.

QLP together with MOES specialists provided monitoring visits in Issyk-Kul oblast. This visit increased the capacity of MOES specialists in PCF and revealed challenges at th local level. Information and results developed on these visits would be analyzed and presented to EFWG to improve situation and solve challenges.

The important amendment in the Law “On Education” that all schools have to conduct budget hearing on annual base was encouraged by budget hearings which were initiated and started to practice by QLP in schools of Chui oblast starting from 2010.

All schools of Chui oblast are on book balance of Ayil-Okmotu, but because of NALG’s oversight 139 schools were not included in balance of Ayil-Okmotu on time. During several years these schools were not included on balance of both Ayil-Okmotu and RayOO. QLP project together with NALG developed the draft of Resolution for further approval from Government. On February 20, 2012 Government approved this Resolution under #142, and these schools were transferred on book balance of Local Government (Ayil-Okmotu).

9. Meetings/Travel/Staff changes

A. Meeting with USAID and partners

Date	Organization	Key representatives of the organization	Key agenda items
<i>QLP</i>			
March, 2012	EU project on education reform in the KR	There were two meetings and were visiting representatives mostly.	Discuss the collaboration and donor coordination issues within the country strategies.
<i>SIRI.2 / ICT</i>			
January February	Arabaev KSU	Rector Abdrahmanov T.A., vice rector Konurbaev T.A., the organizing committee of ICT Regional conference	Discuss ICT conference issues at Arabaev KSU. There were several Working and official meetings during the two moths.
<i>IR 2&3</i>			
March 22 – 28	MOES, Soros foundation	Marina Glushkova,	Syllabus Guide development for 5 th grade subjects.

B. Consultants

Dates of consultancy	Name of consultant	Tasks
<i>SIRI.1</i>		

Dates of consultancy	Name of consultant	Tasks
January 24, March 18, 2012	Esengulova M	Delivery of 1 day refreshing trainings and observations of Issyk-Kul, Naryn, Osh ITTI and Talas MC regular courses on target subjects and providing feedback to ITTI/ MC instructors.
<i>SIRI.2</i>		
Feb. 10, 11	Alikova Aida	Conducting the ICT conference at Arabaev KSU
March 23	Alikova Aida	Conducting one day catch up training for Arabaev university instructors
March 29	Alikova Aida	Conducting one day catch up training for OshSU university instructors
March 30	Alikova Aida	Conducting one day catch up training for JASU university instructors
March 27 – 30	TurdubaevaBarisa AsekovaJyldyz	Conducting trainings for OshSU partner schools teachers for student practicum issues
<i>SIRI.3</i>		
January – March, 2012	SymbatIsmailova, SovetbekAmatov	School visits to support and assist directors, zavuchas, HMUs, and teachers in PLM&M.
February, 2012	SymbatIsmailova, SovetbekAmatov	One day workshop on Monitoring for school administrators, HMUs, and RayOO specialists in Chui and Osh oblasts.
February-March	MakillIsmailova	Conducting micro research on Mentoring.
<i>IR4</i>		
January-February	MoldoevEdilbek, AmanalievUrmat	Discussion the drafts of Regulations on Community Involvement Strategy and discussion the program of Working meeting on Community Involvement in School Management

C. Major Procurements

n/a

D. Staff Travel / Visitors

Dates	Name	Purpose
<i>QLP</i>		
Feb. 16 – 17	Soronkulov, Gulgigit, Deputy Minister, Toktogulova Nurgul, DCOP, Yusupova Aikynai, PS	Alma-Ata, Kazakhstan, International Reading Association Conference
Feb. 17 – 18	Saule Khamzina, CD	<i>Moscow, Russia:</i> to participate in conference titled, “Education Development trends”
Feb. 22 – 24	Saule Khamzina, CD	<i>Issyk-Kul:</i> to participate in seminar focused on Subject based Curriculum Developers. Experts on Math, Science and Languages.
<i>SIR I.1</i>		
Jan. 23 – 27	AnaraDoolotova, M&E specialist	<i>Naryn:</i> Observation of the regular courses and providing feedback for Naryn ITTI instructors and methodological Guides transferring.
Feb. 6 – 10	Rashid Shakirov, PS IR 2	<i>Karakol:</i> Observation of the regular courses and providing feedback for Issyk-Kul ITTI instructors. One day refreshing training.
March 11 – 14	Alia Burkitova, PS	<i>Osh:</i> Observation of the regular courses and providing feedback for

Dates	Name	Purpose
	SIR 1.1.	Osh ITTI instructors. Modified programs transferring. One day refreshing training.
March 16 – 19	Alia Burkitova, PS SIR 1.1.	<i>Talas</i> : Observation of the regular courses and providing feedback for Talas MC instructors. Modified programs and handouts transferring.
<i>SIRI.2</i>		
February 27; March 2	Altynai Abdulkarimova, PS SIR 1.2.	<i>OshSU and JASU</i> : Monitoring and mentoring visits. One day trainings for university instructors to present Syllabus Guides.
March 26 – 30	Altynai Abdulkarimova, PS SIR 1.2.	<i>OshSU and JASU</i> : trainings for OshSU partner schools teachers for student practicum issues One day catch up trainings for university instructors of OshSU and JASU.
<i>SIRI.3</i>		
Feb. 24 – 29	Yusupova Aikynai, PS SIR 1.3.	Osh oblast, one day workshop and monitoring school visits
<i>IR23</i>		
Feb. 1 – 3	Rashid Shakirov, PS IR 2	<i>Karakol, IS</i> . Observation and monitoring of regular courses of Issyk-Kul ITTI instructors
Feb. 23 – 24	Rashid Shakirov, PS IR 2	<i>Dushanbe</i> : Participation in the Round Table on conducted National school Olympiad research results.
Feb. 29 – March 1	Rashid Shakirov, PS IR 2	<i>OshSU</i> : Mentoring visits. Conducting of one-day seminar for university instructors. Presentation and transferring of Syllabus Guide on focus project subjects for further use
March 1	Rashid Shakirov, PS IR 2	<i>JASU</i> : Mentoring visits and conducting of one-day seminar for university instructors. Presentation and transferring of Syllabus Guide on focus project subjects for further use
March 24 – 29	Rashid Shakirov, PS IR 2	<i>Issyk-Kul</i> : participation in curriculum development seminar with the experts.
<i>IR4</i>		
February 21- 28, 2012	Jyldyz Uzbekova, Regional Education Financing Director	<i>Dushanbe</i> : Participation on M&E training on Impact Assessment and work with Tajikistan team.

QLP Kyrgyzstan Strengthening

Task 1. Youth Aid Program for Education

Although this task was officially completed in the previous quarter, finalization of some reports and papers was completed in Quarter 2.

2.1. Small Grant Programs

Small Grant Programs were completed in this quarter and all financial issues were reconciled. The summary report on the YAP program was finalized accordingly. For more detailed information of the YAP summary, see Attachment # YAP 1 in this report.

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:

TOT on social pedagogy was held during the reporting period. Two representatives from each ITTI (3) and MC (2) were in attendance. The training module used was developed by the KAE specialist and approved by the Academic Council of KAE. At the end of TOT participants were awarded certificates of attendance from KAE. They also received essential materials that they used in their own courses in each ITTI/MC. The social pedagogues which took part in the TOT raised several practical questions which were discussed in the sessions. KAE specialists, who developed the 72-hour training module on social pedagogy facilitated the exercise. The event was featured in *Kutbilim* (See Attachment JAP #1).

2. Observation of regular courses on social pedagogy and provide them feedback.

This activity was postponed to Q3 as TOT on social pedagogy was conducted in February and a regular course in JAMC is not planned yet.

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

The exercise was postponed until Q3.

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

This activity was postponed until Q3 due to the poor heating system in the buildings.

2.2. Develop Practical Guide

Instead of Practical Guide which was planned to be developed in PY5, it was found more appropriate to publish National Forum's materials and update existing Methodological Guide which was developed by the LCs under YAP task. Thus, the National Forum's materials were brought together under one collection and handed over to the LC for updating and editing. The MOES will be responsible for editing the National Forum collection. This collection included research paper, resolution and other interesting presentations from the social pedagogues' practice.

LC from the Bishkek Humanities University (BHU) was hired to update the Methodological Guide for approval by the Academic Council of BHU. The BHU will provide a level of sustainability for these materials by using them in their teaching and it could be expected that they will continue to add new material. The LC structured the content of the methodological Guide and incorporated some theoretical part and case studies. The first presentation of the updated version of the Guide is planned to take place in Quarter Three. Once approved by BHU, the guide will be distributed to all schools as the part of the methodological support of the social pedagogues' activity.

Task 3. 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
- KurgonTeppe Pedagogical University – KurgonTeppe, Tajikistan

E-cooperation continued amongst the five regional universities. QLP is planning to hold the second Regional ICT Conference in Quarter Three.

The Regional ICT Conference that brought together the five target universities - ArabaevKSU, OshSU, JASU, and Tajik State Pedagogical University, Kurgan-Tube State, Tajikistan - took place at Arabaev KSU. The conference provided opportunities for the universities to share their experience in teacher training practices, strengthened cooperation with QLP, enhanced cooperation amongst the universities, and helped to promote discussion on student-centered learning methodologies such as student achievement assessment systems, pedagogical practicum. For more detailed description of the event you can see the article that was published in newspaper *Kutbilim* in the Attachment ICT 1.: "Newspaper KutbilimSabak/ # 2, February 23, 2012 (IR 2, SIR 1.2, ICT)" in this report and also visit the following address for the English version; <http://centralasia.usaid.gov/ru/press-release/kyrgyzstan/896>.

One of the most successful parts of the conference was that the instructors of five universities sat together and shared information about the things they have done jointly with QLP over the last few years. The reports and presentations on assessment of students' achievement, pedagogical practicum, presentation on using Internet resources for professional development and quality teaching were well structured and the content was interesting for academic audience. By the end of the conference the participants came up with some ideas and titles of the reports for the next ICT conference that is due to

take place in Dushanbe in Quarter 3. Currently, the instructors of these universities are preparing joint reports and presentations online for the next conference. The target departments' instructors were trained on using ICT technologies and started to include them in their instructing process i.e. deliver the lectures using power-point presentations, Internet resources and etc.

QLP received an appreciation letter from Arabaev Kyrgyz State University regarding provided opportunities for the universities to share their experience in teacher training practices and establish a fruitful cooperation between the universities (Attachment ICT 2)

2. Implementation Challenges

JAP

There is lack of Gor/RayOO level support to social pedagogues. There are only a few Ray/GorOO staff and they have not enough time to monitor all rayon social pedagogues.

3. Cooperation with local counterparts

- MOES KR is the key Ministry of the centralized education system in Kyrgyzstan. QLP involves technical experts that support the implementation of QLP Strengthening component tasks.
- MOF KR supports the implementation of PCF, discussing financial issues as school budget, new teachers' salary etc.;
- National Agency on Local Government and Ayil-Okmotu supports the school funds that goes through local government;
- KAE is the key ITTI that QLP closely works with in the implementation of QLP activities in the country.
- Jalalabad Oblast MC and the rest Regional ITTIs play an important role in the collaboration between MOES, KAE, and the schools. Jalalabad MC and regional ITTIs support implementation of the components' assignments in Jalalabad and other regions. Therefore, QLP supports them both methodologically and technically.
- Newspaper, 'Kutbilim': The *Kutbilim* is the key national newspaper that targets schools and the education system in general. Through this newspaper QLP delivers information to the country.
- Rayon Financial Departments or RayFO are important links between MOF and schools in coordinating the accounting process.
- IREX – Kyrgyz Republic; Pre-service teacher training and Information Communication Technology (ICT) components cooperates with the IREX in implementing the ICT tasks in Kyrgyzstan and Tajikistan.
- Local International NGOs help the QLP Strengthening tasks to implement their tasks in new settlements around Bishkek and other target areas of the project.
- Bishkek Humanities University plays important role in implementation of tasks related to Social pedagogy development in the country.
- Five target universities of QLP ICT; (1) Arabaev Kyrgyz State University, (2) Osh State University; (3) Jalalabad State University; (4) Tajik State Pedagogical University; and Kurgon Teppe Pedagogical University
- International organizations and projects: QLP cooperate with other international projects including Soros – Kyrgyzstan, GIZ, and others in order to strengthen the sustainability of the project outcomes and outputs.

4. Forecast of activities for next quarter

JAP

- Publish the best practice on social pedagogues activity;
- Publish National Forum's materials;
- Publish Methodological Guide;
- Conduct Conference for social pedagogues by Ray/GorOO specialists and JAMC.

ICT Regional PTTI Cooperation

- Hold the second regional conference at Tajik State Pedagogical University, Dushanbe to continue exchange experience and subsequently to share outcomes of work in each country
- Translate and publish selected materials proposed by the faculty staff of each institution into local languages (Kyrgyz and Tajik) for better accessibility for both instructors and students to modern pedagogical materials.

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

JAP

- Twelve (12) ITTI/ MC instructors participated at the TOT on social pedagogy;
- National Forum collection developed.

ICT

- Key faculty staff of five leading universities trained on how to use computer software to improve their teaching practice and lessons delivery;
- ICT component served as an additional support to provide a platform for the university staff involved in the project work to exchange experience, learn from each other to develop their teaching skills, gain access to suitable materials, translate this material into local languages, and enhance their teaching to meet the project goals

6. Proposed changes to Work Plan/operational arrangements

JAP/YAP

- Under the Youth Aid for Education program (YAP) a Handbook for Social Pedagogues was developed and distributed to participants of the National forum in December 2011. The component focused on supporting social pedagogues in Jalalabad Oblast (JAP) and meant to be a practical guide for social pedagogues. Given the feedback so far received from the International Consultant following the convocation of the National Forum (and the more recent involvement of the Department on Social Pedagogy at the Bishkek Humanities University), it is proposed to combine these publications into one product.

7. Support from USAID required

n/a

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

JAP

- ITTI/MC instructors' capacity on social pedagogy has increased. This activity could help instructors to deliver quality courses on social pedagogy. All Regional ITTIs/MCs had unified 72-hour training module for social pedagogues.

9. Meetings/travel/staff changes

A. Meeting with USAID and partners

Date	Organization	Key representatives of the organization	Key agenda items
<i>ICT / SIR 1.2.</i>			
January – February	Arabaev KSU	Rector Abdrahmanov T.A., vice rector Konurbaev T.A., the organizing committee of ICT conference	Discuss ICT conference issues at Arabaev KSU. There were several Working and official meetings during the two months.
January – February	IREX/Kyrgyz Republic	Chinara Omurkulova, Country Director	Discuss ICT conference issues

B. Consultants

Dates of consultancy	Name of consultant	Tasks
<i>JAP</i>		
Feb.01-20, 2012	Kudaibergenova Damira	Editing of the National Forum collection
Feb. 15-Mar.30, 2012	Toksonbaev Ryskeldy	Improving the methodological Guide.
<i>ICT</i>		
January 2012	Fatneva Anna	ICT Regional Consultant
Feb. 10, 11	Alikova Aida	Conducting the ICT conference at Arabaev KSU

TAJIKISTAN

National Conference, Exhibition and Press Conference

No activity planned for this quarter. The activities are planned in Q4 of PY5.

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

During the reporting period, QLP conducted monitoring visits and met with the Heads of the target rayons/institutions for the purpose of identifying the status of the donated equipment and its effective use. The visits revealed that the equipment helped the partners in the effective implementation of their ongoing activities and the use of it has been recorded in specially prepared journals.

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

The four target TTI syllabus and training materials – Primary, Math, Tajik language and School Director training were approved by the Collegium of the MOE of the Republic of Tajikistan (Attachment 1.1.1) following comments and reviews made on the draft. QLP printed 10 copies of the syllabus and 25 copies of each training course and distributed them to the RTTI and five regional TTIs for use during their ongoing courses.

Karaboev Sang, Rector of Qurghonteppa TTI

"Before approval of the syllabus our trainers used training materials developed by QLP and RTTI but we didn't have official basis for this and we tried to link these materials to old syllabus. Now syllabuses that cover almost all contents of training materials and best pedagogy and methodology practices are approved and this allows us to revise our teaching plans and train teachers more effectively."

Accordingly, a team of mentors further developed the mentoring and monitoring tools to support TTIs to implement the approved curriculum. More than 50 TTI trainers were mentored during the reporting period. As the feedback from TTI staff reveals, the TTIs are now implementing the QLP supported programs more enthusiastically since the MOE Collegium approval.

Sirojeva Latofat, Tajik Language specialist Qurghonteppa TTI

"We applied knowledge and skills learned and practiced during QLP trainings in our regular courses, however, we had to register, report and certificate teachers based on old curriculums. And some inspectors from the center pushed us to follow old curriculums that didn't meet modern teaching and learning requirements. We are now happy that MOE recognized our curriculums and materials and we now implement them without any concerns."

Outcomes/Results

- *Teacher training syllabuses, including School Principal In-service Training Syllabus, Primary Teacher In-service Training Syllabus, Tajik Language and Literature Teacher In-service Training Syllabus, Math Teacher In-service Training Syllabus approved by the Collegiums of the MOE of the RT and hard copies of the revised syllabus;*
- *Target TTI Teacher trainers received technical assistance and on-the-job mentoring support to understand and implement the approved training syllabus concepts, which resulted in better session planning, training delivery and evaluation from both mentors and participants.*

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 Quarter One of PY5, QLP worked intensively with the TSPU and KTSU lead specialists to develop a set of training material to support faculty staff to re-orient their teaching methods and promote changes in student behavior to be observed during student practicum. The training concepts that cover basic teaching aspects such as *Setting learning objectives, Session planning, Assessment of student achievements on the basis of clear indicators* were incorporated structured a specific course material (12 days). The first six days were completed at both institutions.

QLP organized a one-day training for trainers and master trainers who represented both TSPU and KTSU and jointly reviewed the training materials and prepared agenda, handouts for conducting second round of in-service training for university instructors.

The second round of six-day in-service training for TSPU teachers was delivered for KTSU University instructors from the target faculties. Training was facilitated by two Master trainers and TSPU/KTSU based-trainers. These two trainings involved university instructors who participated in the first round of the training (conducted in Q1).

Training materials along with self-learning guides for students were distributed among the course participants, to provide an opportunity to strengthen the concepts/theories learnt during the training. These materials are compatible with those provided under the in-service training component (SIR 1.1) but adapted for this context.

Currently, QLP and local consultants comprising TSPU and KTSU qualified instructor are developing supplementary teaching materials on *Students centered education, Lesson planning, Classroom management, and Assessment of the process and learning outcomes*. These materials will be reviewed and presented to the target University Science Board for approval and further using by target faculty staff as a part of the whole training package.

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

Currently the training package and in-service curriculum are under review and finalization process by the TSPU Center. QLP is providing technical assistance to make the required changes on the basis of feedback from the two rounds of six-day in-service training.

It is expected that a final version of the whole package (curriculum, training material, supplementary teaching and student self-learning material) will be presented to TSPU and KTSU Science Board in Q3 of PY5 for approval and usage by target and non-target departments.

1.2.3 Strengthening of TSPU and KTSU capacity in Student Practicum and PTTI-school linkage

With the purpose of strengthening PTTI student practicum experience and approach, QLP trained the target department staff through two rounds of six-day training sessions which dealt with how to effectively teach their students on modern teaching and interactive techniques (see Attachment 1.2 1). This will help students gain more practical and positive experience during their practicum at schools.

The revised curriculum by the In-Service Center under TSPU was further enhanced and now promotes use of the learning outcome-based approaches to teaching in the target faculties of the Tajik State Pedagogical University and Kurgan-Teppe State University. It is envisaged that better teaching at universities will eventually make an impact on the students' performance in schools during the practicum.

Currently, QLP works with each target university and develops jointly tools and mechanisms for monitoring and mentoring the student practicum. Through the involvement of LCs, QLP is providing technical support to TSPU and KTSU and the university target faculty staff in the development of the tools and is also providing assistance to the trained staff to conduct monitoring and on-the job support to students during their practicum.

The final version of the package, including modified Regulation and Guide for Student Practicum supervisors will be presented to the Science Boards of each target university for approval in Q3 of PY5

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 hired one regional and six local consultants and organized a three-day workshop to identify and agree on the framework and relevant content for the students learning materials. As a result, the LCs and RC jointly developed a learning material that shares key concepts on how to teach six-year old children for students of Pedagogical colleges.

