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SCHOOL DROPOUT PREVENTION PILOT PROGRAM PILOT DESIGN PLAN: TAJIKISTAN



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Pilot Design Plan: Tajikistan

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Acronyms

CD	Compact Disc
EWS	Early Warning System
IIP	Investing in People
MDI	Minimal Detectable Impact
MOA	Memorandum of Agreement
MOE	Ministry of Education
NGO	Non-Governmental Organization
SDPP	School Dropout Prevention Pilot
TOT	Training of Trainers
USAID	United States Agency for International Development

Introduction

The School Dropout Prevention Pilot (SDPP) Program is a three-year multi-country program, funded by the US Agency for International Development (USAID), aimed at mitigating school dropout from primary and secondary school. Its objective is to provide evidence-based programming guidance to USAID missions and countries in Asia and the Middle East on student dropout prevention by piloting and testing the effectiveness of dropout prevention interventions in four target countries: Cambodia, India, Tajikistan, and Timor Leste. The SDPP Program will advance knowledge on dropout prevention through an applied research approach. In a three-stage process, it will:

1. Identify best practices in dropout prevention in the US and developing countries.
2. Analyze dropout trends in each country to identify those groups, grades, and/or geographic areas most severely affected by dropout and conduct a situational analysis of the target group to understand the risk factors and conditions affecting dropout.
3. Design, implement and rigorously assess interventions to keep at-risk students in schools in the most acutely affected areas.

This document presents the Pilot Design Plan for the dropout mitigation intervention aimed at Grade 9 that SDPP will implement and assess in schools in five target districts in Tajikistan. The intervention proposed is the *Stay-in-School Program* comprising two components: (1) an Early Warning System to assist schools to identify, track and provide “first response” support to at-risk students, and (2) an After-School Tutoring/Enrichment Activities program offering at-risk students academic support and recreational opportunities. The intervention fits into the Ministry of Education’s (MOE) strategic sector plan, builds on previous local experience, and conforms to ministry policies and procedures already in place.

The intervention and its components are the result of the SDPP Intervention Consultation Workshop that brought together more than 40 stakeholders from the Ministry of Education, district education authorities, school principals, teachers, USAID, donors, NGOs and other projects to review the findings from the global SDPP literature review, as well as the Tajikistan-specific dropout trend analysis, policies and programs inventory, and in-country situational analysis. Based on this information and their knowledge and experience, the participants identified and prioritized promising interventions. Following a consultative process that progressively triaged proposed interventions from a pool of potential interventions, a smaller group of participants then made the final intervention selection and defined its design.

The Pilot Design Plan comprises two sections: the description of the intervention and a detailed work plan that focuses on its further design and operationalization up to the point that it will be introduced in the schools. The Intervention Description presents the objective, purpose and rationale for the intervention, and provides a description of the intervention and where it will be implemented, the sample selection methodology, resource/implementation provisions, an assessment of its sustainability/replicability, and issues associated with its implementation. The Work Plan for the interventions is organized by task, activity, expected products/outputs and timeline.

