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**UKRAINIAN STANDARDIZED EXTERNAL TESTING INITIATIVE
(USETI) LEGACY ALLIANCE PHASE II**

FEBRUARY 1, 2013– DECEMBER 31, 2015

GLOBAL DEVELOPMENT ALLIANCE

**QUARTERLY REPORT: Y3Q1
(JANUARY 1 – MARCH 31, 2015)**

**SUBMITTED BY:
AMERICAN COUNCILS FOR INTERNATIONAL EDUCATION**

TABLE OF CONTENTS:	PAGE
SUMMARY OF ACTIVITIES.....	2

1. Summary of Activities

The USETI Legacy Alliance Phase II is a Global Development Alliance funded by the U.S. Agency for International Development (USAID) under a cooperative agreement. American Councils for International Education is the Cooperating Partner and lead implementer, collaborating with USAID and 19 other founding partners. The Agreement builds on accomplishments of previous U.S. Government assistance to: build a sustainable strengthened UCEQA system more capable of independently and transparently developing and implementing secure tests that meet international standards; secure a legislative and regulatory policy basis for testing and higher education admissions; and build a sustainable high level of public support for equal access to Ukrainian higher education.

Throughout the reporting period (January-March 2015 – Q9) USETI Legacy Alliance Phase II activities were focused on supporting UCEQA with test development, psychometrics workshops, implementation of the new law on higher education, development of draft law on education, admissions and related matters, conducting an Alliance partners meeting and a number of other policy development-related matters.

Issues

1.1. Significant Events

Second Coordination meeting of the international partners of MOES. On February 26, the Embassy of Czech Republic hosted the Second Coordination Meeting of the International Partners of the Ministry of Education and Science of Ukraine.

Participants discussed coordination of all activities of international community in education reform through the International Relations Department of MOES. Representatives of the Embassy of Czech Republic committed to prepare the meeting minutes that will be distributed among the addresses of the USETI Alliance.

2015 practice testing held. In March UCEQA conducted 2015 practice external testing in all regions of Ukraine. The aim of the practice testing was to acquaint test takers with the procedure of standardized testing to be held in June 2014 as well as to pilot new test items for future testing sessions. The practice testing was held on March 21 for Ukrainian Language & Literature and on March 28 for English, Biology, Geography, Spanish, History of Ukraine Math, German, Russian, Physics, French and Chemistry.

UCEQA Web Press Conference on peculiarities of 2015 SET scoring. On March 5, UCEQA Director gave a Web Press Conference at the “Pedagogical Press” Educational Portal. During the press conference the Director explained a new approach to scoring of 2015 SET, in particular for the test in the Ukrainian language, results of which will be used for both state attestation (graduation) and the university admission campaign.

The peculiarities of this year’s testing are that each SAT will have a minimum Pass/Fail benchmark/cut score to be identified by subject working groups after the test has been conducted. Only those participants making the cut score will have their scores scaled.

2015 SET registration. In 2015 the registration for SET ran from January 5 through February 20. Almost 290,000 persons were registered for SET including 68,000 who finished school in previous years.

The most popular subjects for registration (apart from mandatory Ukrainian Language and Literature) are Ukrainian History (158,500 persons) and Math (146,800 persons).

Test takers who live on the territory temporarily occupied by pro-Russian rebels and in annexed Crimea were allowed to be register in the oblast of their choosing.

MOES meeting on "English Language Summer School 2015". On January 21, 2015 MOES held a brainstorming meeting "English Language Summer School 2015" for the representatives of international and local organizations that could assist MOES in implementing this project. The Summer School is to be held in June 2015 while school children are having their summer school practical training. The aim of the project is "to draw attention to the need for students to study foreign languages, as well as for foreign language facility in Ukrainian society in general; to conduct a high quality summer school that would provide the students of all Ukrainian schools with real foreign language skills".

Area One: Strengthening institutional capacity of testing system elements and components

Technical Assistance delivered – Secure UCEQA capacity for item banking, test development and test structure/content quality assurance; Establish UCEQA capacity for ancillary testing mechanisms and applications. On February 8-21 USETI Alliance international consultants were on a mission in Kyiv providing:

- Psychometric training to UCEQA Psychometric department staff;
- Psychometric support to two-level tests in Ukrainian Language and Literature and Mathematics and Correcting macros;
- Psychometric support regarding scaling for 2015 testing cycle;
- Guidance to UCEQA management regarding setting standards and using cut scores within a framework of two-level test design;

On February 12-13 USETI Alliance hosted a workshop on “Scoring short response open-ended items in Ukrainian Language and Literature on 2015 testing.” Seventeen participants from UCEQA and all RCEQAs took part.