A subsequent workshop was held to cross check and finalize the learning material against the elective course curriculum and teachers guide. The learning material for students was then reviewed by the Pedagogical colleges' specialists and their feedback adjusted to the final draft of the elective course package.

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

The parts of the elective course curriculum, teachers' and students' guide developed in Russian language were translated into Tajik. Local consultants were hired to review cross-check and correlate the different parts of the Russian edition with the final Tajik version of the elective course package. The management and specialists of each of the four Pedagogical Colleges were given a half-day

presentation that was run by the regional consultant and QLP Program Specialist. Feedback from Pedagogical colleges was also gathered through questionnaire distributed during the presentations. This will be analyzed and any relevant comments received will be incorporated into the final version of the package in Q3 of PY5.

1.2.6 In-service Teacher Training for Target Pedagogical College Teachers

Through direct involvement of regional and two Local consultants (master trainers), QLP organized and conducted second round of three-day TOT for the target Pedagogical colleges, RTTI and RTMC. Twelve trainers (three from each Pedagogical college) were trained on aspects of teaching six-year old children, as well as on how to deliver training for teachers from Primary Department in Pedagogical colleges, using interactive methods and approaches.

QLP developed a SOW for a regional consultant (RC) to support QLP and Pedagogical Colleges on monitoring and mentoring of the elective course delivery. The RC will develop instruments and train responsible staff (Deputy Directors, Head of Primary departments) on how to effectively support teachers in delivering of the elective course (Attachment 1.2.2.).

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 in Q4 of PY5.

After the Pedagogical college specialists feedback is incorporated into the elective course curriculum, teachers' and students' guides, a final version of the package will be presented to the Academy of Education, RTTI and RTMC for approval.

QLP will also ensure that the elective course is approved at the level of the Pedagogical Colleges' Scientific Board.

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 in Q3 of Year5.

While a SOW has been developed and circulated for IC that would help AOE in identifying and shaping the standard framework for teaching 6-year old children, there is a question as to whether this consultancy will move forward. In March 2012 the Ministry of Education confirmed that until 2020 no new class for 6 year old children will start in schools in Tajikistan (other than a relatively small pilot). This means that the outcome of the proposed consultancy will not be relevant now.

Outcomes/Results

- *The process of monitoring and mentoring set up in target universities and Master mentors supported by QLP started working on its implementation. After completion of the second round of the training monitoring and mentoring will be carried out on a constant basis;*
- *The capacity of forty eight faculty staff from TSPU and KTSU through the second phase of in-service course strengthened;*

- *Second phase of TOT for selected staff from Pedagogical colleges conducted and the capacity of twelve trainers on elective course built to deliver the training;*
- *Elective course packages presented to all Pedagogical colleges in the country and final feedback obtained*

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

Mentoring training program that was developed jointly with RTMC and delivered to target schools and Rayons was approved as part of the TTI curriculums set by the MOE Collegiums (**Attachment 1.1.1**). QLP submitted the approved mentor training program to RTMC for further printing and dissemination. According to the Deputy Director of RTMC, they are preparing mentoring handbook for mass production and dissemination to other regions of the Tajikistan.

MOE organized a presentation that shared mentoring program developed under FTI and the outcomes of the monitoring visits to their target and control schools. The presentation was then concluded with a group work where representatives of MOE and donor agencies (FTI, Save the Children, AKF, GIZ and USAID/QLP) agreed that RTTI and RTMC should define overall mentoring program for the country, based on the existing experiences and practices. The project will be involved in this process to ensure that best practice and approaches tested by QLP are included.

1.3.2 Monitoring and mentoring visits to target districts

QLP in collaboration with RTMC conducted a second round of mentoring visits to target schools. Thirty eight target schools were visited and 342 educators, including DED methodologists, School Principals, Deputy Directors, HMUs and teachers received mentoring support focused on learning objective setting and lesson planning. Compared to first round of mentoring support, mentors were asked to focus on DED specialists, Deputy Directors and HMU who directly intervene with newly appointed (and young) teachers and strengthen the idea of coaching these teachers on learning objective setting and lesson planning.

1.3.3 Support teachers' implementation of innovative teaching through advanced monitoring and evaluation

No planned activities for this quarter

Postponed to Q3 due the structure of the toolkit being closely linked with the syllabus guide which has been in the process of revision this quarter on the basis of IC recommendations and field testing outcomes.

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 approved by the Collegiums of the MOE RT (**Attachment 1.1.1**; see also under SIR1.1.1).

Outcomes/Results

- *Mentor training program approved by the Collegiums of the MOE of the RT;*
- *RTMC adopts mentor training program developed by QLP during their consultative meetings, orientation workshops and seminars with districts and schools;*
- *341 educators including DED specialists, school Principals, Deputy Directors, HMUs and teachers are able to monitor, observe, coach teachers to set learning objectives based on SMART criteria*

IR 2. Improved Quality of Student Assessment

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

The TTI approved curriculums for School Principals, Primary, Math and Tajik Language teachers comprise a minimum twelve-hour training (equal to two training days) of formative and summative assessments techniques and approaches, that will help teachers who participate in regular teacher trainings to apply different assessment tools, such as self and peer assessment, observation and reflection, provision of feedback at classroom level. These approaches will support to create positive learning environment and increase pupil's motivation and taking responsibility for their learning.

In addition to the number of outcomes corresponding to this twelve-hour training on best assessment practices, training materials and training delivery process also include formative and summative assessment tools. These help teachers to practice those tools and approaches within the whole training content (144 hours).

During mentoring support of TTIs, QLP also provided advice on formative and summative tools by coaching trainers using different assessment techniques, such as exit cards, effective and constructive feedback etc.

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

In PY4, QLP supported the Ministry of Education request and provided technical assistance to Republican Methodological and Teaching Center (RTMC) to review the Olympiads process in Tajikistan. The review findings were finalized and presented to the MOE responsible departments and donor community in the Round Table conducted on 23-24 February, 2012, in the Ismaili Center in Dushanbe (Attachment 2.1.).

More than forty participants, representing Republican Center for Gifted Children, National Testing Center, Education Quality Control Agency, Regional and District Education Departments, Republican and Regional Teacher Training Institutes and schools attended this Round Table. The participants learnt about the outcomes of the review, the challenges and success of current Olympiad organization process and structure in Tajikistan and also learnt about the experience of their colleagues from the Ministry of Education and Science of the Kyrgyz Republic about the improvements and modifications made to their Olympiad Regulations. The event was attended by the Deputy Minister of Education RT who supervises and coordinates the process of school Olympiads on a national level. Experience of recent changes to the Olympiad system in Kyrgyzstan was also presented at this event.

As a result of the two days intensive discussions and brainstorming, concrete suggestions and improvements were presented for modification of the current Olympiads. It was agreed that a group of experts comprising of MOE, its affiliates, and QLP specialists work together to incorporate the necessary changes into the Regulation as well as develop Guides for organizing and conducting the Olympiads at the school, rayon, region and national levels. It was concurred, that the final version of the Olympiad Regulations, supported with guidebook will be made available for regional and district authorities, including schools before the beginning of a new 2012 academic year.

Tojiniso Mahmadova, Deputy Minister of Education

"I would like to stress that we have certain achievements in this regards (school Olympiads) during the recent years. One can observe the tendency of raising the status of Olympiads as a tool for identifying and promoting skilled and talented students, increased number of students who participate in Olympiads both at the national and international levels, increased level of parents, teachers and students attention to the outcomes of the Olympiads, as well as better cooperation among schools and universities of the country. Though, there are still issues and problems faced that always being raised in Ministry of Education analysis. Particularly, the issue about normative basis being changed nearly every year, Olympiads not being conducted properly in school and rayon levels, unavailability of guides on how to organize and conduct Olympiads, irrelevancy of test items and the student assessment criteria and other aspects which are currently being reviewed by MOE and appropriate solutions looked for."

Outcomes/Results

- *Teachers participating in regular in-service teacher trainings introduced with modern formative and summative assessments.*
- *Outcomes of the Olympiad analysis, conducted with the USAID/QLP support introduced with MOE and other related agencies that promoted the decision of making necessary adjustments to the current Regulations and develop Guide for organization, delivery and assessment of Olympiads.*

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)

Six subject syllabus guides, including Math, Tajik Language, Primary Math and Tajik Language, Chemistry and Biology were field testing, adjusted and edited. These syllabus guides have been reviewed by official editors and revised accordingly. Syllabus guides were presented to the Scientific Board of the AOE.

After field-testing of the syllabus guide, the researchers identified a series of challenges that teachers face while using this guide. For example, some teachers, who were part of the field-testing process used indicators of achievement as learning objectives of the lesson. Thus, as a result of the field testing QLP and AOE made certain changes and restructuring of the guides to make them easier for teachers to use.

Teachers also were challenged to link learning outcomes with the textbook contents, so local consultants reviewed textbooks and showed the linkages between outcomes and current textbooks by including the exact page of the content in the textbook with each set of learning outcomes in the guides. This will serve as a navigator for teachers to link learning outcome with existing curriculum content.

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 in Q3 of PY5.

Postponed until Q3 after the syllabus guide for the target subjects are finalized QLP will work with AOE to make the necessary changes into the remaining subjects.

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

The first draft of *Teacher's Self Learning Handbooks* for target subjects was developed and is being reviewed by QLP and local consultants. These handbooks reflect teaching and learning materials developed by QLP and link approaches, methods and tools with the learning outcomes presented in the syllabus guides.

These handbooks are teacher-friendly and written in clear and simple language. While discussing some parts of handbooks with practicing teachers, they found them very useful.

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

No activity planned for this quarter. The activities are planned in Q3 of PY5.

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

QLP supported RTMC to conduct regional conferences with almost all districts of RT based on approved mentor training program. More than 108 Heads of Methodological cabinets and DED methodologists participated in these seminars. Seminars participants had chance to discuss their challenges in establishing mentoring and methodological support system. Master trainers and RTMC specialists could respond challenges through practical sessions and provision of training materials.

These conferences also support our target districts to share their experience of cooperation with QLP to other non-target districts (Attachment 3.1.).

Outcomes/Results

- *Grade by grade breakdown of learning outcomes, indicators and assessment tools defined for six target subjects, including Primary Math, Tajik Language, secondary Math and Tajik Language, Chemistry and Biology*
- *Non-target DEDs use mentoring training approaches to set up methodological support, based on concepts and tools described and delivered through this program.*

IR 4. Increased Effectiveness of Education Finance Systems

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

4.1.1. Supporting the Policy Process

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

The 12th EFWG meeting was held during the reporting period at the MOE. The chairman of EFWG, Deputy Minister of Education chaired the meeting (Attachment 4.1.).

The following issues were discussed:

- Planning of school budgets for 2012 based on new normative and coefficients
- Results of MOE Collegium on per capita financing.
- Planning of joint activities within framework of EFWG
- Review the format of monitoring visits of EFWG members.
- Introduction of amendments to the order of MOE of RT on EFWG membership
- The issues of funding of teacher training courses
- Implementation of per capita financing in Kulob

Outcomes/Results

- *The format and objectives of joint monitoring visits are to be changed. It was agreed to identify monitoring goals and tasks for each district prior to visits. At least 3-5 days is needed to conduct a full analysis of situation. It is necessary to include the specialists of local district financial departments to the monitoring groups as it was done on a trip to Suoghd region. Also monitoring should provide recommendations and solutions to existing problems. MoE develops a semiannual joint monitoring plan*
- *Introduction new members to EFWG*

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

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

Consultants hired by QLP developed a draft report of analysis of PCF introduction to Kulob and Vakhsh schools. Also, QLP revised a reference book for school principals based on MoE recommendation and will hand over to MoE in the next quarter.

QLP conducted six-day training on accounting for twenty eight school accountants and four rayono/rayfo specialist from the districts of Khatlon oblast. QLP received an appreciation letter from Khovaling education department regarding capacity building of local specialists on practical accounting (Attachment 4.2.)

Outcomes/Results

- *PTA training module being revised by FTI. Nationwide trainings will be delivered after conducting ToT under improved module.*
- *The capacity of thirty two school accountants and rayono/rayfo specialists from districts of Khatlon oblast on practical accounting improved*

4.1.2. Implementing School Financing Reforms

4.1.2.1. Monitoring of per capita financing implementation in Kulob rayon

No planned activity

4.1.2.2. Support implementation of PCF in Vakhsh rayon

QLP provided consultative workshops and meetings with school principals (59) and accountant (45), rayono and rayfo specialist (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 a joint monitoring of Vakhsh schools (5) together with rayono and rayfo specialists. Also, a meeting was held with chairman of Vakhsh Hukumat and other local authorities in the presence of MOE representative. The progress report will be presented in the last meeting of EFWG.

Outcomes/Results

- *New salary scale has been developed with technical support of QLP specialist and now the salary rate of school accountants in Vakhsh district has increased by order #216 of Chairman of Vakhsh Hukumat dated 21 February 2012. Its effectiveness will be raised at the next EFWG meeting for potential replication.*
- *Vakhsh schools' budget package for 2012 revised on January 2012 due to fact that 6 branches have been transformed to independent schools;*
- *Joint monitoring revealed that capacity of school accountants improved; increased transparency of usage of school funds; execution of approved budgets in Vakhsh district;*
- *Chairman of Vakhsh Hukumat and local authorities updated about QLP activities*

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 Kulob schools' principal (25) on financial

Outcomes/Results

- *Capacity of twenty five principals of Kulob schools on financial management 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 members (44) and school principal (31) of Vakhsh on PTA module during the reporting period. Another two-day refresher training for the first group of PTA member (44) and school principal (24) in Kulob on PTA module was also conducted.

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

QLP organized budget hearings in school#12 of Kulob. Seventy four participants from Kulob rayono, administration and PTA members of this school as well as schools ##5, 17, 21 and 33 attended this event.

Budget hearings were also organized in school##18 and 57 of Vakhsh in the reporting period. These events were attended by 154 participants from administration and PTA members of schools##1, 7, 8, 9, 15, 17, 22, 23, 39 and 41.

Outcomes/Results

- *Capacity of 143 P TA members and school principals of Vakhsh and Kulob on community involvement in school management improved*
- *Budget hearings become a potent mechanism to ensure transparency and effectiveness of school resources' usage.*

Task: 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
- KurgonTeppe Pedagogical University – KurgonTeppe, Tajikistan

E-cooperation continued amongst the five regional universities. QLP is planning to hold the second Regional ICT Conference in Quarter Three.

The Regional ICT Conference that brought together the five target universities - ArabaevKSU, OshSU, JASU, and Tajik State Pedagogical University, Kurgan-Tube State, Tajikistan - took place at Arabaev KSU. The conference provided opportunities for the universities to share their experience in teacher training practices, strengthened cooperation with QLP, enhanced cooperation amongst the universities, and helped to promote discussion on student-centered learning methodologies such as student achievement assessment systems, pedagogical practicum. For more detailed description of the event you can see the article that was published in newspaper *Kutbilim Sabak/ #2* on February 23, 2012 (Attachment ICT 1.) and also visit the following address for the English version; <http://centralasia.usaid.gov/ru/press-release/kyrgyzstan/896>.

One of the most successful parts of the conference was that the instructors of five universities sat together and shared information about the things they have done jointly with QLP over the last few years. The reports and presentations on assessment of students' achievement, pedagogical practicum, presentation on using Internet resources for professional development and quality teaching were well structured and the content was interesting for academic audience. By the end of the conference the participants came up with some ideas and titles of the reports for the next ICT conference that is due to take place in Dushanbe in Quarter 3. Currently, the instructors of these universities are preparing joint reports and presentations online for the next conference. The target departments' instructors were trained on using ICT technologies and started to include them in their instructing process i.e. deliver the lectures using power-point presentations, Internet resources and etc.

QLP received an appreciation letter from Arabaev Kyrgyz State University regarding provided opportunities for the universities to share their experience in teacher training practices and establish a fruitful cooperation between the universities (Attachment ICT 2.)

2. Implementation challenges

SIR1.1

- The appointment of a new Minister of Education in January and the subsequent staff changes in the Ministry and the key QLP partner organizations senior management (RTTI, RTMC, TTI Dushanbe and Khujand, Kulob) has created some problems. This is visible where new appointees have no clear knowledge of QLP. Furthermore, Due to some staff movement in RTTI, Dushanbe, Khujand and Kulob TTIs, QLP was faced with re-introducing itself to the newly appointed rectors of TTIs. These changes generated some problems in the implementation of the revised curriculum.
- Observations and mentoring in TTIs revealed that newly appointed trainers who didn't participate in QLP trainings face challenges to implement revised curriculums. QLP mentors delivered short term TOT to introduce these trainers with basic training skills. Accordingly, new cohort of trainers need comprehensive TOT to master delivering teacher training sessions based on modern approaches required by revised curriculum.

SIR1.3

- Preparation for the celebration of the International Navrooz holiday affected QLP mentoring and monitoring visits;

- Several school principals in target schools were rotated. For example, principals from target schools in Vakhsh district and Kurgon-Teppa were rotated to other non-target schools and new principals were assigned to these target schools. The rotation process is going on now and there will be several changes soon. This will affect final impact assessment results as some school directors could not be interviewed both for the baseline and the final impact assessment.
- Teachers' turn-over was another challenge that because an obstacle to implements modern teaching and learning approaches learned from QLP in-service teacher training, which again is likely to adversely affect the final impact assessment.
- Accounting and PTA training modules are not yet institutionalized

3. Cooperation with local government counterparts

- QLP continuously supporting RTMC in delivery of quality monitoring and mentoring support to trained and untrained teachers in target and non-target rayons;
- The Center for university staff professional development capacity was strengthened with QLP technical assistance through joint development of in-service curriculum and faculty staff trainings in TSPU and KTSU;
- AOE, RTTI, RTMC and Pedagogical colleges were provided with elective course package that includes course curriculum, teachers' guide and students' learning material. The package will help the institutions to prepare qualified teachers to work with 6-year old children;
- QLP Education Specialist and trainers (2) delivered RTTI trainings on finance management with FTI funds for school principals of Dushanbe (1), DDS (36) and districts of Khatlon oblast (11) from 9-25 January 2012 in Dushanbe (in total 48 participants)
- Trainers prepared under QLP (10) delivered RTTI trainings on finance management with FTI funds for school principals of districts of Sughd oblast (11) from 9 January to 3 February 2012 in Khujand (in total 170 participants)
- Trainers prepared under QLP (4) delivered RTTI trainings on finance management with FTI funds for school principals of districts of Kulob zone from 9-16 January 2012 in Kulob (in total 50 participants)

4. Forecast of Activities for the Next Quarter

SIR1.2

- Review and modify target faculty curriculum and incorporate the elements of the 12-day in-service course concepts;
- Support TSPU and KTSU to finalize Student practicum Regulation and Guide;
- Support RTMC to improve the Olympiad Regulation and develop a Guide on its organization, delivery and assessment;

PC

- Finalize the elective course package and prepare for the in-service trainings for the Pedagogical colleges' staff;
- Conduct 6-day in-service course for target Pedagogical college primary department staff on the elective course;

SIR1.3

- Develop monitoring and mentoring toolkit and present the final version to MOE Collegiums approval;

SIR3.1

- Finalize syllabus guides for target subjects and obtain AOE Science Board approval;
- Support AoE to reflect learning outcome based approach in developing other subject standards;
- Print and disseminate all approved teaching and learning material to the target rayons

IR4

- Continue discussions on institutionalization of the improved accounting and PTA training module;
- Conduct analysis of PCF introduction to Kulob and Vakhsh schools
- Prepare summary of developed training modules and translation to English language
- Produce Finance Management, Accounting and PTA modules and handover to MoE
- Conduct two 6-day trainings on Accounting for school accountant (56) and rayono/rayfo specialist (10)
- Provide regular technical support to school principal (59) and accountant (45) on monthly basis
- Mentor school principal (29) Vakhsh on finance management-2nd group
- Mentor school principal (21) and education specialist (4) of Kulob on finance management-2nd group

ICT

- Hold the second regional conference at Tajik State Pedagogical University, Dushanbe to continue exchange experience and subsequently to share outcomes of work in each country
- Translate selected materials by the faculty staff of each institution into local languages (Kyrgyz and Tajik) for better accessibility for both instructors and students to modern pedagogical materials.