SDPP Pilot Design Plan for Tajikistan

INTERVENTION NAME/TITLE: Stay-in-School Program
OBJECTIVE: To reduce Grade 9 student in-grade dropout (i.e. completion of grade 9), increase attendance, and improve Grade 9 at-risk student academic performance in treatment schools in the target districts of Temurmaliq, Baljuvon , Danghara, Khovaling, and Vose.
PURPOSE/RATIONALE (dropout factors addressed): SDPP will institute a two-component “Stay-in-School Program” in 80 treatment schools in the target districts. It comprises: (1) an Early Warning System (EWS) to identify students who are at risk of dropping out, allowing educators to intervene and positively interact with the student and his/her family, and (2) an After-School Activities program with tutoring/enrichment and social/leisure activities to provide academic support to the at-risk students, freeing parents of this expense, as well as allow for recreation. Intervention selection and design is based on the following: Evidence from the SDPP Situational Analysis indicates that the top causes of student dropout among Grade 9 students in the target districts are economic reasons: over half the at risk student, dropout and parent/guardian respondents cited inability to pay for school expenses, and nearly half pointed to the need to supplement household income through work. However, many Grade 9 students also drop out of school for academic reasons: they perform poorly, fall behind in their lessons, are asked to leave by school authorities, experience poor school quality, and are discouraged by their teachers. Over half of at-risk students and dropouts have missed more than 15 consecutive days of school. As many as one-third have exhibited behavioral problems. ¹ Schools fail to adequately track and provide timely support to at-risk students. Attendance records are sporadically checked and performance monitored only once a year through an annual exam—especially in rural areas. Despite high absenteeism among at-risk students, school interventions are perfunctory and limited. Over one-third of parents say they are unaware of their child’s absences and allow their child to miss school when not ill. Teachers and school administrators agree that they are not adequately trained in identifying at-risk students—only about 30 percent of the teachers and less than 15 percent of the school administrators have received training in identifying and helping at-risk pupils. At-risk students seldom receive the support they need to improve their academic performance, pass exams and keep up with their studies. Parents and teachers do not have the required capacity and resource to provide help. Less than 40 percent of the students and dropouts agreed that their teacher organized study groups and extra tutoring. Similarly, less than 20 percent of the

¹ See USAID School Dropout Prevention Program Situational Analysis: Findings on Dropout from Baljuvon, Temurmaliq and Vose Districts, Creative Associates Inc. (November 2011).

parents of dropouts and at-risk students said that the teacher/school provided tutoring to help their child or suggested a tutor to help the child. Remedial assistance for struggling students is generally left to the private market—parents must line up tutors, and teachers will tutor students after hours for a fee many poor families cannot afford and which increases the direct cost of schooling.

Evidence from international experience² shows that drop out is greatly reduced when:

- At-risk students are identified and supported through targeted programs such as the after school tutoring program.
- Schools keep accurate and detailed records to track attendance.³
- Parents and guardians are actively involved in monitoring their child’s attendance and progress.
- There is close and regular communication between home and school.

Evidence also suggests that at-risk pupils benefit from extra-curricular activities and are more likely to maintain attendance at school when:

- Students are involved in fun and engaging learning and enrichment activities.
- They are aided in developing supportive social bonds.
- They are able to work collaboratively.
- They are able to collectively address issues and examine problems that are rarely considered in a more formal classroom setting.
- They are able to experience success, achievement and self-expression in an informal but structured environment.
- Success is recognized in a variety of settings.
- There is a clear link between attendance and participation in extra-curricular activities.
- Pupils gain skills, knowledge and experience which will aid them in their learning.

DESCRIPTION OF INTERVENTION COMPONENTS AND ACTIVITIES:

Component 1: Early Warning System

The EWS will use existing school level data to identify students at-risk of dropping out of school, more closely monitor them, and target them for additional support. The EWS will enhance the capacity of schools to address the needs of at-risk pupils, strengthen the partnership between the parents/guardians and school personnel to monitor and improve school attendance and performance, and raise awareness among parents/guardians about the value-added of children staying in school and what they can do to support their child. Teachers and school deputy/directors participating in SDPP intervention schools will engage in a data-driven, evidence-based process to identify students most at-risk of dropping out of school. They will

² See USAID School Dropout Prevention Program Review of the Literature, Creative Associates Inc. (May 2011).

