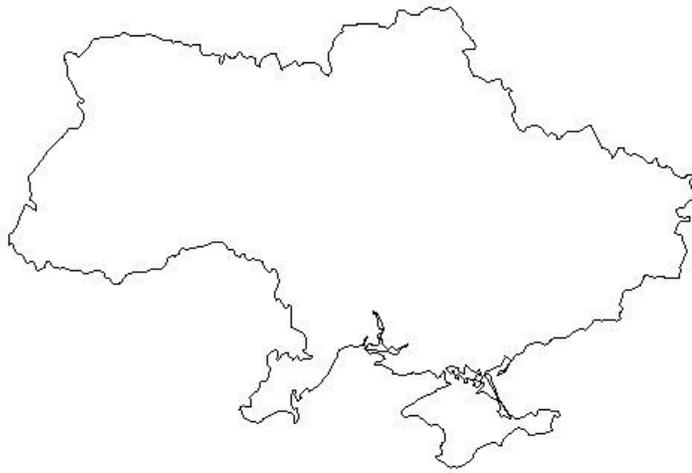


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**USAID**  
FROM THE AMERICAN PEOPLE

*The Ukrainian Standardized External Testing Initiative (USETI)  
Quarterly Report  
October-December 2008*



Submitted by:  
American Institutes for Research  
with  
American Councils for International Education

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**Millennium Challenge Corporation  
Threshold Country Program  
Ukraine**

**The Ukrainian Standardized External Testing Initiative (USETI)  
Quarterly Report**

**Quarterly Report for USETI Quarter 7 (FY 09 Quarter 1)  
October–December 2008**

**1. Summary of Activities**

USETI is funded by USAID/Ukraine and implemented through USAID's ABE/BE. The Initiative addresses one of five components in the Government of Ukraine's Threshold Country Plan (TCP) approved for funding by the Millennium Challenge Corporation (MCC), combating corruption in higher education.

The USETI project commenced on April 16, 2007 with a contract to American Institutes for Research, with its partner American Councils for International Education. The focus of the project during Quarter 7 (third quarter of year 2) was to work on the USETI Certificate Program, conduct workshops on item banking models, development, administering and analyzing customer satisfaction surveys, improve UCEQA procedures, develop a PSA for the 2009 testing cycle and develop other issues.

**Issues**

**1.1 Significant Events**

**Open Competition of Test Developers for External Testing.** On November 26, the UCEQA Public Scientific and Methodological Council met to select winners of the Competition of test developers. Following rigorous review of the more than 80 application packages, 47 persons were selected as competition finalists (by subject area: Ukrainian Language and Literature – 7 persons, Math – 5 persons, Ukrainian History – 6 persons, Chemistry – 4 persons, Physics – 3 persons, Geography – 5 persons, Biology – 2 persons, as well as Modern Foreign Language: English – 6 persons, German – 4 persons, French – 3 persons and Spanish – 2 persons). 6 of the finalists are current participants in the USETI Certificate Program. At present UCEQA is discussing the planning of additional Item Writing training by USETI consultants for the competition finalists, first and foremost those who are not USETI Certificate Program participants.

**MOES recognition of USETI work.** On November 4, at the end of an MOES working seminar, Minister Ivan Vakarchuk recognized USETI's role in establishing the MOES Konkurs Electronic Admissions Database for the 2008 admissions; MOES honored USETI COP Yarema Bachynsky with the "Petro Mohyla" Medal for Development of Higher Education in Ukraine; Dr. Volodymyr Kovtunets and Tetyana Serhiyenko, who actively participated in the 2008 Konkurs development, were also honored for their tireless efforts in assisting the MOES Higher Education Department to implement the Konkurs information component with Citations of Recognition.

**UCEQA announced external testing registration and testing dates.** On October 2, UCEQA publicly announced the registration period for 2009 external testing and the external testing exams dates.

All who wish to take part in the 2009 external testing will be able to register from December 1, 2008, through March 3, 2009. All school graduates will be able to register at their schools and previous year graduates will be able to undergo this process at special registration points.

Also UCEQA set 2009 external testing dates as follows:

- Ukrainian History – May 6;
- Biology – May 8;
- Physics – May 12;
- Geography – May 15;
- Ukrainian Language & Literature – May 19;
- Mathematics – May 26;
- English Language – June 2;
- German, French and Spanish Languages – June 3;
- Chemistry – June 5.

**External Testing 2009 Youth Press-Club.** On October 23, a meeting with the Youth Press-Club on External Testing 2009 was conducted in Kyiv. USETI DCOP Christina Pendzola-Vitovych, Pedagogical Assessment and Testing Association Executive Director Maryna Mruha and TTC Director Anna Toropova participated in the event.

The participants discussed the objectives of 2009 external testing and answered numerous questions of media representatives.

**ACTION Ukraine NGO Educational Coalition Training.** On October 27, 2008 USETI Public Information Assistant Anatoliy Kurta represented USETI at the ACTION Ukraine project training session held near Kyiv. The presentation covered USETI focus areas and activities. UCEQA Director Ihor Likarchuk also made a major presentation on 2009 external testing objectives.

The training was conducted for the ACTION Ukraine NGO Education coalition.

**External Testing 2009 Press-Club.** On October 30, the Equal Access to Quality Education in Ukraine Project conducted the Press-Club on 2009 external testing objectives. UCEQA Director Ihor Likarchuk disclosed the details of the registration campaign that began on December 1<sup>st</sup>, 2008. Representatives of national print media such as *Holos Ukrainy* newspaper and *Dzerkalo Tyzhnya* weekly took part in the Press Club.

**Press Conference on Start of Registration for 2009 External Testing.** On November 26, UCEQA Director Ihor Likarchuk held a Press Conference in the Information Agency "Interfax Ukraine". Organized by the External Testing Information Center, the Q&A brought more than a dozen broadcast and over 30 print media outlets together for a comprehensive information session. During the Press Conference, Mr. Likarchuk informed the public about registration for 2009 external testing and about the steps that each prospective test taker must take to participate successfully in the process. As a result of solid organizing by ETIC, there was universal nationwide coverage of this key press conference in the two day period following, per daily and monthly media monitoring reports.

**Litigation by defenders of HEI admissions corruption- Odesa school leaver vs. the Ministry of Education and Science of Ukraine.** On November 24, 2008, the Odesa District Administrative Court took a case from school leaver O. Nichka seeking to declare the Ministerial Conditions on Admission and, thereby, mandatory external testing, illegal and pleading for an injunction against registration due to begin on December 1.

On November 25, the court granted the injunction (however, by “good fortune and pure coincidence” based on good intelligence, UCEQA had adopted a separate internal order prior to this decision, which allowed it to begin registration regardless of the injunction).

On December 5 the Odesa District Administrative Court was slated to hear the case of pupil Nichka vs. the Odesa Regional Education & Science Department, the MOES, and the Ministry of Justice. However, the court session was postponed to December 11 since Presiding Judge Bolotina fell ill.

On December 11, the Odesa District Administrative Court yet again postponed its hearing for December 22. On December 22, court hearing of Nichka vs. MOES once again did not take place as the electricity got disconnected in the entire court building, and it was unclear when power would be restored. Presiding Judge Bolotina set the next court hearing for Monday, January 12, 2009.

On December 23, 2008 Civic Network OPORA held a press-conference entitled “Why do they oppose external testing in Odesa?”

According to OPORA representatives, attacks on external testing in Odessa began three months ago – in October, 2008. An earlier action was brought by Mr. V. Serafimov, but the plaintiff, who had a blatant conflict of interest in the matter and with the adjudicating court, withdrew his complaint on December 19. The second action by Odesa school leaver Nichka turned out to be more effective: the Court granted an injunction to forbid registration for the external testing. “The texts of both complaints are 80% identical,” A. Hevko, OPORA Educational Programs Coordinator said.

OPORA representatives stressed that the plaintiffs in both cases, as well as counsel for both plaintiffs as well as Presiding Judge Bolotina either work at or graduated from the same Higher Education Institution – Odesa National Law Academy which is also the HEI where O. Nichka intends to study.

The registration of participants for external testing is being continued in all regions including Odesa.

**Testing terminology dictionary developed and published.** With International Renaissance Foundation funding and intellectual assistance by USETI consultant Mark Zelman, the Testing Technologies Centre developed, early in 2008, a Testing Terminology Dictionary. During the reporting period, the Dictionary, containing more than 900 terms, was published with support from USETI, and distributed to UCEQA as well as the RCEQAs, HEIs (via university regional round tables) and to/through the Ministry of Education and Science of Ukraine.