5. Achievements of targets

SIR1.1

- All TTIs received copies of the MOE Collegium approved teacher training syllabus;
- TTIs provided with mentoring support on how to best use the modified teacher and school directors' training syllabus;

SIR1.2

- TSPU and KTSU faculty staff trained on learning objective setting and session planning;

PC

- Elective course package presented to all Pedagogical colleges and trainers trained on how to help faculty teachers to deliver the course;

IR4

- Newly appointed head of Vakhsh education department actively assist QLP in the implementation of PCF in the schools
- Salary rate of accountants of Vakhsh school increased and is expected to improve morale and reduce turnover

- Trained 32 school accountants and rayono and rayfo specialists from districts of Khatlon oblast on practical accounting (non-QLP districts)
- Mentored 25 school principals of Kulob on financial management
- Trained 68 PTA members and school principals of Vakhsh schools on PTA training module
- Trained 75 PTA member and school principal of Kulob schools on PTA training module
- Delay: Institutionalization of Accounting and PTA training modules

ICT

- Key faculty staff of five leading universities trained on how to use computer software to improve their teaching practice and lessons delivery;
- ICT component served as an additional support to provide a platform for the university staff involved in the project work to exchange experience, learn from each other to develop their teaching skills, gain access to suitable materials, translate this material into local languages, and enhance their teaching to meet the project goals

6. Proposed changes to Work Plan/operational arrangements

There is a question as to whether the consultancy planned under the Pedagogical Colleges component (framework for standards for 6 year old children) will move forward. In March 2012 the Ministry of Education confirmed that until 2020 no new class for 6 year old children will start in schools in Tajikistan (other than a relatively small pilot). This means that the outcome of the proposed consultancy will not be relevant.

In the year 5 work-plan it was proposed that in the third quarter there would be meetings with non-target Rayon Education Departments (as part of QLP close-out activities) to hand over QLP products for further distribution to all schools in non-target Rayons. It is not anticipated that all QLP products will not be printed in time for the original planned date and so this activity will be moved to the 4th quarter.

7. Support from USAID required

- Institutionalization of Accounting and PTA training modules

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

- Pre-service teaching approach modified through intensive training of university staff on interactive methods and assessment techniques that are focused on student learning objectives;
- AOE capacity building in development of grade by grade learning outcome based standards and indicator for assessment of student achievements;
- QLP support MOE and donor group to develop the GPE-4 implementation plan;
- Capacity building of MOE/AOE/RITTI staff who attended IRA reading workshop in Almaty
- QLP supports capacity building of MOE staff. Mr. Sirojiddin Mirzokhonov, the developer of Accounting Training Module and QLP master trainer is appointed as head of state procurement and logistic support unit at MoE. It is QLP achievement as Mr. Mirzokhonov growth and promotion has

boomed when QLP hired him to revise and improve accounting module, then as trainer and master trainer on QLP trainings.

- Trained 32 school accountants and rayono and rayfo specialists from districts of Khatlon oblast on practical accounting (non-QLP districts)), which expands QLP impact behind our two target districts
- 268 school principals of Dushanbe, DDS, districts of Khatlon and Sughd oblasts trained on Finance Management through RTTI on FTI funds by QLP-prepared trainers and using training module developed by QLP

9. Meetings/Travel/Staff changes

A. Meetings/travel/staff changes

Data	Organization	Responsible staff of organization	The main issues discussed
January 5,12	Vakhsh DED and DFD	Sharipov Q., Saidmurtazoev S.	Discussion on monitoring of PCF implementation in Vakhsh school and budget analysis
January 18,12	MoE	Ismonov F.	Discussion on agenda of EFWG meeting and its date
January 27,12	USAID	Nabieva M.	Discussion of NSED and project activity
February 1,12	MOE	Saidov N. – Minister	Introduce the newly appointed Minister with the USAID/QLP activities in supporting education reform in Tajikistan
February 2, 12	TSPU	Rahmonov A. – Rector	Introduce the newly appointed Rector with the USAID/QLP activities in pre-service teacher training
February, 13-15, 12	MOE	Ismonov F.- Deputy Minister	NSED Action Plan discussion with donors community
February 22, 12	RTTI	Nazirova L. – Rector	Introduce the newly appointed Rector with the USAID/QLP activities in teacher training
February 24,12	RTMC	Partovov F. – Director	Introduce the newly appointed Director with the USAID/QLP activities in teachers monitoring and mentoring
February 24,12	Kulob DFD	Nazarov B.	Budget analysis
March 6,12	Vakhsh DED	Abdullaev Q.	Discussion on organization and conducting of PTA training
March 6, 12	MOE	Ismonov F., - Deputy Minister	NSED Action Plan discussion
March 12, 12	WB	Saodat Bazarova	FTI 3 Monitoring mentoring program
March 13, 12	MoE	Ismonov F., Sayfutdinova S.	Discussion on organization and conducting of accounting training for non-QLP districts
March 14	Khatlon Oblano	Khonaly Qurbonzoda – Head;	Overview of the USAID/QLP work in Khatlon region, stressing the successes, challenges and plans for the near future
March,15 2012	MOE	Ismonov F.	Joint donors work for specification of questions under offers for new grant of GPE-4.
March 23, 2012	WB, USAID	Bazarova S., Gerard Peart, Nabieva M	Presentation of EGRA Assessment overview; Overview of USAID QLP Contribution to Curriculum Development in Tajikistan

Data	Organization	Responsible staff of organization	The main issues discussed
March 26-29, 2012	MOE, WB, UNICEF, USAID	Minister, Deputy Ministers, Bazarova S., Gerard Peart, Nabieva M.	Support MOE to identify technical areas of GPE-4 proposal, implementation plan and budget

B. Changes in Staff

n/a

C. Major Procurements

n/a

D. Staff Travel / Visitors

Dates	Name	Purpose
February 9-12	Hurmat Dushanbiev, Program Manager Fayziddin Niyozov, Program Specialist; Nurullo Mirzomatov, Program Specialist	Attend 2-day ICT Regional PTI Cooperation Conference in Bishkek, Kyrgyzstan
February 16-19	Akbaraly Choriev, Program Specialist	Participate at the Regional workshop on reading, Almaty, Kazakhstan
February 21-28, 2012	Jyldyz Uzbekova, Regional Education Financing Director	Tajikistan: Meeting with consultants for conducting analysis of PCF implementation in Kulob and Vakhsh and review of their preliminary work, participation in workshop for evaluation team, Round Table on Olympiads results, review of work plan/close-out activities for PY5

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.

After USAID approval of the expansion to Balkan velayat, QLP carried out preparation activities with Hemayat in Turkmenbashi-city.

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 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 updated Turkmen version of training materials upon their review and editing.

The second Module on using Interactive whiteboard was expanded by adding some useful materials on ICT using by teachers within their lessons (video, PPPs, etc.).

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 Mary. Hemayat asked to teach new trainers (Russian speaking for Mary and Turkmen speaking for Ashgabat); QLP has used this training to train new trainers, as well as to update the old training.

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 January-March 175 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. QLP had additional TOT in Mary and trained 6 additional (Russian speaking) trainers. During January-March 2012, trainers of Hemayat center trained 215 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. An additional day, introduced in the second Module *IWB: opportunities for effective learning and students’ knowledge control* helped to increase the involvement of teachers in the process of using IWB and mastering their IT skills.

After the USAID approval for the expansion to Balkan Velayat, QLP carried out preparation activities with Hemayat in Turkmenbashi-city. Potential trainers of Hemayat were trained on the three Modules of the training cycle: “ICT – Joint Activities for Teachers and Students», and a TOT is planned in the next quarter in order that trainings can start for Turkmenbashi and Balkan Velayat teachers.

1.1.3. Support training centers to develop a systematic training approach

Hemayat has held talks with the Head of teacher training colleges of Ashgabat and Mary-city, in the next quarter is scheduled to implement training of teachers at these institutions on the basis of the QLP developed training materials.

Outcomes / Results

- QLP supported with the training of 390 teachers in Ashgabat, and Mary
- QLP expanded its activity to Turkmenbashi-city, Balkan velayat
- QLP supported with the training of fifty teachers in Turkmenbashi-city
- Training materials updated based upon IC review, participants and trainers feedback and prepared as final product
- Updated training materials translated into Turkmen 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*. After editing and translating (into Turkmen), QLP 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, and added some useful for teachers in their classroom working IT materials on Math, Geography, Biology.

QLP prepared guidance for the trainers including modern pedagogic approaches, interactive methods, and graphic organizers.

1.2.2. Develop supplementary materials for teachers

Supplementary materials (in digital format) are being 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 trainers, 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.

1.2.3. Procure hardware to support QLP and partners to develop trainings in ICT in the classroom

To support the expansion of the training program to Balkan Velayat, QLP procured an interactive whiteboard that will be utilized through the grant program to train teachers in that Velayat.

SIR 1.3. Work with Government Institutions (Ministry of Education, National Institute of Education) to implement outputs of SIRs 1.1 and 1.2 systematically

1.3.1 Training in modern pedagogy and its role in effective use of ICTs in the classroom

In Quarter 1, two international consultants were identified through international advertisement in order to respond to the feedback from the Ministry of Education regarding International Consultants proposed earlier. . In quarter 2 these candidates were proposed to USAID for approval and also included (named) in the diplomatic note that was submitted to the Ministry of Foreign Affairs by the US Embassy. One consultant will focus on the IT aspects of the platform for the digital archive and the second will focus on the pedagogical aspects (see 1.3.2).

1.3.2 Support the National Institute of Education to develop ICT content (software) for the classroom

QLP prepared and sent to USAID a Diplomatic Note offering to the Government of Turkmenistan the support to the Ministry of Education and the National Institute of Education (NIE) to develop a digital archive based upon the National Curriculum in three subjects, that can be loaded on interactive

whiteboards that are in schools in Turkmenistan. The purpose of these archives is to support teachers of those subjects to teach the National Curriculum and to use Interactive Whiteboards that are installed in schools of Turkmenistan effectively and will serve to strengthen student learning through the effective use of modern pedagogy and ICT equipment in schools in Turkmenistan.

QLP offered to the MOE and NIE of Turkmenistan the following activities:

1. *A workshop on Modern Pedagogy and the application of Modern Pedagogy using the Interactive Whiteboard, involving specialists from the National Institute of Education who will create the archive of digital material that is based upon the National Curriculum.*
2. *Study tour/training of seven IT specialists of the National Institute of Education (accompanied by one USAID/QLP representative) on programming applications of '*.html' programming in Moscow, at the Information Technology Institute. Training Courses 'Archive development and structure' and 'Animation technologies in creation of didactic materials'*
3. *Follow up activities on developing archive over a period of approximately two months, including a 1-day consultation every two weeks to support NIE specialists and those who attended the programming workshop, led by USAID/QLP Information Technology and program specialists.*
4. *Final workshop on led by international experts to review the digital archives created in the 3 identified subjects including review of digitalized materials. This workshop will also prepare specialists from the National Institute of Education and Velayat Education Departments to train teachers on how to utilize the archive and to deliver effective pedagogy using Interactive whiteboards in the classroom.*

The first workshop is proposed for the last week of April 2012. At the time of writing of the report no specific reply had been received by USAID from the Ministry of Foreign Affairs.

1.3.3. Support the NIE and Velayat education departments to develop an ICT Digital Library for Turkmenistan

See above: 1.3.2.

1.3.4 Support the National Institute of Education to deliver trainings at Velayat level

Until QLP is able to conduct workshops with the NIE linked to the digital archive and modern pedagogy it cannot initiate this component. However the six-day training materials that QLP has used with the training centers have been piloted and will be ready for handover to the NIE.

9. Meetings/Travel/Staff changes

A. Meeting with USAID and partners

Date	Organization	Responsible staff of organization	The main issues discussed
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Date	Organization	Responsible staff of organization	The main issues discussed
04.01.2012	Meeting with trainers of Hemayat	Shohrat Keljayev	Discussion on developing Model lessons on Biology, Geography, Math
10.01.2012	Meeting with IT specialist of MOE	Serdar Gandymov	Discussion on topic of IT studying tour
11. 10.2012	Meeting with trainers of Hemayat	Shohrat Keljayev	Discussion on “hard spots” of model lessons
25.01.2012	Meeting with trainers of Hemayat in Mary	Kurban Bugrayev	Discussion on training activity in February
31.01.2012	Meeting with trainers of Hemayat	Shohrat Keljayev	Discussion on model lessons for the International Educational Exhibition and training in Orphanage school
02.02.2012	Meeting with IT trainer of Hemayat of Mary	Bazar Bugrayev, Andrey Skopov	Discussion on some technical points (IWB, testing)
03.02.2012	Meeting with teachers and administration of the Orphanage	Jennet Hallyyeva, Andrey Skopov	Supporting on activation of IWB, installing necessary software
07.02.2012	Meeting with the new director of IREX/PICCT	Jett Thomason	Discussion on collaboration QLP and PICTT
08.02.2012	Meeting with the head of brunch of the Hemayat and trainers in Mary	Kurban Bugrayev	Discussion on training in Pedagogical uchilishe, training activity
17.02.2012	Meeting with the representative of the teacher training college of Mary-city	Jennet Hallyyeva	Discussion on training on ‘ICT – joint activity for teacher and students’ for teachers and graduates of teacher training college
17.02.2012	Meeting with the Project Management Specialist/ Public Outreach Coordinator Office of Health and Education USAID/Turkmenistan	Vepa Berdiyev	Discussion on QLP activity
18.02.2012	Meeting with teachers on Biology	Jennet Hallyyeva	Discussion on Model lessons on Biology
29.02.2012	Meeting with teachers on Math	Orazgul Bazarova	Discussion on Model lesson on Math for TV shooting
01.03.2012	Meeting with the Head of Hemayat	Senem Nurnazarova	Discussion on QLP training activity in Turkmenbashi
06.03.2012	Meeting with the Lawyer & Technical Manager Education for Development Division	Vladimir Bolhovitdinov Klaudia Youell	Discussion on QLP Tm Close-out Procedure

Date	Organization	Responsible staff of organization	The main issues discussed
07.03.2012	Meeting with the Technical Manager Education for Development Division	Klaudia Youell	Discussion on Close-out Procedure and Time-line
19.03.2012	Meeting with the Head of Hemayat branch in Turkmenbashi-city	Snejana Shramko	Discussion on expansion of training activity to Balkan velayat
23.03.2012	Meeting with the Head of Hemayat	Senem Nurnazarova	Discussion on QLP training activity in Turkmenbashi
24.03.2012	Meeting with the Head of Hemayat branch in Turkmenbashi-city, LC	Snejana Shramko, Andrey Skopov	Discussion on technical issues of QLP trainings in Turkmenbashi
30.03.2012	Meeting with the LC, PICCT administrator of ICIML (internet center for interactive multimedia learning)	Andrey Skopov	Discussion on technical problems of the IWB installed in Turkmenbashi-city

MONITORING AND EVALUATION REPORT

M&E report

According to the work plan the Final Impact Assessment (FIA) was conducted during the reporting period. It was a big challenge to organize and implement the FIA in two Cohorts in Tajikistan due to the necessity to cover forty five schools in a relatively short time. In the past, baseline and impact assessments were both conducted in April 2009, 2010 and 2011, however this year the FIA had to be completed before the Navruz holiday (21 March) in order to be sure to meet reporting requirements instigated by the project close-out.

Kyrgyzstan

In Kyrgyzstan five teams (10 researchers) were trained from February 15-17. FIA began on March 5 and finished on March 17. In Kyrgyzstan data collection was done only for Cohort 1 (twenty schools – fifteen target and five 5 control schools) as in Kyrgyzstan cohort 2 was cancelled due to the insecurity of the south of Kyrgyzstan during the summer of 2010. Due to frequent and heavy snowfalls this winter, many roads were closed in Alay district of Osh Oblast and some schools were not easily accessible for data collectors and one team of researchers were prevented from reaching the district according to the planned schedule and had to wait for the better weather condition to perform the tasks for Alay Rayon. The five teams of CEATM administrators completed testing of students from March 13 until March 19 in Kyrgyzstan.

Five data enterers were trained and contracted to enter collected data in Bishkek under supervision of the QLP Database Assistant. They started data entry on March 20th and it is planned to complete this task in the middle of April.

Tajikistan

During the second quarter the final impact assessment (FIA) was organized and implemented in both school cohorts of Tajikistan. For this important project activity twelve researchers were trained/oriented. Most of the researchers have previously been involved in this task. New researchers (required due to the scale of the activity) were carefully selected to ensure they had relevant experience and paired with researchers who were experienced in the specific tasks if the data collection. Six teams, each consisting of two researchers travelled to three different zones to collect data in forty five schools.

Simultaneously twelve student test administrators were trained by CEATM staff and then all twenty four trained researchers and student test administrators collected data in three project target locations: Kulob, Isfara and Dushanbe/Kurgon-Teppa. The researchers collected data from 45 (35 target and 10 control) schools from February 27 to March 17. Test administrators in same schools conducted testing of students' grade 4 and 7 until March 7.

Turkmenistan

To support Training Centers to develop a systematic training approach QLP trained 390 teachers. The training package completed and updated training materials were provided to training centers.

Performance Table

**QLP Quarterly Report Performance Data Table for Kyrgyzstan and Tajikistan
January – March 2012 (PY 5)**

No	Project Indicator	FY2012 Target	January- March 2012 plan	January- March 2012 actual	Cumulative FY2008- 2012	comments
Goal (SO): Expand access to quality basic education in Kyrgyzstan, Tajikistan, and Turkmenistan						
1	% increase in average aggregate score of primary and secondary students on higher order thinking skills test (in selected grades and subjects) in target schools (over baseline) a. Primary Math b. Primary language arts c. 7 grade Math d. 7 grade Language arts	Impact Assessment 3/12 K: 5% Ta: 5%		Impact Assessment 3/12 data in entry process	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 3/12 K: 75% Ta: 75%			K : 73.50% (+26 %) differential (baseline 4th grade 57%, 7 th grade - 63%) Ta :69% (+8%) differential, baseline grade 4th -51%, 7grade-70%)	

No	Project Indicator	FY2012 Target	January- March 2012 plan	January- March 2012 actual	Cumulative FY2008- 2012	comments
3*	# of children receiving better quality education in ... a. target schools b. QLP ed. finance pilot districts schools c. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) schools Standard Indicator equivalents <ul style="list-style-type: none"> # of learners enrolled in USG-supported primary schools # of learners enrolled in USG-supported secondary schools 	K: 337,722 students -primary: 136 729 -secondary:200 993 a. 27,344* -primary: 13,669 -secondary: 13,675 b.133 702 students (grade 1-11)** -primary: 54 964 -secondary: 78 738 c. 176,676 *** -primary: 68,096 -secondary: 108,580			K: 337,722 students -primary: 136 729 -secondary:200 993 a. 27,344* -primary: 13,669 -secondary: 13,675 b.133 702 students (grade 1-11)** -primary: 54 964 -secondary: 78 738 c. 176,676 *** -primary: 68,096 -secondary: 108,580	* Only target schools Cohort 1, because intervention in Cohort 2 schools was not happened, updated from MoE targets schools) ** Data updated in 2011 , September (from QLP developed database on education finance) ***Includes two PCF oblasts of WB, Osh and Bishkek cities students
		Ta:1,691,233 students ² - primary: 668,675 -secondary: 1,022,558 a. 89 497 students* -primary: 36 088 -secondary: 53 409 b: 76,771* students (Kulyob and Vahsh) -primary:31,423 -secondary:45,348 c: 1,524,965 students** -primary:601 164 -secondary : 923,801 (all 68 rayons in the country have been converted to new per capita financing)			Ta:1,691,233 students ³ - primary: 668,675 -secondary: 1,022,558 a. 89 497 students* -primary: 36 088 -secondary: 53 409 b: 76,771* students (Kulyob and Vahsh) -primary:31,423 -secondary:45,348 c: 1,524,965 students** -primary:601 164 -secondary : 923,801 (all 68 rayons in the country have been converted to new per capita financing)	* Actual number of student in 86 target schools (according school profiles) and updated information from MOE
		Total: 2 028 955 -primary: 805,404 -secondary: 1 223 551 a. 116 841 students -primary: 49757			Total: 2 028 955 -primary: 805,404 -secondary: 1 223 551 a. 116 841 students -primary: 49757	

² Includes all students in 'b,' and all students in 'c.'

³ Includes all students in 'b,' and all students in 'c.'