³ Information about absences may be the most practical indicator for identifying students in need of early intervention and support. Research suggests that missing more than 10% of instructional time is cause for concern particularly at the beginning of the school year. This percentage translates to roughly 2 weeks (10 days) of school per semester. In addition to the number of absences, course performance and delinquent behavior are also high predictors of risk for dropping out of school.

then use a case management approach for students identified as at-risk to monitor their attendance, behavior and course performance and work with them to improve their attendance and chances of successfully completing Grade 9. Activities under this component include:

Tracking At-risk Pupils

- Develop at-risk pupil identification and tracking system
 - Develop profile of at-risk pupil
 - Develop procedures for using profile at school to identify at-risk pupils (data needs, data sources, data collation, data analysis)
- Develop a series of handbooks/guides (“pocketbooks”) describing tracking system implementation and use by school directors and teachers and community members, including guidance on:
 - letter to and communications with parents to notify of problem
 - one-on-one meeting with parents
 - home visits with parents
 - referral of parents to other social and support services
 - teacher discussion groups addressing dropout
 - program supervision (by school director)
 - informational materials (posters, pamphlets)
- Develop training modules based on handbook
- Train school directors, teachers, and community (parents, pupils) in at-risk pupil tracking strategies

Strategies for At-Risk Pupil Support

- Develop teacher guide (“pocketbook”) for classroom (i.e. homeroom teachers), including guidance on :
 - Identification of at-risk pupils (using Profile of At-Risk Pupil)
 - Techniques for providing in-school and in-class support to at-risk pupils
 - Individualized support plans for at-risk pupils – e.g., home room teachers develop a plan for helping a child with extra tutoring, etc.
 - Counseling and communication techniques
 - Parent-teacher conferences
- Develop training modules based on guide
- Deliver teacher training

Parental Support and Action for the At-Risk Pupil

- Develop pocketbook (with pictures) for parents, including guidance on:
 - How to tell if your child is at risk of dropping out
 - Strategies to help them stay in school
 - Referral services and resources
- Develop awareness raising materials (posters, CDs, dramas)
- Develop guides and training modules for schools to use to train parents
- Orient and train parents (including consent form, information about the tutoring program, and how to help your child)

Component 2: After School Tutoring/Enrichment Activities Program

The After School Tutoring/Enrichment Activities program will offer extra-curricular support and enrichment activities to at-risk pupils (identified through the EWS) in key subjects such as language, math, English, and science. Depending on the subjects covered, each day at-risk pupils will receive one-hour of tutoring assistance specified by the tutoring program timetable, followed by one hour of leisure, recreational or informal learning activities supported by the program. The additional hour of social interaction will be a strong incentive for at-risk students to voluntarily participate in the tutoring (enrichment) portion of the program. At-risk pupils will attend the tutoring sessions of the subjects in which they need assistance.

Each group tutoring session focuses on a learning activity which will use a wide range of student-centered, active/hands-on, cooperative learning instructional practices. A guide of enrichment activities will be provided in each subject area to assist the teacher/tutor in providing students with fun, mentally engaging activities. In addition to the suggestions of activities they can do, schools will be provided with complete kits of all the materials—including suggested games—they will need to host the tutoring/enrichment and social/recreational activities.

Each treatment school will make available a classroom for the after-school program (a classroom uniquely dedicated to this activity is not required and no infrastructure improvements will be made). Schools will be provided learning materials and supplies appropriate for the tutoring program (e.g. battery operated lights, maps, charts, text and reference books, white board, writing materials, and furniture as required), as well as materials for leisure activities (newspapers, magazines, board games etc.), based on focus group discussions with parents and students. A storage cabinet will be provided. Tutors/proctors will be selected from the Grade 9 teachers, and provided remuneration based upon discussions with the Ministry of Education (MOE). [Note that after school activities are outside the official workday and duties of teachers.] Activities under this component include:

Equip After School Tutoring Program Classrooms

- Determine availability of classrooms and other resources
 - Establish criteria for selection of classrooms
 - Conduct inventory of schools
- Identify materials, supplies, and furniture needed and their specifications
- Procure and deliver to schools for installation

Strengthen/Prepare Tutors

- Hire tutors
 - Prepare tutor scope of work
 - Establish remuneration pay schedule
 - Establish criteria and procedures for selecting tutors within each school
- Develop tutor guide and training module for tutoring and informal learning
- Conduct training for tutors

Establish After School Tutoring Program

- Select priority subjects
- Develop tutoring schedule for each school
- Prepare/adapt tutoring (enrichment) and leisure activities
- Prepare class journals (registers) and other administrative materials
- Identify at-risk pupil participants and obtain consent from parent/guardians
- Hold remedial classes/tutoring

TARGET IMPLEMENTATION AREAS:

District	Dropout Rate	Number of Schools
Baljuvon	21.04	22
Temurmaliik	19.02	33
Vose	16.02	61
Khovaling	16.21	25
Danghara	13.41	35
TOTAL		176*

* Schools that cannot provide space for the after school tutoring have been removed from the sample.