The Dictionary was the first attempt to systematize commonly used testing terminology in Ukraine.

**Technical Assistance (TA) delivered – Round Table on Foreign languages Tests Issues.** On December 18, 2008, USETI, per UCEQA request, held a Round Table on Modern Foreign Language external testing in 2009. The aim of the RT was to inform Ukrainian Media on the peculiarities of the MFL external testing in 2009 taking into consideration growing media interest in the topic.

USETI consultants Markus Broer and Iwa Mindadze joined the UCEQA representatives at the RT, which was planned as a two hour session but ran nearly twice as long.

### **1.1.1 Special Meetings**

**External Testing 2009 Public Outreach Strategy discussed.** On October 17, UCEQA, World Bank Equal Access to Quality Education Program, USETI and ETIC representatives met to discuss public outreach strategy in support of external testing 2009.

The participants presented the activities to be implemented and assigned tasks for the public outreach strategy developed at the meeting, in particular, press-clubs; newsletters, video and audio PSA development & distribution, and other tools for informing public on the major stages of external testing in 2009.

## **Component 1: Capacity Building in Testing Processes**

**Technical Assistance (TA) delivered – Test Development workshops held.** On November 17, USETI consultants Steven Bakker, Mark Zelman, Iwa Mindadze, Markus Broer and David Ziegler held the Management meeting with UCEQA management and subject heads. During the meeting the participants had the opportunity to talk over the 4<sup>th</sup> Module of USETI Certificate Program, external testing 2008 results and how to review the results alone with the subject groups as well as how to improve the external tests 2009.

During November 18 through 21, 2008, the 4<sup>th</sup> Module of the USETI Certificate Program was conducted in the Academy of Pedagogical Sciences, Kyiv. The topic of the workshop was Test & Item Analysis.

USETI consultants (David Ziegler, Steven Bakker, Markus Broer, Iwa Mindadze and Mark Zelman) led the training. A part of the training was dedicated to plenary sessions where USETI consultant Markus Broer presented theoretical materials on Test and Item Analysis.

Each of the plenary sessions was reinforced by practical workshops.

The majority of the 4<sup>th</sup> UCP module was assigned to subject groups, where USETI consultants worked with subject specialists on the quality of Item Writing/Development - Mathematics (Mark Zelman); Natural sciences (Steven Bakker); Social sciences (David Ziegler); Ukrainian Language and Literature, and German Language (Iwa Mindadze); English, Spanish and French languages (Markus Broer).

During their visits to Ukraine from December 15 through 17 (Markus Broer) and from 17 through 18 (Iwa Mindadze) USETI consultants worked with UCEQA English, Spanish and French specialists (Mr. Broer) and with the UCEQA German language specialists (Mr. Mindadze) on the foreign languages external testing 2009 development. These visits of USETI consultants were extremely important for UCEQA, taking into consideration the approbation results of foreign languages test items done by UCEQA in September-December 2008.

**Technical Assistance (TA) delivered – Workshop on item banking models.** On November 17, USETI consultant Markus Broer held a workshop on item banking with UCEQA management and subject heads. About 15 participants attended the workshop.

On November 24, 2008 a meeting on UCEQA Item Bank development took place. Markus Broer, Mark Zelman and Leonid Sereda, UCEQA Psychometrics Department Head, took part in the meeting. Mr. Sereda described how the UCEQA Item Bank was being developed and what kind of assistance he would need from the international consultants. At that time Mr. Sereda had UCEQA IT specialists working on the Item Bank software that would make the Item Bank flexible and allow IT specialists to add diverse classifications, if necessary.

At the meeting the participants talked about piloting, item stats, Rasch-analysis software, and item banking issues, i.e. what fields the item bank should have to classify an item. Mr. Sereda was also interested in the generic classification by Norman Webb of Cognitive Complexity levels (skills domain) and promised to send background material.

**Technical Assistance (TA) delivered – Independent review (includes item analysis and inter-reliability study).** On November 3 through 6, 2008, USETI consultant Algirdas Zabulionis worked with UCEQA specialists from IT and Exam preparation departments. The main objective of this visit was to present and to discuss the Report on Marking Reliability Study. The consultant had access to the Exams-2007 data files and performed some *post hoc* marking reliability analysis. The analysis was presented during several internal UCEQA seminars focused on different issues: administration of marking, IT support, subject-related issues (math and Ukrainian language – marking schemes and criteria). The

purpose of discussions held during these seminars was to improve the marking processes to be used for Exams-2009.

**Technical Assistance (TA) delivered – Workshop on scoring procedures.** During his November 2-9 visit, Algirdas Zabulionis conducted training for UCEQA scorers (markers) trainers on the basis of the data of the Marking Reliability Study. In order to build UCEQA capacity in the sphere of scorer training it was also decided to produce the new Marking Manual to be used for 2009 testing. UCEQA is responsible for development of the manual. Mr. Zabulionis as a USETI consultant will provide advice and assistance as appropriate.

## **Component 2: Security Procedures**

### **Develop, administer and analyze customer satisfaction surveys.**

#### 1. Democratic Initiative Foundation.

*National Poll on attitudes towards external testing.*

In December 2008 Democratic Initiatives Foundation conducted a survey of 1802 respondents on public attitudes towards external testing. The survey had just been finished as this quarterly report was being compiled. A report is forthcoming.

*Focus groups.*

In December 2008 thirteen focus groups with participants of 2008 external testing and people interested in fair and quality assessment of students' knowledge (parents, teachers, and public representatives) were held by Democratic Initiatives Foundation. Each group consisted of 9-11 participants.

The main objective of the research was to study respondents' opinions about present procedures of external testing with the purpose of revealing shortcomings and obtaining ideas for its improvement, and also to evaluate the efficiency of external testing in combating corruption in education. The final report of these focus groups is to be delivered by DIF by January 25, 2009.

#### 2. Testing Technologies Centre.

In October Testing Technologies Centre conducted 3 focus groups with Administrators, Scorers and instructors of the external testing 2008.

*Focus group with school administrators.* The aim of the research was to learn about the experience of test site administrators and the proposals on improvement of administrators' preparation systems in future.

*Focus group with scorers.* The aim of the research was to learn about the experience of scorers and compile proposals for improving preparation of scorers in the future.

*Focus group with proctors.* The aim of the research was to learn about the experience of test site administrators and the proposals on improvement of administrators' preparation systems in future.

A report of the focus group results has been prepared in Ukrainian and is being translated into English.

## **Component 3: Legislative Development**

**UCEQA Regulations Development.** On October 27, USETI Legislative & Government Relations Manager Volodymyr Kovtunets met with the Minister of Education and Science of Ukraine Ivan Vakarchuk to follow-up UCEQA status discussed during the previous ELPEG meetings.

During the meeting Mr. Vakarchuk accepted the USETI version of draft UCEQA regulations defining the UCEQA status as a State Non-Profit Enterprise. Also the parties agreed to enlarge the UCEQA regulations by UCEQA Supervisory Board creation section. The UCEQA Supervisory Board is to be a form of civic and state control for UCEQA activities.

On November 3, 2008, USETI conducted the follow up *ELPEG meeting* on UCEQA regulations. Representatives of Ministry of Education and Science of Ukraine, Center for Educational Policy,

Parliament Committee on Education and Science worked out the final additions and corrections to the UCEQA regulations after those done in the previous quarter (described in July-September Quarterly Report).

On Tuesday, November 4, 2008, the Ministry of Education and Science of Ukraine held a seminar to discuss the Draft UCEQA Regulations. Participants from the MOES, UCEQA and USETI had the opportunity to discuss finally the new draft UCEQA Regulations which were redrafted jointly to strengthen UCEQA's institutional legal status and to define more precisely its exact areas of operation, mandate and place within the Ukrainian education community.

As the result at the end of November 2008 the Minister of Education and Science of Ukraine Ivan Vakarchuk signed the UCEQA regulations and sent them to the Cabinet of Ministers for approval.

**Development of draft laws on external testing.** During October 2008 the Ministry of Education and Science of Ukraine along with the Ukrainian Centre of Education Quality Assessment called upon USETI to work on two draft laws on the external testing legal adjustment, e.g. adjusting Ukrainian legislation on external testing procedures and penalties for violations.

In May 2008 ELPEG had worked out these two draft laws and the Cabinet of Ministers working group had accepted them.