On February 12-19, USETI Alliance international consultants were on a mission in Kyiv conducting:

- A two-day seminar for MOES and SSDBE on the theoretical and technical aspects of the system of common admission to HEIs in Ukraine (February 13-14);
- Consultations with UCEQA senior staff members on setting pass/fail benchmarks for SET 2015;
- A two-day workshop for UCEQA and RCEQA specialists on setting pass/fail benchmarks and standard setting (February 17-18).

During his mission to Kyiv on February 15-21, USETI Alliance international consultant consulted UCEQA management and subject specialists on the issues related to setting standards and pass/fail benchmarks in two-level tests, as well as on scaling issues.

Technical Assistance delivered – test development and test structure/content quality assurance

During his mission to Kyiv on February 15-21 USETI Alliance consultant worked with UCEQA Math subject specialists on item and test review. Also, the consultant assessed and reviewed a two-level Math demo test.

On February 26-27 USETI Alliance hosted a workshop “Scoring short response open-ended items in Mathematics on 2015 testing.” Twenty two participants from UCEQA and all RCEQAs took part.

Technical Assistance delivered – Synchronize UCEQA in-house training capacity with academic program in educational measurement. On February 18 and 20, two guest lectures by the USETI Alliance consultants were given for the students of the Master’s program in Educational Measurement of both Dragomanov and Nizhyn Pedagogical universities: “International Experience in Admission Testing Administration” and “Introduction to IRT (Item Response Theory).”

Area Two: Establishing legislative and regulatory policy foundations for fair and objective university admissions policy and practices

Development of Bill (Draft Law) on Education. On January 16, at the premises of the Verkhovna Rada Committee on Science and Education, members of the working group on the Bill on Education met to go over the final version of the Concept of the Bill. The Bill structure and fundamentals have been approved. Participants shortlisted sixteen key issues of concern to the general public in the area of educational reform. USETI Alliance was represented by Legislative and Government Relations Specialist Volodymyr Kovtunets.

The key issues for education identified by the Working Group on the Bill on Education include:

1. How will the structure and duration of education change?
2. How will equal access to education be assured?
3. How will university education remain relevant to the labor market and ensure job placement of university graduates?
4. How can education be assured to be effective?
5. What can be done to simplify education bureaucracy and implement proper autonomy of HEIs?
6. How can participation of all educational stakeholders in the decision-making process be guaranteed?
7. How will the education quality assurance system function?
8. How can teacher performance become an element of their recognition and status?
9. How will teacher professional development and performance evaluation system function?
10. How will the mechanisms of funding of education change?
11. Should the HEIs be government-financed?
12. How will the process of forming education content/ curriculum change?
13. How will the HEI management system change?
14. How can the competence of HEI administrators be monitored and assured?
15. How will feedback loops be constructed to allow an ongoing education reform that corresponds to the current needs of society and modern science?
16. How can Ukrainian education become integrated into the international education arena?

On February 27, the Verkhovna Rada Committee on Science and Education working group on Bill on Education (led by Committee Chair Liliya Hrynevych) met. Participants discussed the Draft Bill structure – specifically particular sections, clauses and paragraphs.

Support in implementation of Law on Higher Education. During the reporting period, USETI Alliance participated in a series of events aimed to support implementation of Law in Higher Education.

Development of the 2020 Strategy on Higher Education

On January 9, American Councils/USETI Alliance hosted a meeting on Higher Education Strategy Development.

On February 6, the Fulbright Program conducted a Seminar on the Academic Autonomy during which representatives of MOES, HEIs, and NGOs working in education had an opportunity to discuss the status of implementation of the Law on Higher Education.

Area Three: Transforming support for testing into a proactive contemporary public expectation

Orient teachers as advocates for testing culture and fair access to higher education. On March 17, the scientific-methodological seminar titled “The Natural History GELIANTUS Game: An Extracurricular Form of Preparation for External Testing” was held in the western Ukrainian regional center of Khmelnytsky.

XVIII USETI Alliance Partners meeting. On March 24 the National Academy of Pedagogical Sciences of Ukraine hosted the XVIII USETI Alliance Partners Meeting. Nearly thirty representatives of academia, governmental institutions and NGOs participated in the event.

National Poll on SET and HEIs admission published. On January 5, in Kyiv, at the UKRINFORM press agency, USETI Alliance Partners presented the full report on the national poll titled “The Educational Reform: Has the Public Opinion Changed?” The poll was conducted in November-December 2014 by Democratic Initiatives Foundation named after Ilko Kucheriv.

The Press conference/round table was widely covered in the national and local media.