SAMPLE SELECTION METHODOLOGY AND CONSIDERATIONS:

To achieve a MDI of 7 percentage points, a total of 160 schools are needed in the sample which includes 10 percent attrition. Only schools that can provide space (dedicated or otherwise) and agree to participate in SDPP will be eligible for inclusion in the sample. According to the results of a school survey conducted in February 2012 to assess the infrastructure and resources of the target schools a total of 33 schools do not have the space.

The sample schools will be equally divided between and randomly assigned to the treatment (80) and the control (80) groups. All eligible schools with Grade 9 from Baljuvon, Temurmaliik, and Vose will be included in the sampling frame as these were originally agreed with the Ministry of Education based on their high dropout rate. The power calculation for Tajikistan was also based on the rates from these districts and representatives from these districts participated in the design workshop. The remaining schools will be sampled from Khovaling and Danghara, whose dropout rates are near those of the other districts.

Prior to the random assignment of schools, the school “recruitment” process will introduce schools to the project and its requirements so schools can determine whether they wish to participate (before they know which group they are in to avoid attrition, especially among control schools). School directors will be convened in each district, where they will be informed about the research, random assignment, the interventions, their responsibilities for implementation and the data requirements. All of the eligible schools in the districts will be invited, although it is more than required, to ensure that if some schools don’t want to participate, a sufficient number is obtained. Schools that agree to participate will be provided with a very simple Memorandum of Agreement (MOA), which will cover what the study is about, what is expected of the schools, and that they agree to participate and cooperate with the

study. From those schools which have agreed to participate in the program, 160 schools will be selected and randomly assigned to one of the two groups.

RESOURCES/IMPLEMENTATION AND MANAGEMENT PROVISIONS:

- Grade 9 teachers; school administrator; parents of at-risk students training
- Anti-school dropout toolkit including posters, parent alert forms
- Training materials (Guide, Pocket book and Toolkit) for EWS and tutoring
- Rooms for tutoring (dedicated or otherwise)
- Furniture (if necessary)
- Visual Aids (Posters, Pictures, Charts)
- Stationery and supplies
- Games, puzzles, sports equipment, etc.
- Books (textbooks, reference books, recreation reading)
- Participation rewards (for treatment and control schools at the end of the project)

SUSTAINABILITY/REPLICABILITY:

The EWS builds on existing MOE procedures to collect school level data and is consistent with ministry policies to monitor and track both the attendance and performance of students. The school-based activities require modest changes and effort by teachers. This activity is also something that is scalable since it demands minimal investments (school director and teacher training).

The After School Tutoring Program re-introduces an activity familiar to and endorsed by many educators, having been a feature during the Soviet period. The tutoring timetable and programs exist, although teachers are now paid by parents to undertake these duties. While equipping the tutoring program with the materials and supplies proposed by the program is desirable, it is not essential to its functioning. Teacher remuneration is critical and may not be readily financed by the MOE, although discussions are now in progress about providing these services.

Overall, the components of the intervention are replicable by the government.

ISSUES (E.G., TARGET SCHOOL SELECTION):

MDI v. Sample Size: Tajikistan has a relatively low dropout rate (nationally, less than 3% from Grades 1 through 8 and 11 percent in Grade 9). Due to the low dropout rate and the remaining time period for project implementation there is concern on whether we can show a detectable change at the end of the project. If we lower the impact magnitude, we need more schools with the target grade which is another issue as there are not enough schools in Tajikistan with the target grade.

