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**USAID QUALITY LEARNING PROJECT (QLP)  
Quarterly Report  
October 1 – December 31, 2010**

Submitted to:

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## List of Abbreviations

ADB	Asian Development Bank
AKF	Aga Khan Foundation
AOE	Academy of Education (Tajikistan)
DED	District (Rayon) Education Department
EFWG	Education Finance Working Group
EMIS	Education Management Information System
FTI	Fast Track Initiative
GTZ	German International Development Organization
HE	Higher Education
IBET	Improving Basic Education in Tajikistan (USAID supported project 2003-2007)
ISTTI, ITTI	In-Service Teacher Training Institute
ITT	In-Service Teacher Training
KAE	Kyrgyz Academy of Education
LC	Local Consultant
MOE	Ministry of Education (Tajikistan)
MOES	Ministry of Education and Science (Kyrgyzstan)
MOF	Ministry of Finance
MSBF	Minimum Standards of Budget Financing
MTEF	Mid-Term Expenditure Framework (project supported by the EU in Tajikistan)
MU	Methodological Unit
OSI	Open Society Institute
PCF	Per Capita Financing
PEAKS	USAID/Participation, Education and Knowledge Strengthening (Project 2003-2007)
PMU	Project Management Unit
PRESET	Pre-Service Training
PTA	Parent Teacher Association
PTT	Pre-Service Teacher Training
PTTI	Pre-service Teacher Training Institution
QLP	USAID/Quality Learning Project
RayFO	Rayon Finance Office (under subordination of the Hukumat/Hakimyat)
RayOnO/REA	Rayon Education Administration (under subordination of the MOE)
REP	Rural Education Project (Kyrgyzstan, Supported by the World Bank)
RT	Republic of Tajikistan
RTTI	Republican (in-Service)Teacher Training Institute (Tajikistan)
SSS	Secondary School Standards
TE	Technical Expert
TOT	Training of Trainers
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WB	World Bank

## **I. Overview**

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

The Project started on 30 September 2007 and is due to be completed by 29 September 2012. Overall budget allocation is \$13,947,788<sup>1</sup>, apportioned to the three target countries as follows: Tajikistan \$6,274,503; Kyrgyzstan \$5,879,842 and Turkmenistan \$1,793,443

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

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

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

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

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

### ***B. Project Components***

## **Tajikistan**

### **1. Program Overview**

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

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<sup>1</sup> Following Modification # 10, 24 December 2011

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

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

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

This activity has been postponed to Quarter 2, year 4 because Target school training delivery for Cohort 2 will now be conducted in January 2011 (see 1.1.3), the results of which will be fed into the Teacher Training Curriculum review.

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

No planned activity for this quarter

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

The second phase of Cohort2 training that was initially planned for November was postponed to January 2011. This was due to the MOE cancelling the November school break, and extending the winter school break in January 2011 to allow greater time for training activities.

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

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

Round tables were conducted at TSPU (16 HoDs and university staff) on December 15 and KTSU (21 HoDs and university staff) on December 23 to share the outcomes of the curriculum review by the Project's target departments and to develop further action plans for improving the content and structure of teacher preparation at the university.

The goals of the Round tables were:

- a) identify areas of modernizing the curriculum for teacher education, particularly with a focus on young teachers acquiring more practical classroom teaching and management skills
- b) generate some specific topics for further seminars and trainings that will enhance our practice as teacher educators

It has been pointed out specifically by most of the round table participants that before restructuring the curriculums for the target departments, standards with specific learning outcomes and student competencies should be developed. QLP reviewed the Year 4 work plan and included additional support of Local consultants at the target universities to develop standards and course syllabi.

QLP also invited representatives of four Pedagogical Colleges to the round table discussion that helped the project and the participants to better understand the link and interrelationship between universities, colleges and RMTC in curriculum development and implementation. The parties agreed that if any changes are to be made by RMTC/MoE, universities and/or pedagogical colleges, the suggestions should first be discussed and agreed in meetings and round tables like this to avoid misunderstandings and further irrelevancies.

Pedagogical universities had no interventions before and it has taken more than one year for the staff to understand what changes are needed to improve quality of teacher preparation. Thus participation of the Rectors and Deputy Rectors of the target universities, along with RMTC staff made the HoDs (particularly at TSPU, who were mostly resistant to conduct a proper review of their department curriculums and identify the gaps) aware that this program had top down approval.

Close collaboration of QLP and RMTC facilitated the achievements to date and helped the two target universities, and pedagogical colleges agree on the changes recommended for improvement of the teaching materials and resources

#### Outcomes/Results

- Curriculum review analysis finalized and report prepared (attached as annex 1)
- Student practicum analysis finalized and report prepared (attached as annex 2)
- Outcomes of the curriculum review and student practicum analysis shared during round tables with the RMTC and two university target HoDs

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

No planned activity for this quarter

Fulbright Scholar supported QLP to develop short-term training plan and material for target department staff.

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

Four half-day trainings conducted for more than 50 TSPU target department staff on: lesson planning learning objectives formative assessment and high order thinking concepts using local trainers supervised and supported by the Fulbright Scholar.

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

No planned activity for this quarter

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

The Student practicum review was finalized and report prepared

Outcomes of the student practicum review were shared at the December round tables (see 1.2.1) (37 of participants from both TSPU and KTSU).

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

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

Postponed to January 2011 due to rescheduling of November holidays by MOE.

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

No planned activity for this quarter

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

Interim 'spot' evaluation of School Principal training was conducted by the M&E team in November/December. The first draft of the evaluation report shared with MOE, WB and FTI for feedback and comments in order to provide the basis for MOE/FTI/WB replica of the pedagogical leadership training under FTI.

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

### **2.1 Incorporate Formative assessment into Regional TTI courses**

Postponed to Quarter 2 , year 4 because of Target school training delivery for Cohort 2 will be conducted in January 2011 (results of which will be basis for Teacher Training Curriculum review (please refer to 1.1.1)

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

No planned activity for this quarter

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

The final draft of the formative assessment guidelines was disseminated to Cohort 1 target schools (900 copies) and 3 separate 1 day workshops on formative assessment were conducted with Cohort 1 district methodologists and Deputy Directors (Kulob , December 16-18, 28 participants ; Kurgonteppa and Sarband, December 20-22, 26 participants; Vahdat and Varzob – December 23-25, 11 participants)

Mentoring visits on formative assessment to Cohort 1 schools were made during this quarter ( Kulob - 9 schools ; Kurgonteppa and Sarband -5 schools; Vahdat -2 schools and Varzob – 2 schools)

Formative assessment guidelines for the rest of the Cohort 1 and 2 target schools will be shared by DED methodologist as part of their mentoring visits scheduled in the following quarter.

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

Proposal for conducting review of the current Olympiad structure and system was developed and included in the updated workplan sent to USAID for review. It is expected that this review would lead to recommendations on how to incorporate questions and tasks related to Higher Order thinking into the Olympiads in Tajikistan.

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

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

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

No activity planned for this quarter

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

No activity planned for this quarter

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

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

No activity planned for this quarter

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

### **3.3.1 MU support implementation of QLP developed material Standards**

No planned activity for this quarter

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

Meetings held with RTTI, MOE and RMTC on teacher training improvement, school principals' capacity building and strengthening of DED methodologists and MU Heads (please refer to the table of meetings).

#### **b) Implementation challenges**

There is a lack of a clear plan and vision at MOE and AOE on transition to 12 year education. It appears that many institutions are waiting for instructions, but there has been a lack thereof which means many assumptions have not been agreed upon yet, both technical and financial. There is an expectation that a Centre for 12 year education will be formed and tasked with taking forward the process. In order to help it be more efficient and have a quick impact, QLP may need to enter into a dialogue with this Centre to help develop its work under the QLP strengthening funds (see 1.2.6 and 3.1.3 later)

The postponing of the of November vacation till January lead to a delay of several project activities under 1.1, 1.3 and 2. This may potentially lead to a possible overlap with FTI activities in January and competition for trainers.

**c) Cooperation with local government counterparts** QLP conducted mid-term evaluation of school principal trainings the results of which will be shared with the MOE to make final decision on Pedagogical Leadership aspect of the trainings.

#### **d) Forecast of Activities for the Next Quarter**

- Contract 18 local consultants to review Teacher In-service Training Curriculum
- One-day orientation workshop with LC
- Review Teacher In-service Training Curriculum for Primary and Secondary what?
- Submit what? to the MoE for review and approval
- 3-day orientation workshop for trainers
- 6-day teacher training for Primary and Secondary Math and Tajik teachers (second phase)
- Developing piloting instruments and pilot first drafts of modified syllabi and curriculum (First Semester) (Mathematics, Tajik Language, Pedagogy and Psychology)
- Monitoring piloting of revised syllabi and curriculum
- Contract 4 LCs (familiar with school context), Regional Consultant and IC for what?
- Develop training material for university subject specialists on high education aspects

- Field-testing of the training materials in an ongoing university courses
- 5-day TOT for university subject specialists
- Develop training materials to give detailed understanding of school level changes
- Contract 2 LCs to lead Student Practicum Working Group (SPWG); IC to oversee the process
- Identify, translate and disseminate materials on practicum and mentoring
- Print 10 copies of revised Mentoring program developed under QLP
- Ten- day TOT
- Two-day orientation workshop for 6 contracted mentor-trainers
- Print Mentoring package for mentors
- Ten-day Mentoring training for 255 Cohort1 districts mentors
- Two-day follow up support visits to trained mentors
- Three rounds of 3-day refreshing courses for target school principals
- Contract 18 local consultants (please see task 1.1.1 for further info).
- Review TTI courses (syllabi and training materials) to incorporate FA.
- Contract 4 local consultants. to develop Formative Assessment Guidelines for Biology and Chemistry
- Print 500 FA guidelines: 250 copies of Chemistry and 250 of 3-day training for mentors of Cohort 2 target rayons and schools on use of guideline
- Contract IC and 5 LCs to restructure the Basic Education Standards according to the criteria set under 12-year education
- Two- days orientation workshop for LCs
- Regular meetings and discussions with MOE/AOE/RMC on policy dialogue

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

- 50 trainers contracted to deliver Cohort2 teacher training in January
- Formative assessment guidelines disseminated to Cohort 1 target schools and rayons
- Cohort 1 DED methodologists and target school deputy directors trained during 3-day training on use of FA guidelines
- Mentoring training package, including TOT material developed

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

##### **Support from USAID required**

Review and approval of the proposal for review of Olympiads (IR2.4 and attachment)

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

QLP fully participated in the end of Term Review of the FTI-2 Catalytic Grant, including document review, field trip to review the human capacity component and drafting of the recommendations. The engagement and coordination from the MOE with the donors was very positive.