The Ministry of Justice of Ukraine along with other involved ministries made remarks and returned them to the MOES for implementation considering the laws of Ukraine. Approved draft amendments with all accompanying documents (comparative table, argumentation, etc.) were delivered to the MOES by USETI.

On December 15, the Ukrainian Governmental Committee approved the two bills. Significant changes were made to mollify objections posed by the Ministry of Finance Ministry of Economy and Ministry of Justice. It is expected that final edits will be made in January 2009 and that the Cabinet of Ministers will thereupon transmit the two bills to the Verkhovna Rada.

In order to provide legislators with the opportunity of reviewing more stringent bills, MPs Vitaliy Kurylo and Yuriy Klyuchkovskyy have given preliminary agreement to introduce alternate bills containing the original texts developed through ELPEG, independently into the Rada. It is expected that the parliamentary debate will be fuller and the end product more fully reflective of the anti-corruption orientation preferable for this legislation.

**MOES Seminar on the expediency of ability test development in Ukraine.** On December 2, the Minister of Education and Science of Ukraine Ivan Vakarchuk conducted a meeting on the eventual implementation of the ability test into admission reform in Ukraine as the additional admission instrument. Serhiy Rakov, UCEQA Director's Adviser and Mark Zelman, USETI consultant, introduced the background of ability tests to the participants. The second part of the meeting was dedicated to discussion on the expediency of ability test development in Ukraine. As the result the participants decided to create interagency working group to develop the recommendations on the issue. Mr. Rakov was selected to be the responsible for creating the Working Group.

At present UCEQA is working out the draft Order of the Minister of Education and Science of Ukraine on the Working Group.

#### **Component 4: Public Outreach**

**Media Monitoring.** In October-December 2008 more than 920 articles covering external testing appeared in Ukrainian print and broadcast media compared to 339 articles for the same period in 2007.

There was a general neutral attitude toward external testing in publications, with some positive trending in comparison with the same period in 2007. Most publications with positive attitude were conditioned by positive statements and opinions of the following speakers: representatives of Regional Centers for Educational Quality Assessment; President of Ukraine; MOES, Kyiv Mayor.

In negative articles the core criticism was focused on the procedure of external testing implementation but not on the idea of testing. The criticism came from HEI administration and representatives of regional departments of education and science. Deputies of Odesa oblast' Council and Heads of several Universities in Kharkiv were the main sources of disapproval. They leveled their criticism at perceived hasty implementation of external testing and the abolition of most alternative HEI admission paths.

This quarter the number of neutral publications exceeded the number of positive and negative ones. But the share of negative articles exceeded the share of positive ones. The reason for this was a splash of articles about Odesa court sessions, concentrated in a limited number of publications owned by interests opposed to mandatory external testing in HEI admissions. Other negative messages were "wrapped" with demands to have regional testing in Russian Language in Southern and Eastern Ukraine. Last but not to be ignored were messages that continue to doubt the efficacy of testing as an anti-corruption tool.

**Business circles informed on the importance of the external testing.** From October 5 through 8 a national HR Forum was conducted in Odesa. Yevhen Hlibovytsky, USETI PR consultant, participated in the HR Forum where he made a one-hour-presentation on the need for and logic behind external testing, and on its influence on Ukrainian business. About 200 HR managers from Ukrainian and Multinational companies working in Ukraine participated in the event, most of which were present at Mr. Hlibovytsky's presentation.

Also 40 participants of the HR Forum were surveyed on the attitude to education reform. 95% of the respondents knew about admission reform in higher education. But only 50% agreed that the new admission system gives transparency for all its participants. Among negative responses, the most popular was based on the arguments that there is no objectivity in the process, that is distrust towards external testing and test quality; and also the view tests don't evaluate the test participants' psychological characteristics. *At the same time 90% of the respondents agreed that the efficiency of new employees is directly related to their education and the main issue is to change the higher educational system and improve its practical relevance to the needs of the labor market in Ukraine.*

Following this experience, USETI asked Democratic Initiatives Foundation to conduct in depth interviews with 10 business environment experts on the importance of the educational reform for the Ukrainian labor market. The survey results are expected during the following quarter.

**High Level Round Table.** On October 14, 2008, High Level Round Table "External Testing: Consequences of 2008 and Objectives for 2009" was conducted in Kyiv. The Minister of Education and Science of Ukraine, UCEQA Director, USETI leadership, representatives of leading Ukrainian HEIs, Verkhovna Rada of Ukraine, NGOs and other educational stakeholders participated in the Round Table.

The aim of the RT was to discuss the major challenges in the admission process 2009 due to the orders on Conditions of Admission and External Testing approved by the MOES.

The following issues were raised at the RT:

- need to adjust the legal background of the external testing, in particular, liability for violations;
- increase of the quantity of the external tests to be passed by test takers;
- HEI autonomy;
- Eventual implementation of an ability test as part of external testing in Ukraine.

**NGO & Media Training on educational testing issues and public monitoring of testing issues.** On October 28, in Bratislava Hotel NGO and Media training on External Testing 2009 Objectives was conducted. Forty seven representatives of regional NGOs and media had an opportunity to participate in the training. NGOs were represented from all the Ukrainian region by OPORA's regional and partners organizations.

Ihor Likarchuk, UCEQA Director, Halyna Sazonenko, T. Shevchenko Ukrainian Humanitarian Lyceum Director, Volodymyr Kovtunets, USETI Legislative & Government Relations Manager, Andriy

Hevko, OPORA Executive Director and Roman Kobets, ETIC Director, introduced the next year testing objectives, existing legislation and regulations related to testing and admission campaign, roles of civic observers as well as external testing media coverage to the participants.

**Technical Assistance (TA) delivered – train local NGOs in developing & administering customer satisfaction surveys.** From November 10 through 12, 2008, USETI consultant Camrin Christensen worked with Anna Toropova (Testing Technologies Centre Director) reviewing survey results and discussing the process. The Consultant and TTC director also discussed the survey delivery with separate funding. Due to the changes to testing system, it would be reasonable implemented them if TTC intends to conduct surveys again in subsequent years.

Preliminary recommendations were given on changes to survey delivery methodology, especially considering limited sample size for all groups. Independent monitors considered as a valuable component in test monitoring were in the focus.

Mrs. Christensen also met with the head of OPORA, Andriy Hevko, to discuss test monitoring next year. The Consultant provided advice on how OPORA could accomplish similar perceived coverage as in 2008 while fielding a smaller scale operation in 2009.

**Develop and produce newsletter for test takers.** In November an informational booklet/newsletter for HEIs entrants was developed with the MOES and UCEQA. The aim of this fifth issue is to inform all school leavers and other likely 2009 testing participants of the official ground rules for the 2009 HEI admission campaign. The newsletter, with a print run of 522,000 copies, is being distributed along with registration cards/informational booklets on testing at the external testing registration points. The registration cards were developed by UCEQA in October 2008 and contain the basic information about all stages of registration process as well as the major peculiarities of the external tests.

**Produce Public Service Announcement.** In November 2008 USETI along with MOES and UCEQA worked out the PSA concept and in December a vendor produced video- and audio PSAs titled "External Testing 2009". Both products address the need for future-test takers to register within the terms set by the MOES. Upon completion, copies of the PSAs were delivered to the Regional Centers for Educational Quality Assessment, which are responsible for their distribution through local media. Also UCEQA was in the process of negotiating with state TV and Radio channels on the PSAs' distribution as social advertisements. Besides, USETI received preliminary consent from the World Bank Educational Program in Ukraine on the possibility of PSAs' commercial distribution at private TV and Radio channels. It should be noted that the World Bank had promised to pay for air time for the 2008 testing cycle, but its bureaucracy proved incapable of conducting the necessary procurement that year. It is an open question whether the WB Program will complete its procurement procedures in time to pay for broadcast of the two USETI-developed PSA's in January – February 2009.

## **Component 5: Test Preparation**

**Test preparation materials developed.** Having taken to heart USETI assistance and advice in this area over the course of 2007 and early 2008, UCEQA developed its own registration bulletin (booklet) for test takers. The registration bulletin includes information about the layout of the tests and general information about test content, which allows test takers to prepare themselves for the external testing 2009. In addition, UCEQA decided and made provision for a practice test in all subjects, scheduled for March 2009. Although the practice test is fee based, it is a unique possibility for test takers to prepare by taking a "live test", i.e. one with questions derived from the same item pool as that which feeds the "real" tests scheduled for later in 2009. Due to availability of tests on-line and in schools from previous years, test takers will have more opportunities in 2009 to prepare than in years past. UCEQA continues to explore other forms of test preparation. Due to budget constraints, UCEQA will not be releasing a separate test preparation manual as it did in 2008.