Timeframe: The primary challenge in implementing the tutoring program is the limited timeframe available for equipping the classrooms, training teachers and evaluating the outcomes of the activity, all of which must be completed before the project end date of September 2013.

Tutor Compensation: Another key challenge will be to agree on the compensation package for the teachers for using their time after school to provide tutoring. It is expected that providing some form of compensation will help alleviate the additional responsibility of commitment taken on by teachers, which falls outside their official duties and work schedule.

Paucity of Local Games and Materials: Finding available and acceptable games and materials for the after-school program is a challenge. Strong cultural proscriptions (no fashion magazines, playing cards), government restrictions (government-approved publications only), and few games or materials in the Tajik language, are together limiting the options for the enrichment activities planned for the social hour.

Incentive/Reward Payments: It is typical to provide some form of incentive for schools—both for treatment and control—participating in the research study to ensure their cooperation and to compensate them for their effort. SDPP proposes to reward at the end of the project with an in-kind package of materials or equipment that the school selects from a limited menu, in order to motivate their participation and to meet the MOE’s desire for tangible inputs. The amount and the packages will have to be negotiated with the MOE.

WORK PLAN: SDPP TAJIKISTAN

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments
				Oct/11	Nov/11	Dec/11	Jan/12	Feb/12	Mar/12	Apr/12	May/12	Jun/12	Jul/12	Aug/12	Sep/12	
INTERVENTION: AT-RISK PUPIL SUPPORT PROGRAM																
Component 1: Early Warning System																
Activity 1: Identification and tracking system of at-risk pupils																
Task 1: Develop standardized profile of at-risk pupil	1. Define at-risk criteria and cut-scores	Criteria drafted	Zarina			X										Idris to review documents by Dec 9.
	2. Review with expert panel	Panel feedback and recommendations obtained	Zarina			X										Zarina to draft criteria week of Dec 12, then review with panel by Dec 19.
	3. Finalize the standardized profile of an at-risk pupil	Standardized profile finalized	Zarina				X									Finalize by Dec 23.
Task 2: Develop procedures for using profile at school	1. Identify and review school systems for collecting and recording data on absenteeism, pupil performance, behavior and other relevant variables	Description of school systems drafted	Sayora, Gulnora			X										Gulnora to review register, journal, profile, by Dec 9.
	2. Collect and review existing forms	Portfolio of forms and recommendations for modification or revision compiled	Sayora, Gulnora, Gulchuncha			X										By Dec 9
	3. Develop process for identifying at-risk pupils	At-risk pupil identification process drafted	Sayora			X										Dec 13-16
	4. Develop at-risk pupil form	At-risk pupil form developed	Sayora				X									Need info from Mathematica
	5. Obtain feedback on the form	Feedback on form obtained	Sayora				X									Need info from Mathematica
	6. Finalize procedures and forms	Procedures and forms finalized	Sayora					X								Need info from Mathematica
Task 3: Develop early warning system toolkit for school directors and teachers	1. Assemble technical working group to review existing materials for adaptation	Useful materials identified, plans for adaptation drafted	Sayora			X										Team assembled by 28 Dec.
	2. Develop the pocketbook, including guidance on how to identify at-risk pupils and actions to be taken by the school	Pocketbook developed	Sayora				X									All program team assist. Designed by Jan 13.
	3. Hire illustrator to illustrate pocketbook	Pocketbook illustrated	Sayora/Gulnora				X									Idris will compile text and illustrations Jan 13-19.
	4. Develop toolkit for school directors & teachers						X									Includes pocketbook, guidance, forms, procedures
	5. Review draft toolkit (pocketbook, guidance and materials for training)	Draft toolkit reviewed	Sayora				X									16-17 Jan – Sayora and Gulguncha review.