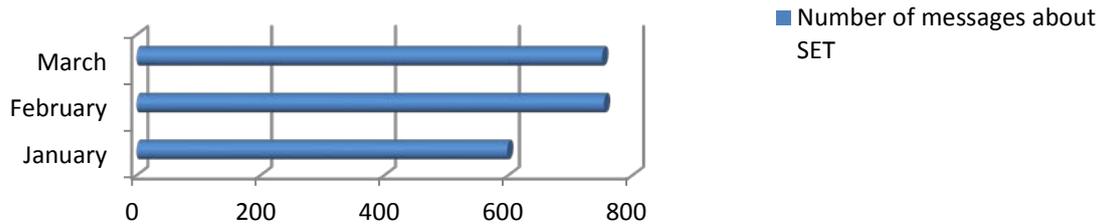
Extend reporting on testing and HEI admissions processes and issues through electronic listserv and social media. During the reporting period, three USETI Alliance bulletins were published – for January, February and March 2015. The bulletins illustrated the most important educational developments within the USETI Alliance mandate. They are available at the website www.useti.org.ua.

Extend advocacy outreach to employers to promote fair access to higher education and testing-based HEI admissions. In March 2015, USETI Alliance developed and distributed a quarterly Education & Business bulletin. Ukrainian employers receive quarterly updates on higher education access, quality, and education relevance to the needs and trends of workforce development.

MediaMonitoring. According to the InfoStream© monitoring service, within the reporting period (January-March 2015) 2,103 articles related to external independent testing appeared in Ukrainian media – 598 articles appeared in January, 754 in February and 751 in March.

Internet media was most active in February; this is likely explained by the launch of registration for SET-2015 and public discussion of the [later withdrawn] Draft Bill #1876 “On peculiarities of HEI admissions in 2015.”

Number of messages about SET



The main topics of articles in internet media were:

- January: what's new in SET-2015, launch of registration for SET-2015, State Graduation Exams in the form of SET and specifics about the SET-2015 certificate.
- February: Draft Bill #1876 "On peculiarities of HEI admissions in 2015;" the Declaration of the Ministry of Education and Science on the conclusion of the academic year; state graduation exams and external testing; and news about graduation and external testing for IDPs from Donetsk, Luhansk and Crimea. The MOES Board discussed the implementation of the Bill on Higher Education and determination of the results of SET-2015.
- March: Ihor Likarchuk's web-conference at MOES, submitting of the Draft Addenda to the Bill on Higher Education (#2335), and new external testing curricula adopted by the Ministry of Education and Science.

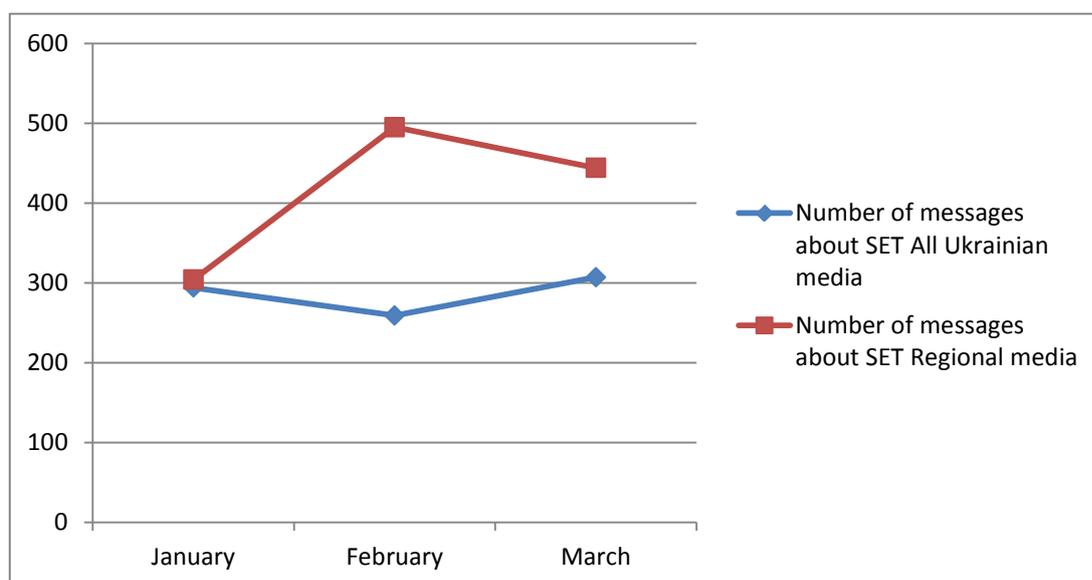
The peaks of media activity were obviously connected to significant events such as press-conferences, and briefings or roundtables with high-level authorities. Below is the list of media activity peaks recorded within the reporting period:

- January 3 – (36 articles) what's new for SET-2015
- January 5 – (154 articles) launch of registration for SET-2015
- January 13 – (24 articles) registration for SET-2015 is underway
- January 23 – (27 articles) State Graduation Exams and SET in 2015: explanatory notes of MOES; the SET-2015 certificate.
- February 2 – (33 articles) discussion (at Verkhovna Rada) of the Draft Bill # 1876 "On the 2015 college admissions"
- February 3 – (26 articles) Graduation certificates issued on the occupied territories are not valid
- February 4 – (42 articles) specifics of SET-2015
- February 5 – (34 articles) online courses to prepare for SET
- February 12 – (37 articles) MOES statement on conclusion of academic year and admission rules for IDPs
- February 16 – (42 articles) UCEQA registration for SET is extended for IDPs
- February 19 – (57 articles) special admission rules for IDPs
- February 20 – (31 articles) registration for SET-2015 has ended
- February 24 – (35 articles) cut score for SET-2015
- February 25 – (28 articles) State Graduation Exams in 2015: rules and procedures
- February 27 – (39 articles) the MOES Collegiums discuss the implementation of the Bill on Higher Education and determining of SET results
- March 3 – (25 articles) new interpreting of SET scores
- March 4 – (33 articles) Deputy Minister of Education Inna Sovsun's interview with the "Ukrainska Pravda" web-portal
- March 6 – (24 articles) UCEQA Director Ihor Likarchuk's web-conference at MOES

- March 11 – (30 articles) submitting of the Draft Addenda to the Bill on Higher Education (#2335), and new external testing curricula adopted by the Ministry of Education and Science
- March 17 – (53 articles) MOES published new SET curricula
- March 19 – (57 articles) UCEQA finalized registration for SET
- March 20 – (46 articles) MPs consider changing admission rules
- March 24 – (41 articles) Test takers may obtain hard copies of their own SET
- March 27 – (47 articles) SET field testing for 11 subjects is upcoming
- March 31 – (38 articles) IDPs will have an opportunity to take SET

Within the reporting period (January-March 2015) 2103 articles related to SET have been published in Ukrainian media. 860 were published in All-Ukrainian Internet media, other 1243 in regional media.

Month	Number of messages about SET	All Ukrainian media	Regional media
January	598	294	304
February	754	259	495
March	751	307	444
Total	2103	860	1243



Top speakers for the reporting period:

Month	Number of messages about SET	Main Speakers of the period			
		Ihor Likarchuk	Pavlo Polyanskyy	Serhiy Kvit	Inna Sovsun
January	598	57	4	4	5
February	754	75	61	26	5
March	751	39	28	11	11
Total	2103	171	93	41	21

USETI Legacy Alliance Year 3/Q1 (January-March 2015) - Annex 1: Status of Activities of Tasks

Activities		End-of-project target
	Progress	
Area 1: Strengthening institutional capacity of testing system elements and components		
Activity 1.1: Secure UCEQA capacity for item banking, test development and test structure/content quality assurance		
1.1a Train UCEQA and RCEQA specialists in applied psychometrics	USETI Alliance Consultant Zarko Vukmirovic worked with UCEQA on psychometrics during his mission in February of Y3.	UCEQA psychometricians trained in using psychometric methods and applications; increased psychometric capacity
1.1b Scale up UCEQA item piloting system	USETI Alliance consultants Zarko Vukmirovic and Mark Zelman worked with UCEQA on test items piloting during live tests.	UCEQA skilled at carrying out pilot tests within live tests
1.1c Roll out UCEQA calibrated item bank	Yes UCEQA continues to develop IB software.	UCEQA calibrated item bank developed and works properly
1.1d Enhance Modern Foreign Language subject tests	To be conducted in Q2/Y3.	UCEQA introduces audio component into the MFL tests
1.1e Advise UCEQA on advanced item development techniques	During their visits USETI Alliance consultants Zarko Vukmirovic, Zarko Zelman and Algirdas Zabulionis supported UCEQA with advanced item development techniques.	UCEQA skilled in using the advanced item development techniques
1.1f Diversify UCEQA special needs testing capacity	to be conducted in Q2-3/Y3.	UCEQA received recommendations for special need test development based on international experience
Activity 1.2: Establish UCEQA capacity for ancillary testing mechanisms and applications		
1.2a Support rollout of the General Ability Test for HEI Admissions	to be continued in Q2/Y3. <i>N.B. in development stage, no decision on rollout</i>	The General Ability Test piloted on the experimental basis
1.2b Develop multi-level subject tests for HEI Admissions	During their visits USETI Alliance consultants Zarko Vukmirovic, Zarko Zelman and Algirdas Zabulionis supported UCEQA with multi-level tests on advanced level.	UCEQA is capable to develop multi-level test on advanced level
1.2c Conceptualize Summative Assessment tools for HEIs	In Y2Q4 USETI continued to discuss development of summative assessment for IT-Bachelors.	HEIs begin using a standardized toolkit for bachelor students in additional disciplines as an academic experiment
Activity 1.3 Enhance UCEQA staff development capacity		
1.3a Synchronize UCEQA in-house training capacity with academic program in educational measurement	During their visits in Q1Y3 USETI consultants Zarko Vukmirovic and Mark Zelman gave two guest lectures for Master program on Educational Measurement.	Support of MA Program on Educational Measurement at the Dragomanov National Pedagogical University
1.3b Enable UCEQA staff development through international professional exchanges	To be conducted in Q3-4/ Y3.	UCEQA staff members introduced to American and European best practices in educational measurement/management
Activity 1.4 Enable Kherson and Donetsk RCEQAs to work equipped		
1.4a Enable Kherson and Donetsk RCEQAs to work equipped	To be started in Q2/Y3.	Kherson and Donetsk RCEQA works in efficient way like other regional centers
Area 2: Establishing legislative and regulatory policy foundations for fair and objective university admission policy and practices		
Activity 2.1 Reform legislative foundations for fair access to higher education		
2.1a Facilitate new Law on Higher Education	During January-March of Y3 USETI Alliance supported implementation of Law on HE.	New Higher Education Law passed securing testing and HEI autonomy