### **Technical Assistance (TA) delivered – providing test preparation training and training courses.**

In as much as the MOES has decided to include trainings for test preparation into the curriculum of Teacher Training Institutes as part of the Equal Access to Quality Education Project (World Bank), consultant Mark Zelman reviewed and commented on training modules of scientific disciplines as well as Ukrainian language developed by specialists of the EQEA Project, and revisions were made as necessary. Instructors of the Teacher Training Institutes run by the MOES and located in all oblast centers of Ukraine will be responsible for delivering test orientation sessions to all secondary school teachers, who will, in turn, spend much of May 2009 working with 11<sup>th</sup> graders in “test preparation mode”.

### **Component 6: Admissions Policy**

**University regional round tables.** From November through December the Centre of Educational Policy (a USETI grantee) conducted four University Regional Round Tables/workshops (Lviv – Nov. 8, Kharkiv – Nov. 22, Odesa – Nov. 29 and Kyiv – Dec. 20) on Admission Policy Paper Development. In total 181 participants representing mostly higher and secondary education and regional centers for educational quality assessment from all Ukrainian region took part in the events (these 4 events were a modified reprise of the 9 regional university round tables conducted in fall 2007 by CEP).

All the events had similar programs, consisting of 2 parts – plenary and working groups sessions.

During the first part, participants had the opportunity to discuss the major issues concerning the external testing and admission campaign 2008/2009 during selected presentations, i.e. External testing as a part of the quality education monitoring by Liliya Hrynevych (Kyiv City State Administration Education and Science Department), External testing objectives development. What do we assess: knowledge or abilities? by Serhiy Rakov (UCEQA), Admission process: world experience by USETI consultants (Algirdas Zabulionis in Lviv and Mark Zelman in Odesa, Kharkiv and Kyiv), Model of educational society control in Ukraine by Mariya Zubrytska (Ivan Franko National University of Lviv), Conditions of Admission and Rules of Admission by Volodymyr Kovtunets (USETI). The Minister of Education and Science of Ukraine Ivan Vakarchuk (Kyiv RT), Head of Lviv State Administration Education and Science Department Pavlo Khobzey (Lviv) and Head of Kharkiv oblast State Administration Education and Science Department Viktor Harkavets (Kharkiv) were the honorable speakers of the RT/workshops.

After the plenary sessions, the participants were divided into two work groups – 1. Quality and content of the external tests (moderators – S.Rakov (Lviv, Kharkiv), M.Zubrytska (Odesa, Kyiv) and USETI consultant) and 2. Improvement of admission procedures (L.Hrynevych and V.Kovtunets). There participants expressed their ideas for improvement of both issues which are being incorporated into Policy Paper development by CEP.

The Policy Paper will be presented at the Symposium planned for February 2009.

### **1.2 Reports and Deliverables Completed and Submitted to USAID**

#### Reports

- Weekly Updates on Project Activities sent to MCC-TCP Coordinator and CTO.
- Monthly reports of media monitoring.

### **1.3 Variances from Work-plan**

All items described below involve time shifts conditioned by factors completely or largely external to USETI. Numbers refer to specific tasks in the USETI Workplan (see Annex 1). None of the issues described are close to critical, and require only shifts in project operational planning.

### 1.3.1 Certain assessment and training activities shifted in time

1.3d 1. Hold workshop standardized test administration. The workshop is rescheduled for January of Q4, Y2.

2.1a 1. Hold workshops in data management, use of multiple test forms, etc. for test security. The workshop is rescheduled for January of Q4, Y2.

4.3a 2. NGO trains regional representatives in each region. The training is rescheduled for January of Q4, Y2.

6.2b 1. Policy Paper developed by Working Group. The Policy Paper development is now in process. It is to be created by mid of January of Q4, Y2.

6.2b 2. Hold Symposium to present proposed policy. According to the agreement with MOES Symposium will be held in February of Q4, Y2.

## 2. Activities Completed

See attached Annex 1 for USETI activities completed, per the Workplan.

## 3. Upcoming Activities

The following activities are the major activities that will take place in Quarter 8 (Quarter 4 Y2) of the project. *Not all upcoming activities are represented here.*

USETI Activities in Quarter 8 (Quarter 4, Y2)	Date	Comment
Component 1: - Test Development workshop - Workshop in psychometric for data analysis	February January	
Component 2: - Workshop in data management, use of multiple forms, etc. for test security - workshops on test security in logistics, administration and data management	January January	
Component 4: - Train media on educational testing issues, anti-corruption strategies & role of public monitoring	February	
Component 6: - Hold Symposium	February	

## 4. MCC Indicators

See Annex 3.

## 5. Performance Monitoring and Evaluation Plan

See Annex 4.

## 6. Financial Reporting

See Annex 5.

**USETI Quarter 3 Y2 Report - Annex 1: Status of Activities of Tasks**

Expected Result	Activities	Q3 Y2			Progress	End-of-project target
		October	November	December		
<b>Approval of MCC-TCP Implementation plan for TCP Component 5</b>						
<b>1.0a TCP Component 5 Working group meetings</b>	1. Regular meetings with TCP Working Group				Completed Y1.	MCC-TCP Implementation plan approved by TCP Executive Board and MCC
<b>1.0b Draft TCP Implementation plan</b>	1. USETI drafts initial document 2. Working Group makes recommendations and revisions					
<b>1.0c Submit plan for approval to USAID, MCC TCP Coordinator</b>	1. Submit first draft for comments 2. Submit final draft for approval					
<b>Component 1: Build the capacity of UCEQA and regional testing centers to develop, implement and conduct standardized tests</b>						
<b>Activity 1.1: Support MOES in organizational development of UCEQA and regional test centers</b>						
<b>1.1a Articulate roles &amp; responsibilities of UCEQA &amp; regional test centers</b>	1. Site visits to UCEQA and regional centers 2. Situation analysis and report 3. Hold workshops with UCEQA and RC's 4. Study tour to Poland				Completed Y1.	Roles and responsibilities of UCEQA and regional centers established, with standardized procedures
<b>Activity 1.2: Support UCEQA in establishing a working group of test developers including representatives from universities and secondary schools</b>						
<b>1.2a Establish UCEQA working group of test developers in all subject areas</b>	1. Site visits to UCEQA and regional centers 2. Situation analysis and report 3. Develop test development working group guidelines which clearly establish composition and member responsibilities				Completed Y1.	Working groups established in sufficient numbers, with TORs
<b>Activity 1.3: Train UCEQA in appropriate test development, testing and psychometric methodologies (also see component 2 on test security)</b>						
<b>1.3a UCEQA working group of test developers trained in test development</b>	1. Test Development workshops 2. Support construction of tests in all subjects		x		The 4th UCP Module conducted in November. Support conducting during USETI consultants visits and via internet.  Rescheduled for January 2009. Support conducting during USETI consultants visits and via internet.  Conducted in November Support conducting during USETI consultants visits and via internet. Consultant Algirdas Zabulionis made presentation to UCEQA in November Support conducting during USETI consultants visits and via internet.	Independent capacity of UCEQA test developers in test construction, including use of modern psychometrics
<b>1.3b Train UCEQA IT group in data analysis &amp; psychometrics</b>	1. Hold workshop in psychometrics for data analysts 2. Support data analysis and reporting					
<b>1.3c Establish UCEQA item bank &amp; develop management system</b>	1. Workshop on item banking models 2. Develop and support item banking 3. Independent review (includes item analysis and inter-reliability study) 4. Support creation and content of technical committees	x	x	x		
<b>1.3d Train UCEQA &amp; regional centers in logistics &amp; test administration to handle major expansion</b>	1. Hold workshops in standardized test administration 2. Advise on test administration			x	rescheduled for January 2009. USETI advises on test administration regularly.	Independent capacity of UCEQA to handle logistics & test administration of expanded operations