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments
				Oct/11	Nov/11	Dec/11	Jan/12	Feb/12	Mar/12	Apr/12	May/12	Jun/12	Jul/12	Aug/12	Sep/12	
	6. Finalize the toolkit	Toolkit finalized	Sayora				X								18-19 Jan – reviewed	
	7. Translate (into English or Tajik)	Translated versions completed	Mustafo				X	X							13-20 Jan – translated	
	8. Print the toolkits	Copies of toolkits printed and ready for distribution	Sergey					X							30 Jan - Submit for printing	
Activity 2: Training program for school directors and teachers on at-risk pupil identification, tracking and support (remediation)																
Task 1: Develop training modules and materials	1. Assemble training development team for module development	Team assembled	Sayora			X									By 30 Dec – team assembled	
	2. Develop training content	Content determined and outlined	Sayora			X									By 30 Dec – program team develops outline of content	
	3. Develop training modules and materials for school directors and teachers	Training modules developed	Sayora			X	X								By 27 Jan - modules & materials developed	
	4. Develop trainers’ guide	Trainers’ Guide developed	Sayora			X	X								By 6 Jan - trainer’s guide done	
	5. Review draft materials (trainers’ guide, training modules and resources)	Draft training materials reviewed	Gulguncha				X								By 11 Jan – materials reviewed	
	6. Finalize training modules and materials	Training package finalized	Sayora				X								By 13 Jan – finalized	
	7. Translate training package, if necessary	Training package translated	Mustafo				X								6-13 Jan – translated, if needed	
	8. Print the training materials	Copies of packages printed and ready for distribution	Sergey					X							6-11 Feb - printed	
Task 2: Develop training plan	1. Identify trainers, trainees, delivery modes (school clusters, districts, etc.)	List of training sites, participants, trainers determined	Sayora				X								2-6 Jan – training plan done	
	2. Develop schedule	Training schedule developed	Sayora				X								2-6 Jan – training schedule developed	
Task 3: Conduct Training of Trainers (TOT)	1. Identify master trainers & trainers	Master trainers & trainers identified	Sayora, Firuza				X								2-6 Jan – trainers hired	
	2. Conduct training of trainers	Training of trainers conducted	Sayora					X							15-17 Feb - TOT held	
	3. Review training and obtain feedback from participants re: how to improve it	Participants’ feedback obtained	Sayora					X							17 Feb, last day – feedback	
Task 4: Conduct Training for School Directors and Teachers	1. Obtain MOE and District approval as necessary	Letter from MOE obtained, if required	Gulguncha			X									7 Dec – Gulguncha sent MOE a letter	
	2. Make logistical arrangements (venues, per-diem, transport)	Logistics for training organized	Firuza, Sergey					X							20-24 Feb – logistics done	
	3. Conduct training for school directors and teachers	Training conducted for school directors and teachers	Sayora						X						29 Feb – Training starts. End date will depend on #trainers, #clusters, etc.	