QLP will hire IC to support MOE and AOE to revise Primary standards and to incorporate aspects specific to 6-year old children being taught in a school setting

QLP provided evidence-based review of the current situation of the curriculums, teaching resources and student practicum at the TSPU and KTSU

QLP developed proposal to conduct review of the current Olympiads

## *QLP Strengthening Additional Funds*

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

#### **1.2 Improved Quality of Pre-service Training**

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

Involvement of staff from four target pedagogical colleges in the Round table conducted at TSPU and KTSU (curriculum review and student practicum issues discussed) enables those new target institutions to gain an insight into the curriculum review processes that QLP will engage them in.

Agreements were signed between QLP and four pedagogical colleges (Dushanbe, Kurghon Teppe, Khujand and Kulob).

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

No activity planned for this quarter

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

No activity planned for this quarter

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

No activity planned for this quarter

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

No activity planned for this quarter

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

No activity planned for this quarter

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

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

SOWs for LCs and ICs developed to be hired in quarter 2 for a proposed seminar/workshop on the education development needs of six year old children being taught in a school setting.

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

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

No activity planned for this quarter

## **b) Implementation challenges**

Lack of clear plan and vision at MOE and AOE on transitioning to 12 year education and training teachers for 6-year kids

## **c) Cooperation with local government counterparts**

Four Pedagogical Colleges: Dushanbe, KT, Khujand and Kulob signed Agreement of Cooperation with QLP

## **d) Forecast of Activities for the Next Quarter**

- Contract 1 RC to guide curriculum review process
- Contract 5 LC to review curriculum and teaching resources of target departments and UNICEF ECD standards  
Develop report on curriculum process and analysis
- Share report findings in a Round table discussion
- Contract 12 Local Consultants, RC to develop additional parts of primary teacher training curriculum focusing on 6 year old pupils, review by RC
  
- Contract 2 IC and 4 LCs to hold workshops and initiate reviewing of Primary Standards and Guidelines and incorporate elements of teaching 6-year old children
- Four- days orientation workshop for LCs
- 

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

None

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

None

## **Support from USAID required**

Not at this stage

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

QLP has engaged with the AOE, RMTC, pedagogical universities and colleges in order to develop discussion on critical elements of the transition to 12 year education.

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

### **4.1.1. Supporting the Policy Process**

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

The 9<sup>th</sup> EFWG meeting was held on October 14<sup>th</sup> in MoE in Dushanbe. The chairman of EFWG, Deputy Minister of Education chaired the meeting.

The following issues were presented:

- Intermediate results of per capita financing roll-out to the country
- The goals and objectives of conducting an analysis of per capita financing
- The results of monitoring conducted in districts of Kulob zone (Kulob, Hamadoni, Farkhor, Vose, Muminobod and Khovaling)

- The process of education reforms in Vakhsh district and Kulob city of Khatlon oblast
- Institutionalization of training modules on "Practical Accounting" and "Involvement of PTAs in the process of increasing transparency and accountability of the school budget"
- Improving the efficiency of the education financing working group

#### *Outcomes/Results*

- understanding of the need for improvement knowledge and skills of school principals and accountants, especially in the new districts moved to per capita financing system
- Awareness of changes to PCF formula on transition to 12 year education
- Agreement to plan for introduction of new coefficients for mountain districts
- Plan to further strengthen stakeholders' assistance and cooperation to do for institutionalization of Accounting and PTA modules

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

Monitoring visits were conducted in Kulob city, Hamadoni, Farkhor, Vose, Muminobod and Khovaling districts of Kulob zone during 1<sup>st</sup> week of October. The monitoring results were presented on 9th EFWG meeting.

QLP provided technical support to MoE to organize PCF Regional Conference from 10-12 December in Dushanbe city.

#### *Outcomes/Results*

- 
- Regional conference was a good forum for experience exchange and discussion of PCF results.

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

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

QLP continued to provide assistance to rayono and rayfo specialists on school data analysis and quarterly budget execution;

Joint monitoring of Kulob schools was conducted together with rayono and rayfo specialists from 1 through 4 December;

Analysis of Kulob schools' tariffication and budget execution has been provided and Recommendations presented on 9<sup>th</sup> EFWG meeting

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

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

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

QLP provided workshops and meetings with school principals (49) and accountants (44), rayono and rayfo specialists (4) in formulation of school budget based on per capita formula and analysis of school budget based on new financing mechanism on a quarterly basis;

Joint monitoring of Vakhsh schools was conducted together with rayono and rayfo specialists from 22 through 25 December;

Progress report based on site visits to Vakhsh was developed and submitted to MoE, MoF and EFWG;

Meeting with Deputy Chairman of Vakhsh Hukumat and other local authorities was held on 26 November with participation of MoE representative and QLP Tajikistan Country Director

*Outcomes/Results*

- Conducting a joint monitoring of PCF implementation in Kulob and Vakhsh schools together with rayono and RayFO specialists proves to be a more effective way of monitoring and providing technical support to school administration
- Good working relations developed with Vakhsh Hukumat

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

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

Training on ICT technology & Personal Computer (PC) for the first group of schools' accountant (16) and Rayono (2) and RayFO (2) specialist was conducted in Vakhsh from 27 through 29 December.

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

The data is not collected and entered in the AETS as it was prescribed by MoE's order. At the same time component "Finance" was created under EMIS and data re: school financing was collected

*Outcomes/Results*

- School accountants and rayono and rayfo specialists were trained to learn handling of MS applications-Word and Excel
- AETS further utilization will be discussed during the next EFWG meeting in January 2011

### **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**

Trainings for PTA members (44), school principal (47) and education specialist (1) in Vakhsh on PTA module were conducted on 24-25 November and 3-4 December.

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

The very first budget hearings in Vakhsh rayon were organized in school #50 with participation of school administration, PTA members of this school as well as neighboring schools #12, #51 as well as Vakhsh Hukumat representative and head of rayfo (46 participants).

*Outcomes/Results*

- Knowledge and skills of PTA members and school principals of Vakhsh rayon on involvement of PTA to the process of increasing transparency and accountability of the school budget has improved
- Budget hearings were a visible tool to increase involvement of communities in school management

### **QLP Strengthening (Additional funds)**

#### **4.1.2.1. Support national roll-out of PCF**

ToT training for 25 participants: school principal (7), accountant (3), rayono and rayfo specialists (3) and RTTI/TTI specialist (11) on finance management was conducted from 19 through 26 December

Two learning resource centers are established in Vakhsh and Kulob education departments and equipped with furniture, blackboard and educational-informational materials (modules, manuals, booklets, etc) developed by QLP along with PCF instructions, regulations and other related documents.

#### **b) Implementation challenges**

- The Automated Expenditure Tracking system has been handed over to MoE, however data is not collected and not entered into the system
- Accounting and PTA training modules are not institutionalized yet
- QLP is not involved in analysis of legal-normative basis for PCF
- High turnover of school accountants and principals

#### **c) Cooperation with local government counterparts**

QLP has prepared 25 trainers from RTTI/TTIs specialists and school administrations to conduct future trainings on financial management with funds from FTI-3.

The deputy chairman of Vakhsh Hukumat and specialists of rayono and rayfo have been provided with computers and multifunction devices.

QLP has conducted workshop on per capita financing at Dushanbe TTI for Dushanbe schools' principals

#### **d) Forecast of Activities for the Next Quarter**

- To provide logistical support for conducting next meeting of EFWG; develop EFWG meeting protocols in English and Tajik and share with MoE and EFWG members
- Conduct monitoring site visits with MoE specialists to develop reports and recommendations based on the monitoring results and further discuss with the EFWG
- Participate in analysis of existing normative-legal base to support PCF in Education, led by the WB/FTI
- Discussions and joint drafting of policies and regulatory documents
- Continue discussions on institutionalization of the improved accounting and PTA training module
- Provide technical support to Kulob school principals (46) and accountants (38) on a monthly basis
- Compose, produce and distribute a reference manual "Handbook for School Principals" (existing and latest normative-legal PCF and school management documents)
- Continue assistance with school data analysis, tariff system, and budget analysis to Vakhsh rayon school principals and accountants, and education and finance specialists
- Provide technical support to rayon education and finance department's specialists (2) on execution of quarterly and annual school budget
- Provide technical support to school principals (49) and accountants (44) on a monthly basis
- Joint monitoring of Vakhsh schools quarterly and annual school budget together with rayon education and finance departments
- Develop progress report based on site visits to Vakhsh and submit it to MoE, MoF and EFWG, USAID
- Conduct Personal Computer (PC) training in Vakhsh for the second group of schools' accountant (16)
- Conduct refreshing training in Vakhsh for accountants (44) and education (2) and finance (3) specialist on practical accounting

- Conduct refreshing training in Vakhsh for school principal (49) and education (3) and finance (3) specialists on finance management
- Conduct PC training in Kulob for schools' accountant (38) and education (2) and finance (3) specialist
- Conduct refreshing training in Kulob for accountants (38) and education (2) and finance (3) specialist on practical accounting
- Ongoing maintenance, assistance and monitoring of efficient usage system's specialists at the MOE as well as mentoring on the proper data entry
- Print and distribute PTAs manual (120) in Vakhsh and Kulob schools, DEDs.
- PTA to participate in discussion on school budgeting in schools of Kulob
- PTA to participate in discussion on school budgeting in Vakhsh

### **QLP Strengthening (Additional funds)**

- Conduct refreshing training in Kulob for school principal (46) and education (2) and finance (3) specialist on finance management

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

- Trained 25 RTTI/TTI specialists, school principals, accountants, rayono and rayfo specialists on training module "Financial Management for school principals" improved by QLP
- Trained 91 school principals, PTA chairpersons and members of Vakhsh schools on training module "Involvement of PTAs in the process of increasing transparency and accountability of the school budget" developed by QLP
- Trained 20 school accountants and rayono and rayfo specialists on personal computer (MS Word and Excel)
- Trainers, prepared by QLP, conducted trainings on school management and PTA modules
- Delay: Institutionalization of Accounting and PTA training modules