No	Project Indicator	FY2012 Target	January- March 2012 plan	January- March 2012 actual	Cumulative FY2008- 2012	comments
		-secondary: 67084 b. 210 473 students -primary: 91 052 -secondary: 184 684 c. 1 701 641 students -primary: 669260 -secondary: 1 032 381			-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%	
Result/Component 1: Improved Quality of Teacher Training in Student-Centered Methodologies						
6	# of selected ISTTIs and PTTIs having <u>incorporated</u> targeted (i) student-centered and practical classroom management methods for teachers (ISTTIs and PTTIs), (ii) pedagogical leadership (ISTTIs) for school administrators, and/or (iii) mentoring for rayon methodists, school administrators or school methodological unit leaders (ISTTIs) in their curriculum/syllabus a. ITTI b. PTTI - Universities - Colleges (Tajikistan only)	K : 3 teacher training institutions with new courses a. 2 ITTIs ⁴ Talas and Naryn --mentoring -pedagogical leadership b. 1 PTTIs (regional University) - Student-centered/classroom mgt.	K : 3 teacher training institutions with new courses a. 2 ITTIs b. 1 PTTIs (regional University) - Student-centered/classroom mgt.	K : 0 teacher training institutions with new courses* a. 0 new ITTIs b. 0 new PTTIs (3 PTTIs continue courses)	K : 8 teacher training institutions with new courses a. 5 ITTIs b. 3 PTTIs including Arabaeva	* 5 ITTIs and 3 PTTIs incorporated courses starting new academic year (September 2011)
		T: 11 teacher training institutions a. 5 ITTI (all target ITTIs continue using) b. 6 - Universities: 2 PTTI (TSPU and KTSU) (subject based methodology.) - Colleges: 4	T: 5 teachers training institutions a. 5 ITTI (all target ITTIs continue using) b. 0 - 0 - 0	T: 6 teachers training institutions a. 6 ITTI (5 target TTIs and including 1 Khorog IPD) b. 0 - 0 - 0	T: 6 teacher training institutions* a. 6 ITTI (5 target TTIs and including 1 Khorog IPD) b. 0 - Universities: 0 PTTI (Subject based methodology.) - Colleges: 0 (Dushanbe, KT, Kulob,	*Due to limitation of time and QLP resources it is 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

⁴ These ITTIs have added two new courses to their curricula.

No	Project Indicator	FY2012 Target	January- March 2012 plan	January- March 2012 actual	Cumulative FY2008- 2012	comments
		(Dushanbe, KT, Kulob, Khudjand)			Khudjand)	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:8 teachers training institutions with new courses: a.7 ITTIs b) 1 PTTIs	Total: 9 teachers training institutions : a.8 ITTIs b.1PTTIs	Total : 14 teacher training institutions a. 11 ITTIs b. 3 PTTI	
7	# of training modules for in-service and pre-service teacher training <u>developed</u> for (i) student-centered and practical classroom management methods for teachers (ISTTIs and PTTIs), (ii) pedagogical leadership (ISTTIs) for school administrators, and/or (iii) mentoring for rayon Methodists, school administrators or school methodological unit leaders (ISTTIs) a. In-service modules b. Pre-service modules - Universities - Colleges (Tajikistan only) c. Both in-and pre-service modules	K: 0 modules developed a. In-service: NTY b. Pre-service: NTY ⁵ c. NA Ta: 0 module a. In-service:0 b. Pre-service:0 c. Both: NA	K: 0 modules developed a. In-service: NTY b. Pre-service: NTY ⁶ c. NA Ta:8 modules a. 0 training modules b. 8 - 4 University 4 Ped colleges c. Both: NA	K: 0 modules developed a. In-service: NTY b. Pre-service: NTY ⁷ c. NA Ta: 10 modules a.0 training modules b. 10 - 6 University - 4 Ped colleges	K:15 a.7 b.8 pre-service (in 3 PTTIs) Ta:31 modules: a. In-service: 21 training modules including mentoring training were developed by Year 4 b. Pre-service:10	*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 Learning material
		Total: 0 a. In-service:0 b. Pre-service: 0	Total: 8 modules	Ta:10 modules	Total:46 modules a. In-service: 28 b. pre-service:18	
8	# of newly developed in-service and pre-service teacher training modules (including materials) for (i) student-centered and practical classroom	K: 4 modules approved a. In-service: NTY ⁸	K: 4 modules approved a. In-service: NTY ⁹	K: 2 modules approved a. In-service: NTY ¹⁰	K: 17 modules approved a. in –service 7	

⁵ New module development completed for pre-service training, although revisions will be made over the life of the project

⁶ New module development completed for pre-service training, although revisions will be made over the life of the project

⁷ New module development completed for pre-service training, although revisions will be made over the life of the project

⁸ If a modules is approved by KAE, then approval at other ITTIs is automatic.

⁹ If a module is approved by KAE, then approval at other ITTIs is automatic.

¹⁰ If a module is approved by KAE, then approval at other ITTIs is automatic.

No	Project Indicator	FY2012 Target	January- March 2012 plan	January- March 2012 actual	Cumulative FY2008- 2012	comments
	management methods for teachers (ISTTIs and PTTIs), (ii) pedagogical leadership (ISTTIs) for school administrators, and/or (iii) mentoring for rayon methodists, school administrators or school methodological unit leaders (ISTTIs) <u>approved</u> by the MOE (and/or other official institution) a. in-service modules (approved by...) b. pre-service modules - Universities - Colleges (Tajikistan only) (approved by) c. both in-and pre-service modules (approved by)	b. Pre-service: 4 existing modules approved by 1 regional PTTIs c. NA	b. Pre-service: 4 existing modules approved by 1 regional PTTIs	b. Pre-service: 2 training modules approved by Academic council of Arabaeva PTTIs	b. pre-service 8 (3 PTTIs) and 2 training modules approved in Arabaev University	
		Ta: 5 modules approved a. In-service: 0 ¹¹ b. Pre-service: 5 Universities: 1 by KT PTTI -New methods for PTTI instructors) - Colleges: 2modules by 2 Colleges(Kulob, Khudjant)	Ta: 0 modules approved a. In-service:0 b. Pre-service:0 - 0 - 0	Ta: 21modules approved a. 21 training modules including mentoring training were recommended by the MOE Collegium b. 0	Ta: 26 modules approved 1. in-service: 26 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: 4 modules approved a. in-service: 0 b. pre-service:4	Total:25 modules approved a. in-service 21 b. pre-service: 4	Total :41 modules approved	
9	# of workshops, trainings and consultative meetings conducted on new teaching methods, pedagogical leadership and mentoring methods and approaches in support of... a. in-service training b. pre-service training - Universities - Colleges (Tajikistan only) c. both in-and pre-service d. other	K: 20 workshops, trainings and consultative meetings a. in-service training: 10 b. pre-service training: 10 c. NA d.NA	K: 9 workshops, trainings and consultative meetings a. in-service training: 4 b. pre-service training: 5 c. NA d.NA	K: 14 workshops, trainings and consultative meetings a. in-service training: 4 b. pre-service training: 10 c. NA d.NA	K: 235 workshops, trainings and consultative meetings a.in-service training: 89 Jalalabad-84 b. pre-service training:35 c. 20 d.7	
		Ta: 10 workshops, trainings and consultative meetings a. in-service: 5 b. PTTI:5 -Universities: 3 - Colleges: 2 c. Both: NA d. Other: NA	Ta: 8 workshops, trainings and consultative meetings a. in-service: 4 b. PTTI:4 -Universities: 2 - Colleges: 2 c. Both: NA d. Other: NA	Ta: 18 workshops, trainings and consultative meetings a. in-service: 4 b. PTTI:4 -Universities: 2 - Colleges: 2 c. Both: NA d. Other: 10	Ta: 263 workshops, trainings and consultative meetings a. in-service: 181 b. pre-service:29 c. Both: 36 d. Other: 17	
		Total: 30 workshops, seminars and trainings a. In-service: 15	Total:17 workshops, seminars and trainings	Total:32 workshops, seminars and trainings	Total: 498 workshops, trainings and consultative meetings	

¹¹ In-service modules will be approved in all target ITTIs

No	Project Indicator	FY2012 Target	January- March 2012 plan	January- March 2012 actual	Cumulative FY2008- 2012	comments
		b. Pre-service: 15 c. Both: 0 d. Other: NA				
10*	# of teachers , student teachers and educators (school directors, ISTTI/ PTTI/other instructors) and administrators and officials trained in innovative teaching methodologies (all), mentoring (DED Methodists, school methodological unit leaders and ISTTIs), and pedagogical leadership (school administrators, DED and ISTTIs) through... a. Direct project training b. Target rayons and schools c. ITTIs using officially adopted project modules/materials d. PTTIs using officially adopted project modules/materials - Universities - Colleges (Tajikistan only) e. F indicator calculation Standard Indicator equivalents • # of teachers/educators trained with USG support • # of administrators and officials trained with USG support	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 Arabaev University &500 in 2 PTTIs) -colleges: n/a e. report actual figures only	K: 756 a. direct project training: 94 MOE & Rayon Officials: 5 -ITTI/PTTI Instructors & Trainers: 89 b. Target rayons/schools: 77(Cohort 1) -School Administrators: 19 -MUs: 27 -Teachers: 31 c. ITTIs: 585 teachers in 5 ITTIs& 80 school administrators and KAE/CTTR) d. PTTIs: - reported annually e. report actual figures only	K: 1377 a. direct project training: 94 MOE & Rayon Officials: 5 -ITTI/PTTI Instructors & Trainers: 89 b. Target rayons/schools: 77(Cohort 1) -School Administrators: 19 -MUs: 27 -Teachers: 31 c. ITTIs: 1206 (teachers in 5 ITTIs and KAE/CTTR) d. PTTIs: - reported annually -colleges: n/a e. report actual figures only	K: 10 903 trainees a. direct project training: 875 b. Target rayon's/schools: (Cohort 1) 1715 Jalalabad-2128 c. ITTIs: indirect trainees (in 5 ITTIs).5 225 d. PTTIs: 960	*reported annually ** monitoring data 12/11
		Ta: 3 140 trainees a. Direct project training: 120 MoE\Rayon officials: 15 -ITTI/PTTI Instructors & Trainers: 20 - Colleges instructors: 60 -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	Ta: 2 140 trainees a. Direct project training: 120 MoE\Rayon officials: 15 -ITTI/PTTI Instructors & Trainers: 20 - Colleges instructors: 60 -Other: 25 (other projects, NGOs, consultants) b. Target rayons/schools: 0 -School Administrators/mentors: 0 -DED methodist: 0 -Teachers: 0 c. ITTIs: 1100 (through 5 ITTIs) d. PTTIs: 920 - Universities: 720 (2 PTTIs) - Colleges: 200 (4 colleges)	Ta: 1120 trainees a. Direct project training: 247 MoE\Rayon officials: 30 -ITTI/PTTI Instructors & Trainers: 138 - Colleges instructors: 79 -Other: 0 (other projects, NGOs, consultants) b. Target rayons/schools: 367 -School MUs -15 Administrators/mentors: 74 -DED methodist: 26 -Teachers: 252 c. ITTIs: 506 (through 5 ITTIs) d. PTTIs: 0 - Universities: 0 (2 PTTIs)	Ta: 6743 trainees a. Direct project training: 967 - b. Target rayons/schools: 4040 c. ITTIs: 1669 d. PTTIs*: 67 - Universities: 0 - Colleges: NTY	*reported annually

No	Project Indicator	FY2012 Target	January- March 2012 plan	January- March 2012 actual	Cumulative FY2008- 2012	comments
		- Universities: 720 (2 PTTIs) - Colleges: 200 (4 colleges) e. report actual figures only	e. report actual figures only	- Colleges: 0 (4 colleges) e. report actual figures only		
		Total: 6 679 trainees a. 495 b. 0 c. 4440 teachers d. 1744 e. report actual figures only*	Total: 2896	Total:2497	Total: 17646	
11	# of studies on new teacher retention prepared	Kyrgyzstan: 0 New Teacher Retention Study Tajikistan: 0 New Teacher Retention Study Total: 0 studies	Kyrgyzstan: 0 New Teacher Retention Study Tajikistan: 0 New Teacher Retention Study Total: 0 studies	Kyrgyzstan: 0 New Teacher Retention Study Tajikistan: 0 New Teacher Retention Study Total: 0 studies	Kyrgyzstan: 1 Tajikistan: 1 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 Ta: 1 action Total: 2 actions			K: 6 actions Ta: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) Ta: 25 schools (10 KT and 15 Dushanbe) Total : 45	K: 20 Schools (Arabaeva University: 10 schools; 2 regional University: 10 schools (5 per University) Ta :0 Total :20 schools	K: 25 Schools (10 Arabaeva OshSU-6 and JASU-9) Ta: 0 Total: 25 schools	K: 25 schools* Ta :0 schools Total : 25 schools	* 25 partner schools where new model of student practicum approbated selected by Universities (not by QLP)
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) Ta: 750 in 2 PTTI (Dushanbe PTTI: 375; KT PTTI 375) Total: 830	K: 380 student teachers (Arabaev University: 120 students; 2 universities: 130 students) Ta: 0 Total: 380 students	K: 380 student teachers (Arabaev University: 120 students; 2 universities: 130 students) Ta: 0 Total: 380 students	Kyrgyzstan:380 students/teachers (Arabaev University-120, Osh SU-130, JASU-130) Ta: 0 in 2 PTTI (Dushanbe PTTI:; Total: 380 students	

No	Project Indicator	FY2012 Target	January- March 2012 plan	January- March 2012 actual	Cumulative FY2008- 2012	comments
15	% of DED " offices in target rayon, school administrators and/or school methodological unit leaders in target schools meeting or surpassing minimal standards for mentoring and/or pedagogical leadership (following teacher training) a. DED offices b. school principals c. Deputy principals d. methodological unit leaders	K: Cohort 1: a. 30% b. 20% c. 30% d. 20%			K*: Cohort 1, Impact Assessment 4/11 a. 57% b. 33% c. 33% d. 33%	
		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%	
Result/Component 2: Improved Quality of Student Assessment						
16	# of ISTTIs and PTTIs having <u>incorporated</u> skill-based student centered formative and/or summative student assessment in their curriculum/syllabus a. ITTI b. PTTI -Universities -Colleges (Tajikistan only)	K: 1 teacher training institutions a. ITTI: 0 b. PTTI: 1	K: 1 teacher training institutions a. ITTI: 0 b. PTTI: 1	K: 0 teacher training institutions* a. ITTI: 0 b. PTTI: 0	K: 8 teacher training institutions a. ITTI: 5 b. PTTI: 3	* 5ITTIs and 3 PTTIs incorporated FA in September 2011 and continue this work during academic year
		Ta: 4 teacher training institutions* a.0 ITTIs b.4 PTTI (KT) -Universities: 0 -Colleges: 4 (Dushanbe, KT, Khudjand, Kulob)	Ta: 5 teacher training institutions a.5 ITTIs b.0 -0 -0	Ta: 6 teacher training institutions a.6 ITTIs b.0 -0 -0	Ta: 6 teacher training institutions a.6 ITTIs b.0 PTTI (KT) -Universities: 0 -Colleges: 0 (Dushanbe, KT, Khudjand, Kulob)	*Planned in four Pedagogical colleges in Q3
		Total : 5 teacher training institutions a. 0 ITTIs b. 5 PTTI	Total:6 teachers training institutions a.5 ITTIs b.1 PTTIs	Total: 7 teachers training institutions	Total:14 teacher training institutions	
17	# of student assessment training modules for in-service and pre-service training <u>developed</u> a. in-service modules b. pre-service modules c. both in- and pre-service	K:0 (task completed)			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	
		Ta: 0 (task completed)			Ta: 5 FA modules and guidelines	

No	Project Indicator	FY2012 Target	January- March 2012 plan	January- March 2012 actual	Cumulative FY2008- 2012	comments
					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 approved 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 approved (recommended by Collegiums of MOE) a. In-service: 3 modules	Ta: 6 modules a. In-service: 6 (primary, Math, Tajik) b. Pre-service:0	
		Total: 0 modules approved a. In-service: 0 modules b. pre-service: 0 modules		Total: 3 modules approved	Total: 103modules	
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. 4 b. 4 c. 0.	K: 8 workshops, seminars and trainings a. 4 b. 4 c. 0.	K: 33 workshops, trainings and consultative meetings a. in-service:11 b. pre-service:7 c. other:15	
		Ta: 10 workshops, trainings and consultative meetings a. in-service: 6 b. pre-service: 4 c. other: 0	Ta: 8 a.5 (orientation and mentoring workshops for 5 target TTIs) b.3	Ta:8 a.5 (orientation and mentoring workshops for 5 target TTIs) b.3	Ta:12 a. in-service:11 b. pre-service:10 c. other 1	*The 4 workshops conducted under the indicator #9 included aspects of Formative Assessment in it.
		Total: 25 a. in-service: 6 b. pre-service: 4 c. other: 15	Total: 16 a. in-service 9 b. pre-service 7 c. other :0	Total: 16 d. in-service 9 e. pre-service 7 f. other.0	Total: 37 g. in-service 13 h. pre-service 8 i. 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	K: 3 539 trainees a. direct project training: 375 -MOE & Rayon Officials: 25 -ITTI/PTTI Instructors & Trainers: 300	K: 2294 a. direct project training-50 -MOE & Rayon Officials: 5 -ITTI/PTTI Instructors & Trainers: 50 -Other: 0(other projects, NGOs,	K.2299 direct project training-55 -MOE & Rayon Officials: 5 -ITTI/PTTI Instructors & Trainers: 50 -Other: 0(other projects,	K: 5568 trainees a. direct project training: 451 b. Target rayons/schools: (Cohort 1):1098	*Reported annually ** monitoring data 12/11

No	Project Indicator	FY2012 Target	January- March 2012 plan	January- March 2012 actual	Cumulative FY2008- 2012	comments
	<p>c. ITTIs using officially adopted project modules/materials</p> <p>d. PTTIs using officially adopted project modules/materials</p> <p>-Universities</p> <p>-Colleges (Tajikistan only)</p> <p>e. F indicator calculation for educators and for administrators/officials</p> <p>Standard Indicator equivalents</p> <ul style="list-style-type: none"> # of teachers/educators trained with USG support # of administrators and officials trained with USG support 	<p>-Other: 50(other projects, NGOs, consultants)</p> <p>b. Target rayons/schools: 0 (Cohort 1)</p> <p>-School Administrators: 0</p> <p>-MUs: 0</p> <p>-Teachers: 0</p> <p>c. ITTIs: 2,340 (2,025 teachers at 5 ITTIs& 315 school administrators at KAE/CTTR)</p> <p>d. PTTIs: 824</p> <p>- Universities: 324 student teachers in Arabaev University &500 in 2 RTTIs)</p> <p>e. report actual figures only</p>	<p>consultants)</p> <p>b. Target rayons/schools: 78(Cohort 1)</p> <p>-School Administrators: 27</p> <p>-MUs: 19</p> <p>-Teachers: 32</p> <p>c. ITTIs: 1206 (teachers in 5 ITTIs& 315 school administrators at KAE/CTTR)</p> <p>d. PTTIs: 960</p> <p>- Universities: 324 student teachers in Arabaev University &500 in 2 RTTIs)</p> <p>e. report actual figures only</p>	<p>NGOs, consultants)</p> <p>b. Target rayons/schools: 78(Cohort 1)</p> <p>-School Administrators: 27</p> <p>-MUs: 19</p> <p>-Teachers: 32</p> <p>c. ITTIs: 1206 (teachers in 5 ITTIs& 315 school administrators at KAE/CTTR)</p> <p>d. PTTIs: 960</p> <p>- Universities: 324 student teachers in Arabaev University &500 in 2 RTTIs)</p> <p>e. report actual figures only</p>	<p>c. ITTIs: indirect trainees (in 3 ITTIs) ;4019</p> <p>d. PTTIs* :</p> <p>e. report actual figures only</p>	
		<p>Ta: 3 140 trainees</p> <p>a. Direct project training: 120</p> <p>MoE\Rayon officials: 15</p> <p>-ITTI/PTTI Instructors & Trainers: 20</p> <p>- Colleges instructors: 60</p> <p>-Other: 25 (other projects, NGOs, consultants)</p> <p>b. Target rayons/schools: 0</p> <p>-School Administrators: 0</p> <p>-DED methodist: 0</p> <p>-Teachers: 0</p> <p>c. ITTIs: 2100 (through 5 ITTIs)</p> <p>d. PTTIs: 920</p> <p>-Universities: 720 (2 PTTIs)</p> <p>-Colleges: 200 (4 colleges)</p> <p>e. report actual figures only</p>	<p>Ta: 2126 trainees</p> <p>a. Direct project training: 96</p> <p>MoE\Rayon officials: 2</p> <p>-ITTI/PTTI Instructors & Trainers: 10</p> <p>- Colleges instructors: 79</p> <p>-Other: 5 (other projects, NGOs, consultants)</p> <p>b. Target rayons/schools:10</p> <p>-School Administrators: 3</p> <p>-DED methodist: 5</p> <p>-Teachers: 2</p> <p>c. ITTIs: 1100 (through 5 ITTIs)</p> <p>d. PTTIs: 920</p> <p>-Universities: 720 (2 PTTIs)</p> <p>-Colleges: 200 (4 colleges)</p> <p>e. report actual figures only</p>	<p>Ta: 611 trainees</p> <p>a. Direct project training: 96</p> <p>MoE\Rayon officials: 2</p> <p>-ITTI/PTTI Instructors & Trainers: 10</p> <p>- Colleges instructors: 79</p> <p>-Other: 5 (other projects, NGOs, consultants)</p> <p>b. Target rayons/schools: 9</p> <p>-School Administrators: 3</p> <p>-DED methodist: 5</p> <p>-Teachers: 1</p> <p>c. ITTIs: 506 (through 5 ITTIs)</p> <p>d. PTTIs: 0</p> <p>-Universities: 0 (2 PTTIs)</p> <p>-Colleges: 0 (4 colleges)</p> <p>e. report actual figures only</p>	<p>Ta: 4593 trainees</p> <p>a. Direct project training: 378</p> <p>b. Target rayons/schools: 2358</p> <p>c. ITTIs: 1857</p> <p>d. PTTIs*:</p> <p>- Universities: 0</p> <p>- Colleges: 0</p>	Updated data on march 30, 12.