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments
				Oct/11	Nov/11	Dec/11	Jan/12	Feb/12	Mar/12	Apr/12	May/12	Jun/12	Jul/12	Aug/12	Sep/12	
	4. Review training experience and obtain feedback from participants	Participants' feedback obtained	Sayora						X	X					??? - Last day of training	
Task 5: Refresher training	1. Make logistical arrangements (venues, per-diem, transport)	Logistics for training organized	Sergey										X		20-24 Aug	
	2. Conduct refresher training	Refresher training conducted	Sayora										X		Starting 28 Aug	
Activity 3: Parental action																
Task 1: Develop materials for parent training	1. In each district, research patterns of school dropout, strategies for keeping children in school, referral services, and other resources (if any)	District-specific information researched and compiled	Zarina			X									By 26-27 Dec - information compiled	
	2. Develop materials for parent training: pocketbook (see above), posters, CDs and seek approval from USAID	Material for parents designed and publicity materials approved	Sayora				X								By 20 Jan – draft materials designed	
	3. Print materials	Printed	Sergey					X							15-17 Feb – materials printed	
Task 2: Develop plan for training parents	1. Develop training program (location, logistics, etc.)	Training program developed	Sayora				X								By 13 Jan – training designed (with experts? Master trainers?)	
Task 3: Conduct parent trainings	1. Train parents around issues of at-risk pupils	Parents of at-risk pupils trained	Sayora					X	X						27 Feb training for parents starts (end date TBD)	
	2. Parent support schools develop dramas, conduct art competition (students' drawings) and distribute posters (ideas coming from pupils and teachers)	Dramas developed, posters and other promotional material distributed	Sayora					X	X	X					2-16 March – in-school activities designed (by parents?) (during training? Or ongoing?)	
	3. Prepare consent form for parents (for students' participation in the center)		Gulguncha					X							By 2 March – consent form ready	
Component 2: Education Resource Centers (ERCs)																
Activity 1: Preparation of ERC rooms																
Task 1: Identify classrooms in schools to be used as ERCs	1. Establish criteria for selection of classrooms to serve as resource rooms (learning environment)	List of criteria drafted	Zarina			X									12-23 Dec – draft done	
	2. Establish criteria for types of acceptable security conditions and types of repairs that can be made	Criteria for security conditions and types of repairs drafted	Sergey			X									12-23 Dec – draft done	
	3. Meet with school directors to determine availability of classrooms to be used as ERC rooms	Confirmation obtained from director of each school for availability of classrooms	Zarina				X								3-14 Jan – field visits to schools	

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments
				Oct/11	Nov/11	Dec/11	Jan/12	Feb/12	Mar/12	Apr/12	May/12	Jun/12	Jul/12	Aug/12	Sep/12	
	4. Conduct inventory of classrooms for security needs and improvements	Inventory of classrooms conducted	Sergey				X								3-14 Jan – inventory of classrooms done during field visits to schools	
	5. Develop final list of schools, rooms, and resource needs	Schools, rooms, and resource needs listed	Zarina with Sergey				X								21 Jan – final list done	
Task 2: Prepare rooms to be used as ERCs	1. Develop specifications for security materials, equipment and furniture to be procured (ex: bars, lighting, cabinets, etc.)	Specifications for each school developed	Sergey				X								28 Jan – list of procurement needs done	
	2. Determine availability and cost of equipment and furniture (procured locally?)	Local availability of equipment and furniture determined	Sergey				X								28 Jan	
	3. Develop plan for equipment and furniture purchasing, shipment, storage, and installation	Plan developed for equipment and furniture purchasing, shipment, storage, and installation	Sergey				X								28 Jan – RFQs to vendors, etc.	
	4. Develop SOW for contractors to upgrade resource rooms	SOW for contractors developed	Gulguncha with Firuza & Sergey				X								By 28 Jan	
	5. Identify and hire contractors to upgrade resource rooms	Contractors identified and hired	Gulguncha with Firuza & Sergey				X								30 Jan – 7 Feb	
	6. Supervise upgrading of resource rooms	Upgrading of all ERCs supervised	Sergey					X	X						All Feb & Mar, if needed	
	7. Supervise purchasing, shipment, storage, and installation of equipment and furniture	Procurement of equipment and furniture supervised	Sergey					X	X						All Feb & Mar, if needed	
Activity 2: Tutoring and informal learning activities																
Task 1: Select teachers to be ERC tutors	1. Establish criteria and procedures for selecting tutors within each school	Criteria and procedure for selecting tutors established	Sayora			X									By 30 Dec	
	2. Draft SOW for teachers/tutors	SOW drafted	Gulguncha, Sayora				X								By 14 Jan	
	3. Ensure the school select teachers based on scope of work	Teachers selected	Sayora					X							Discussed during school director and teacher training (29 Feb - ??)	
	4. Establish criteria and procedures for identifying and supervising ERC monitor (responsible person) within each school	Criteria and procedure for selecting ERC monitors established	Sayora			X									Discussed during school director and teacher training (29 Feb - ??)	
Task 2: Prepare teachers to work in the ERCs	1. Review existing training modules/materials	Training modules reviewed	Sayora			X									By 30 Dec - Review QLP, UNICEF, ILO, AKF, OSI	