**USETI Quarter 3 Y2 Report - Annex 1: Status of Activities of Tasks**

Expected Result	Activities	Q3 Y2			Progress	End-of-project target
		October	November	December		
<b>1.3e Train UCEQA in scoring objective &amp; open-ended items &amp; score reporting</b>						Independent capacity of UCEQA to handle scoring & score reporting for a large volume of tests & test takers
	1. Workshop on scoring training procedures 2. Workshop on scoring procedures				Will be conducted in the next quarter. Will be conducted in March of Y2.	
<b>Activity 1.4: Create capacity within UCEQA to deliver training in test development, testing and psychometrics in the future</b>						
<b>1.4a Develop UCEQA procedures &amp; materials for test development, administration, scoring, analysis &amp; reporting</b>						Capacity & materials exists within UCEQA for delivering training & sustaining operations for all subjects & expanded testing
	1. Support Test Development Manual		x		Support began and continues.	
	2. Support Item Writing Manual		x		Support began and continues.	
	3. Support Test Administration Manual		x		Support began and continues.	
	4. Support Test Scoring, Analysis Manual		x		Support began and continues.	
<b>Activity 1.5: With MOES and UCEQA, establish partnerships with 2-3 leading pedagogical universities and develop graduate curriculum in psychometrics</b>						
<b>1.5a Establish working group &amp; hold meetings for developing graduate curriculum in psychometrics</b>						Group of decision makers formed for developing action plan to implement graduate program in psychometrics and Educational Measurement
	1. Establish Working Group in developing an MA program in psychometrics				Completed Y1.	
	2. Hold workshop on development of MA program in psychometrics				Scheduled for January 2009.	
	3. Hold training of trainers for teaching Educational Measurement in Pedagogic Universities				Completed Y2.	
<b>1.5b Action plan &amp; development of graduate level curriculum in psychometrics for universities</b>						Action plan & curriculum for implementing a psychometrics program developed
	1. Work on Action Plan		x	x	Action Plan of the undergraduate course on educational measurement developed in June of Y2.	
	2. Universities identified				20 universities were identified by MoES.	
	3. Analyze current status of Psychological Testing discipline				Completed in June of Y2.	
<b>Component 2: Establish effective security systems for all testing processes</b>						
<b>Activity 2.1: Strengthen system protecting identity of test takers and testing processes including results data storage</b>						
<b>2.1a Introduce UCEQA to international methods of test security</b>						Exposure of UCEQA staff to internationally-used methods of test security
	1. Hold workshops in data management, use of multiple test forms, etc. for test security		x		Rescheduled for January of Y2.	
<b>2.1b Train UCEQA in security of testing operations</b>						Systems created for test security with logistics & administration procedures, psychometrics, and IT data management
	1. Workshops on test security in logistics, administration and data management		x	x	Conducted in July and September.	
	2. Support use of systems for test security				Algirdas Zabulionis supported use of systems for test security during the visit in November and via internet.	

**USETI Quarter 3 Y2 Report - Annex 1: Status of Activities of Tasks**

Expected Result	Activities	Q3 Y2			Progress	End-of-project target
		October	November	December		
<b>2.1c Enhance system protecting identity of test takers</b>						Improved and reliable systems implemented and maintained by UCEQA IT group for protecting identity of test takers
1. Review current system to protect identity of test takers				Completed.		
2. Propose revisions to system protecting identity						
3. Workshp on implementing a secure system to protect identity						
<b>Activity 2.2: Install surveillance cameras inside test centers</b>						
<b>2.2a Implement pilot for selective use of mobile surveillance cameras inside test sites</b>						Mobile surveillance cameras will be piloted inside selected test sites
1. Develop plan for pilot				Completed in Y1 - pilot advised against. Completed in Y1 - pilot advised against. Completed in Y1 - trainings pilot advised against. Completed in Y1 - pilot advised against.		
2. Procure cameras						
3. Train RC staff in installation and use						
4. Install pilot security equipment in test facilities						
<b>Activity 2.3: Install electronic monitors inside printing facilities and outside test sites for external public oversight of testing process</b>						
<b>2.3a Adopt and implement system for secure printing of test booklets</b>						Printing of test booklets secured through procurement of state of the art security equipment
1. Review of current printing facilities				Completed in Y1. Completed in Y1. Completed.		
2. Make recommendations on increasing security						
3. Train UCEQA staff in secure printing methods						
<b>2.3b Implement system for secure test centers through outside viewing</b>						Public will have ability to view testing as observers and be assured of secure testing administration through observer
1. Analyze security of outside viewing				Completed in Y1 - pilot for outside viewing advised against. Completed in Y1 - pilot for outside viewing advised against.		
2. Make recommendations on use of outside viewing						
<b>Activity 2.4: Develop and administer customer satisfaction surveys of test takers and their parents</b>						
<b>2.4a Develop, administer and analyze customer satisfaction surveys</b>						Customer satisfaction surveys conducted & analyzed
1. Develop/revise customer satisfaction surveys				Surveys developed and reviewed. TTC and DIFsurveyed test takers in October-December. DIF surveyed parents and teachers in December DIF conducted National Poll in December. TTC and DIF surveyed scorers in October-December. TTC and DIF surveyed proctors in October-December.		
2. Survey test takers						
3. Survey parents and teachers						
4. Survey public						
5. Survey scorers						
6. Survey proctors						
<b>2.4b Train local NGOs in developing &amp; administering customer satisfaction surveys to students, parents &amp; teachers</b>						Increased capacity of NGOs to develop, conduct & analyze customer satisfaction surveys across expanded testing program
1. On the ground training of TTC in survey development and analysis			x	Conducted in November 2008. Consultant Camrin Christensen had worked with TTC via e-mail and during visit in July.		
2. Remote training of development and analysis	x	x	x			
<b>Component 3: Develop legal and normative bases necessary for effective functioning of external testing and university admissions</b>						
<b>Activity 3.1: Draft amendments to existing laws and normative acts codifying requirements for university admissions</b>						
<b>3.1a Establish working group on higher education, comprised of parliamentarians, educators, NGO's and other stakeholders</b>						Working group on higher education for codifying requirements for university admissions established and holding meetings
1. Create working group (with IRF and UCEQA reps)			x	Completed in Y1. Working Group held one meeting in November. 2 workshops held in November and December.		
2. Hold group meetings on legal issues						
3. Hold workshops on legal issues relating to testing and admissions						
<b>3.1b Draft legislation on codifying requirements for university admissions</b>						Legislation drafted and ready for adoption by parliament
1. Analyze current acts				Held in October-December. Support began and continues. Working Group support began and continues.		
2. Support follow-up to stakeholders on legal issues	x	x	x			
3. Support amending existing laws and normative acts	x	x	x			

**USETI Quarter 3 Y2 Report - Annex 1: Status of Activities of Tasks**

Expected Result	Activities	Q3 Y2			Progress	End-of-project target
		October	November	December		
<b>Activity 3.2: Address issues of sustainable funding of new testing system and responsibilities and sanctions for violations</b>						
<b>3.2a Draft legislation to protect intellectual property of UCEQA</b>						
	1. Analyze current acts				Completed in Y1. Support began and continues. Support amending existing laws and normative acts continues.	Legislation drafted and ready for adoption by parliament
	2. Support follow-up to stakeholders on legal issues	x	x	x		
	3. Support amending existing laws and normative acts	x	x	x		
<b>3.2b Draft legislation on legal sanctions for security violations</b>						
	1. Analyze current acts				Held in October-December. Support began and continues. Working Group support began and continues.	Legislation drafted and ready for adoption by parliament
	2. Support follow-up to stakeholders on legal issues	x	x	x		
	3. Support amending existing laws and normative acts	x	x	x		
<b>3.2c Draft legislation on sustainable funding for new testing system</b>						
	1. Analyze current acts				Held in October-December. Support began and continues. Working Group support began and continues.	Legislation drafted and ready for adoption by parliament
	2. Support follow-up to stakeholders on legal issues	x	x	x		
	3. Support amending existing laws and normative acts	x	x	x		
<b>Component 4: Increase public support for external standardized testing as means of combating corruption associated with admissions</b>						
<b>Activity 4.1: Inform and educate media about the performance of USETI</b>						
<b>4.1a Conduct nationwide media campaigns - ongoing</b>						
	1. USETI Kick-off event				Completed in Y1. Slogan Developed Monitoring takes place regularly and monthly reports available. Regular trouble-shooting.	Through regular monitoring and contacts with the media the public is well informed about testing issues.
	2. Message development					
	3. Media monitoring	x	x	x		
	4. Trouble-shooting	x	x	x		
<b>4.1b Improve, expand &amp; make available Info materials from UCEQA</b>						
	1. Review existing material				Completed in Y1. Completed in Y1. Completed in Y1. Newsletter November. Newsletter produced in November. Completed in Y1. USETI regularly supports UCEQA Information Center	Improved & expanded informational materials available; website created & visited
	2. Recommend changes to existing material					
	3. Print revised material in limited quantity					
	4. Develop newsletter for test takers and parents (on-line and printed for rural areas)	x				
	5. Produce newsletter for test takers (on-line and print for rural areas)	x				
	6. Training for UCEQA and RC PR staff					
	7. Informational and strategic support to UCEQA Information Center	x	x	x		
<b>4.1c Train media on educational testing issues, anti-corruption strategies &amp; role of public monitoring</b>						
	1. One day trainings in Kyiv for media representatives from each region		x		Conducted in October.	Key media representatives trained & regularly reporting on results from testing initiatives
<b>Activity 4.2: Develop and conduct press and outreach campaigns focused on positive anti-corruption messages</b>						
<b>4.2a Guide educators &amp; GOU officials to become public advocates for external testing as a criterion for university admissions</b>						
	1. High level Round Tables	x	x		Conducted in October. Conducted in November-December. Media coverage began and continues.	Advocacy and regular working group meetings to help forge consensus on key issues regarding testing
	2. Annual university regional round tables	x	x			
	3. Media coverage of events					
<b>4.2b Produce and assure airing of informational videos on testing</b>						
	1. Produce informational video				Completed in Y1. Completed in Y1. PSA produced in December. Scheduled for February-March of Y2.	Wide availability of media products leading to public understanding of link between testing & anti-corruption
	2. Information video finished and aired					
	3. Produce Public Service Announcement (PSA)	x	x	x		
	4. PSA produced and aired					