No	Project Indicator	FY2012 Target	January- March 2012 plan	January- March 2012 actual	Cumulative FY2008- 2012	comments
		Total: 6 679 trainees a. 495 b. 0 c. 4440 teachers d. 1744 e. report actual figures only*	Total: 4420 trainees	Total: 2910	Total: 10161	
21	# of Olympiads and alternative competitions for students and/or teachers including new assessment items and practices	K : 0 (task completed)			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	Ta : 0		
Total : 18				Total:3		
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 a. DED offices b. school principals c. Deputy principals d. methodological unit leaders	K: Cohort 1: a.20% b.20% c.20% d.20%			K: a. 57% b. 27% c. 20% d. 27%	
Ta: Cohort 1: a. 30% b.40% c.35% d.40%				Ta: Cohort 1 a. 40% b. 33% c. 7% d. 30%		
Result/Component 3: Greater involvement of teachers in curriculum reform						
23	#/% of target subject matter curricula (by grade or level) for which new standards and guidelines for use and application have been <u>developed</u> or revised with teacher input a. main task b. strengthening task	K: 0 (completed in PY3)	K: 1 (new)*	K: 0**	Kyrgyzstan : 5	*1 SG Requested additionally by MoE Postponed to Q3, PY5
Ta: 2 curricula guidelines a. 2 curricula guidelines (Primary Environmental Studies) b. 0 Standards and Guidelines for 6-year children		Ta: 6 curricula guidelines developed a.2 primary b. 4 secondary	Ta: 6 curricula guidelines developed a.2 primary b. 4 secondary	Tajikistan : 13	Primary level syllabus guide development initiated in Q1 and completed in Q2	
Total : 2		Total : 6 curricula guidelines	Total : 6 curricula guidelines	Total:18 curricula guidelines		
24	#/% of targeted subjects per grade/level for which supplementary materials have been developed in	K: 0 (completed in PY3)			Kyrgyzstan: 5 (4 subject/level and 1 general on FA) :	

No	Project Indicator	FY2012 Target	January- March 2012 plan	January- March 2012 actual	Cumulative FY2008- 2012	comments
	targeted local languages a. main task b. strengthening task				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 - 1 package for Numeracy - 1 package for literacy	Ta: 6 developed: a. Handbooks for secondary Math, Tajik , biology, chemistry, primary math and Tajik b.0 package	Ta: 6 developed (draft) Handbooks for secondary Math, Tajik , biology, chemistry, primary math and Tajik	Tajikistan :6 subject/level packages	
		Total: 2 sets/packages	Total:6 sets/packages	Total:6 sets/packages	Total: 11	
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*	K: 570 copies of SM PTTI:150 ITTI:16 Schools:350 Rayoo:54	K: 184 copies of SM PTTI:10 sets ITTI:10 set Schools: 150 sets of SM Rayoo:14 sets	Kyrgyzstan: 3727 copies	
		Ta: 1138 ITTI: 898 copies PTTI: 240 copies of SM for Dushanbe and KT PTTIs and colleges	Ta:1500 copies ITTI: 50 copies of modules &4 types to 6 institutions; PTTI:300 copies of guidelines for Dushanbe and KT target departments	Ta:1200 copies ITTI: 50 copies of modules & 4 types to 6 institutions; PTTI:300 copies of guidelines for Dushanbe and KT target departments	Ta: 2400 900 copies of FA guidebook distributed to target schools 1200 of modules to institutions 300 copies to Universities	
		Total: 9254	Total:2070	Total: 2070	Total: 6127 copies of SMS	
26	# of workshops, trainings and consultative meetings conducted on curriculum a. in-service b. pre-service c. other	K: 8 workshops, seminars and trainings a. see Indicator 9 b. see Indicator 9 c. 8	K: 4 workshops, seminars and trainings a-1 b-3 c-0	K: 4 workshops, seminars and trainings a- 1 b -3 c- 0	K: 15 workshops, seminars and trainings a. see Indicator 9 b. see Indicator 9 c. 4	
		Ta: 33 workshops, trainings and consultative meetings a. in-service: 24 b. 8 c. other 1			Ta: 30 workshops, trainings and consultative meetings a. in-service: see indicator 9 b. see indicator 9 c. 6 main task -4 additional task -3	
		Total: 41 workshops, trainings and consultative meetings a. in-service: 24 b. pre-service: 8			Total:45	

No	Project Indicator	FY2012 Target	January- March 2012 plan	January- March 2012 actual	Cumulative FY2008- 2012	comments
		c. other: 9				
27	#/% of teacher groups (i.e. methodological units, subject groups) participating in policy dialogues and professional exchanges	K: 6 subject groups (in PG, secondary Math and secondary Language/literature in Cohort 1 and Cohort 2 rayons)	K: 6 subject groups	K: 6 subject groups	K: 6 subject groups	
Ta: 3 groups -1 group Primary Grade -1 group Secondary Math, -1 group Secondary Tajik Language/Literature		Ta: 3 groups -1 group Primary Grade -1 group Secondary Math, -1 group Secondary Tajik Language/Literature	Ta: 3 groups -1 group Primary Grade -1 group Secondary Math, -1 group Secondary Tajik Language/Literature	Ta: 3 groups	Ta: 3 groups	
Total: 9 groups		Total: 9 groups	Total: 9 groups	Total: 9 groups	Total: 9 groups	
28	#/% of teachers ... a. participating in policy dialogues and technical discussions b. accessing professional exchange media	K: 72,030 teachers a. 30 teachers b. 72,000 teachers	K: 72,084 teachers a. 84 teachers b. 72,000 teachers	K: 72,084 teachers a. 84 teachers b. 72,000 teachers	K: 72,098 a. 98 teachers b. 72,000	
Ta: 95 000 teachers a. 50 b. 95 000		Ta: 22 518 a. 50 b. 22 468	Ta: 22 576 a. 108 b. 22 468	Ta: 22 723 a. 255 b. 22 468		
Total : 167,000 teachers a. 80 teachers b. 167,000 teachers*		Total: 94 518 a. 134 teachers b. 94 602	Total: 94 576 a. 192 b. 94 468	Total: 94 821		
Result/Component 4: Increased Effectiveness of Education Finance Systems						
29	#/% of data-based policy briefs and policy-related documents on per capita funding issues prepared by central and targeted local authorities Standard Indicator equivalent 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	K: 1 policy documents	K: 3 policy documents	K: 33 policy documents PY2-2 documents PY3-15 documents PY4-13 documents PY5-3 documents	
Ta: 0 policy documents		Ta: 0 policy documents	Ta: 0 policy documents	Ta: 5 policy document		
Total : 1 policy documents		Total: 1 policy documents	Total: 3 policy documents	Total: 38 policy documents		
30	#/% of districts ¹² in which per capita finance mechanism is officially adopted a. QLP ed. finance districts	K: 22 (39%)* a: 8 (the same) b: 14(WB)	K: 0 a: 0 b: 0	K: 0 a: 0 b: 0	K: 24 a: 8 (the same) b: 14(WB) +2 (EU)	EU project provide assistance to MOES KR on implementation Bishkek and Osh cities

¹² % from the total # of districts. In Kyrgyzstan the total number of districts is 56, in Tajikistan – 68.

No	Project Indicator	FY2012 Target	January- March 2012 plan	January- March 2012 actual	Cumulative FY2008- 2012	comments
	b. other ed. finance districts* *QLP will report on these districts, but is not directly responsible for ensuring that the Tajik government implements their roll-out plans as projected."					on per capita financing
		Ta: 68 (100%)			Ta: 68(100%)	
		a. 2 (Kulyab and Vahsh) b. 66			a.2(Kulob and Vahsh) b.66	
		Total: 90 a.10 b. 80	Total:0	Total:0	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: 24 a: 8 b: 14 (WB) + 2 (EU)	
		Ta: 0 rayons			Ta:68 a.2(Kulob and Vahsh) b.66	
		Total: 0 rayons			Total:92 districts	
32	# of courses, modules or materials <u>developed</u> for education finance	K: 0	K:0	K:0	K: 4 modules, 5 manuals and 2 analytical documents	4 modules, 5 manuals and 2 analytical documents were developed during 5 project years Compilation to school accountants is in process
		Ta: 0	Ta:0	Ta:0	Ta: 3 modules &2 manuals developed	
		Total: 0			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. 2 programs of courses were approved by KAE Collegiums on PY 3.	
		Tajikistan: 0 (task completed)			Ta: 1 module	
		Total: 0 module			Total:4 modules, 4 manuals, 2 documents	

No	Project Indicator	FY2012 Target	January- March 2012 plan	January- March 2012 actual	Cumulative FY2008- 2012	comments
34	<p># of education. finance and community involvement materials distributed to a.QLP PCF target rayons and institutions</p> <p>c. Non QLP PCF</p>	<p>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</p> <p>b.900 (in YK and Batken)</p>	<p>K: 440 a: 0</p> <p>b: 440 - 45 "Keys to Partnership" – Issyk-Kul - 200 "Budget Hearings" – Issyk-Kul - 140 "CISM" – Issyk-Kul schools and Issyk-Kul ITTI - 55 "CISM" - KAE</p>	<p>K: 440 a: 0</p> <p>b: 440 - 45 "Keys to Partnership" – Issyk-Kul - 200 "Budget Hearings" – Issyk-Kul - 140 "CISM" – Issyk-Kul schools and Issyk-Kul ITTI - 55 "CISM" - KAE</p>	<p>K: (PY3-5): 3205 units a: 1762 b: 1443</p>	<p>*This one cancelled from WP because during trainings all necessary materials were provided)</p> <p>PY3-4-5:2765 a: 1762 - 310 "How to Start" – Chui - 320 copies of CLP (Coefficient of Labor Participation) -Chui - 165 "CISM" – KAE and ITTIs, schools of Chui -378 "FM" – KAE and ITTIs, schools of Chui -- 198 copies of "Accounting in School" - Chui - 291 "Budget Hearings" – Chui - 100 copies of Statistical bulletin-2009, 2010</p> <p>b: 1003 - 225 "How to Start" - Batken - 202 "How to Start" – Issyk-Kul -- 150 "Planning Joint Activities" – Issyk-Kul, Batken - 38 "Keys to Partnership" – Batken - 258 "Budget Hearings" - Batken - 130 "CISM" – Batken and Osh ITTIs</p>

No	Project Indicator	FY2012 Target	January- March 2012 plan	January- March 2012 actual	Cumulative FY2008- 2012	comments
		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:0	Ta:0	Ta: 354 copies of material package	
		Total: 1640	Total: 440 copies	Total:440 copies	Total: 3559 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) b. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening)	K: 19 workshops ,trainings and technical \consultative meetings a. 15 b. 4(YK and Batken)	K: 8 workshops , trainings and technical \consultative meetings a. 6 b. 2 (YK and Batken)	K: 9 workshops , trainings and technical \consultative meetings a. 6 b. 3 (Issyk-Kul)	K: 333 workshops , trainings and technical \consultative meetings a. 315 b. 18 (YK and Batken)	320 – for 4 project years
		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. 3 (PTA)	Ta: 18 trainings and technical\consultative meetings a.17 -main task: 13 (1 EFWG, 2 trainings and 10 meetings) -strengthening task: 4 (mentoring) b. 1 training on accounting	Ta: 16 trainings and technical\consultative meetings a.17 -main task: 13 (1 EFWG, 2 trainings and 10 meetings) -strengthening task: 2 (mentoring) b. 1 training on accounting	Ta: 115 workshops, trainings and technical \consultative meetings	
		Total: 37	Total:26	Total:25	Total: 448 workshops, trainings and technical \consultative meetings	
41	# of AC/PTAs registered in schools a: target schools b. QLP ed. finance pilot districts c. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening)	K : 30 Advisory Committees a. task completed b. 0 c. 30(Batken)	K : 0 a. 0 b. 0 c. 0	K : 0 a. 0 b. 0 c. 0	K : 127 Advisory Committees a. 55 (Chui) b. 0 c. 72(Issyk-Kul and Batken)	
		Ta:0 a.0 b.0 c.n/a			Ta: 30 a.0 b.30 9 Kulob and Vakhsh)	
		Total: 30			Total:157 ACs	

No	Project Indicator	FY2012 Target	January- March 2012 plan	January- March 2012 actual	Cumulative FY2008- 2012	comments
36*	# of school boards, PTAs, Advisory Committees or other existing community group trained in ... a: target schools b. QLP ed. finance pilot districts c. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) Standard indicator equivalent • # of PTA or similar school governance structures supported	K : 55 Advisory Committees a. Task completed b. 0 c. 55 (YK and Batken)	K : 40 Advisory Committees a. Task completed b. 0 c. 40 (Issyk-Kul)	K : 40 Advisory Committees a. Task completed b. 0 c. 40 (Issyk-Kul)	K : 127 Advisory Committees a. 29 b. 26 c. 72 (Batken and Issyk-Kul)	
		Ta: 34 a. 0 no trainings planned; will respond to MOE requests as needed; b. 0 c. 34 PTAs from 25 non QLP PCF districts	Ta: 50 a.0 b.50 c.0	Ta: 50 a.0 b.50 c.0	Ta: 177 PTAs in Vakhsh and Kulob* a. 29 PTAs b. 148 PTAs c. NTY	*Trained representatives from 48 PTAs/schools
		Total: 89 Advisory Committees/PTAs a. 0 b. 43 c.N/A	Total:90	Total:90	Total: 304	
42	# of budget hearings conducted at schools a. Target schools b. QLP ed. finance pilot districts schools other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) schools	K: 14 a.0 b.5 *	K: 0 a. 0 b. 0	K: 0 a. 0 b. 0	K: 17 a.17 b.NTY	* (decreased from 14 till 5 in WP) *** 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. 0	Ta: 3 a: 3 b. 0	Ta: 9 a.9 b. n/a	
		Total: 19	Total:3	Total:3	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 - strengthening task (Tajikistan only) e. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) schools	K: 285 trainees a.5 b.0 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	K: 168 trainees a. 10 b.0 c. 78 d. 0 e. 80 - School principals and AC members (Issyk-Kul): 80	K: 168 trainees a. 10 b. 0 c. 78 d. 0 e. 80 School principals and AC members (Issyk-Kul): 80	K: 2607 trainees* a.91 b.51 (ITTI instructors) c.226 d.2094 e.145	*Reported redundant

No	Project Indicator	FY2012 Target	January- March 2012 plan	January- March 2012 actual	Cumulative FY2008- 2012	comments
	Standard Indicator equivalent # of administrators and officials trained with USG support	-School Board members: 30 -other: 70 e. 110 AC members and school principals (YK 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: 230 trainees a: 0 b: 0 c: 0 d.198 -Rayon authorities:10 -School directors : 85 -School accountants: 5 PTAs: 98 - strengthening task: 32 (School accountants/ DFD/ DED) e.32 trainees from non QLP PCF	Ta: 225 trainees a: 0 b: 0 c: 0 d.193 -Rayon authorities:10 -School directors : 85 -School accountants: 5 PTAs: 93 - strengthening task: 32 (School accountants/ DFD/ DED) e.32 trainees from non QLP PCF	a:1391* trainees a: 11 b: 72 (see strengthening task) c: 97 d: 1147 main task: 821 - strengthening task: 90 e.64 School accountants/DFD/DED	*Reported redundant
		Total: 552	Total: 398	Total: 393	Total: 3830 *	*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 #/% of target schools meeting or surpassing financial management quality index	Impact Assessment 4/12 K: 30% Cohort 1 a. 40% b. 40%			Impact assessment 4/11 K: Cohort 1 a.67% b.55%	
		Impact Assessment 4/12 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 operating funds for teacher incentives, professional development, and quality improvements	Impact Assessment 4/12 K: 30% Cohort 1:30%			K: 13% (on15 target schools) 22% (QLP PCF schools)	
		Impact Assessment 4/12 Ta:Cohort 1: 65%			Ta: 53% (target 15 schools) 67% (QLP PCF schools)	

No	Project Indicator	FY2012 Target	January- March 2012 plan	January- March 2012 actual	Cumulative FY2008- 2012	comments
	a. retaining savings b. programming savings for quality					
40	#/% of target schools meeting or surpassing financial management quality index	Impact Assessment 4/12 K: 30%			K: 10% (1 government body)	
		Cohort 1:30%				
		Impact Assessment 4/12 Cohort 1: 40%			Ta: 27% (all schools) 44% (QLP PCF)	
	Result/Component: Improved access to teaching/learning materials in all schools in the country					
43	# of key teaching/learning materials distributed to schools via DEDs	K: 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
	Result/Component: Improved capacity of school administrators , DED and methodical center to support school reconciliation in JA province (Kyrgyzstan only)					
44	# of school administrators, social pedagogues and DED/JAMC specialists trained on how to create positive environment , conduct monitoring and mentoring support on reconciliation of school communities	K: 20* (JAMC, DED specialists)			K: 352 (social pedagogues, JA method. center and DED specialists)	Was done in PY4
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:0		K: 16 a. 16 b. 0*	*Will be reported annually based on DED and JAMC report
	Result/Component: Increased school preparation and attendance of children in Novostroikas around Bishkek (Kyrgyzstan only)					
46	# of children in Novostriikas that attend accelerated learning programs	K: 50			K: 50	* from 76 dropout from school: 28 kids returned to school, 5 – are studying on AL program for primary grades

No	Project Indicator	FY2012 Target	January- March 2012 plan	January- March 2012 actual	Cumulative FY2008- 2012	comments
						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: 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	
Result/Component: Increased use of ICT for professional development, improved teaching and sharing expertise regionally between faculty staff of PTTIs (Tajikistan and Kyrgyzstan)						
49	# of materials/curriculums shared through web-space , translated and distributed in local languages by a. project b. target PTTI staff c.other	Total : 105				
50	# of target departments in PTTIs provided by internet connection, computers other ICT equipment a. In Kyrgyzstan b. In Tajikistan	Total : 25			K:15 T:10 Total:25	
51	# of PTTI instructors trained on using ICT in teaching, web research and curriculum development	Total : 75			K: 56 22 (Arabaeva University) 14 JASU 20 OshSU	
					Ta:38 KT19 Dushanbe University 19	
					Total:94	