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments
				Oct/11	Nov/11	Dec/11	Jan/12	Feb/12	Mar/12	Apr/12	May/12	Jun/12	Jul/12	Aug/12	Sep/12	
	2. Develop training module for tutoring and informal learning	Training modules developed	Sayora				X								By 22 Jan – With Master trainers	
	3. Review of the training modules	Training modules reviewed	Gulguncha				X								24-25 Jan – Review	
	4. Finalize the training modules/materials	Training modules finalized	Sayora				X								26-28 Jan – Finalize	
	5. Translate training modules/materials if needed	Training modules and materials translated as needed	Mustafo				X								22-30 Jan – translate, if needed	
	6. Plan logistics for training (stationery, resources, print materials)	Training logistics planned, resources procured	Sergey				X								22-30 Jan	
	7. Conduct training for teachers/tutors	Training conducted	Sayora					X	X						Early to mid-Feb starts (end date TBD)	
Task 3: Hold remedial classes for at-risk students (tutoring after school)	1. Develop sample/template schedule for each Center	Schedule developed for each Center, per subject	Sayora					X							By 29 Feb (part of training for school directors)	
	2. Obtain school curriculum for use in the Centers	Curriculum obtained for the Centers	Sayora					X							By 17 Feb – draft. Can be adjusted during training	
	3. Prepare class journals (registers) and other administrative materials	Journals (registers) and forms are developed	Zarina				X								By 15 Jan. Need indicators.	
	4. Prepare list of required visual aids (subject textbooks, etc.)	List of required visual aids prepared	Sayora				X								3-14 Jan – prepare list during field visits to schools	
	5. Procure visual aids (sample of subject textbooks and etc.)	Visual aids procured	Sergey				X	X							All Feb – procure learning materials	
	6. Hold remedial classes/tutoring	Remedial classes/tutoring held	Sayora						X	X				X	Start as soon as teachers are trained (see above).	
Activity 3: Incentives/Rewards																
Task 1: Develop and implement teacher payment system	1. Study salary policy of MOE	Salary policy studied	Zarina/Firuza			X									By 6 Jan – investigate pay policy	
	2. Determine amount of payment for the teachers	Amount of payment determined	Zarina /Firuza				X								10-14 Jan – determine appropriate pay	
	3. Develop contracts for the teachers	Contracts for teachers developed	Firuza					X							14-19 Feb	
	4. Plan and implement payment process	Payment process planned and implemented	Firuza						X	X	X			X	Start during training for teachers/tutors, and ongoing.	
Task 2: Create “Certificate of Participation” for pupils and “Acknowledgement of Service” for teachers	1. Design certificates	Certificates designed	Idris					X								
	2. Review and obtain approve certificates	Certificates reviewed and approved	Gulguncha					X								
	3. Print certificates	Certificates printed	Sergey					X							By mid-May	
	4. Deliver certificates to schools	Certificates delivered	Lutfullo						X	X					By end of school year, May	
Task 3: Plan and deliver incentives for target schools	1. Study and determine the needs of schools	Needs of schools studied and determined	Zarina					X	X	X					With monitors, starting when Centers open.	

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments
				Oct/11	Nov/11	Dec/11	Jan/12	Feb/12	Mar/12	Apr/12	May/12	Jun/12	Jul/12	Aug/12	Sep/12	
	2. Prepare the list of items required	List of items prepared	Zarina							X						
	3. Procure goods or equipment	Items procured	Zarina							X	X					
	4. Deliver goods or equipment	Items delivered	Sergey							X	X					By end of academic school year
Task 4: Plan and deliver incentives for control schools	1.Study the needs of schools	Needs of schools studied and determined	Zarina			X										3-14 Jan, during field visits to schools
	2. Prepare the final list of items required	List of items prepared	Zarina				X									
	3. Procure goods or equipment	Items procured	Zarina				X									
	4. Deliver goods or equipment	Items delivered	Sergey					X	X							As early as possible