**USETI Quarter 3 Y2 Report - Annex 1: Status of Activities of Tasks**

Expected Result	Activities	Q3 Y2			Progress	End-of-project target
		October	November	December		
<b>Activity 4.3: Increase media coverage of and public discussion about the need for and ways to mitigate corrupt practices in university admissions</b>						
<b>4.3a Train NGO representatives in public monitoring of testing process; conducting monitoring</b>						
	1. Train one representative from each administrative region				Conducted in October. Rescheduled for the next quarter.  The national independent monitoring campaign was conducted successfully in Y1. The next campaign organization began and continues.	NGO representatives trained on conducting public monitoring of testing and conducting further training and monitoring
	2. NGO trains regional representatives in each region	x	x			
	3. Organize a national independent monitoring campaign					
<b>4.3b Train facilitators in holding town meetings on external testing for university admissions; conducting meetings</b>						
	1. Training workshop for facilitators				Completed in Y1. Completed in Y1.	Facilitators training on holding town meetings about linkages between external testing and anti –corruption and holding Town Meetings to educate
	2. Town meetings					
<b>Component 5: Ensure equitable access to test preparation</b>						
<b>Activity 5.1: Develop and make available test training courses and training materials at an affordable cost; create revenue generating model for UCEQA</b>						
<b>5.1a Make available test preparation materials developed to test-takers directly (incl. internet) &amp; via schools</b>						
	1. Site visits to prepare to assist UCEQA develop strategy for delivering materials directly to test takers	x			USETI works with UCEQA to develop the strategy. No site visits were in this quarter.  MOES has decided to include trainings for test preparation into the curriculum of Teacher Training Institutes as part of the Equal Access to Quality Education Project (World Bank)  Support continues.	UCEQA-developed enhanced materials for all subjects and made available to each registered test-taker (directly & via schools)
	2. Conduct workshop to develop strategy and test preparation materials					
	3. Support creation of test preparation materials and guides					
<b>5.1b Develop model for producing &amp; distributing other test preparation materials under UCEQA licensing; model designed to generate revenue for UCEQA</b>						
	1. Working group developed in developing materials and model	x	x	x	Completed in October-December. Model will be developed by January of Y2. The WG will develop a model that will allow UCEQA to generate revenue through test preparation development by January of Y2.	UCEQA-led system of licensing developed, with provisions for test item release & guidelines for production of quality materials; system to generate revenue
	2. Model developed for UCEQA licensing					
	3. Model developed for revenue generation					
<b>5.1c Develop plan for providing test preparation training and training courses for use in 25 UCEQA educational training centers</b>						
	1. Model developed	x	x	x	Completed in October-December. Trainings are scheduled for the next quarter. Scheduled for Jan.-Feb. of Y2. rescheduled for the next quarter.	Plan and guidelines developed for using 30 UCEQA educational training centers to provide test preparation courses & materials to test-takers
	2. Trainings developed			x		
	3. Training of UCEQA staff in carrying out training					
	4. Revisions made if necessary	x	x	x		
<b>Component 6: Begin elaboration and lay groundwork for establishing of transparent and equitable university admissions procedures</b>						
<b>Activity 6.1: Plan for reforming university admission process elaborating all aspects of process, e.g., collection and ranking of test scores, other criteria, appeals</b>						
<b>6.1a Introduce stakeholders to a variety of international models for higher ed.admissions</b>						
	1. High level Round Tables				Conducted in October. Conducted in November-December. Completed in Y1. Completed in Y1.	Stakeholders have a clear view of various models for student admissions & understand the advantages & disadvantages of these alternative systems
	2. Annual university Regional round tables	x	x			
	3. Stakeholder participation in assessment conference in Azerbaijan					
	4. Study tour to United States					
<b>6.1b Establish working group of stakeholders to propose new strategies</b>						
	1. Establish working group				Completed in Y1. Scheduled for the next quarter. Support began and continues.	Working group is formulated that will address new admissions process & role of testing
	2. Working group meetings					
	3. Support development of policy on admissions procedures					

**USETI Quarter 3 Y2 Report - Annex 1: Status of Activities of Tasks**

Expected Result	Activities	Q3 Y2			Progress	End-of-project target
		October	November	December		
<b>6.1c Stakeholders develop admissions reform criteria that incorporates test scores</b>						Stakeholders use international information, adapted to local context, to develop a strategy for Ukrainian higher ed.
1. Solicit priorities from Universities				Completed in Y1.		
2. Working group recommends criteria for admissions reform				Completed Y2.		
<b>Activity 6.2: Develop strategy for management of admissions process, including admissions committees, their roles, and accountability mechanisms</b>						
<b>6.2a Stakeholders develop admissions reform strategy that incorporates test scores</b>						Stakeholders use international information to develop an operational management plan for higher ed. in Ukraine
1. Working Group makes recommendations based on new strategy				Completed in September of Y2.		
2. Recommendations from Working Group presented to Universities	x	x		Completed in December.		
<b>6.2b Conduct symposium on strategy, implementation &amp; management of new university admission procedures</b>						Strategic & operational plans presented to a wider circle of stakeholders & amended
1. Policy developed by Working Group		x		Policy will developed in january of Y2.		
2. Hold Symposium to present proposed policy			x	Rescheduled for February of Y2.		
<b>6.2c Assist MOES in developing an interactive, web-based admissions management tool</b>						Admission process will be more flexible and applicants will have more mobility in choosing where to apply
1. Assist MOES in developing web-based program				Program developed in April-June of Y2.		
2. Support system throughout application calendar				Support finished in August.		