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

- None

### **4. Support from USAID required**

Initial discussions between USAID and the WB on the following issues were held this quarter. During the next quarter further discussions will be held to clarify plans and what contribution QLP will make to these development areas under PCF

- The Automated Expenditure Tracking System usage by MoE
- Participation in legal-normative basis for PCF
- Participation in PCF formula and instruction revision

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

- Technical support to MoE on conducting the regional conference on PCF
- Logical support to conducting EFWG meeting

- Trained 136 RTTI/TTI specialists, school principals, accountants, PTA members and rayono and rayfo specialists
- Progress of PCF implementation in Vakhsh district

**Table of Meetings for 1 October – 31 December 2010**

**A. Meetings/travel/staff changes**

<b>Data</b>	<b>Organization</b>	<b>Responsible staff of organization</b>	<b>The main issues discussed</b>
October 13	EU	Donor community	discussion on the results and recommendations put forward by the Study on Education Sector Financial Framework
October 14	WB	Saodat Bazarova, Mavjuda Nabieva,	to discuss:  a) Pedagogical leadership module b) Education Finance training module c) Accountant module d) PTA module e) Finance Automatic expenditure monitoring and tracking software
October 19-20, 10	MOE	MOE staff	International Conference – The use of advanced technology in teaching process-
October 19	Organization of Tajikistan and Bulgarian Friendship – NGO	Manuchehr Khumorov, Ahmed-Akhunov Shuhrat, Sherali Saidoshurov, Jamshed Azimov Dilshod	a)Discuss the QLP plans and the draft proposal, developed by the NGO on conducting review of the existing structure of Olympiads
October 22, 10	AOE	Irina Karimova, AOE Simon Jenkins, USAID/QLP	a)Review the progress of joint revision and development of primary and secondary standards b)agree on further action plan to finalize the drafts and compile them with the 12-year education requirements
October 26, 10	MoE	Ismonov F.	Discussion of institutionalization of Accounting and PTA modules, regional conference on PCF and creating database on AETS
November 1, 10	MoE	Ismonov F.	Discussion of regional conference on PCF, analysis of legal-normative basis for PCF, institutionalization of modules and AETS
November 5, 10	Vakhsh Hukumat	Gurezova Z., Sharipov A., Saidmurtazoev S.	Presentation of budget of Vakhsh schools for 2011
November 5, 10	RTTI/MOE/FTI	Abdulazizov Vahhobjon – RTTI, Ismoilov Vaysiddin – MOE, Rustam Ziyoev – MOE/FTI Zikriyo Rajabov- RTTI/FTI Damir Safin – RTTI/FTI	a)Presentation of the QLP plan on evaluation of school principals training effectiveness (on Pedagogical Leadership and Finance Management). b)Discussion sample and evaluation approach during the last meeting in MOE
November 10, 10	Kulob rayono	Amirov D., Yuldoshev A.	Update on QLP activities and plans for PY4, establishment of learning resource center in

			rayono
November 15	UNICEF	Donor Organizations	a)Planning of the FTI-2 review (WB) b)Introduction of Dr. J. Irvine (UNICEF Consultant for NSED) c)Update on the NSED revision process (WB/UNICEF) d)Brief on the FTI-3 Component 3.3 “Promoting Enrollment and Attendance” (WB) e)Announcement of the forthcoming round table on Girls’ Education Study (UNICEF)
November 18,10	MOE	MOE	NSED final discussion and possibilities for donors to support in-service
November 26,10	Vakhsh Hukumat	Gurezova Z., Rizoev Q., Negmatov A., Ghaforov S.	Update on QLP activities and plans for PY4, establishment of learning resource center in rayono
November 29, 10	WB/USAID/QLP/MOE	Bazarova S., Gerard Peart, Nabieva M	FTI-2 review
December 3,10	HQ Creative Associates	Zelma, Terry	SDPP – new project discussion
December 7, 10	WB/MOE	Bazarova S., Gerard Peart, Mamadfozilov Z., Nabieva M.	FTI-2 review
December 7, 10	WB/MOE	Bazarova S., Gerard Peart, Mamadfozilov Z., Nabieva M.	FTI-2 review
December 9, 10	MOF	Sohibov, Rasulov, Bazarova S., Gerard Peart, Nabieva M.	Discussion of PCF issues; instruction, formula, institutionalization of modules
December10-11,10	MOE	MOE staff	PCF Regional Conference initiated by MOE TJ
December 15, 10	MOF/WB	Rasulov, Bazarova S., Gerard Peart, MNabieva	Discussion of FTI-2 review; ICO system and PCF issues

### ***B. Changes in Staff***

<b>Date</b>	<b>Name and title</b>	<b>Change</b>
23 Nov 2010	Akbarali Choriev – Program Specialist	Joined QLP
23 Nov 2010	Parinamo Qurbonalieva – Program Assistant	Joined QLP

### ***C. Staff Travel / Visitors***

<b>Dates</b>	<b>Name</b>	<b>Purpose</b>
Nov.18-25	Nasiba Nurova, Regional F&HR Manager	Kyrgyzstan: Support financial depart and participate in the interview for CD, QLP Kirgizstan vacancy position

December 8-16, 2010	Jyldyz Uzbekova, Regional Education Financing Director	Tajikistan: Participation in PCF regional conference, opening of a resource center and budget hearings in Vakhsh, review of FTI-2 and discussion of collaboration activities with MoE/FTI-3
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## **Safe Schools and the Reduction of School Related Gender Base Violence (SRGBV)**

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

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

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

### **6. Work Plan/Operational Arrangements**

The overall goal of the Doorways III training program is to increase teachers' knowledge and shift attitudes and behaviors so that they may prevent SRGBV and respond to students who have experienced SRGBV. The overall goal of the training of Doorways II is to provide community counselors with basic knowledge and skills to respond to young people who have experienced SRGBV .

#### **SS Delivery of the Training to Target Schools**

During the reported period trainings were held in 5 schools in Sugd and in 4 schools in Dushanbe to disseminate Doorways II Manual. The project identified numbers of communities from target schools to be trained and informed the schools principles. According to the schedule the community trainings were supposed to start in October 11 and run till November 26 with two shifts and two groups in each shift.

All logistics to organize these trainings was completed by the end of September and in October 11 trainings on Doorways II for community counselors started in Isfara and Dushanbe.

#### **SS Information on Trainings**

The SS training participants agreed that counselors should recognize types of violence prevent and protect girls and boys. Some of the trained groups proposed to install SRGBV post box at school for students to inform community counselors on cases of violation at schools. As a result of these trainings participants agreed that they meet their expectations on training saying that USAID/QLP should conduct these kind of trainings more frequently to raise the awareness on gender issues and look at the problem of gender-based violence from a different perspectives.

School # 52 in Dushanbe after training for teachers disseminated SRGBV information among other teachers of the neighboring schools located in their districts.

After community counselors training finished in school#52 a group of community counselors now meet together in school twice a month to discuss their activity. Director of school # 52 participates regularly at the meeting and agreed to support community counselors' activity.

#### **Assessing training effectiveness**

Assessment of the participants' progress in knowledge was done by comparing the survey results of participants in the first day of training (questionnaire "Pre") and last day of training (the form "Post") and allows to evaluate the use of the training materials and the quality of trainers' work.

#### ***As a Results:***

- The average level of knowledge on key issues of training has increased (data obtained by comparing the questionnaires "Pre" and "Post").
- Participants appreciated the training materials used, the quality of trainers and technical support.

***Increase public awareness on SRGBV and Mass media involvement.***

Press release on the Safe-school project was prepared and published in Creative Times

***Handouts for training participants***

All training participants received reference materials for community counselors “Doorways II”, as well as Training Program and copy of Power Point Presentation.

**b) Implementation challenges**

Some of the schools in Dushanbe were not able to engage parents being in a weak position with parents.

**c) Cooperation with local government counterparts**

- Academy of Education of Tajikistan
- Rayon education departments
- Target schools

RTTI staff incorporated Doorways III Manual into the RTTI extracurricular.

Academy of Education has proposed draft Code of Ethics developed by the group of Code of Ethics to the Ministry of Education. (Letter is attached).

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

- Conduct 5 day training for the teachers (January 4-8, January 2011) on Doorways III in Isfara, and Dushanbe.
- Conduct 5 day training for teachers (January 10-14, 2011) on Doorways III in Isafara/ Dushanbe
- Conduct 5 day training for teachers (January 17-21, 2011) on Doorways III in Isafara.
- Conducting 5 day training for teachers (January 24-28, 2011) on Doorways III in Isafara
- Monitoring of schools according to schedule.
- Meetings with stakeholders to incorporate Manuals on SRGBV

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

- Doorways III Manual incorporated into the extracurricular plan of the RTTI
- One hundred fifty seven participants have been trained in two areas: Sugd and Isfara
- Training Impact Evaluation on teachers and community members is submitted by Robin Haarr, International Consultant.
- SS project did presentation at the Round Table with different groups of stakeholders to ensure effective usage of skills provided within training on SRGBV and in order to identify what each stakeholder can do to improve community counselors activity.
- During the meetings with stakeholders from UNFPA and GTZ/HF GMBH agreed to share technical support for the effective usage of SRGBV manuals and adding some of SRGBV materials to the existing Healthy life- style textbooks in 10-11 forms/ (the issue is under discussion).

- Minister of Education provided positive feedback in regard to the Code of Ethics ( Letter # 351/01 to the MOE has been approved in December 23, 2010. See attached).

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

According to the Impact Evaluation Report although only a small number of teachers were trained in each of the districts, the findings from the pre-test and post-test survey data does reveal that, in general, the training has significant and positive effects on teachers' attitudes toward children/youth and school related gender-based violence.