USETI Legacy Alliance Year 3/Q1 (January-March 2015) - Annex 1: Status of Activities of Tasks

Activities	Progress	End-of-project target
2.1b Facilitate ancillary legislation	A series of meetings on development on Law on Education within Committee on Science and Education was conducted in Q1/Y3.	New Law on Education passed securing educational quality monitoring system
Activity 2.2 Solidify reformed regulatory policy foundations for fair access to higher education		
2.2a Conditions on Admission Advisory Platform	to be conducted in Q2-3/Y3.	Users of admission reform have body to serve as venue to influence reform
2.2b Strengthen Cooperation between MOESYS Public Council, HEIs, experts and Civil Society	USETI Alliance played a role of platform on the MOES Conditions on HEIs Admission.	Committee to assist MOES in development of education quality monitoring exists
Activity 2.3 Institutionalize key practices in implementing reformed legislative and regulatory policy foundations for fair access to higher education		
2.3a Build collaborative capacity for quality control by Policy Development Stakeholders	URU along with USETI Alliance continued analyzing data for validity study.	Reliability and validity is ensured through external review
2.3b Facilitate implementation and compliance with new or reformed legislative and regulatory provisions	on demand basis.	Bylaws regulating equal access to higher education are accepted by state authorities
Area 3: Transforming support for testing into a proactive contemporary public expectation		
Activity 3.1 Broaden public outreach competencies of teachers, testing organizers, and regional education officials on testing and HEI admissions issues		
3.1a Orient teachers as advocates for testing culture and fair access to higher education	In March of Y3 USETI Alliance and "SONYASHNYK" Creative Union conducted scientific-methodological seminar "Natural History GELIANTUS Game as Extracurricular Form of Preparation for External Testing".	Teachers and administrators in secondary schools use basics of educational assessment in classroom
3.1b Introduce UCEQA and RCEQA staff and regional education officials to advocacy techniques in public outreach	to be conducted in Q2/Y3.	UCEQA, RCEQAs and regional officials respond to new challenges in effectively
3.1c Extend advocacy outreach to employers to promote fair access to higher education and testing-based HEI admissions	In Q1/Y3 the seventh issue of Education&Business Bulletin was developed and electronically distributed.	Ukrainian employers are familiar with the latest development of reform to reach fair access to higher education
3.1d Support secondary analysis of standardized external testing data focusing on the local level (Support secondary analysis of SET data)	to be continued in Q3/Y3.	UCEQA and RCEQAs develop secondary analysis studies of standardized external testing.
Activity 3.2 Institutionalize monitoring of and reporting on testing and HEI admissions processes and issues		
3.2a Further develop public monitoring of test administration and university admissions	to be conducted in June-July (SET monitoring) and July-August (HEIs admission monitoring).	Monitoring of SET administration and HEIs admission positively influence public support
3.2b Integrate institutional non-GOU monitoring of the HEI admissions processes with GOU databases	to be conducted in July-August of Y3.	Integrate institutional non-GOU monitoring of the HEI admissions processes with GOU databases
3.2c Extend reporting on testing and HEI admissions processes and issues through electronic listserv and social media	In Q1/Y3 three issues (January, February and March) of USETI Alliance bulletin were developed and electronically distributed.	Ukrainian educators are familiar with the latest development of reform to reach fair access to higher education
Activity 3.3 Monitor and integrate public and expert opinion on testing and fair access to higher education		
3.3.a Monitor media throughout project implementation	Media monitoring January-March was developed and distributed.	Stakeholders receive media monitoring regularly
3.3.b Conduct annual poll on testing and access to higher education in Ukraine	Conducted in Q4/Y3.	National Polls on external testing and admissions public opinion
3.3.c Conduct IV International Educational Assessment Conference	to be conducted in October of Y3.	Recommendations on implementing international standards to Ukrainian HE system developed according to IV International Conference EA-2013
Activity 3.4 Building the Alliance		