USETI Quarter 3 Y2 Report - Annex: Status of Overall Project Progress			
Expected Result	Activities	Progress	End-of-project target
<b>Approval of MCC-TCP Implementation plan for TCP Component 5</b>			
1.0a	TCP Component 5 Working group meetings	Completed Y1	MCC-TCP Implementation plan
1.0b	Draft TCP Implementation plan	Completed Y1	approved by TCP Executive Board and MCC
1.0c	Submit plan for approval to USAID, MCC TCP Coordinator	Completed Y1	
<b>Component 1: Build the capacity of UCEQA and regional testing centers to develop, implement and conduct standardized tests</b>			
<b>Activity 1.1: Support MOES in organizational development of UCEQA and regional test centers</b>			
1.1a	Articulate roles & responsibilities of UCEQA & regional test centers	Completed Y1	Roles and responsibilities of UCEQA and regional centers established, with standardized procedures
<b>Activity 1.2: Support UCEQA in establishing a working group of test developers including representatives from universities and secondary schools</b>			
1.2a	Establish UCEQA working group of test developers in all subject areas	Completed Y1	Working groups established in sufficient numbers, with TORs
<b>Activity 1.3: Train UCEQA in appropriate test development, testing and psychometric methodologies (also see component 2 on test security)</b>			
1.3a	UCEQA working group of test developers trained in test development	The 4th UCP Module conducted in November.	Independent capacity of UCEQA test developers in test construction, including use of modern psychometrics
1.3b	Train UCEQA IT group in data analysis & psychometrics	Rescheduled for January of Y2.	(calibration, scaling & equating)
1.3c	Establish UCEQA item bank & develop management system	Training on item banking models conducted in November. Support began and continues.	Functional system of item banking managed by UCEQA staff
1.3d	Train UCEQA & regional centers in logistics & test administration to handle major expansion	Trainings held in the previous and scheduled for the next quarter.	Independent capacity of UCEQA to handle logistics & test administration of expanded operations
1.3e	Train UCEQA in scoring objective & open-ended items & score reporting	Trainings held in previous and scheduled for Q4 of Y2.	Independent capacity of UCEQA to handle scoring & score reporting for a large volume of tests & test takers
<b>Activity 1.4: Create capacity within UCEQA to deliver training in test development, testing and psychometrics in the future</b>			
1.4a	Develop UCEQA procedures & materials for test development, administration, scoring, analysis & reporting	USETI consultants assists UCEQA in the procedures & materials development.	Capacity & materials exists within UCEQA for delivering training & sustaining operations for all subjects & expanded testing
<b>Activity 1.5: With MOES and UCEQA, establish partnerships with 2-3 leading pedagogical universities and develop graduate curriculum in psychometrics</b>			
1.5a	Establish working group & hold meetings for developing graduate curriculum in psychometrics	WG established in Q3 and held 2 meetings in Q4 of Y1. ToT for teaching Educational Measurement in Pedagogic Universities was held in June of Y2.	Group of decision makers formed for developing action plan to implement graduate program in psychometrics and Educational Measurement
1.5b	Action plan & development of graduate level curriculum in psychometrics for universities	Howard Everson developed Action Plan of the undergraduate course on educational measurement in June of Y2.	Action plan & curriculum for implementing a psychometrics program developed

USETI Quarter 3 Y2 Report - Annex: Status of Overall Project Progress			
Expected Result	Activities	Progress	End-of-project target
<b>Component 2: Establish effective security systems for all testing processes</b>			
<b>Activity 2.1: Strengthen system protecting identity of test takers and testing processes including results data storage</b>			
	2.1a Introduce UCEQA to international methods of test security	Rescheduled for January of Y2.	Exposure of UCEQA staff to internationally-used methods of test security
	2.1b Train UCEQA in security of testing operations	Trainings held in July and September of Y2.	Systems created for test security with logistics & administration procedures, psychometrics, and IT data management
	2.1c Enhance system protecting identity of test takers	Completed.	Improved and reliable systems implemented and maintained by UCEQA IT group for protecting identity of test takers
<b>Activity 2.2: Install surveillance cameras inside test centers</b>			
	2.2a Implement pilot for selective use of mobile surveillance cameras inside test sites	Pilot advised against. Completed Y1	Mobile surveillance cameras will be piloted inside selected test sites
<b>Activity 2.3: Install electronic monitors inside printing facilities and outside test sites for external public oversight of testing process</b>			
	2.3a Adopt and implement system for secure printing of test booklets	System for secure printing is implemented in August 2008.	Printing of test booklets secured through procurement of state of the art security equipment
	2.3b Implement system for secure test centers through outside viewing	Pilot for outside viewing advised against. Completed Y1	Public will have ability to view testing administration through observer reports
<b>Activity 2.4: Develop and administer customer satisfaction surveys of test takers and their parents</b>			
	2.4a Develop, administer and analyze customer satisfaction surveys	Surveys of test takers, administrators, examiners & scorers as well as National Poll were conducted during October-December 2008.	Customer satisfaction surveys conducted & analyzed
	2.4b Train local NGOs in developing & administering customer satisfaction surveys to students, parents & teachers	Training held in October of Y2.	Increased capacity of NGOs to develop, conduct & analyze customer satisfaction surveys across expanded testing program
<b>Component 3: Develop legal and normative bases necessary for effective functioning of external testing and university admissions</b>			
<b>Activity 3.1: Draft amendments to existing laws and normative acts codifying requirements for university admissions</b>			
	3.1a Establish working group on higher education, comprised of parliamentarians, educators, NGO's and other stakeholders	Completed Y1.	Working group on higher education for codifying requirements for university admissions established and holding meetings
	3.1b Draft legislation on codifying requirements for university admissions	Beginning in May of Y1 and continuing through project completion USETI supports activities to share and recommends changes to legislation.	Legislation drafted and ready for adoption by parliament
<b>Activity 3.2: Address issues of sustainable funding of new testing system and responsibilities and sanctions for violations</b>			
	3.2a Draft legislation to protect intellectual property of UCEQA	Beginning in May of Y1 and continuing through project completion USETI supports activities to share and recommends changes to legislation.	Legislation drafted and ready for adoption by parliament
	3.2b Draft legislation on legal sanctions for security violations	Beginning in May of Y1 and continuing through project completion USETI supports activities to share and recommends changes to legislation.	Legislation drafted and ready for adoption by parliament

USETI Quarter 3 Y2 Report - Annex: Status of Overall Project Progress			
Expected Result	Activities	Progress	End-of-project target
3.2c	Draft legislation on sustainable funding for new testing system	Beginning in May of Y1 and continuing through project completion USETI supports activities to share and recommend changes to legislation.	Legislation drafted and ready for adoption by parliament
<b>Component 4: Increase public support for external standardized testing as means of combating corruption associated with admissions</b>			
<b>Activity 4.1: Inform and educate media about the performance of USETI</b>			
4.1a	Conduct nationwide media campaigns - ongoing	Regular media monitoring are conducted.	Through regular monitoring and contacts with the media the public is well informed about testing issues.
4.1b	Improve, expand and make available Informational materials from UCEQA	Joint web-site and new materials are available in the internet. The newsletter was developed and distributed November-December 2008.	Improved & expanded informational materials available; website created & visited
4.1c	Train media on educational testing issues, anti-corruption strategies & role of public monitoring	Conducted in October.	Key media representatives trained & regularly reporting on results from testing initiatives
<b>Activity 4.2: Develop and conduct press and outreach campaigns focused on positive anti-corruption messages</b>			
4.2a	Guide educators & GOU officials to become public advocates for external testing as a criterion for university admissions	High Level RT and university regional round tables conducted in October-December 2008.	Advocacy and regular working group meetings to help forge consensus on key issues regarding testing
4.2b	Produce and assure airing of informational videos on testing	PSA developed in December 2008 and will be aired in the next quarter.	Wide availability of media products leading to public understanding of link between testing & anti-corruption
<b>Activity 4.3: Increase media coverage of and public discussion about the need for and ways to mitigate corrupt practices in university admissions</b>			
4.3a	Train NGO representatives in public monitoring of testing process; conducting monitoring	Rescheduled for the next quarter.	NGO representatives trained on conducting public monitoring of testing and conducting further training and monitoring
4.3b	Train facilitators in holding town meetings on external testing for university admissions; conducting meetings	Completed.	Facilitators training on holding town meetings about linkages between external testing and anti -corruption and holding Town Meetings to educate test takers and public

USETI Quarter 3 Y2 Report - Annex: Status of Overall Project Progress			
Expected Result	Activities	Progress	End-of-project target
<b>Component 5: Ensure equitable access to test preparation</b>			
<b>Activity 5.1: Develop and make available test training courses and training materials at an affordable cost; create revenue generating model for UCEQA</b>			
5.1a Make available test preparation materials developed to test-takers directly (incl. internet) & via schools		MOES has decided to include trainings for test preparation into the curriculum of Teacher Training Institutes as part of the Equal Access to Quality Education Project (World Bank). USETI assists in the materials development.	UCEQA-developed enhanced materials for all subjects and made available to each registered test-taker (directly & via schools)
5.1b Develop model for producing & distributing other test preparation materials under UCEQA licensing; model designed to generate revenue for UCEQA		UCEQA developed registration bulletin for test takers which is being distributed along with USETI newsletter to all test takers.	UCEQA-led system of licensing developed, with provisions for test item release & guidelines for production of quality materials; system to generate revenue
5.1c Develop plan for providing test preparation training and training courses for use in 25 UCEQA educational training centers		Currently UCEQA is not ready for providing test preparation training and training courses for use in 25 UCEQA educational training centers.	Plan and guidelines developed for using 30 UCEQA educational training centers to provide test preparation courses & materials to test-takers
<b>Component 6: Begin elaboration and lay groundwork for establishing of transparent and equitable university admissions procedures</b>			
<b>Activity 6.1: Plan for reforming university admission process elaborating all aspects of process, e.g., collection and ranking of test scores, other criteria, appeals</b>			
6.1a Introduce stakeholders to a variety of international models for higher ed. admissions		High Level RT and university regional round tables conducted in October-December 2008.	Stakeholders have a clear view of various models for student admissions & understand the advantages & disadvantages of these alternative systems
6.1b Establish working group of stakeholders to propose new strategies		Working Group established and worked to propose new strategies.	Working group is formulated that will address new admissions process & role of testing
6.1c Stakeholders develop admissions reform criteria that incorporates test scores		New admissions developed in July-September of Y2.	Stakeholders use international information, adapted to local context, to develop a strategy for Ukrainian higher ed.
<b>Activity 6.2: Develop strategy for management of admissions process, including admissions committees, their roles, and accountability mechanisms</b>			
6.2a Stakeholders develop admissions reform strategy that incorporates test scores		Admissions reform strategy will be developed by January of Y2.	Stakeholders use international information to develop an operational management plan for higher ed. in Ukraine
6.2b Conduct symposium on strategy, implementation & management of new university admission procedures		Rescheduled for February of Y2.	Strategic & operational plans presented to a wider circle of stakeholders & amended
6.2c Assist MOES in developing an interactive, web-based admissions management tool		An interactive, web-based admissions management tool developed and supported by USETI.	Admissions will be more flexible and applicants will have more mobility in choosing where to apply