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

<b>Dates</b>	<b>Name</b>	<b>Purpose</b>
October 10-15, 2010	Asadova Parvina, SS Coorinator	Khujand/Isfara. Organization of training for community counselor
October 18-23, 2010	Zarina Bazidova, SS Assistant	Isfara, workshop for community counselors, in school # 4

***Table of Meetings - Safe School Program***

**M&E plan**

<b>Data</b>	<b>Organization</b>	<b>Responsible staff of organization</b>	<b>The main issues discussed</b>
October 4, 2010	MOE	Partovov	Letter of permission
October 11, 2010	School 7 Khujand	Roziya Turaeva	Briefing on SS project and delivery of trainings
October 18, 2010	School 12/1 Isfara	Atakhanova Khakima Khojiev Ashurkhon	Briefing on SS project and delivery of trainings
November 16, 2010	School 52/6 Dushanbe	Shodavlatova Oishakhon Safarov Burikhon	Briefing on SS project and delivery of trainings
November 16, 2010	School 12/44 Dushanbe	Nabiev Sirojiddin Talabov Nazarali	Briefing on SS project and delivery of trainings
November 19, 2010	AOE	Karimova I.Kh	Coordination of program activity: discussion of Code of Ethics.
December 10, 2010 16:00-17:00	GTZ Round Table	Ludger Schmidt, International Expert, Germany	To discuss outcomes of Projects with regard to healthy-life style projects implemented in Tajikistan
December 12	GTZ	Tufa Sadikova	Meeting on partnership with QLP and GTZ
December 14, 2010	UNFPA	Zukhra Akhmedova, Diana Ismailova	Coordination of activity on technical assistance to incorporate some topics of Doorways materials to the existing Healthy life style textbook.
December 23, 2010	AOE	Mrs. Karimova Irina Kholovna	Meeting with the Head of AOE on the Code of Ethics and approval on the Collegium of the Ministry

Baseline data on the pre-test and post-test questionnaires was analyzed by the International Consultant to measure behavior changes in teachers and communities. Report on an evaluation of impact of training on teachers and community members provided by the International Consultant.

## **Kyrgyzstan**

### **1. Program Overview**

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

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

###### **SSIR1.1.1. Establish cooperation relations with regional ITTIs (Talas Methodological Center and Naryn ITTI)**

###### **1.1.1.1 Reaching agreement with Talas Methodological Center and Naryn ITTI**

To set up year 4 cooperation with new regional ITTIs multilateral agreements were signed: between KAE, Naryn ITTI and QLP on November 26<sup>th</sup>, 2010; and between KAE, Talas Methodology center and QLP on November 19<sup>th</sup>, 2010. Work plans on cooperation between QLP and these partner ITTIs was developed for Year 4.

###### **SSIR 1.1.2 Strengthen capacity of in-service teacher training instructors**

###### **1.1.2.1 Training of instructors to teach modified courses in Talas and Naryn ITTI**

###### **1.1.2.1.1 Training of instructors to teach modified courses in Talas Methodological Center and Naryn TTI**

To initiate trainings on the KAE approved modified courses for Talas Methodology Center and Naryn ITTI instructors an official order was signed by the Deputy Minister of the MOES, which indicated the dates of trainings, list of participants and trainers etc.

The first 3 day TOT for instructors for Talas Methodology Center on Student Centered Methodology was held during December 24-26, 2010. Twenty one Talas Methodology Center staff participated in the training. This activity was originally scheduled for Quarter 2, but was brought forward once the Ministry authorized the trainings.

The remaining trainings for Talas MC and the set of trainings for Naryn TTI will take place in Quarter 2 and Quarter 3.

###### **1.1.2.1.2 Master trainer observations during trainings of newly trained instructors n/a**

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

The local consultant for this task has been identified and discussion held. The local consultant will be contracted next quarter and the research phase will be initiated.

### **1.3: 1.2 Improved Quality of Pre-service Training**

#### **SSIR 1.2.1 Support new teacher retention**

The draft of the Policy paper was developed by the local consultant. The work in this direction is done jointly with UNICEF and a presentation was made of the final draft. In order to quantify the costs of different options proposed in the recommendations a team of finance specialists was hired to determine the actual cost of policy actions proposed in the Policy paper. It is expected that they will finish the work by the end of January.

#### **Guidebook for Young Teachers**

#### **SSIR 1.2.2 Improve PTTI curricula on 3 target specialties**

The Agreement of Cooperation was signed with 2 PTTIs with which QLP will roll out the program with PYYIs this year; Osh State University and Jalalabat State University. Both PTTIs showed willingness to cooperate with the QLP. Target departments, LCs and technical experts were selected. Six day trainings on student centered teaching methodology was conducted for representatives of target departments of OshSU and JASU separately during this quarter. Participants were familiarized with the basics of student-centered teaching methodology, setting lesson objectives, formative and summative assessment.

The selected Technical experts were trained on how to conduct the analysis of their PTTI curricula. The teams of LC and TEs in each PTTI completed the analysis of their curricula in December. The final reports have been submitted to QLP.

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

The final drafts of the Arabaev University Polojenie on student practicum, department programs on student practicum, mentor's handbook were developed by the team of LC and TEs.

#### **Challenges**

The QLP specialist responsible for this component had to take significant amounts of time off during this quarter and this resulted in the delay of some activities

### **SIR1.1.3. Mentoring within ITTI system of instructors**

#### **1.1.3.1. Training on mentoring and monitoring.**

##### **(1) Training on mentoring and monitoring for Issyk-Kul ITTI instructors.**

Last four-day training on mentoring and monitoring was held in Karakol during December 1 – 4, 2010 for Issyk-Kul ITTI instructors. There were 25 participants in the training. During the training participants indicated the need of teacher's toolkits, which could help them to conduct observation of courses.

The training participants noted two concerns about the cooperation between QLP and the ITTI; Lack of feedback from QLP side and Rare mentoring support of ITTI instructors after conducted trainings.

##### **(2) Training on mentoring and monitoring for Talas and Naryn ITTI instructors.**

Trainings for Talas MC and Naryn TTI on Mentoring/Monitoring will take place in Quarter 3.

#### **1.1.3.2. Recruitment of experts**

The purpose of hiring LCs from each ITTI is so QLP has a representative in each region and constant observation of courses by the a local mentor.

Development and discussion of SOW for LCs for each ITTI was not completed. The final development of SOW for LCs and recruitment will take place in January.

#### **1.1.3.3. Observation, review and development of plans. Observation, review will take place in Quarter 2**

#### **1.1.3.4. Development of recommendations for future work.**

All activities under this subtask are planned for Quarter 4

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

#### **1.1.4.1 Improve training modules.**

Training modules will be improved in Quarter 4 after working meeting with key practicing ITTI instructors to revise ITTI module following results of 2010-2011 academic year

#### **1.1.4.2 Improve Methodological Guide for mentoring and monitoring**

The existing draft observation toolkit was reviewed with Yssyk-Kul ITTI instructors during the trainings and their comments on toolkit were collected for improving it. The final version of observation toolkit expected to be finished by January 2011. Discussion of the mentoring concept is in progress.

#### **1.1.4.3. Revision of the evaluation tests**

Evaluation tests in target subject areas to make them compliant with revised ITT program will be improved and updated in Quarter 2.

#### **1.1.5. Purchase equipment and literature for regional ITTIs**

Purchased equipment and literature were delivered to Issyk-Kul ITTI.

## **SIR 1.2 Improved Quality of Pre-service Training**

### **SSIR 1.2.1 Support new teacher retention**

The draft of the Policy paper was developed by the local consultant. The work in this direction is done jointly with UNICEF and a presentation was made of the final draft. In order to quantify the costs of different options proposed in the recommendations a team of finance specialists was hired to determine the actual cost of policy actions proposed in the Policy paper. .

### **SSIR 1.2.2 Improve PTTI curricula on 3 target specialties**

The Agreement of Cooperation was signed with 2 PTTIs with which QLP will roll out the program with PYYIs this year; Osh State University and Jalalabat State University. Both PTTIs showed willingness to cooperate with the QLP. Target departments, LCs and technical experts were selected. Six day trainings on student centered teaching methodology was conducted for representatives of target departments of OshSU and JASU separately during this quarter. Participants were familiarized with the basics of student-centered teaching methodology, setting lesson objectives, formative and summative assessment.

The selected Technical experts were trained on how to conduct the analysis of their PTTI curricula. The teams of LC and TEs in each PTTI completed the analysis of their curricula in December. The final reports have been submitted to QLP.

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

The final drafts of the Arabaev University Polojenie (regulation) on student practicum, department programs on student practicum, mentor's handbook were developed by the team of LC and TEs.

### **Challenges**

The QLP specialist responsible for this component had to take significant amounts of time off during this quarter and this resulted in the delay of some activities

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

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

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

QLP staff and 2 LCs continue monitoring and providing methodological support for 14 target schools in Chui and Osh oblasts. Two practical workshops were conducted (November) for the HMUs, zavuches, and RaiOO specialists on presentation of Syllabus Guides and their practical use in lesson planning. During the workshops mentoring work with HMUs, zavuches, and inspectors of RaiOO was provided on joint planning of lessons, their observations and feedback. Specialists of KAE and Osh ITTI took active part in the work of the workshop. As a result 8 lesson plans were developed on target subjects by the participants. Two lesson plans were published in Kut Bilim Newspaper. The lesson plans developed during those workshops will be collected during the academic year and be compiled into bank of exemplary lesson plans to support HMUs and teachers. The participants were given copies of Syllabus Guides on 4 target subjects and guidebooks on formative assessment. One of the positive sides of the workshop was the fact that it was a kind of professional study for all stakeholders involved which is central part of teaching and it was good that it was embedded in the daily work life of teachers, HMUs, and zavuches (like collaborative lesson planning, assessment of student work). Besides, the participants had an opportunity to share and discuss current common problems openly, thus, creating a friendlier attitude to each other within the group.

Session on reflection practices was presented and discussed with HMUs, zavuches, and RaiOO specialists. The participants recognized that critical reflection is an important aspect of both teaching and learning. It is the process that provides the greatest opportunities for professional understanding and self-assessment.

Video lesson on formative assessment (Kyrgyz language lesson) was observed and discussed with HMUs, zavuches, and RaiOO specialists. The participants learned different techniques on formative assessment.

One day workshop was delivered to HMUs, zavuches, and specialists of RaiOO on Monitoring. During the workshop the participants were introduced to some effective tools in monitoring.

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

4 LCs were hired and SOW was developed for them on modification and improvement of Mentoring Module. Two LCs are those who are doing monitoring visits to target schools. They are gathering mentoring materials

based on school visit results and reflection practices of HMUs, zavuches, and RaiOO specialists to use in the Module.