USETI Legacy Alliance Year 3/Q1 (January-March 2015) - Annex 1: Status of Activities of Tasks

Activities		End-of-project target
	Progress	
3.4a Coordination meetings and outreach	In March the USETI Alliance partners meeting was conducted.	Alliance functioning is enhanced and membership and contributions are expanded

USETI Legacy Alliance Phase II

Performance Monitoring and Evaluation Chart

Expected Result	Performance Indicator	Methodology for Measurement			Baseline	Year 1	Year 2	Year 3				Target End of Y3	Notes
		Data Source	Collection	Responsible				Q1	Q2	Q3	Q4		
Area 1: Strengthening institutional capacity of testing system elements and components													
Activity 1.1 Secure UCEQA capacity for item banking, test development and test structure/content quality assurance													
a. UCEQA staff use current psychometric methods and applications; demonstrate increased psychometric capacity	# of workshops in psychometrics	Workshops and consultant reports	quarterly	Area 1 leader & international consultants	-	2	6	7				8	USETI Alliance Consultant Zarko Vukmirovic worked with UCEQA on psychometrics during his mission in February of Y3.
b. UCEQA skilled at carrying out pilot tests within live tests	UCEQA uses live tests for carrying out pilot tests	Consultant reports	quarterly	Area 1 leader & international consultants	No	No	No	No				Yes	USETI Alliance consultants Zarko Vukmirovic and Mark Zelman worked with UCEQA on test items piloting during live tests. <i>UCEQA Director Ihor Likarchuk shows little interest in improving item piloting protocols and practices. UCEQA staff, however, are deeply interested.</i>
c. UCEQA calibrated item bank developed and works properly	Item Bank software procured and installed	Procurement of software	Annually	Area 1 leader & international consultants	No	No	No	No				Yes	UCEQA continues to develop IB software.
	# of workshops in usage of IB software	Workshops and consultant reports	Quarterly		-	-	-	-				2	UCEQA will need to be trained in newly developed software
d. UCEQA introduces audio component into the MFL tests	# of workshops MFL item & test development	Training and consultant reports	Semi-annually	Area 1 leader & international consultants	-	2	4	5				7	To be continued in Q2/Y3. <i>No decision on adoption of audio component at this time.</i>
	UCEQA introduces audio component into the MFL tests	Report	Annually		No	No	No	No				Yes	
e. Advanced item development techniques are used in SET	# of workshops in advanced item development techniques	Consultant reports	semi-annual	Area 1 leader & international consultants	-	1	4	5				6	During their visits USETI Alliance consultants Zarko Vukmirovic, Zarko Zelman and Algirdas Zabulionis supported UCEQA with advanced item development techniques.
f. UCEQA processes recommendations for special needs test development based on international experience	Tests for more categories of tests takers with special needs are offered	Training and consultant reports	semi-annual	Area 1 leader & international consultants	No	No	No	No				Yes	UCEQA needs to extend availability for special needs categories to take SET.
Activity 1.2 Establish UCEQA capacity for ancillary testing mechanisms and applications													
a. General Ability Test piloted on the experimental basis	# of workshops, conferences, RTs, etc.	Reports on roundtables, conference, workshops	Quarterly	Area 1 leader & international consultants	-	2	8	8				16	There is a need to popularize GAT within educational environment. <i>No decision to rollout GAT at this time. The earliest possible live pilot is 2016, with 2017 more realistic, due to opposition to the GAT in principle by UCEQA Director Ihor Likarchuk.</i>
	At the experimental basis HEIs use GAT for admission purposes	Reports	Semi-annually	Area 1 leader & international consultants Area 2 leader	No	No	No	No				Yes	
b. UCEQA demonstrates capability to produce an advanced, multi-level test	# of workshops on multi-level test development	Consultant reports	Semi-annually	Area 1 leader & international consultants	-	1	3	4				4	During their visits USETI Alliance consultants Zarko Vukmirovic, Zark Zelman and Algirdas Zabulionis supported UCEQA with multi-level tests on advanced level.