**QLP Quarterly Report Performance Data Table for Turkmenistan
January - March 2012 (PY 5)**

New No.	Proposed Indicator	EOPS Targets	January-March, 2012 planned	January-March 2012 actual	Cumulative FY 2008-2012	comments
Goal: Improved quality of teacher training in student centered methodologies						
1	% teachers mastering core knowledge/competencies of training of using ICT in classroom to improve learning/teaching a. school teachers b. trainers c. NIE \ in-service system instructors	70%	1. Review and update training materials based upon participants and trainers feedback	Completed		
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	Completed Completed		
Result/Component: Improved the quality of teacher training in student-centered methodologies and using ICT						
3	# of training modules developed a. on student-centered methodologies (modern pedagogical practices) b. on using ICT in teaching learning process	Total:4 a.4 (General pedagogy, Secondary Math, Biology, Geography) b. 1 (General)	Develop additional day training for ICT part of 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	In process	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	440 teachers trained	Total: 1081 a. 710 b. 21 c. 0 d. 350 (in-direct)	*150 teachers trained on 3 modules in PY4
6	# of supported training centers	2 (Mary and Lebap Velayat)	Provide updated package to training centers	Completed	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	Develop digital materials, as much as possible adapting existing open source materials	In process	a. 1 Trainers manual b.0	Develop digital materials, as much as possible adapting existing open source materials

New No.	Proposed Indicator	EOPS Targets	January-March, 2012 planned	January-March 2012 actual	Cumulative FY 2008-2012	comments
		products				
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	Completed		
Result: Created sustainable partnership Government Institutions (Ministry of Education, National Institute of Education) to implement project outputs						
9	Support the NIE to deliver trainings at Velayat Level	80%	Send diplomatic note to propose TOT with NIE and Velayat staff (timed with training materials handover)	In process		

**QLP Quarterly Report Matrix: PY5–Q1
Kyrgyzstan – January – March, 2012**

Tasks	Activities/outputs planned for Jan. – Mar., 2012	Outputs achieved exp. in Jan. – Mar., 2012	Activities planned for Apr. – Jun., 2012
IR 1: Improved Quality of Teacher Training in Student Centered Methodologies			
SIR 1.1: Improved Quality of In-Service Training			
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 specialists in the process of Regional ITTI regular courses monitoring/ mentoring	<i>Completed</i>	<i>No activity planned</i>
	2. Support KAE to observe regional ITT courses and provide technical support based on feedback.	<i>In process</i>	Observation and providing technical support to the instructors will be continue
	3. Support KAE to conduct workshops on monitoring/ mentoring results	<i>In process</i>	Workshops on monitoring/mentoring results will continue
	4. Support KAE to analyze reports from the regional ITTIs on <i>internal regular courses observation</i>	<i>In process</i>	Analyzing reports from the regional ITTIs on <i>internal regular courses observation</i> will continue
	5. Support KAE to conduct Round table with Regional ITTIs	<i>Not scheduled</i>	KAE will conduct the Round table with regional ITTIs
	6. Publication of the best mentoring practice	<i>Not scheduled</i>	Publication of the best mentoring practice
SSIR 1.1.2 Strengthen capacity of in-service teacher training instructors and administrators			
1.1.2.1 Training of QLP target and non-target instructors to teach modified courses in all ITTIs	1. Refresher trainings on modified courses usage to newly come instructors	<i>Completed</i>	<i>No activity planned</i>
	2. Support regional ITTIs to provide trainings on the usage of modified courses to instructors of non-target departments.	<i>Postponed to Q3;</i> QLP target departments' instructors do not have enough skills to provide trainings on the usage of modified courses to instructors of non-target departments.	Support regional ITTIs to provide trainings on the usage of modified courses usage to instructors of non-target departments.
	3. Independent Consultant's observations during trainings	<i>Postponed to Q3;</i> (see the comments of the 2 nd subtask above)	Independent Consultant observe the trainings for non-target department instructors
	4. Instructors of target departments will observe the courses and provide feedback tofor non-target department instructors	<i>Postponed to Q3;</i> (see the comments of the 2 nd sub-task above)	Instructors of target departments observe the courses and provide feedback to non-target department instructors
	5. Analyze equipment's usage in the process of ITTI regular courses	<i>In process;</i> (task is 'ongoing'; this and coming quarters)	Monitor and analyze equipment usage in the process of ITTI regular courses

Tasks	Activities/outputs planned for Jan. – Mar., 2012	Outputs achieved exp. in Jan. – Mar., 2012	Activities planned for Apr. – Jun., 2012
1.1.2.2 Increasing ITTI/MC instructors skills in planning, collecting data on course participants	1. Hire LC to develop data base program	<i>Cancelled;</i> The data base was developed by the KAE specialists themselves.	<i>Not scheduled</i>
	2. Setting data base for each one of the (5) ITTIs	<i>In process;</i> task is ongoing and will continue in the coming quarters)	Continue with the installation of the data base program
	3. Training of 5 ITTI/MC instructors on data base program usage	<i>Postponed for Q3</i> Expected to be conducted upon the setting up of the data base program to each ITTIs	Training of 5 ITTI/MC instructors on data base program usage
	4. Hire LC to develop training module on planning and developing of the in-service work programs and trainings modules	<i>Postponed for Q3;</i> Since LC is from the KAE, the LC will be able to start only in middle of April.	Develop the training module on planning and in-service work programs and trainings modules
	5. Training of 5 ITTI/MC instructors to plan and develop programs relying on regular course participants' needs.	<i>Not scheduled</i>	Training of 5 ITTI/MC instructors to plan and develop programs relying on regular course participants' needs.
	Write success stories	<i>In process;</i> (task is 'ongoing'; this and coming quarters)	Write success stories
SIR 1.2 Improved 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 Kyrgyz State University (Arabaev KSU) university in implementation of modified standard programs	1. Hire LCs to monitor and mentor Arabaev KSU	<i>Completed</i>	No activity planned
	2. Make a schedule of lessons to be observed	<i>Completed</i>	No activity planned
	3. Observation of instructors lessons according to the schedule	<i>In process;</i> (task is 'ongoing'; this and coming quarters)	Observation of instructors lessons continues
	4. Collect data on the results of observed lessons (instructors self-report forms, students survey) and submit brief analytical reports (on a monthly basis)	<i>In process</i>	Continue observing lessons and provide feedback and collect data
	5. Conduct 3 workshops for university instructors on monitoring results	<i>Completed</i>	Conduct workshops for university instructors on monitoring results
1.2.1.2 Monitoring and mentoring of Osh State University (OSU) in implementation of modified standard	1. Hire LCs to monitor and mentor OSU	<i>Completed</i>	No activity planned
	2. Make a schedule of lessons to be observed	<i>Completed</i>	No activity planned
	3. Observation of instructors lessons according to the schedule	<i>In process;</i> (task is 'ongoing'; this and coming quarters)	Continue

Tasks	Activities/outputs planned for Jan. – Mar., 2012	Outputs achieved exp. in Jan. – Mar., 2012	Activities planned for Apr. – Jun., 2012
programs	4. Collect data on the results of observed lessons (instructors self-report forms, students survey) and submit brief analytical reports (on a monthly basis)	<i>In process;</i> (task is 'ongoing'; this and coming quarters)	Continue observing lessons and provide feedback, collect data
	5. Conduct 3 workshops for university instructors on monitoring results	<i>Completed</i>	Conduct workshops for university instructors on monitoring results
1.2.1.3 Monitoring and mentoring of Jalalabad State University (JASU) implementation of modified standard programs	1. Hire LCs to monitor and mentor JASU	<i>Completed</i>	No activity planned
	2. Make a schedule of lessons to be observed	<i>Completed</i>	No activity planned
	3. Observation of instructors lessons according to the schedule	<i>In process;</i> (task is 'ongoing'; this and coming quarters)	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)	<i>In process;</i> (task is 'ongoing'; this and coming quarters)	Continue observing lessons and provide feedback, collect data
	5. Conduct 3 workshops for university instructors on monitoring results	<i>Completed</i>	Conduct workshops for university instructors on monitoring results
1.2.1.4 Refreshing trainings for the instructors (who missed QLP trainings) of target departments at Arabaev university	1. Identify the instructors of target departments who missed QLP trainings	<i>Cancelled</i> in Quarter 1; since the instructors of target departments who missed QLP trainings there were only four people	No activity planned
	2. Conduct training of trainers for refreshing trainings		
	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		
1.2.1.5 Refreshing trainings for the instructors (who missed QLP trainings) of target departments at OshSU	1. Identify the instructors of target departments who missed QLP trainings	<i>Completed</i>	No activity planned
	2. Conduct training of trainers for refreshing trainings	<i>Completed</i>	No activity planned
	3. Conduct methodological seminars (by trained trainers) to those instructors who missed QLP trainings (more trainers will be involved)	<i>Completed</i>	Continue to monitor and give mentoring support to new instructors who were trained
	4. Prepare a report on refreshing trainings for OshSU instructors	<i>Completed</i>	No activity planned
1.2.1.6 Refreshing trainings	1. Identify the instructors of target departments who missed QLP trainings	<i>Completed</i>	No activity planned

Tasks	Activities/outputs planned for Jan. – Mar., 2012	Outputs achieved exp. in Jan. – Mar., 2012	Activities planned for Apr. – Jun., 2012
for the instructors (who missed QLP trainings) of target departments at JASU	2. Conduct training of trainers for refreshing trainings	<i>Completed</i>	No activity planned
	3. Conduct methodological seminars (by trained trainers) to those instructors who missed QLP trainings (more trainers will be involved)	<i>Completed</i>	Continue to monitor and give mentoring support to new instructors who were trained
	4. Prepare a report on refreshing trainings for JASU instructors	<i>Completed</i>	No activity planned
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 university	1. Develop SOW and hire LCs for field-test modified student practicum model	<i>Completed</i>	No activity planned
	2. Field-test modified student practicum model in target schools / Monitor, collect and analyze data, develop recommendations and improve practicum model	<i>Completed</i>	Continue working with LCs to improve the model of practicum
1.2.2.2. Conduct trainings for Arabaev KSU supervisors, school mentors on mentoring	1. Conduct 1 day training for 25 university supervisors	<i>Completed</i>	No activity planned
	2. Conduct 1 day training for 20 school mentors	<i>Completed</i>	No activity planned
1.2.2.3 Test revised student practicum at OshSU	1. Develop SOW and hire LCs for field-test modified student practicum model	<i>Completed</i>	Student practicum process will start in this quarter
	2. Field-test modified student practicum model in target schools / Monitor, collect and analyze data, develop recommendations and improve practicum model	<i>Postponed;</i> since the student practicum process at OshSU will start in April 4	Will be started in April
1.2.2.4. Conduct trainings for OSU supervisors, school mentors on mentoring	1. Conduct 1 day training for 25 university supervisors	<i>Completed</i>	No activity planned
	2. Conduct 1 day training for 20 school mentors	<i>Completed</i>	No activity planned
1.2.2.5 Test revised student practicum at JASU	1. Develop SOW and hire LCs for field-test modified student practicum model	<i>Completed</i>	No activity planned
	2. Field-test modified student practicum model in target schools / Monitor, collect and analyze data, develop recommendations and improve practicum model	<i>Completed</i>	Continue working with LCs to improve the model of practicum

Tasks	Activities/outputs planned for Jan. – Mar., 2012	Outputs achieved exp. in Jan. – Mar., 2012	Activities planned for Apr. – Jun., 2012
1.2.2.6 Conduct trainings for JASU supervisors, school mentors on mentoring	1. Conduct 1 day training for 25 university supervisors	<i>Completed</i>	No activity planned
	2. Conduct 1 day training for 20 school mentors	<i>Completed</i>	No activity planned
1.2.2.7 Support in transferring revised Student practicum model to new system of education	1. Develop SOW and hire LCs for working out recommendations	<i>Not scheduled</i>	Develop SOW and hire LCs for working out recommendations
	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	<i>Not scheduled</i>	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
1.2.2.8 Revised and tested model of practicum recommended to MOES	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	<i>Not scheduled</i>	Conduct a Round table
SIR 2.3 Institutionalization of QLP products to PTTIs system			
1.2.3.1 Finalize all products developed under SIR 1.2	Finalize all the products developed under SIR 1.2 (editing, translating, designing, printing)	<i>In process;</i> (task is 'ongoing'; this and coming quarters)	Continue
1.2.3.2 Disseminate all the products to target universities and other stakeholders	1. Round Table at OshSU or JASU	<i>Not scheduled</i>	Round table at OshSU and JASU
	2. Disseminate and instruct ITTIs (under target PTTIs) instructors on using training modules in their teaching	<i>Not scheduled</i>	Disseminate products to ITTIs under PTTIs
	3. Round table at Arabaev KSU with other universities of Kyrgyzstan sharing the experience of working and developing products with QLP	<i>Not scheduled</i>	Round table at Arabaev KSU
SIR 1.3 Improved Capacity of Education Administrators in Mentoring, Monitoring and Pedagogical Leadership (MM&PL)			
SSIR 1.3.1 Strengthen capacity of target school administration, HMUs, and RayOO specialists in PLM&M			
1.3.1.1. Provide methodological support for target schools and RayOOs on PLM&M (Chui and Osh regions).	1. Deliver one day workshops (6 workshops: 3 in Chui and 3 in Osh oblasts.	<i>Completed</i>	No activity planned
	2. Support RayOO in monitoring school visits (50 schools) and providing methodological support (lesson observation, feedback, discussion of issues, planning activities	<i>Completed</i>	Continue monitoring school visits

Tasks	Activities/outputs planned for Jan. – Mar., 2012	Outputs achieved exp. in Jan. – Mar., 2012	Activities planned for Apr. – Jun., 2012
	3. Collect data on mentoring practice in target schools, its analysis, writing report.	<i>Completed</i>	Collect data on mentoring practice in target schools, analysis and writing report
	4. Conduct 2 conferences on best practices in Mentoring at oblast level	<i>Not scheduled</i>	Conduct 2 conferences on best practices on mentoring at oblast level
	5. Publish 4 articles on successful Mentoring practices in Kutbilim	<i>Completed</i>	One more article will be published in accordance with the schedule
SSIR 1.3.2 Strengthen capacity of Ray/GorOOs specialists in PLM&M.			
1.3.2.1. To increase Ray/GorOOs' ownership for mentoring/ monitoring process through training and collaborative mentoring in the country.	1. Conduct TOT for 7 target RayOOs on PLM&M. (2 day seminar)	<i>Completed</i> (14 RayOO specialists from 7 target RayOO were trained as trainers on PLM&M)	Trained RayOO specialists with QLP support provide trainings on PLM&M to other Ray/GorOO in the Republic in quarter 3.
	2. Conduct 2 day trainings on PLM&M to all RayOOs (GorOOs) (48). 2a. Disseminate Toolkit on PLM&M and other resources. 2b. Write report on delivery of trainings on PLM&M to MoES.	<i>Postponed</i> for Quarter 3 (April); Since two big events should be consequently and joined into the one event.	Conduct 2 day trainings on PLM&M to all RayOOs (GorOOs). 2a. Disseminate Toolkit on PLM&M and other resources. 2b. Write report on delivery of trainings on PLM&M to MoES.
SSIR 1.3.3 Strengthen conditions for sustainability of school leadership.			
1.3.3.1. Review and modify teachers' job description	1. Develop SOW for LCs and hire them.	<i>Completed</i>	<i>Not scheduled</i>
	2. Conduct 1 day working group meeting on review of teachers' job description.	<i>Completed</i>	<i>Not scheduled</i>
	3. Conduct 1 day group meeting on modification of teachers' job description.	<i>Postponed to Q3;</i> Since MOES is not ready to review this document	Conduct a group meeting on modification of teachers' job description
	4. Submit teachers' job description to MOES Board for consideration and approval.	<i>Postponed to Q3;</i> (See above)	Submit teachers' job description to MOES Board for consideration and approval.
	5. Publish teachers' job description in Kutbilim.	<i>Postponed</i> (See above)	Publish teachers' job description in Kutbilim.
1.3.3.2 Conduct micro-research on the impact of the project on mentoring effectiveness in target schools	1. Develop SOW for researcher and hire him/her	<i>Completed</i>	<i>Not scheduled</i>
	2. Conduct micro research	<i>In process;</i> (task is 'ongoing'; this and coming quarters)	Conduct micro research
	3. Write analytical paper	<i>Not scheduled</i>	Write analytical paper
	4. Present research findings at the Mentoring Conference	<i>Not scheduled</i>	Present research findings at the Mentoring Conference
IR 2: IMPROVED QUALITY OF STUDENT ASSESSMENT			
SIR 2.1. Strengthening capacity of ITTIs, PTTIs instructors and teachers of 50 target schools in assessment			

Tasks	Activities/outputs planned for Jan. – Mar., 2012	Outputs achieved exp. in Jan. – Mar., 2012	Activities planned for Apr. – Jun., 2012
2.1.1. Strengthening use of materials / component products in ITTIs through mentoring support and trainings (jointly with SIR 1.1)	1. Develop SOW for local consultants and hire them	<i>In process</i>	Develop SOW for local consultants and hire them
	2. Conduct working group meeting with LC to discuss format on Mentoring visits and supporting trainings basing on visits results.	<i>Completed</i>	<i>No planned activity</i>
	3. Support KAE and regional ITTIs in conducting Mentoring visits by QLP jointly with LC	<i>Completed</i>	Support KAE and regional ITTIs in conducting mentoring visits by QLP jointly with LC
	4. Preparation and conducting of one-day training for 5 ITTIs on training of using new sessions. - Development of questions for checking high order thinking skills.	<i>Completed</i>	<i>Not scheduled</i>
2.1.2. Strengthening using of materials / component products in PTTIs through mentoring support and trainings (jointly with SIR 1.2)	1. Develop SOW for local consultants and hire them	<i>In process</i>	Develop SOW for local consultants and hire them
	2. Conduct working group meeting with LC to discuss format on mentoring visits and supporting trainings basing on visits results.	<i>Completed</i>	<i>Not scheduled</i>
	3. Support PTTIs by QLP jointly with LC in conducting Mentoring visits	<i>Completed</i>	Support PTTIs by QLP jointly with LC in conducting Mentoring visits
	4. Support conducting of Scientific-practical Conference with participation of MOES, PTTIs on Students Assessment and influence of FA on management of education. Quality	<i>Completed</i>	<i>Not scheduled</i>
2.1.3. Strengthening using of materials / component products in target schools through mentoring support and trainings (jointly SIR 1.3)	1. Conduct mentoring visits to 29 schools with RaiOO Chui and Osh oblasts;	<i>Completed</i>	Conduct mentoring visits to schools with RaiOO Chui and Osh oblasts
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	1. Provide support to the MOES specialists for approving the Regulation and MG by the MOES KR.	<i>Completed</i>	<i>No planned activity</i>
	2. Conduct seminar with specialists on	<i>Completed</i>	<i>No planned activity</i>

Tasks	Activities/outputs planned for Jan. – Mar., 2012	Outputs achieved exp. in Jan. – Mar., 2012	Activities planned for Apr. – Jun., 2012
materials, “Methodical Guide on conducting Republican Olympiad for students.”	Oblast and Rayon level to make presentation of the MG in cooperation with KAE and MOES specialists.		
	3. Prepare the publication to “Kutbilim” newspaper on effective usage of materials issue	<i>Completed</i>	No planned activity
IR3. 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 1 – 4 grades	1. Develop Syllabus Guide on Kyrgyz language for the 1 – 4 grades	<i>Completed</i>	<i>No planned activity</i>
	2. Develop Syllabus Guide on Reading for the 2 nd and 4 th grades	<i>Postponed for Q3 – This will be contingent upon the availability of KAE specialists-developers</i>	Finalize Syllabus Guide on Reading for the 2 nd and 4 th grades
3.1.2. Incorporation of Syllabus Guide in the regular courses curriculum in regional ITT/MCs (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	<i>In process;</i> (task is ‘ongoing’; this and coming quarters)	Support KAE and regional ITTIs in conducting Monitoring on usage of Syllabus Guide and Supplementary materials during the regular courses
	2. Get approval from Academic Counsel on Syllabus Guide on Kyrgyz language for 1-4 grades and Syllabus Guide on Reading for 2-4 grades	<i>Postponed for Q3</i> Depends on KAE	Get approval from Academic Counsel on Syllabus Guide on Kyrgyz language for 1-4 grades and Syllabus Guide on Reading for 2-4 grades
	3. Edit and , update 2 SG	<i>Not scheduled</i>	Edit and update of 2 SG
	4. Publication and distribution in system	<i>Not scheduled</i>	Publication and distribution in system
3.1.3. Capacity building of the three QLP target universities for using Syllabus Guide (jointly with SIR 1.2)	1. Present Syllabus Guide to University instructors (KAE developers)	<i>Completed</i>	<i>No planned activity</i>
	2. Support Universities in conducting mentoring on usage of Syllabus guide in teaching students.	<i>Completed</i>	Support Universities in conducting mentoring on usage of Syllabus guide in teaching students
3.1.4. Mentoring support of using SG and SM in teaching practice (jointly with SIR1.3)	Conduct mentoring visits to target schools (LCs)	<i>Completed</i>	Conduct mentoring visits to target schools (LCs)
SIR 3.2. Support in approval and publishing of Supplementary Materials (SM)			
3.2.1. Support in approval and publishing of Supplementary Materials	1. Publish and distribute SM	<i>Completed</i>	Publish and distribute SM
	2. Get approval from KAE Academic Council on developed SMs	<i>In process</i> Depends on KAE Academic Council	Get approval from KAE Academic Council on developed SMs
	3. Prepare Master copies (DVD) for transmission to the system for further	<i>Not scheduled</i>	Prepare Master copies (DVD) for transmission to the system for further