**Task 1.3.1.3., 1.3.2.3., 1.3.3.3. Support in the development of Toolkit on Pedagogical Leadership, Mentoring, and Monitoring.**

Three LCs were hired for completion this task. SOW was developed for them. Two working group meetings were conducted. During those meetings LCs reviewed existing materials created by QLP on Mentoring, Pedagogical Leadership, and Monitoring for possible inclusion them into the Toolkit. They brought all necessary materials into one document, linked together, and at present are writing the initial draft of the Toolkit.

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

Three LCs were hired to review and modify the existing Regulation on job description. SOW was developed for them. Two working group meeting were conducted with them in November and December, 2010. During those meetings they reviewed and studied existing materials on Job description for directors, zavuches, social pedagogues, and HMUs in other countries. Furthermore LCs studied the standard documents on Job description for directors, zavuches, and social pedagogues in Kyrgyzstan and compared documents on Job description of other countries with the Kyrgyz version. Modification and additions were made to Kyrgyz version of Regulation on Job description. Initial Regulation on job description for HMUs was developed. Also, Regulation on HMUs was developed by them as earlier this document was no existing in system.

**Task 1.3.1.5. Support in the development of Polojeniyе (Regulation) on Mentoring.**

Two LCs were hired on this task and SOW was developed for them. At present the LCs are studying the existing versions of regulations on Mentoring of some schools in the country and abroad.

**Challenges**

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

One of the issues on completing these tasks was that among the participants of the workshop there were zavuches, HMUs, and teachers who did not participate in prior in-service teacher training courses which were delivered by QLP. Consequently, some ideas during the discussions were novel for them and QLP staff and LCs had to explain the materials to them taking time of others. The participation of some RaiOO specialists is left to be desired. Only 50% of them are conducting our workshops and working passively in them.

Due to instable situation in the country sometimes the scheduled workshops in the South target schools were not provided according to the planned time-table.

Some HMUs, zavuches, and RayOO specialists are irresponsible in accomplishment of home assignments given by QLP staff and LCs after each practical workshop. Only 50% of the participants are responding accordingly.

**c. Cooperation with local counterparts**

(i) Osh Oblast In-Service Teacher Training Institute; (ii) Rayon education departments; (iii) Target schools; (iv) KAE; and (v) MOES

**d. Forecast of activities for next quarter**

- Working group meetings with the developers (LCs) of Toolkit, Regulation on Job description, Regulation on Mentoring, and training Module on Pedagogical Leadership, Mentoring, and Monitoring.
- Informal talks with directors, zavuches, and HMUs on Pedagogical Leadership, Mentoring, and Monitoring for developing Toolkit
- Preparation of initial draft Toolkit on Monitoring, Mentoring, and Pedagogical Leadership, its testing in 14 target schools and collecting comments from them.
- Preparation of initial regulation on Job description, it's testing in target schools and modification.
- Modification and improvement of training Module on pedagogical leadership, mentoring, and Monitoring.
- Preparation of initial Regulation on mentoring, testing it and improvement according to the comments given from the schools.

- Organization and delivery of one day seminar on assessment, functional duties for directors, zavuches, HMUs, and social pedagogues for RaiOO specialists, directors, zavuches, and HMUs of target schools in Osh and Chui oblasts.
- Follow up school visits for new academic year 2011(Cohort 1 schools)

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

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

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

A Local Consultant and five Technical Experts were hired. A working group meeting with these Local Consultants and Technical Experts was held where the content of the Guide Books was discussed and tasks set as developers of the Guide Books. Developers are preparing first part of the Guide “Goal Setting”. Due to the fact that QLP/Tajikistan team has fulfilled a similar task in 2010, the Tajik Guide on Formative Assessment was translated into Russian language and forwarded to Experts to use it support in the developing of guidelines, in order not to duplicate content already developed for Tajikistan. Five hundred copies of the General Guide on Formative Assessment, developed in 2010, were printed. 100 copies were passed to the partners: 14 target schools, seven RayOOs in Chui and Osh Oblasts and two Universities; Osh State University and Jalalabad State University.

Since the contracts with LCs and TEs for implementing the task, “2. Monitoring of ITTI, PTTI sessions on Student Assessment” were only signed in November, the implementation of this task is postponed to the next quarter.

##### **2.1.2. Support in improvement Student Assessment (including formative assessment) training session in line with SSIR 1.1.1.2**

Developed SOW for Local Consultant and Technical Experts and hired them.

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

Developed SOW for Local Consultants and Technical Experts and they have been hired. Workshop for Technical Experts, Local Consultants and QLP staff held on discussion of the Video training module “Formative Assessment”. Following the meeting, an indicative list of the additional content was made. The Video training on Formative Assessment (DVD and work copybook) developed in 2010 was printed out in 50 copies and given to 14 target schools and 7 RayOO in order to receive comments to feed into the improvement of the video. At the same time SIR 1.3. will gather feedback, while IR2 will deal with the analysis for developing new clips that are needed.

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

SOW for Local Consultants and Technical Experts developed and hired. This task will be realized in second and third quarter in 2010.

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

SOW for Local Consultants and Technical Experts developed and hired. Has been agreed the schedule of the task. General preparation to the realization of the task has begun.

#### **SIR 2.3: Influence system of Olympiads and other competitions to include measures of higher order skills**

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

SOW for Local Consultants and Technical Experts developed and hired. The order on the formation of the group and realization of the task was prepared by Ministry of Education and Science in the KR. Expert group agreed schedule of work, the content of the Methodological Guide and has begun the realization of the task.

#### ***IR4: Increased Effectiveness of Education Finance Systems***

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

EFWG meeting, planned for December 28, to discuss the results of PCF analysis and challenges and future strategy of reform implementation was postponed to January following MoES request.

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

On the basis of database collected in automated expenditure tracking system, indicators of monitoring the PCF process in Chui oblast were published in statistical bulletin “Indicators Review for 2009”. This data includes information about school capacity, number of students, number of teachers, and their qualification, planned/approved budget and executed budget. 50 copies of this bulletin were printed and distributed among key partners as MoES, MoF, NALG, RayONOs, RayFOs and international organizations.

*This bulletin contain sufficient data regarding school finance and management in Chui oblast. Will help to specialists on high and local levels to see the process of PCF implementation in the schools of oblast and will help in analytical work and decision-making process.*

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

One monitoring visit was conducted in Jayil rayon, Kara-Balta city together with specialists of MoES and MoF. Kara-Balta city Mayor and Head of Rayon Financial Department participated. The main topic of this meeting was non observance of Government regulation about PCF and closing accounting departments in schools of Jayil rayon which contradict to the regulation. (report attached).

*The monitoring visit and meetings helps to identify problems and challenges in PCF implementation at local level, and take timely measures to solve the problems or to adjust situation as needed.*

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

One TV video-clip was presented twice on Kyrgyz and Russian languages in “Zamana” program by First National Broadcast Company on December 06-07, 2010. This video was dedicated to PCF implementation in Chui oblast schools and QLP activities on capacity building of school principals using the example of “Financial Management in School Education” training in Jayil rayon.

*This video increased public awareness and about education finance and management reform and showed project activities in Chui oblast.*

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

Three training workshops “Financial Management in School Education” were conducted for school principals of Panfilov and Jayil rayons on November 1-6, 15-20 and November 29 – December 3. In total 52 school principals participated in these trainings including 6 specialists of Issyk-Kul RTTI. (reports attached).

*Issyk-Kul RTTI specialists participated to build trainer’s capacity before starting to teach the module for school principals of Issyk-Kul oblast under WB REP project.*

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

One training workshop “Accounting at school” was conducted for school and Ayil-Okmoty accountants of Panfilov and Jayil rayons on December 20-25, 2010. 28 accountants participated.

*This training module will help to increase the capacity of school accountants in bookkeeping at schools.*

##### **4.1.2.4. Mentoring of school principals, accountants and RayONO specialists**

Three mentoring visits were organized to Alamedin and Kemin rayons: Beishenalieva School, Chym-Korgon School and Kemin School №3. Main issues discussed were devoted to work of accounting departments in school, generation of school savings and reinvestment, transparency of school budget and AC activities. During the meetings the problems and difficulties on local level were revealed and discussed with school administrations and AC chairmen. Consultations, commentaries, copies of normative documents and practical manual “Planning Joint Activities between School and Advisory Committee” were distributed.

*Necessary consultations were provided to school principals, accountants, heads of curriculum departments and AC chairmen.*

**4.2.1.1. Roll-out of three-day training module “Community Involvement in School Management”**

Two three-day training workshops “Community Involvement in School Management” were conducted for school principals and AC chairmen of Chui oblast on October 6-8 and 13-15, 2010. Total number of participants; 45 persons. (report attached)

*This training module will help to increase capacity of school principals and AC chairmen in school management, financing, social partnership and planning of joint activities between school and ACs.*

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

Practical manual “Planning of Joint Activities between School and Advisory Committee” was developed on the basis of materials of the first AC Forum which was conducted in September 2010. This practical manual is the second in a set of materials aimed to support community involvement in school management. This manual includes the practical examples of joint plans between school and community for developing school environment, students and teachers’ health, provide cultural and sport events and others. 150 copies of this manual were printed and distributed among schools of Alamedin, Panfilov, Kemin and Jayil rayons.

The third practical manual “Preparation and Conducting of School Budget Hearings” is under development. It is aimed to help school principals to prepare and organize open budget hearings and to make school budget more transparency for parental community.

*These practical manuals will help ACs and school principals to improve skills and knowledge in how to build partnership between school, community and local government; to make budget transparency and also to use resources more effective.*

**4.1.2.1. Strengthening capacity of national trainers (additional funds)**

One two-day TOT “Financial Management in School Education” was conducted for specialists (12) from Kyrgyz Academy of Education, Issyk-Kul ITTI and Osh ITTI from November 9-10, 2010.