Expected Result	Performance Indicator	Methodology for Measurement			Baseline	Year 1	Year 2	Year 3				Target End of Y3	Notes
		Data Source	Collection	Responsible				Q1	Q2	Q3	Q4		
c. Selected HEI(s) pilot a standardized toolkit for bachelor degree students	Concept developed	ELPEG meetings, Consultants reports	Semi-annually	Area 1 leader & international consultants Area 2 Leader	-	1	1	1				1	Such an instrument will be a brilliant addition to anticorruption efforts within USETI Alliance framework
	a standardized instrument for bachelor students as an academic experiment is used by selected HEI(s)	Report	Annually		No	No	No	No				Yes	
Activity 1.3 Enhance UCEQA staff development capacity													
a. MA Program in Educational Measurement and Administration at the strengthened and produces more qualified specialists	# of guest lectures by USETI Consultants and UCEQA staff	UCEQA/ Consultants reports	Semi-annually	Area 1 leader & international consultants	-	10	16	18				26	During their visits in Q1Y3 USETI consultants Zarko Vukmirovic and Mark Zelman gave two guest lectures for Master program on Educational Measurement.
b. UCEQA staff members use American and European best practices in educational measurement/management	# of Study Tours	Study tour trips reports	Semi-annually	Area 1 leader & international consultants	-	1	7	7				9	To be conducted in Q3-4 of Y3.
Activity 1.4a Enable Kherson and Donetsk RCEQAs to work properly equipped													
a. Kherson and Donetsk RCEQA works in efficient way like other regional centers	Kherson and Donetsk RCEQAs supported with new computer and furniture equipment	USETI Alliance/Donetsk and Kherson RCEQAs reports	Semi-annually	DPD	-	-	-	No				Yes	Kherson and Donetsk RCEQA needs support to work in efficient way like other regional centers
Area 2: Establishing legislative and regulatory policy foundations for fair and objective university admission policy practices													
Activity 2.1 Facilitate new Law on Higher Education													
a. New Higher Education Law passed securing testing and HEI autonomy	Legislation securing testing and HEI autonomy is adopted	VR voting report	Annually	Area 2 leader	Stage 1	Stage 3	Stage 4	Stage 4				Stage 4	Stage 1 – Interested groups propose that legislation is needed on this issue; Stage 2 – Issue is introduced in the relevant legislative committee; Stage 3 – Legislation is drafted by relevant committee; Stage 4 – Legislation is debated by the legislature.
b. New Law on Education passed securing educational quality monitoring system	Legislation securing educational quality monitoring system is adopted	VR voting report	Annually	Area 2 leader	-	Stage 1	Stage 3	Stage 3				Stage 4	Stage 1 – Interested groups propose that legislation is needed on this issue; Stage 2 – Issue is introduced in the relevant legislative committee; Stage 3 – Legislation is drafted by relevant committee; Stage 4 – Legislation is debated by the legislature.
Activity 2.2 Solidify reformed regulatory policy foundations for fair access to higher education													
a. Committee to influence admissions reform established and functioning. Users of admissions reform have body to serve as venue to influence reform and apply best-practices	Committee to influence admissions reform serves as a venue to influence admission reform	Minutes of Committee's meeting	Semi-annually	Area 2 leader	No	No	Yes	Yes				Yes	Users of admissions reform do not have a body to where they can become informed of best-practices in testing in admissions, and can influence such standards