Tasks	Activities/outputs planned for Jan. – Mar., 2012	Outputs achieved exp. in Jan. – Mar., 2012	Activities planned for Apr. – Jun., 2012
	possibility to transfer all SMs to whole system of Education of KR independently		possibility to transfer all SMs to whole system of Education of KR independently
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.)	1. Conduct workshop for Mass Media specialists and HMU	<i>Completed</i>	<i>Not scheduled</i>
	2. Collect and select of information from MUs and publication of it through “Kutbilim Sabak” on curriculum Issues.	<i>Completed</i>	Collect and select of information from MUs and publication of it through “Kutbilim Sabak” on curriculum Issues
IR 4. INCREASED EFFECTIVENESS OF EDUCATION FINANCE SYSTEMS			
IR-4.1 : Increased Government Capacity in the Implementation of Education Finance Reform			
SSIR 4.1.1 Supporting the policy process			
4.1.1.1 Provide technical assistance to EFWG in oversight of PCF implementation	1. Provide technical support to EFWG to review the pilot progress, develop policies, discuss education financing issues and coordinate donor collaboration, etc.	<i>Postponed based on the request of MOES</i>	Two meetings
	2. Develop EFWG meeting summary reports in English and Russian, share with MOES and EFWG members	<i>Postponed based on the request of MOES</i>	Two reports
4.1.1.2 Provide technical assistance to MOES KR to assure orderliness of existing documents on Community Involvement Strategy	1. Hire two local consultants to revision normative documents on Community Involvement	<i>Completed</i>	<i>No planned activity</i>
	2. Conduct one working meeting to discuss and review recommendations of LCs to improve normative documents on Community Involvement	<i>Completed</i>	<i>No planned activity</i>
4.1.1.3 Support the institutionalization of automated expenditure tracking system in MOES in terms of PCF in Chui oblast	1. Develop TOR for preparing and issue the PCF informational statistical bulletin for 2011	<i>In process</i>	Develop TOR for preparing and issue the PCF informational statistical bulletin for 2011
	2. Publish the PCF informational statistical bulletin for 2011 and distribute among partners	<i>Not scheduled</i>	Publish statistical bulletin - 2011 (50 copies)
	3. Provide technical support to MOES in maintenance work on automated expenditure tracking system in Chui, local consultant	<i>In process</i>	<i>In process</i>
	4. Conduct Round Table with key specialists of MOES KR and	Cancelled Currently MOES/UNICEF is coordinating	<i>Not scheduled</i>

Tasks	Activities/outputs planned for Jan. – Mar., 2012	Outputs achieved exp. in Jan. – Mar., 2012	Activities planned for Apr. – Jun., 2012
	international projects to coordinate further activities in institutionalization of automated system	activities (including donor's) on creation of EMIS in Education sector. Conduction of this RT is not needed more.	
4.1.1.4 Increase central government officials' capacity in PCF implementation	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	<i>Completed</i>	<i>No activity planned</i>
	2. Prepare analysis of PCF implementation and community involvement including recommendations jointly with MOES	<i>In process</i>	Prepare analysis of PCF implementation and community involvement including recommendations jointly with MOES
	3. Translate in English all policy-briefs and policy related documents issued within the QLP from the beginning of the project	<i>In process</i>	Translate in English all policy-briefs and policy related documents issued within the QLP from the beginning of the project
	4. Conduct Regional workshop on per - capita implementation and community involvement in school management	<i>Not scheduled</i>	Conduct Regional workshop on per - capita implementation and community involvement in school management
4.1.1.5 Increase public awareness on PCF and community involvement in school management	1. Provide information on PCF implementation issues and community involvement in school management to be published in MOES Newspaper "Kutbilim"	<i>In process</i>	Provide information on PCF implementation issues and community involvement in school management to be published in MOES Newspaper "Kutbilim"
SSIR 4.1.2 Improving School Management			
4.1.2.1 Roll-out of six-day training module "Financial Management in School Education" for the school principals of Chui oblast	1. Create database of the module trainees	<i>No activity planned</i>	<i>No activity planned</i>
	2. Coordinate schedule and list of trainees with the MOES, RayOO	<i>No activity planned</i>	<i>No activity planned</i>
	3. Print training manuals (for trainers and trainees)	<i>No activity planned</i>	<i>No activity planned</i>
	4. Roll out trainings for school principals in Chui oblast	<i>No activity planned</i>	<i>No activity planned</i>
	5. Conduct two-day Refresh Training on Financial Management to principals of target schools	<i>Completed</i>	<i>No activity planned</i>
4.1.2.2 Roll-out of six- day	1. Coordinate schedule and list of trainees with the MOES, RayOO	<i>Completed</i>	<i>No activity planned</i>

Tasks	Activities/outputs planned for Jan. – Mar., 2012	Outputs achieved exp. in Jan. – Mar., 2012	Activities planned for Apr. – Jun., 2012
training module “Accounting in schools” for school accountants of Chui oblast	2. Print training manuals		
	3. Roll out trainings for school accountants in Chui oblast		
4.1.2.3 Compilation of instructions and regulations for school accountants	1. Develop TOR	<i>Completed</i>	<i>No activity planned</i>
	2. Select LC		
	3. Prepare compilation for school accountants	<i>In process</i>	Prepare compilation for school accountants
	4. Print 330 copies and distribute to schools, RayOOs and RayFOs of Chui oblast	<i>In process</i>	Print 330 copies and distribute to schools, RayOOs and RayFOs of Chui oblast
SIR 4.2 Increased Involvement of Community Stakeholders in School Financial Oversight			
SSIR 4.2.1 Increasing transparency and accountability for school resources			
4.2.1.1. Registration of ACs in Batken oblast	1. Prepare Requirements Specification for the lawyer	No activity planned	<i>No activity planned</i>
	2. Hire a lawyer		
	3. Providing technical and financial support in registration of ACs in institutions of justice.		
4.2.1.2. Conducting 3 day training “Community Involvement in School Management” in Issyk-Kul oblast	1. Plan the list of participants and schedule of trainings	No activity planned	No activity planned
	2. Conduct 3 day training “Community Involvement in School Management” for school principals and AC’s chairmen	<i>Completed</i>	No activity planned
	3. Print handouts	<i>Completed</i>	No activity planned
4.2.1.3. Conducting 3 day training “Community Involvement in School Management” in Batken oblast	1. Plan the list of participants and schedule of trainings	<i>No planned activity</i>	<i>No planned activity</i>
	2. Conduct 3-day training “Community Involvement in School Management” for school principals and AC’s chairman		
	3. Print handouts		
	4. Publish information about budget hearing in local mass media		
4.2.1.4 Conduct one day refresh training for school principals and ACs’ chairpersons of target schools on community	1. Conduct one-day Refresh Trainings on Community Involvement in School Management to principals and ACs’ chairpersons of target schools	<i>Completed</i>	<i>No planned activity</i>

Tasks	Activities/outputs planned for Jan. – Mar., 2012	Outputs achieved exp. in Jan. – Mar., 2012	Activities planned for Apr. – Jun., 2012
involvement			
4.2.1.5. Monitoring/mentoring of ACs activities in Chui oblast	1. Plan monitoring/mentoring visits schedule	<i>Completed</i>	<i>No planned activity</i>
	2. Conduct monitoring /mentoring visits	<i>Completed</i>	<i>No planned activity</i>
	3. Summarize findings in reports	<i>Completed</i>	<i>No planned activity</i>
4.2.1.6. Increase of public awareness about community involvement in school management on rayon level in Chui oblast	1. Hire one LC for prepare manual on the basis of materials of the 2 nd Forum of ACs	<i>No planned activity</i>	<i>No planned activity</i>
	2. Print and distribute the manual for school principals	<i>No planned activity</i>	<i>No planned activity</i>
	3. Conduct close-out meeting for ACs with invitation of representatives of RayOOs, Ayil-Okmotu, school administrations from Chui, IK, BA oblasts	<i>In process</i>	Conduct close-out meeting for ACs with invitation of representatives of RayOOs, Ayil-Okmotu, school administrations from Chui, IK, BA oblasts
4.2.1.7. Technical support in organizing school Budget hearings in Issyk-Kul oblast	1. Work with schools and community to prepare budget hearings	<i>Completed</i>	<i>Not scheduled</i>
	2. Conduct 1-day budget hearings	<i>Postponed to Q3 PY5 (because schools do not have figures from MF KR)</i>	Four Budget Hearings
	3. Publish the information about budget hearing in local mass media	<i>Postponed to Q3 PY5</i>	Publish materials
4.2.1.8. Technical support in organizing school Budget hearings in Batken oblast	1. Work with schools and community to prepare budget hearings	<i>In process</i>	<i>No planned activity</i>
	2. Conduct 1-day budget hearings	<i>Postponed (because schools do not have figures from MF KR)</i>	Two Budget Hearings
	3. Publish information about budget hearing in local mass media	<i>Postponed (see above)</i>	Publish materials
QLP Strengthening Task 2: Creation Positive Socio-psychological Atmosphere in Schools during Post- conflict period in Jalalabad oblast (JAP)			
2.1. Improving capacity of Oblast Methodological Center and Ray/ GorOO	1. Conduct 72-hour TOT on social pedagogy for 7 ITTIs.	<i>Completed</i>	<i>No activity planned</i>
	2. Observation of regular courses on social pedagogy and provide them feedback	<i>Postponed for Q3; (TOT on social pedagogy was conducted in February and regular courses in JAMC has not been planned yet)</i>	Conduct observation of regular courses on SP of JAMC
	3. Support JAMC and Ray/GorOO specialists to publish the best practice on social pedagogues' activity	<i>In process</i>	Publish best practice on social pedagogues' activity in Kutbilim newspaper
	4. Support JAMC and Ray/GorOO to conduct conferences on Rayon level with social pedagogues participation	<i>Postponed to Q3, April; (condition of the schools were not agreeable to conduct the conference)</i>	Conduct conferences on Rayon level with SPs
	5. Support 6 ITTIs (JA, Batken, Osh,	<i>Completed</i>	<i>No activity planned</i>

Tasks	Activities/outputs planned for Jan. – Mar., 2012	Outputs achieved exp. in Jan. – Mar., 2012	Activities planned for Apr. – Jun., 2012
	Naryn, IK, Talas)instructors to participate at National Forum on SP in Bishkek		
2.2. Update 72 hour training module on social pedagogy	1. Hire LC to update 72 hour training module on social pedagogy	<i>Cancelled</i> ; KAE specialists developed and approved module for SPs Instead of the training module collection from the National Forum was developed.	Collection from the National Forum will be edited and printed out.
	2. Modify the training module		
	3. Approve training module by KAE Academic Council	<i>Completed</i>	<i>No activity planned</i>
	4. Print out SP training module and distribute to all 7 ITTIs	<i>Postponed to Q3</i> Module will be printed out and distributed after conducting training as soon as KAE specialists will agree to distribute training modules	Print out SP training module and distribute to all 7 ITTIs
2.2. Develop Practical Guide	1. Hire LC to develop Practical Guide on the base of the case study	<i>Completed</i>	<i>No activity planned</i>
	2. Develop a Practical Guide on the base of the case study	<i>In process</i>	LC presents improved Practical Guide and give the final version.
	3. Approve Practical Guide by Academic council of KAE and recommend it to use	<i>No activity planned</i>	Review and approve Practical by AC of BHU
	4. Print out Practical Guide	<i>No activity planned</i>	Print out and distribute approved PG to all schools
Task 3. Information Communication Technology (ICT) Regional Pre-Service cooperation			
3.1. Selection of materials (papers, meth. Literature, websites) that reflect modern pedagogy and provide for review	1. Hire regional consultant	Completed	<i>No activity planned</i>
	2. Prepare list of materials/websites to be proposed to regional meeting participants	Completed	<i>No activity planned</i>
3.2. Provide participating universities with internet access, computer equipment etc	1. Identify needs of each participating university	Completed	<i>No activity planned</i>
	2. Procure and deliver equipment	Completed	<i>No activity planned</i>
	3. Procure internet access	Completed	<i>No activity planned</i>
	4. Provide ICT training for the university faculty staff	Completed	Completed
3.3. Hold two regional meetings	1. Hold first regional meeting (Bishkek)	Completed	Completed
	2. Hold second regional meeting (Dushanbe)	Not scheduled	Hold second regional meeting in May (Dushanbe)
3.4. Translate, print and	1. Select materials to be translated at regional meeting	In process	1. Select materials to be translated at regional meeting

Tasks	Activities/outputs planned for Jan. – Mar., 2012	Outputs achieved exp. in Jan. – Mar., 2012	Activities planned for Apr. – Jun., 2012
distribute methodological materials	2. Translate and edit materials	Not scheduled	2. Translate and edit materials
	3. Print materials	Not scheduled	3. Print materials
	4. Disseminate materials	Not scheduled	4. Disseminate materials
Task 4. Printing of QLP material, developed under initial contract			
4.1. Preparing materials for publishing	1. Editing materials	In process	1. Edit materials
	2. Translation (if needed) materials	In process	2. Translate (if needed) materials
	3. Designing	In process	3. Design
4.2. Publishing materials	1. Printing materials	In process	1. Print materials
	2. Handover Rizograph to KAE	Completed	No planned activity
	3. Develop guidance for RayOO/ GorOO on dissemination of the materials	Not scheduled	Develop guidance for RayOO/GorOO on dissemination of the materials
4.3. Distribution of materials	1. Distribute materials for target RayOO	Not scheduled	1. Distribute materials for target RayOO
	2. Distribute materials to key institutions (MOE, ITTI, PTTI)	Not scheduled	2. Distribute materials to key institutions (MOE, ITTI, PTTI)
	3. Distribute materials for all non-target RayOO/GorOO	Not scheduled	3. Distribute materials for all non-target RayOO/GorOO
	4. Monitoring of materials distribution	Not scheduled	4. Monitoring of materials distribution

**QLP Quarterly Report Matrix: PY5–Q1
Tajikistan– January – March, 2012**

Tasks	Activities/outputs planned for Jan.–Mar., 2012	Outputs Achieved exp. in Jan.–Mar., 2012	Activities planned for April–June, 2012
I. QLP/TJ Project – General (Project Close-out Activities)			
Institutionalization and close-out events			
National Conference, Exhibition and Press Conference	Not scheduled		Not scheduled
Monitoring the usage of USAID donated equipment by the AOE, RTTI, TTIs, Pedagogical universities and colleges	1. Obtain information on the usage of the equipment from the responsible staff of the institutions	In process	1. Obtain information on the usage of the equipment from the responsible staff of the institutions
	2. Conduct follow-up monitoring visits to the partner organizations	In process	2. Conduct follow-up monitoring visits to the partner organizations
	3. Organize follow-up meetings with the Heads of the partner organizations to share any concerns or issues with usage of the equipment	In process	3. Organize follow-up meetings with the Heads of the partner organizations to share any concerns or issues with usage of the equipment
	4. Report on the usage of the equipment on a quarterly basis	In process	4. Report on the usage of the equipment on a quarterly basis
II. QLP-TJ Main Components			
IR 1. Improved quality of teacher training in student-centered methodologies			
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	1. Present set of TT curriculums and training materials 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 TT curriculums and materials for approval	Completed	
	5. Get official approval of the TT curriculums and materials	Completed	
	6. Print and disseminate TT curriculums and materials to all TTIs	Completed	
	7. Develop Monitoring and Mentoring toolkit/mechanism	Completed	
	8. Provide 7-day monitoring and mentoring support to RTTI and Regional MJMTTI staff	Completed	Provide 7-day monitoring and mentoring support to RTTI and Regional MJMTTI staff
1.2. Improved Quality of Pre-Service Teacher Training			

Tasks	Activities/outputs planned for Jan.–Mar., 2012	Outputs Achieved exp. in Jan.–Mar., 2012	Activities planned for April–June, 2012
1.2.1. Support TSPU and KTSU to conduct trainings for university subject specialists	1. Contract 2 IC, and 3 Master and 6 university based Trainers	Completed	<i>No activity planned</i>
	2. Conduct a five-day workshop to develop training materials for 12-day in-service workshop for faculty staff at a target university	Completed	<i>No activity planned</i>
	3. Conduct a five-day TOT for university subject specialists	Completed	<i>No activity planned</i>
	4. Incorporate recommendations and necessary changes into training materials on the basis of TOT	Completed	<i>No activity planned</i>
	5. Conduct two round of 6-day trainings for university subject specialists	Completed	<i>No activity planned</i>
	6. Develop monitoring and on the job-support mechanism	Completed	<i>No activity planned</i>
	7. Contract 5 LCs	Completed	<i>No activity planned</i>
	8. Develop resource material for university faculty staff on student centered methodology, formative assessment, classroom management and curriculum implementation	Completed	<i>No activity planned</i>
	9. Conduct joint monitoring and on the job-support to department staff	In process	Conduct joint monitoring and on the job-support to department staff
1.2.2. Support in-service Center under TSPU to incorporate new teaching approaches into the in-service curriculum	1. Contract 7 LCs and 2 IC	Completed	<i>No activity planned</i>
	2. LCs revise university staff in-service curriculum on the basis of training modules (Primary, Mathematics, Tajik Language, Pedagogy and Psychology)	Completed	<i>No activity planned</i>
	3. Field test draft versions of the curriculum during the second phase of 6-day training for university specialists	Completed	<i>No activity planned</i>
	4. Adjust syllabi and curriculum to submit for university approval	In process	Adjust syllabi and curriculum to submit for university approval
1.2.3. Strengthening of TSPU and KTSU capacity in Student Practicum and PTTI-school linkages	1. University target department staff trained under 1.2.1 on how to effectively support students during practicum	Completed	<i>No activity planned</i>
	2. TSPU Center for in-service curriculum reflect competencies that would help university staff to teach students to be more effective during practicum—under	Completed	<i>No activity planned</i>

Tasks	Activities/outputs planned for Jan.–Mar., 2012	Outputs Achieved exp. in Jan.–Mar., 2012	Activities planned for April–June, 2012
	task 1.2.2		
	3. Contract 3 LCs to improve Student practicum Regulations	In process	3. Contract 3 LCs to improve Student practicum Regulations
	4. LCs develop Monitoring and Mentoring mechanism and improve Student practicum Regulations	<i>In process</i>	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	In process	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
1.2.4. Support target Pedagogical Colleges to develop learning materials for students of Pedagogical Colleges Primary Department staff for elective course	1. Contract RC and 10 LCs	Completed	<i>No activity planned</i>
	2. Four-day orientation workshop for LCs on development of learning material for students	Completed	<i>No activity planned</i>
	3. Develop learning material for students of Primary departments of the Pedagogical Colleges	Completed	<i>No activity planned</i>
	4. Four-day workshop for LCs to finalize the developed learning material for students	Completed	<i>No activity planned</i>
1.2.5. Support target Pedagogical Colleges to finalize the elective course package (program, teaching and learning material)	1. Translation of the elective course package (from Russian to Tajik lang.)	Completed	<i>No activity planned</i>
	2. Edit elective course package	Postponed to Q3 (due to translation of the package taking more time that was expected)	4. Edit teaching materials
	3. Conduct internal review by Pedagogical University associated with each Pedagogical College - Intermediate assessment of the Teaching materials by pedagogical college specialists	In process	6. Conduct internal review by Pedagogical University associated with each Pedagogical College - Intermediate assessment of the Teaching materials by pedagogical college specialists
	4. Field testing of teaching materials	Completed	<i>No activity planned</i>
	5. Contract 2 LCs	Completed	<i>No activity planned</i>
	6. Incorporate feedback and comments received from field testing and related institutions	Completed	<i>No activity planned</i>
	7. Finalize elective course material to support delivery of specialized course for 6-year old pupils	Completed	<i>No activity planned</i>