*This training module increased capacity of national trainers.*

**4.2.1.1. Strengthening capacity of national trainers (additional funds)**

One two-day TOT “Community Involvement in School Management” was conducted for specialists (12) from Kyrgyz Academy of Education, Issyk-Kul ITTI and Osh ITTI from November 11-12, 2010

*This training module increased capacity of national trainers in questions of community involvement in school management.*

**4.2.1.2. Informational support of Issyk-Kul and Batken oblasts in creating Community Involvement in School Management (additional funds)**

For providing informational support in creating Community Involvement in School Management in schools of Issyk-Kul and Batken oblasts, it is planning to print practical manuals “How to start” and “Planning of Joint Activities between School and Advisory Committee” in Kyrgyz language. 600 copies of these materials are in process of being printed. Providing these materials to the schools will be the first step of activities which QLP is going to implement to create community involvement in school management in these two Oblasts.

*These practical manuals will provide necessary basic information about the process of community involvement in school management including ‘how to establish an AC, how AC should work with school, and what are the key issues and tasks where AC can collaborate and support the school.*

**b. Implementation challenges:**

- The teacher’s strikes of teachers that have taken place in a number of places in the country, largely due to dissatisfaction with salary, have complicated the general situation with school financing and can potentially provoke a negative reaction to the PCF model
- Passive role of MoES KR and lack of information and knowledge among other key institutes. New Jogorku Kenesh elected in November 2010. Most of deputies do not have correct information about education reform and PCF implementation
- The low potential and lack of financing and accounting knowledge and skills among school principals and accountants. One even six-day training workshop is not enough for getting best knowledge and skills. It should be noted that most of school accountants do not have enough experience in accounting.
- Passivity of community in school development and education process. Frequent disorderly inspections from different fiscal agencies side strengthen passivity and unwillingness.

- Misunderstanding and non execution of Government Regulations on local level (Example: closing accounting departments in schools of Kara-Balta city in Jayil rayons).

**c. Cooperation with local counterparts:**

On 2 November 2010 QLP held a presentation at the Ministry of Education to inform partners and stakeholders, including international organizations, of the products (training materials, methodological literature, manuals) that QLP

(i) MOES; (ii) MOF; (iii) National Agency on Local Government and Ayil-Okmotu; (iv) World Bank/Rural Education project; (v) KAE; (vi) Osh ITTI; (vii) Issyk-Kul ITTI; (viii) Rayon finance departments in Chui oblast; (ix) Rayon education departments in Chui oblast; (x) Schools; and (xi) School Advisory Committees

**d. Forecast of activities for next quarter**

- EFWG meetings
- Monitoring visits of PCF implementation
- Monitoring visits of ACs' activities
- Provide information about PCF implementation and community involvement in school management in MoES newspaper "Kut Bilim"
- 3 training workshops "Financial Management in School Education" in Moskovskii and Sokuluk rayons.
- 2 training workshops "Accounting in School" in Moskovskii and Sokuluk rayons.
- Print practical manual "How to improve the quality and effectiveness of teacher's work" (CLP) 900 copies and distribute among schools of Chui oblast
- Mentoring visits of schools and RayONOs
- Print and distribute 150 copies of practical manual "Planning Joint Activities between School and Advisory Committee" for Chui oblast
- Print and distribute 770 copies of practical manual "Preparation and Conducting of School Budget Hearings" for Chui, Issyk-Kul and Batken oblasts
- Provide technical and consultative support to ACs and schools in organizing budget hearings

***Strengthening QLP/KR-1: Youth Aid Program for Education (further "YAP")***

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

- Monitoring and evaluation of the descriptive and financial reports from 7 NGO on implemented activities within YAP II phase
- Supported 98 children from low income families in novostroikas with winter shoes and clothing from the left money of the YAP II phase
- Arranged regular meetings with representatives of MOES and Education Department of the Mayor office to cooperate in the issue of the 72 hour training to social pedagogues and provide access to education to the children dropped out from school
- Identified other children dropped out from school, who were missed by household survey through visits of NGOs and local authorities to novostroikas
- Supported in development of the role of school social pedagogue in this process through providing 72 hour training to 23 social pedagogues from Sokuluk, Alamedin and Bishkek. Social pedagogues were awarded with KAO certificate on professional development.
- Supported review of current 54 hour training module for social pedagogues from Bishkek, Sokuluk and Alamedin
- Negotiated with social department of the Mayor office in Bishkek to cooperate in the work in novostroikas through MTU
- A project proposal to cooperate with MTU and NGOs was prepared

- Negotiated with preschool department of the MOES to provide access to education of children dropped out from school and future cooperation in preschool preparation of children in novostroikas
- (b) Identified implementation challenges, how you overcame these, or still are facing these challenges**  
Advice to involve TEs to analyze and improvement of the reviewed 54 hour training module to social pedagogues was given very late. I did not expect that there is a need to attract additional TEs to edit, improve of the 54 hour training module text and monitor of the training performance by LCs.  
Local Consultant Sania Amerhanova hired as a monitor to evaluate training performance by LCs.
- (c) Indicate cooperation or lack thereof with local government counterparts** N/A
- (d) Provide a forecast of activities for the three-month period immediately following the three-month period being reported**
  - Provide 72 hour training module to social pedagogues from schools, where children from novostroikas study
  - Monitoring and evaluation of the social pedagogues' work after trainings
  - Develop handbook for social pedagogues
  - Initiate and form working group from relevant government stakeholders & NGOs & action plan agreed
  - Identify appropriate education support activities for dropped out students based upon groups of children/individual children to accept children who have completed their accelerated learning programs through education authorities and MOES
  - Implement small grant projects with NGOs to support and monitor those children under the accelerated learning programs (social support, cultural events, sport competitions etc)
  - Implement advocacy and information campaign
  - Monitor MOES state pre-school preparation program and ensure compatibility

### ***Strengthening QLP/KR-2: Creation Positive Socio-Psychological Atmosphere in Schools during Post-Conflict Period in Jalalabad Oblast (further "JAP")***

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

There was decided to conduct catch up one day trainings for social pedagogues, two day trainings for newly hired social pedagogues and Ray/GorOO Methodists in order to strengthen capacity of social pedagogues of Jalalabad oblast.

Two Local Consultants and one Technical Expert were hired from the members of trainers and Jalalabad Methodological center. The SOW of LCs and TE was developed and discussed with COP and PM of QLP. On December 7 – 10, 2010 meeting with LCs and TE was conducted. During the meeting the Work Plan and budget for Year 4-5, Data collection form, Monitoring checklist, target schools, schedule of monitoring visits and trainings was developed.

After the meeting LCs developed the draft of two day training for Ray/GorOO Methodists.

In December there was monitored 2 Jalalabad schools and provided consultations to social pedagogues.

The following events are planned for the next quarter: (1) Conduct training for Ray/GorOO Methodist on December 12-13, 2011; (2) Conduct catch up one day training for TOT on social pedagogy; (3) Conduct monitoring visits to Jalalabad oblast schools; and (4) Conduct January seminars for social pedagogues.

## **2. Achievement of Targets for the Quarter (including M&E report)**

### **SIR 1.3**

- Good relationships with target schools and some oblast-rayon educational departments established
- Initial copy of the Toolkit on Pedagogical Leadership, Mentoring, and Monitoring has developed.
- Initial Regulation on Job description for directors, zavuchas, and social pedagogues has developed.
- All agreements and SOW for LCs and TEs are developed.
- Practical workshops on mentoring have been delivered.
- 8 exemplary lesson plans were developed and 2 of them were published in Kut Bilim newspaper.

#### **IR 4**

- Achievements: 50 copies of “Indicators Review for 2009” were distributed among key partners.
- Achievements: 3 training workshops “Financial Management in School Education” for principals of Panfilov and Jayil rayons.
- Achievements: 1 training workshop “Accounting in school” for accountants of Panfilov and Jayil rayons
- Achievements: 2 three-day training workshop “Community Involvement in School Management” for school principals and ACs chairmen of Chui oblast
- Achievements: Developed and distributed 150 copies of practical manual “Planning of Joint Activities between School and Advisory Committee” for Chui oblast
- Achievements: 1 two-day TOT “Financial Management in School Education” for specialists of oblast education institutes
- Achievements: 1 two-day TOT “Community Involvement in School Management” for specialists of oblast education institutes
- Postponed: EFWG meeting
- In process: Transferring of 139 schools to municipal ownership.
- In process: Institutionalize training module “Accounting in school”.
- In process: Developing practical manual “Preparation and Conducting of School Budget Hearings”
- In process: Printing 600 copies of practical manuals “Planning Joint Activities between School and Advisory Committee” and “Preparation and Conducting of School Budget Hearings” in Kyrgyz for Batken and Issyk-Kul oblasts

#### **Youth Aid for Education Program**

- The task to identify appropriate education support activities for dropped out students based upon groups of children/individual children was delayed. Revisit households in novotroikas to clarify the list of children dropped out from school was required, because information about dropped children from database and NGOs did not match. Work with education authorities and schools to accept children who have completed their accelerated learning programs will start in January, when the list of identified children dropped out from school will be finalised.

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

#### **IR 4**

EFWG meeting was moved from December 28, 2010 to January 2011, the date will be agreed with MoES

#### **1. Support from USAID required**

#### **IR 4**

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

#### **2. Analysis of the project’s contribution to Education development in the Country**

#### **General**

There were some activities that were focused on education development contributions and one of them is worth to mention; “Presentation – Expo of QLP/KR Products” at Ministry of Education and Science or MOES. This event was held on November 2, 2010 and targeted at representatives from MOES, Kyrgyz Academy of Education, university instructors, school administration, international organizations and other interested individuals will take part in the event.

The exposition included training materials created for the state curriculum of teacher in-service training in Mathematics, Kyrgyz Language and Literature, and for Primary School education. Also presented were products developed to help teachers and administrators navigate Kyrgyzstan’s education finance reform and incorporate the changes into their school budgets more effectively in order to provide a greater calibre of education, especially in secondary schools.

The event was reflected in mass media afterwards; in two city and national newspapers in Kyrgyz and in Russian, in national TV companies, in a national radio, and an online resource.

### **SIR 1.1**

In Year Four QLP has started cooperation with the trainings on the KAE approved modified courses for Talas MC and Naryn ITTIs, which completes QLP's engagement with all 7 in-service training institutions in the country.