Expected Result	Performance Indicator	Methodology for Measurement			Baseline	Year 1	Year 2	Year 3				Target End of Y3	Notes
		Data Source	Collection	Responsible				Q1	Q2	Q3	Q4		
b. Committee to provide input to MOES in development of education quality monitoring is established and functioning	Committee to assist MOES in development of education quality monitoring makes recommendations regularly	Minutes of Committee's meeting	Semi-annually	Area 2 leader	No	No	Yes	Yes				Yes	There is a need to assist MOES with development of education quality monitoring
Activity 2.3 Institutionalize key practices in implementing reformed legislative and regulatory policy foundations for fair access to higher education													
a. Reliability and validity is ensured through external review	# of validity studies	Study	Annually	URU & Area 2 leader	2	2	4	4				5	To build collaborative capacity for quality control by Policy Development Stakeholders there is a need to support validity studies development. <i>UCEQA Director Ihor Likarchuk has ignored Validity Study importance since returning to office in March 2014.</i>
b. Covered persons and institutions comply with legislative and regulatory provisions on equal access to higher education	# of recommendations on new regulations accepting equal access to higher education	Minutes of ELPEG meetings, RTs, similar events	Semi-annually	Area 2 leader	-	OD	OD	OD				On demand	Ukrainian legislation on education needs to be improved
Area 3: Transforming support for testing into a proactive contemporary public expectation													
Activity 3.1 Broaden public outreach competencies of teachers, testing organizers, and regional education officials on testing and HEI admissions issues													
a. Teachers and administrators in secondary schools use basics of educational assessment in classroom	# of seminars with teachers and administrators of secondary school	Seminars reports	Quarterly	Area 1 leader, DPD	-	12	14	15				22	In March USETI Alliance and "SONYASHNYK" Creative Union conducted scientific-methodological seminar "Natural History GELIANTUS Game as Extracurricular Form of Preparation for External Testing".
b. UCEQA, RCEQAs and regional officials respond to new challenges in a quick and proper manner	# of seminars	Seminars reports	Semi-annually	Pro.Mova, DPD	1	-	1	1				5	UCEQA/RCEQAs suffer from insufficient communications with the target groups
c. Ukrainian employers are familiar with the latest development of reform to reach fair access to higher education	# of Education&Business Bulletin	Bulletin	Quarterly	Alliance Dev't Advisor	-	3	7	8				11	Employers are not familiar with education reformi in Ukraine
d. UCEQA and RCEQAs develop secondary analysis studies of standardized external testing	# of studies	Study	Semi-annually	Area 1 leader & UCEQA	-	-	2	2				5	<i>UCEQA/RCEQAs do not use 7-year data of SET results for an analysis on national and/or regional levels, due to lack of direction to do so by UCEQA Director Ihor Likarchuk</i>
Activity 3.2 Further develop public monitoring of test administration and university admissions													
a. Public support of testing increases due to monitoring of test administration and HEI admissions	# of trainings for monitoring of test administrations	Training report	Annually	OPORA, DPD	-	1	2	2				3	To be conducted in Q2/Y3.
	Public monitoring of test administration procedures conducted properly	Monitoring reports	Annually	OPORA	-	1	2	2				3	To be conducted in Q2/Y3.
	# of trainings for Admissions Committee monitoring	Training reports	Annually	OPORA, IRF	-	1	2	2				3	To be conducted in Q2-3/Y3.

Expected Result	Performance Indicator	Methodology for Measurement			Baseline	Year 1	Year 2	Year 3				Target End of Y3	Notes
		Data Source	Collection	Responsible				Q1	Q2	Q3	Q4		
	Admission campaigns' monitoring conducted properly	Monitoring reports	Annually	OPORA	-	1	2	2				3	To be conducted in Q2-3/Y3.
b. Public is informed of real-time status of the admission campaign through the Konkurs System	# of data actualizations with SSDBE per day during HEIs admission campaign	Konkurs administrator reports	Annually	CEP, Area 2 leader	-	1	4	4				6	To be conducted in Q2-3/Y3.
	Functionality of Konkurs System allows test-taker to recommend the optimal HEIs/specialization to enter according to their priorities identified	Konkurs administrator reports	Annually	CEP, Area 2 leader	No	No	No	No				Yes	The possibility of automatic recommendations for HEIs applicants will make the competition more organized.
c. Ukrainian educators are familiar with the latest development of reform to reach fair access to higher education	# of USETI Alliance Bulletin	Bulletin	Quarterly	Area 3 leader	-	7	19	19				31	Regular bulletin developed and published timely.
	# of Timo published	Timo journals	Monthly	TIMO Foundation - Publishing House "Fakt"	-	12	24	24				36	Journal for informing stakeholders of innovations in testing and admissions reform developed and published timely.
Activity 3.3 Monitor and integrate public and expert opinion on testing and fair access to higher education													
a. Stakeholders receive media monitoring regularly	# of media monitoring and analysis	Reports on media monitoring & Analysis	Quarterly	Area 3 leader	-	3	7	8				11	Monitoring of public opinion and guidance on testing developed and distributed timely.
b. Educational professionals, policymakers and other stakeholders informed about public support of external testing and admission reforms	# of National Polls conducted and analyzed	Reports	Annually	DIF	-	1	2	2				3	Operating and policy environment circumstances merit continued maintenance and use of polling capability to bolster outreach
c. Recommendations on implementing international standards in Ukrainian higher education developed according to IV and V International Conference on Educational Assessment	The Conferences were conducted and recommendations on implementing standards were introduced	Conferences reports	Annually	Area 1 leader, UCEQA, URU, NAPSU	-	1	1	1				2	Reform processes not regularly carried out to public
Activity 3.4 Building the Alliance													
a. Alliance function is enhanced and membership and contributions are expanded	# of meetings	Meetings reports	Semi-annually	Alliance Dev't Advisor, PD	-	3	7	8				11	Coordination meeting conducted in March of Y3.