Tasks	Activities/outputs planned for Jan.–Mar., 2012	Outputs Achieved exp. in Jan.–Mar., 2012	Activities planned for April–June, 2012
1.2.6. In-service Teacher Training for Target Pedagogical College Teachers	1. Contract 1 RC and 2 LCs	Completed	<i>No activity planned</i>
	2. Conduct one-day workshop on development of the TOT Guide	Completed	<i>No activity planned</i>
	3. Develop ToT materials for target Pedagogical colleges	Completed	<i>No activity planned</i>
	4. Conduct two round of 3-day TOT for target Pedagogical colleges	Completed	<i>No activity planned</i>
	5. Finalize TOT materials	Completed	<i>No activity planned</i>
	6. Contract 2 Master Trainers & 12 LCs – Trainers (3 per PC)	Postponed to Q3 (due to the length of TOT rounds being prolonged with RC recommendation in order to give time for both trainers and QLP to reflect upon the training concepts and make necessary adjustments into the final package)	6. Contract 2 Master Trainers & 12 LCs – Trainers (3 per PC)
	7. Conduct three rounds of 4-days workshops for subject specialists in target Pedagogical colleges	Postponed to Q3 (due to finalization of the training package being under completion till the end of Q2)	7. Three rounds of 4-days workshops for subject specialists in target Pedagogical colleges
	8. Contract 1 RC and 5 LCs	Completed	No planned activity
	9. Develop Monitoring and Mentoring instruments. Set up self-assessment system for new teaching delivery	In process	7. Develop Monitoring and Mentoring instruments. Set up self-assessment system for new teaching delivery
	10 Training follow-up visit.	Postponed to Q3 (due to in-service trainings not being completed yet and will be finished in Q3)	10 Training follow-up visit
1.2.7. Incorporate new parts of teacher training curriculum and materials into target pedagogical college program	1. Contract RC and 2 Master trainers to conduct 4- day workshop	Not scheduled	Contract RC and 2 Master trainers to conduct 4- day workshop
	2. Conduct a four-day workshop on incorporation of the MOE approved curriculum for elective course into all participating Pedagogical Colleges Primary department courses	Not scheduled	Conduct a four-day workshop on incorporation of the MOE approved curriculum for elective course into all participating Pedagogical Colleges Primary department courses
	3. Final review and approval of the elective course package by MOE/AOE	Not scheduled	Final review and approval of the elective course package by MOE/AOE
	4. Prepare 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 round table (target Ped.	Not scheduled	Not scheduled

Tasks	Activities/outputs planned for Jan.–Mar., 2012	Outputs Achieved exp. in Jan.–Mar., 2012	Activities planned for April–June, 2012
	Colleges and universities, AOE, Methodological Center)		
1.2.8. Create Standards framework for teaching 6-year old children in a school setting	1. Identify and hire IC	In process	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)	Postponed to Q3 (depends on the outcomes of hiring IC)	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	Postponed to Q3 (as indicated in the comment above)	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	Submit final draft standards to the Academic councils of each of 4 PCs and Academy of Education
SIR 1.3 Improved Capacity of Education Administrators in Mentoring, Monitoring and Pedagogical Leadership			
1.3.1. Final revision, approval and dissemination of mentoring training program	1. Present mentoring training program for MOE review	Completed	<i>No activity planned</i>
	2. Contract local experts assigned as official reviewers		
	3. Adjust or respond to the official feedback received from MOE		
	4. Resend finalized mentoring training program for approval		
	5. Get official approval of the mentoring training program		
	6. Handover mentoring training program to RTMC		
1.3.2. Monitoring and mentoring visits to target districts	1. Contract 18 LCs from mentoring and monitoring affiliated agencies	Completed	<i>No activity planned</i>
	2. Conduct 4-day visits to target districts to support methodologists and inspectors to conduct quality monitoring and mentoring at school level	Completed	No planned activity
1.3.3. Support teachers' implementation of innovative teaching through advanced monitoring and evaluation	1. Contract IC and 10 LCs	Postponed to Q3 (due the structure of the toolkit being closely linked with the syllabus guide which have been revised on the basis of IC recommendations and field testing outcomes)	1. Contract IC and 10 LCs
	2. Develop monitoring and evaluation toolkit	Postponed to Q3 (as in comment above)	2. Develop monitoring and evaluation toolkit
	3. Conduct Round table to discuss and review the toolkit	Postponed to Q3 (see above)	3. Conduct Round table to discuss and review the toolkit

Tasks	Activities/outputs planned for Jan.–Mar., 2012	Outputs Achieved exp. in Jan.–Mar., 2012	Activities planned for April–June, 2012
	4. Make necessary adjustments to the toolkit	Postponed to Q3 (see above)	4. Make necessary adjustments to the toolkit
	5. Present toolkit for MOE Collegiums approval	Postponed to Q3 (see above)	5. Present toolkit for MOE Collegiums approval
1.3.4. Institutionalization of the School Directors training package (Pedagogical Leadership and Finance Management)	See task 1.1.1 for institutionalization process of the package	Completed	
IR 2: Improved Quality of Student Assessment			
2.1. Support target TTIs, RTMC and DEDs to implement Formative assessment through mentoring	See Tasks: 1.1.1; and 1.3.2.	Completed	
2.2. Support RTMC to modify Olympiad regulations on the basis of the analysis conducted in Year 4	1. Contract 4 LCs	Completed	<i>No activity planned</i>
	2. Support RTMC to conduct Round table to share the outcomes of QLP Olympiads	Completed	<i>No activity planned</i>
	3. Develop new approaches/structures to replace traditional approach in conducting Olympiads in target rayons/schools	In process	3. Develop new approaches/structures to replace traditional approach in conducting Olympiads in target rayons/schools
	4. Support MOE and RTMC to modify Olympiad Regulations	Not scheduled	Support MOE and RTMC to modify Olympiad Regulations
	6. Share the final draft and modified version of the Regulation the target DED/TTI in one-day regional workshop (See task Printing and Publication of QLP developed material)	Not scheduled	Not scheduled
IR3. Greater Involvement Of Teachers In Curriculum Reform			
3.1 New Skill-based standards' guidelines in target subject-matter curricular as a result of discussions and feedback from subject teachers and teacher groups			
3.1.1 Support AOE to set up implementation of syllabus guides (Math,	1. Contract 10 LCs to monitor field testing process in selected target schools	Completed	<i>No activity planned</i>
	2. Field test of Syllabus Guides in	Completed	<i>No activity planned</i>

Tasks	Activities/outputs planned for Jan.–Mar., 2012	Outputs Achieved exp. in Jan.–Mar., 2012	Activities planned for April–June, 2012
Tajik Language, Primary, Chemistry and Biology)	selected target schools		
	3. Incorporate feedback/comments	Completed	<i>No activity planned</i>
	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
3.1.2 Support AOE to reflect learning outcome based approach for other basic education subject standards	1. Contact 1 IC and 15 LCs	Postponed to Q3 (after the syllabus guide for the target subjects get finalized QLP will work with AOE to make the necessary changes into the rest)	1. Contact 1 IC and 15 LCs
	2. Conduct orientation workshop	Postponed to Q3	2. Conduct orientation workshop
	3. Develop Subject Standard (Learning outcomes by strands and grades including a list of indicators)	Postponed to Q3	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)	Postponed to Q3	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
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	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	<i>No activity planned</i>
	2. Review QLP teaching and learning materials	Completed	<i>No activity planned</i>
	3. Get approval from the AoE/RMTC, print and disseminate teaching and learning materials	In process	3. Get approval from the AoE/RMTC, print and disseminate teaching and learning materials
3.2.2 Support AOE and the relevant stakeholders to implement the syllabus guides	1. Contract 10 LCs to plan, develop and conduct orientation workshop	Postponed to Q3	1. Contract 10 LCs to plan, develop and conduct orientation workshop
	2. Conduct 2-day orientation workshop on how to use the syllabus guides	Postponed to Q3	2. Conduct 2-day orientation workshop on how to use the syllabus guides
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 rayon and share	1. Contract 6 LCs-Master trainers	Completed	<i>No activity planned</i>
	2. Develop jointly with RTMC agenda and Conference handouts	Completed	<i>No activity planned</i>
	3. Two-day Rational Conference on QLP – RTMC joint Mentoring experience	Completed	<i>No activity planned</i>
	4. Prepare a booklet on the outcomes of	In process	4. Prepare a booklet on the outcomes of

Tasks	Activities/outputs planned for Jan.–Mar., 2012	Outputs Achieved exp. in Jan.–Mar., 2012	Activities planned for April–June, 2012
their experience with non-target rayon DEDs through Rational Conferences	the Conference (articles, presentations)		the Conference (articles, presentations,)
IR 4: INCREASED EFFECTIVENESS OF EDUCATION FINANCE SYSTEMS			
4.1. Increased Government Capacity in the Implementation of Education Finance Reform			
4.1.1. Supporting the policy process			
4.1.1.1. Provide technical assistance to EFWG in stewardship of PCF implementation	1. Provide logistical support, for conducting meetings 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.	Completed	Not scheduled
	2. Provide development of EFWG meeting 's protocols in English and Tajik, passed to the MoE and distributed to the EFWG members	Completed	Not scheduled
4.1.1.2 Strengthen central government capacity in implementation of new mechanism of school financing and management	1. Continue discussions on institutionalization of the improved accounting and PTA training module	In process	1. Continue discussions on institutionalization of the improved accounting and PTA training module
	2. Conduct analysis of PCF introduction to Kulob and Vakhsh schools	In process	2. Conduct analysis of PCF introduction to Kulob and Vakhsh schools
	3. Conduct regional workshop on Education financing reform implementation	Not scheduled	3. Conduct regional workshop on Education financing reform implementation
	4. Preparation of summary of developed training modules and translation to English language	In process	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	In process	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	6. Conduct four 6-day training on Accounting for school accountant (100) and rayono/rayfo specialist (30)
4.1.2. Implementing School Financing Reforms			
4.1.2.1. Monitoring of PCF implementation in Kulob rayon	1. Meeting with Hukumat and local authorities together with specialists from MoE and MoF to update on PCF implementation progress	Completed	<i>No activity planned</i>

Tasks	Activities/outputs planned for Jan.–Mar., 2012	Outputs Achieved exp. in Jan.–Mar., 2012	Activities planned for April–June, 2012
4.1.2.2. Support implementation of PCF in Vakhsh rayon	1. Continue assistance with school data analysis, tariff system, and budget analysis to rayon school directors and accountants, and education and finance specialists	Completed	<i>No activity planned</i>
	2. Provide technical support to rayon education and finance department's specialists (2) on quarterly and annual school budget	Completed	<i>No activity planned</i>
	3. Provide regular technical support to school directors (54) and accountants (44) on monthly basis	In process	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	<i>No activity planned</i>
	5. Develop progress report based on site visits to Vakhsh and submission to MoE, MoF and EFWG, USAID	Completed	<i>No activity planned</i>
	6. Meetings with Hukumat and local authorities together with specialists from MoE and MoF to update on PCF progress	Completed	<i>No activity planned</i>
4.1.3. Improving School Management			
4.1.3.1. Increase school administration capacity in Vakhsh and Kulob	1. Mentor school principal (54) and education/finance specialist (5) of Vakhsh on finance management	Completed	1. Mentor school principal (54) and education/finance specialist (5) of Vakhsh on finance management
	2. Mentor school principal (46) and education/finance specialist (5) of Kulob on finance management	Completed	<i>No activity planned</i>
	3. Mentorschool accountant (44) and education/finance specialist (5) of Vakhsh on practical accounting	Completed	<i>No activity planned</i>
	4. Mentor school accountant (39) and education/finance specialist (5) of Kulob on practical accounting	Completed	<i>No activity planned</i>
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	1. Conduct two 2-days refreshing trainings for PTA member (108) and	Completed	<i>No activity planned</i>

Tasks	Activities/outputs planned for Jan.–Mar., 2012	Outputs Achieved exp. in Jan.–Mar., 2012	Activities planned for April–June, 2012
Vakhsh and Kulob	school principal (54) of Vakhsh		
	2. Conduct two 2-days refreshing trainings for PTA member (92) and school principal (46) of Kulob	Completed	<i>No activity planned</i>
4.2.1.2. Strengthening PTAs participatory and transparent approach to school management and financing	1.PTA participate in discussion of school budgeting in schools of Kulob	Completed	<i>No activity planned</i>
	2. PTA participate in discussion on school budgeting in Vakhsh	Completed	<i>No activity planned</i>
Information Communication Technology (ICT) Regional Pre-Service cooperation			
3.1. Selection of materials (papers, meth. Literature, websites) that reflect modern pedagogy and provide for review	1. Hire regional consultant	Completed	<i>No activity planned</i>
	2. Prepare list of materials/websites to be proposed to regional meeting participants	Completed	<i>No activity planned</i>
3.2. Provide participating universities with internet access, computer equipment etc	1. Identify needs of each participating university	Completed	<i>No activity planned</i>
	2. Procure and deliver equipment	Completed	<i>No activity planned</i>
	3. Procure internet access	Completed	<i>No activity planned</i>
	4. Provide ICT training for the university faculty staff	Completed	<i>No activity planned</i>
3.3. Hold two regional meetings	1. Hold first regional meeting (Bishkek)	Completed	<i>No activity planned</i>
	2. Hold second regional meeting (Dushanbe)	Not scheduled	2. Hold second regional meeting (Dushanbe)
3.4. Translate, print and distribute methodological materials	1. Select materials to be translated at regional meeting	In process	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	3. Print materials
	4. Disseminate materials	Not scheduled	4. Disseminate materials

**QLP Quarterly Report Matrix: PY5–Q1
Turkmenistan – January – March, 2012**

Tasks	Activities/outputs planned for Jan.–Mar., 2012	Outputs Achieved exp. in Jan.–Mar., 2012	Activities planned for April–June, 2012
IR 1: Improved Quality of Teacher Training in Student Centered Methodologies			
SIR 1.1 Improved Quality of In-service teacher training			
1.1.1 Develop Training Programs relevant to the Turkmen context	1. Review and update training materials based upon participants and trainers feedback (see also 1.2.1)	Completed	<i>No activity planned</i>
	2. Provide ICs with translated version (English) of updated materials for review	Completed	<i>No activity planned</i>
	3. Update translations based upon IC review	Postponed to Q3 of the PY5	Update translations based upon IC review
	4. Engage with Academy of Science regarding official review and acceptance of QLP training materials	In process	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	<i>No activity planned</i>
	6. Provide training materials to NIE (based on approved process to provide TOT to NIE – see 1.3.4)	Not scheduled	Provide training materials to NIE (based on approved process to provide TOT to NIE – see 1.3.4)
	7. Set up process where NIE provide comments on training materials	Not scheduled	Set up process where NIE provide comments on training materials
	8. Update training materials based upon NIE comments, provide copies to NIE & training centers	Not scheduled	Update training materials based upon NIE comments, provide copies to NIE & training centers
1.1.2 Trainer's capacity building	1. Prepare TOT program for each center, including participant lists	Completed	<i>No activity planned</i>
	2. Prepare TOT based upon updated training materials developed in 1.1.1	Completed	<i>No activity planned</i>
	3. Conduct a six day TOT in Ashgabat and Mary	Completed. TOT in Ashgabat and Mary finished, 6 additional trainers in each location were prepared	<i>No activity planned</i>
	4. Conduct a six day TOT in Lebap	Not scheduled	Run a six-day TOT in Lebap
	5. Conduct additional TOT is expansion to other locations is agreed with USAID	In process	Run additional TOT is expansion to other locations is agreed with USAID
1.1.3 Support Training	1. Engage in dialogue with training centers and agree on targets for year 5	Completed	<i>No activity planned</i>

Tasks	Activities/outputs planned for Jan.–Mar., 2012	Outputs Achieved exp. in Jan.–Mar., 2012	Activities planned for April–June, 2012
Centers to develop a systematic training approach	based upon capacity and budget available		
	2. Sign Agreement between QLP and local partner	Completed	<i>No activity planned</i>
	3. Support trainings for teachers, and collect monitoring data	<i>Completed</i> 390 teachers trained	Support trainings for teachers, and collect monitoring data
SIR 1.2 Support teachers and educators to utilize ICT technologies to support the teaching and learning process			
1.2.1 Develop training materials	1. Develop additional day training for ICT part of training package	Completed	<i>No activity planned</i>
	2. Test additional material through training centers	Completed	<i>No activity planned</i>
	3. Provide updated package to training centers (see also 1.1.1)	Completed	<i>No activity planned</i>
1.2.2 Develop Supplementary Materials for teachers	1. Review existing digital materials and collect additional material as needed	<i>In process</i>	Review existing digital materials and collect additional material as needed
	2. Develop plan to create specific digital materials that respond to teachers' proposals where digital materials are needed	<i>In process</i>	Develop plan to create specific digital materials that respond to teachers' proposals where digital materials are needed
	3. Develop digital materials, as much as possible adapting existing open source materials	<i>In process</i>	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	Copy materials for distribution during trainings (including branding requirements) and for NIE (based on official approvals)
1.2.3 Procure hardware to support QLP and partners to develop trainings in ICT in the classroom	1. Procure additional hardware if there is agreement with USAID to expand to additional locations	<i>In process</i>	Procure additional hardware if there is agreement with USAID to expand to additional locations
SIR 1.3 Work with Government Institutions (Ministry of Education, National Institute of Education) to implement outputs of SIR 1.1 and SIR 1.2 systematically			
1.3.1 Training in Modern Pedagogy and its role in effective use of ICTs in the classroom	1. Identify additional International Consultancy to support proposed work with the NIE	Completed	<i>No activity planned</i>
	2. (linked with SIR 1.3.1) Identify and seek approval for 6 day workshop with NIE as follow-up to IT skills (flash	<i>In process</i>	Identify and seek approval for 6 day workshop with NIE as follow-up to IT skills (flash programming) study tour -

Tasks	Activities/outputs planned for Jan.–Mar., 2012	Outputs Achieved exp. in Jan.–Mar., 2012	Activities planned for April–June, 2012
	programming) study tour		linked with SIR 1.3.1
	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 Or in process	Draft Dipnote to MFA is on USAID clearance
1.3.2 Support the NIE to develop ICT content (software) for the classroom	1. Engage with MFA/MOE regarding study tour for IT skills training (flash programming)	Not completed	Engage with MFA/MOE regarding study tour for IT skills training (flash programming)
	2. Support study tour to take place , including program supervision by QLP specialist	Not completed	Support study tour to take place , including program supervision by QLP specialist
	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 completed	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	In process	Periodic meetings to review software development with subject/IT specialists
1.3.3 Support NIE and Velayat education departments to develop ICT Digital Library for Turkmenistan	1. During 6-day workshop (1.3.1) define and agree on structure and parameters of digital archive/library	Not scheduled	During 6-day workshop (1.3.1) define and agree on structure and parameters of digital archive/library
	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	Support NIE to assess each Velayat's capacity to manage the digital archive (so NIE can propose requirements to MOE and government)
	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
	5. Support NIE to monitor use of digital archive by schools	Not scheduled	Not scheduled
1.3.4 Support the NIE to deliver trainings at Velayat Level	1. Send diplomatic note to propose TOT with NIE and Velayat staff (timed with training materials handover)	In process	Send diplomatic note to propose TOT with NIE and Velayat staff (timed with training materials handover)
	2. Run TOT with NIE specialists	Not scheduled	Run TOT with NIE specialists

Tasks	Activities/outputs planned for Jan.–Mar., 2012	Outputs Achieved exp. in Jan.–Mar., 2012	Activities planned for April–June, 2012
	3. Introduce monitoring tools with TOT	Not scheduled	Introduce monitoring tools with TOT
	4. Support NIE to deliver quality trainings if requested	Not scheduled	Support NIE to deliver quality trainings if requested