### **SIR 1.3**

- Support to target schools (14) in developing new knowledge, skill, and attitudes in Pedagogical Leadership, Mentoring, and Monitoring. Through 14 target schools other 36 target schools are getting support in Pedagogical leadership, Mentoring, and Monitoring.
- Practical educational recourses as Toolkit to support school administrators and RaiOO specialists on Pedagogical Leadership, Mentoring, and Monitoring is being developed.
- Regulation on existing Job description for directors, zavuchas, and social pedagogues is being modified and Regulation on Job description for HMUs is being developed to assist school administration in qualitative accomplishment of their duties aiming to improve teaching-learning process.
- Close mentoring collaboration between the system and schools (example of Osh ITTI and target schools). Improved collaboration and cooperation between all parties within and beyond schools, thus creating common learning environment

### **IR 2**

A summary section that provides an overview of the progress of the QLP project toward the individual country's educational development strategy, this could include information about political and social changes in the country, new directions that the countries are taking, essentially a reflection on the overall situation for education in each country from your perspective.

### **IR 4**

Training module "Financial Management in School Education" prepared under QLP is now using by WB "Rural Education" project for training of school principals in Batken and Issyk-Kul oblasts. Specialists of Issyk-Kul RTTI who were trained as trainers within QLP are teaching this training in named regions.

IR-4 together with MoF specialists drafted new model of labor remuneration for employees of educational organizations. At present time this model is under discussion in Ministry of Education and Science, Ministry of Finance and Ministry of Labor and Social development as one of possible options to be presented to Government as reaction to teacher's strikes.

Training workshops "Financial Management in School Education" are bringing knowledge, practical benefits and skills in financial management to school principals

Training workshop "Accounting in school" is expected to bring a lot of practical benefits in increasing school accountants' qualification and developing independent accounting department in schools for effective use of limited school recourses.

Practical manual "Planning of Joint Activities between School and Advisory Committee" brings practical examples of joint plans between school and AC for school principals and ACs member in improving school environment, supporting teacher and education process through organization cultural, sport events, purchase books for library fund and etc.

Practical manual "Preparation and Conducting of School Budget Hearings" brings practical advices to school principals in organization budget hearings in school and provide budget transparency for community.

## **Youth Aid for Education Project**

A summary section that provides an overview of the progress of the QLP project toward the individual country's educational development strategy, this could include information about political and social changes in the country, new directions that the countries are taking, essentially a reflection on the overall situation for education in each country from your perspective.

YAP contributes to attract human and financial resources and attention to provide access to education to children in novostroikas.

### Jalalabad post-conflict follow-up

Activities as trainings and monitoring that are realized within this task will help social pedagogues strengthen their capacity and professional skills. There were no such specific trainings for social pedagogues and work for improving their skills before. To make it efficient all developed training modules should be approved by KAE and be delivered country wide. Also trainings for social pedagogues should be included in regular courses of regional ITTIs.

**Purchase equipment and literature for JAMC.** Purchased equipment and literature were delivered to JAMC.

## Meetings/travel/staff changes Analysis of the project's contribution to Education development in the Country

### A. Meeting with USAID and partners

Date	Organization	Key representatives of the organization	Key agenda items
<u>QLP:</u> October 14, 15, 2010	USAID QLP/KR	QLP/KR program staff and Simon Jenkins, International Consultant	October was focused on discussions of new strategy for working with QLP and LCs/TEs. We have held two-day training/meeting in the office with all program staff members and international consultant. The project components should together, since they are inter-related.
IR4 Oct. 4, 2010	Ministry of Education and Science KR	Soronkulov Guljigit, Kudaibergenova Damira, Ten, Sultanova Gulmira	Discussion the draft of analytical document about teacher's labor remuneration.
IR4 Oct. 6, 2010	Socium Consult	Esenalieva Sagyn	Discussion the new system of labor remuneration in education sector.
IR4 Oct. 12, 2010	National Agency of Local Government KR	Fattahov Bahtiyar	Discuss the resolution and plan of joint activities developed on NRT.
IR4 Oct. 28, 2010	World Bank, Rural Education Project	Gulmira Sultanova, Ayat Djamansariyev, Guljan Mamytova	Discussion the regulation about teachers' motivation (CLP)
<u>QLP:</u> November 15, 2010	USAID/KR, Economic Growth, Education Portfolio	Erkin Konurbaev, Project Management Assistant	Working on new strategy for working with the USAID office and QLP. Since Erkin has started coordinating QLP recently, he and QLP administration needed to develop new communication and working strategy.
<u>QLP:</u> November 18, 2010	USAID/CAR/ Tajikistan	Mavjuda Nabieva, COTR	Met for developing new working strategy with QLP/KR and USAID/CAR. Since Mavjuda started coordinating QLP/CAR recently, she needed to learn more about QLP/KR specifics.
SIR 1.1	Talas	Tabyldy Tilekmatov and	Signing agreement on cooperation.

<b>Date</b>	<b>Organization</b>	<b>Key representatives of the organization</b>	<b>Key agenda items</b>
Nov. 19, 2010	Methodology Center	TMC instructors	
SIR 1.1 Nov.25, 2010	Naryn ITTI	Joldosh Mambetaliev and Naryn ITTI instructors	Signing agreement on cooperation.
IR 2 Nov., 2010	Osh ITTI	Osh ITTI specialists- Ormonov Kubanychbek, Amatov Sovetbek, Raimbekova Chinara.	Deliver set of materials that was developed in 2010 focused on FA Guide Book, Video Training on Formative Assessment Syllabus Guide on four subject, Material on financial management.
IR4 Nov. 11, 2010	National Agency of Local Government KR	Ikramov Sanjar Ikramovich, Fattahov Bahtiyar Azizovich	Transferring 139 schools on the balance of Ayil Okmotu and discussion the NALG comments about Joint Order between MoES, MoF and NALG
IR4 Nov. 13, 2010	Ministry of Education and Science KR	Adviser of Minister of Education and Science KR, Moldoev Edilbek Esenovich	Discussing the details of Regional Conference on PCF in Tajikistan.
IR4 Nov. 19, 2010	World Bank, Rural Education Project, USAID	Gulmira Sultanova, Ayat Djamansariyev, Guljan Mamytova, Mavjuda Nabieva	Discussing the PCF implementation issues in KR.
IR 2 Dec., 2010	Mass media specialists	Kut Bilim – MOES newspaper, Osh, Jalalabad, Chuy region news papers, TV program “Zamana”.	Meeting/training on involving teachers into discussing on quality of learning.
IR4 Dec. 24, 2010	MOF, MOES KR, “Socium Consult” company	Heads of ministries and main specialists of ministries and representatives of “Socium Consult” company	Discussing the new systems of teachers remuneration presented by Ministry of Finance KR
IR4 Dec. 27, 2010	MOF, MOES KR, “Socium Consult” company	Heads of ministries and main specialists of ministries and representatives of “Socium Consult” company	Discussing the new systems of teachers remuneration presented by “Socium Consult” company
IR4 Dec. 28, 2010	MOF, MOES KR, “Socium Consult” company	Main specialists of ministries and representatives of “Socium Consult” company	Discussing the new system of teachers remuneration according to request of Minister of Education and Science
YAP November, 2010	Education Department of the Bishkek Mayor office	Niazova A.M. Suhadubova N.A	Presentation of the YAP and Cooperation within 72 hour training to social pedagogues
YAP Nov.- Dec.,	MOES	Kudaibergenova D.K.	Cooperation within provide access to education to children dropped out from school

Date	Organization	Key representatives of the organization	Key agenda items
2010			
YAP Dec., 2010	Social Department of the Bishkek Mayor Office	Usubakunova A.I.	Future cooperation with MTU

### *B. Changes in Staff*

Date	Name and title	Change

### *C. Consultants*

Dates of consultancy	Name of consultant	Tasks
October 25, 2010	Alia Burkitova, Local Consultant	Started working on SIR 1.1 and new task for Jalalabad oblast
SIR 1.1 December 1-4, 2010	Abdiev A. Esengulova M	Delivery of 4 day training on mentoring and monitoring for Yssyk-Kul ITTI instructors
SIR 1.1 Dec.24-26	Esengulova M Attokurova C	Delivery of 3 day training on Student Centered Methodology for Talas Methodology Center instructors.
SIR1.3 Oct.-Dec. 2010	Symbat Ismailova, Sovetbek Amatov	School visits to support and assist directors, zavuches, HMUs, and teachers in Pedagogical Leadership, Mentoring, and Monitoring
SIR1.3 Oct-Dec., 2010	Makil Imankulova, Mirkul Esengulova, Nadira Djusupbekova	Toolit on Pedagogical Leadership, Mentoring, and Monitoring
SIR1.3 Nov-Dec.,	Larisa Marchenko, Toktobubu Ashimbayeva, Mariya Uzdenova	Regulation on Job description
SIR1.3 December, 2010	Symbat Ismailova, Sovetbek Amatov, Nadira Djusupbekova, Mirgul Esengulova	Improvement of training Module on Pedagogical Leadership, Mentoring, and Monitoring.
SIR1.3 Dec., 2010	Makil Imankulova, Mirkul Esengulova	Mentoring Regulation
IR 2 October, 2010	Simon Jenkins, IC	Develop Syllabus guide on focus subjects (2 subjects 1-4 grades), (2 subjects 5-9 grades)
IR 2 Nov.-Dec.	Abdiev Almanbet, LC	Develop Syllabus guide on focus subjects (2 subjects 1-4 grades), (2 subjects 5-9 grades)
IR 2 Nov.-Dec.	Aliya Burkitova, LC	Develop subject specific Student Assessment formative assessment Guide Book.
IR 2 Dec., 2010	Samarkul Umralieva, LC	Improvement of Regulation on Olympiads
IR 2	Nadira Djusupbekova, LC	Develop Formative Assessment video for teachers

<b>Dates of consultancy</b>	<b>Name of consultant</b>	<b>Tasks</b>
December		
IR 2 Nov. – Dec.	Masaev Alimjan, LC	Involving teachers in discussion through Mass media
YAP October, 2010	Tentieva E.B.	Monitoring of household status of registered children in novostroikas by NGO Buchur and NGO Erayim
YAP October, 2010	Orusbaeva T.A.	Monitoring of household status of registered children in novostroikas by NGO Buchur and NGO Erayim
YAP Dec., 2010	Djakubova N.I.	Development of the 54 hour training module and performance of the training to social pedagogues
YAP Dec., 2010	Ashymbaeva T.A.	Development of the 54 hour training module and performance of the training to social pedagogues
YAP Dec., 2010	Amerhanova S.A.	Monitoring of the 54 hour training module and performance by LCs
YAP Dec., 2010	Imankulova M.T.	Editing and commenting over 54 hour training module text to social pedagogues
JAP December 7-9, 2010	Toktosunov A, Halilueva N Torobekova A	Development of the Work Plan and Budget for Year 4-5. Development of the Monitoring Checklist, data collection form, trainings schedule, select target schools.

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

<b>Date</b>	<b>Procurement</b>	<b>Amount</b>
IR 2 December, 2010	Printing Student Assessment (formative assessment) Guidebook	approx. 1000 USD
YAP December, 2010	Clothing to 98 children from low income families	2700 USD
YAP December ,2010	72 hour training module to social pedagogues	3000 USD

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

<b>Dates</b>	<b>Name</b>	<b>Purpose</b>
September 29 – October 2, 2010	Keneshbek Sainazarov, CD; Akylbek Joldoshov, PM; Rashid Shakirov, PS; and Aikynai Yusupova, PS	Exchange the experiences and planning the OLP/CAR activities for Y4-5, budget Y4-5. Dushanbe, QLP/RT office, Tajikistan.
November 7 – 13, 2010	Akylbek Joldoshov, PM and Aikynai Yusupova, PS	Exchange the best experience with GBAO, Tajikistan IPD (Institute for Professional Development) and observe the successful mentoring and monitoring practices. Dushanbe, and Khorog, Tajikistan.
SIR 1.1 Nov. 19-20	Akylbek Joldoshov, PM., Alia Burkitova, TTS, SIR 1.1.	Signing Agreement on cooperation with Talas MC. Talas.
SIR 1.1 Nov. 25-26	Akylbek Joldoshov, PM., Alia Burkitova, TTS SIR 1.1.	Signing Agreement on cooperation with Naryn ITTI. Naryn.
SIR 1.1 Dec. 1-4, 2010	Alia Burkitova, TTS under SIR 1.1.	Training on mentoring and monitoring for Yssyk-Kul ITTI instructors. Karakol.
SIR 1.1 Dec. 24-26	Alia Burkitova, TTS under SIR 1.1.	Training for Student Centered Methodology for Talas Methodology Center instructors
SIR 1.3	Yusupova Aikynai -Program	Teachers' Conference of target schools in

<b>Dates</b>	<b>Name</b>	<b>Purpose</b>
Nov., 28-29	Specialist	Karasuu, Osh oblast
SIR 1.3 Dec., 2010	Yusupova Aikynai - Program Specialist	Osh oblast, 2 day workshop on Syllabus Guides through mentoring
IR2 Nov.29-30, 2010	Rashid Shakirov SA&CDS	Participation in Kara-Suu Rayon seminar, Osh. Workshop for target schools for Field testing Syllabus Guides in Math 1-4, Math 5-9, Kyrgyz 5-9 and motherland 1-4.
IR 4 Dec.9-12	Larisa Kiseleva, Education Financing Specialist	Participation on Regional PCF Conference in Dushanbe.
IR 4 Dec. 8-16, 2010	Jyldyz Uzbekova, Regional Education Financing Director	Participation on Regional PCF Conference in Dushanbe; participating in school budget hearing in Vakhsh; provide support to IR4 team; participating in FTI-2 review process

## **Turkmenistan**

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

#### ***Program Overview***

During the last period, the project has dedicated most attention to preparation of educational modules for carrying out of trainings on Student learning objectives and Pedagogical testing;

In October, program staff of the project prepared draft materials on two modules and a project for methodical manual for teachers “Interactive board Interwrite Board”.

Training, planned for October, has not taken place due to a negative response to USAID’s Diplomatic Note. The Head of International department of Ministry of Education of Turkmenistan has raised a question on coincidence of subjects of trainings organized by QLP, EU and GTZ projects. The project has met with corresponding GTZ representative and had telephone conversations with representatives of EU project on education modernization concerning possible coincidence in programs of trainings. The results of above mentioned conversations revealed that there is no overlap in training programs.

In November the project took part in International Exhibition “Education, science, sports and tourism in Era of Great Revival”, which took place on November 24-26th. The following products have been prepared and presented for this event: information booklets about project activity in Turkmenistan in Turkmen and Russian languages in quantity of 360 pieces, and information material “Multimedia technologies – pledge of efficiency of a school lesson” in Turkmen and Russian languages in quantity of 360 pieces.

The scientific conference on educational issues in Turkmenistan, which incorporated all leading European projects in educational sphere operating on the territory of Turkmenistan, took place in parallel with the exhibition. QLP was ready to address the Ministry of Education of Turkmenistan with a proposal to present the goals of the QLP program and how they align with the government priorities in education during this scientific conference. Unfortunately the procedures and organization of the conference prevented this plan from taking place.

In November, program team of the project, the Head of Lebap center «Dil» Maya Kurbanova, and trainer of the center Majsa Babayeva, has met with M&E coordinator Saule Khamzina and RC Damir Safin in Istanbul, where they took part in a working meeting on developing of the first module on SLOs, as well as developed pre- and post- tests. Based on the results of this meeting and working seminar, the final project of the first module for teachers “Objectives of training from a position of active approach” has been created. The meeting was held in Istanbul due to recent difficulties in citizens of Central Asian countries receiving visas for Turkmenistan.

During the meeting in Istanbul a plan of educational trainings on the basis of center “Dil” in Lebap region has been developed, training materials for the first part of the training program have been finalized and monitoring and evaluation instruments were developed to respond to the training outcomes.

According to the developed plan in December the project carried out following activities: 10-11 and 17-18th December – selection training of trainers, which covered 50 teachers and specialists of center “Dil” of Turkmenabat city.

Training for trainers, in course of which 21 trainers were prepared, has been carried out on December 23-25th.

#### **Forecast of key activities for next quarter**

- Conducting approbation training of Trainers on SLOs for the teachers of Lebap velayat at the base of the Centre "Dil" (January 7-9)
- Conducting training for 250 teachers of Lebap velayat (January) on SLOs.
- Conducting training with NIE Specialists on Modern Pedagogy and the application of Modern Pedagogy on the IWB (February)

- Conducting training on Pedagogy testing using IWB for the teachers and specialists of Lebap welayat (February)
- Developing training materials on Pedagogy testing (February 1-6) by QLP TM PS and RC
- Conducting training on Pedagogy testing for 250 teachers of Lebap welayat (March)
- Final plan for international training of IT specialists from National Institute of Education on software programming
- Further development of the plan to expand teacher training activity to Mary Velayat

***Table of Meetings for 1 October – 31 December 2010***

<b>Date</b>	<b>Organization</b>	<b>Responsible staff of organization</b>	<b>The main issues discussed</b>
11.10.2010	Meeting with the Head of the NIE	Bayram Byashimov	Discussion training activities
19.10.2010	Meeting with the Head of the International Department of the MOE	Nury Bayramov	Discussion the answer on the Dip note
19.10.2010	Meeting with the Head of the NIE	Bayram Byashimov	Discussion on future policy of work
21.10.2010	Meeting with the Head of Administration of the GTZ	Svetlana Bayramova	Discussion on possible overlaps in Program work of our projects
02.11.2010	USAID Partners Meeting		
18.11.2010	Meeting with IREX specialist	Andrey Skopov	Discussion some points of training materials
22.11.2010	Meeting with teachers	Zulfia Abayeva, Samangul Mamedova	Methodological consultation
26.11.2010	Meeting with the Chief of Party Government Strengthening Program	Jeren Khakyeva	Discussion policy and activity of Projects in Turkmenistan
30.11.2010	USAID Partners Meeting		Meeting with TM Media Agencies
10.12.2010	Meeting with the Head of the centre “Dil” of Lebap welayat	Maya Kurbanova	Discussion on December training activity
21.12.2010	Meeting with the USAID acting Country Representative and USAID EP MS	Ken McNamaram, Vepa Berdiyev	Discussion on QLP activity
22.12.2010	Meeting with the Head of “Hemayat” center in Mary	Kurban Bugrayev	Discussion on opportunities for collaboration work
24.12.2010	Meeting with the Head of the centre “Dil”	Maya Kurbanova	Discussion on training activity

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## **1. M&E PLAN AND SYSTEM DEVELOPMENT**

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- EOPS and project year targets were updated according changes in work plan: cancelling Cohort 2 in Kyrgyzstan, additional funds/activities for strengthening project
- Indicators and targets for new tasks (Kyrgyzstan New-settlements program, Program on reconciliation efforts for school in Jalalabad, and Regional ICT program for PTTIs) were developed

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## **2. ROUTINE OPERATIONS FOR MONITORING PROGRESS, ACTIVITIES AND OUTPUTS**

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- **M&E** presented and discussed baseline reports for Cohort 2 and participated in planning meetings to help in planning process.
- **Data base management.** Routine data collected from staff regularly, data entered into the database and reports produced.
- **SOW** for monitoring institutionalization of project outputs and capacity in target ITTIs developed
- Target schools, trainings and meeting visited for monitoring process of project implementation, reports and materials regularly reviewed. Feedback was done to program staff

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## **3. SCHOOL PERFORMANCE AND TRAINING PROGRAM ASSESSMENT**

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### 3.1. Impact assessment in Tajikistan and Kyrgyzstan

No activity planned for this quarter

### 3.2. Training program performance assessment in Turkmenistan

- Test for training program performance assessment in Turkmenistan developed and approved on two trainings and finalized
- Training / guidelines on testing was conducted for to focal person in Turkmenistan team
- Training program outcomes was developed together with program team during workshop 29 Nov – 2 Dec.
- Access database for test data entering developed

### 3.3. Training program performance assessment of Safe school project (Tajikistan)

- Pre- and post- test data collected during trainings
- Data was entered to the database
- Data was analyzed by IC Robin Haarr and draft report was prepared and sent for comments.

### 3.4. Assessment of Jalalabad training effectiveness

- M&E plan was discussed with local consultants and program staff
- Activities postponed on 2 quarter

### 3.5. 'Spot' evaluation of PL interim outcomes in Tajikistan

- Methodology and instruments were developed and discussed with FTI/MOE team.
- Data collected in 22 target schools
- Data entered to database and analyzed. Draft report prepared and sent for commenting in Russian and English