**Annex 1: Results Monitoring/Measurement Chart**

Expected Result	Performance Indicator Name	Target	Baseline, as of Jan 2007	Year & Quarter	FY2007		FY2008				FY2009		Notes
					Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	
C5 Tests securely administered	# of tests securely administered, thousands	1500	-	Target	-	Form a work group	Review laws, regulations & practices	Develop security rules	800	Draft laws are reviewed by Parliament	Test quality is improved	Revised security rules are adopted	USETI consultants have been improving regularly tests quality during USETI Certificate Program over their stays in Kiev and distantly via internet.
		-	247	Actual	-	Completed	Completed	Completed	1,010	in process	in process		

## Performance Monitoring and Evaluation Chart

Goal: Introduce External Testing as a Mandatory Criterion for University Admissions, Thus Mitigating Corrupt Practices in Higher Education in Ukraine

Note: MCC reporting indicators are shown in *italics*.

Expected Result	Performance Indicator	Methodology for Measurement			Baseline	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Target End of Project	Notes
		Data Source	Collection	Responsible											
<b>Component 1: Build Capacity of UCEQA and Regional Testing Centers to Develop, Implement and Conduct Standardized Tests</b>															
<b>Activity 1.1: Support MOES in organizational development of UCEQA and regional test centers</b>															
a. Roles & responsibilities of UCEQA & regional test centers established	Manual that articulates roles & responsibilities of UCEQA & regional centers and standardized procedures for operations produced	UCEQA Manual and consultant reports	Quarterly (Year 1)	Component 1 leader & senior testing consultant	N/A	No	No	No	Yes	Yes	Yes	Yes		Yes	Internal procedures of roles & responsibilities of UCEQA & regional centers for testing exist. However another procedures will be enlarged by the information provided by USETI Consultants (Test Development, Test Administration manuals, etc.)
<b>Activity 1.2: Support UCEQA in establishing a working group of test developers including representatives from universities and secondary schools</b>															
a. UCEQA working group of test developers established in all subject areas	# of subject-specific working groups established, with TORs	UCEQA administrative records	Quarterly (Year 1)	Component 1 leader & testing consultant	6	6	11	11	11	11	11	11		13	Preliminary groups exist for subjects for which tests have been conducted; need to expand for full coverage.
<b>Activity 1.3: Train UCEQA in appropriate test development, testing and psychometric methodologies (also see component 2 on test security)</b>															
a. UCEQA working group of test developers trained in test development methodologies, including modern psychometrics	% of UCEQA subject-specific test developers who demonstrate increased capacity for test development	Training records & reports	Quarterly	Component 1 leader, testing & psychometrics consultants	5%	5%	7%	25%	40%	40%	70%	85%		100%	The 4 <sup>th</sup> UCP Modules were conducted in Q3 Y2.
b. UCEQA IT group trained in data analysis & psychometrics	% of UCEQA IT group who demonstrate increased capacity for data analysis and psychometrics	Training records & reports	Quarterly	Component 1 leader & psychometrics consultant	3%	3%	3%	25%	25%	25%	25%	25%		100%	The next trainings are scheduled for January of Y2.
c. UCEQA item bank established & management system developed	% of item banking system developed	Training records & reports	Quarterly	Component 1 leader & psychometrics consultant	0%	0%	0%	0%	50%	50%	50%	75%		100%	The training was conducted in November.
	# of items developed and included in item bank	USETI Reports	Quarterly	Component 1 leader & test development training consultants	0	0	0	4821	4821	4821	4821	12821 (8000 in this quarter)		800	In October-December 8000 items were banked.

Expected Result	Performance Indicator	Methodology for Measurement			Baseline	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Target End of Project	Notes
		Data Source	Collection	Responsible											
d. UCEQA & regional centers trained in logistics & test administration to handle major expansion	% of UCEQA and regional centers who demonstrate independent capacity to handle logistics and test administration of expanded operations	Training records, reports & materials (manuals, video)	Quarterly	Component 1 leader & testing consultant	0%	n/a	n/a	50%	75%	75%	75%	75%	100%	UCEQA staff has some capacity and some trainings were conducted. Need additional training & support to handle expansion of tests & test takers to achieve independent capacity of UCEQA to handle logistics & test administration of expanded operations. The next trainings are scheduled for Jan. of Y2.	
e. UCEQA trained in scoring objective & open-ended items & score reporting	% of UCEQA and regional centers that demonstrate independent capacity to handle scoring and score reporting for expanded operations	Training records & reports	Quarterly	Component 1 leader & testing consultant	0%	0%	3%	3%	33%	70%	70%	80%	100%	USETI consultant Algirdas Zabulionis supported UCEQA in scoring objective & open-ended & score reporting during his visit in November but capacity is limited. Next training is scheduled in the coming quarter.	
Activity 1.4: Create capacity within UCEQA to deliver training in test development, testing and psychometrics in the future															
a. UCEQA procedures & materials developed for test development, administration, scoring, analysis & reporting	# of manuals that document UCEQA test development, administration, scoring, analysis & reporting procedures to be used for training and to sustain operations	UCEQA procedures & materials	Quarterly	Component 1 leader; testing & psychometrics consultants	0	0	0	0	2	3	3	3	4	USETI consultants assisted UCEQA in the development of Item Writing, Test Development and Test Scoring, Analysis Manuals	
Activity 1.5: With MOES and UCEQA, establish partnerships with 2-3 leading pedagogical universities and develop graduate curriculum in psychometrics															
a. Working group established & holding meetings for developing graduate curriculum in psychometrics	# of meetings of Working Group	Working group meeting minutes & reports	Semi-annually	Component 1 leader & psychometrics consultant	0	0	0	0	2	2	2	2	3	Established in October 2007 MoES working group on undergraduate program on educational measurement held 2 meetings in Q4 of Y1.	
b. Action plan & development of graduate level curriculum in psychometrics for universities	% of action plan and curriculum developed	Action plan & graduate level curriculum in psychometrics	Semi-annually	Component 1 leader & psychometrics consultant	0%	0	0	10%	60%	80%	80%	80%	100%	In June training of trainers for teaching Educational Measurement in Pedagogic Universities was held. 20 universities identified and began its implementation.	
Component 2: Establish Effective Security Systems for All Testing Processes															
Activity 2.1: Strengthen system protecting identify of test takers and testing processes including results data storage															

Expected Result	Performance Indicator	Methodology for Measurement			Baseline	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Target End of Project	Notes
		Data Source	Collection	Responsible											
a. UCEQA introduced to international methods of test security	% of UCEQA and regional center staff who demonstrate understanding of data management and psychometric methods to achieve security	Training reports	Quarterly	Component 2 leader; testing & IT consultants	5%	5%	5%	10%	...	50%	50%	50%		100%	UCEQA and regional center staff demonstrates understanding of data management and psychometric methods to achieve security. The next training will be conducted in January 2009.
b. UCEQA trained in security of testing operations	% of UCEQA and regional center staff who demonstrate increased understanding of test security in logistics, administration, and data management	Training reports	Quarterly	Component 2 leader; testing & IT consultants	5%	5%	5%	10%	25%	50%	80%	80%		100%	USETI consultant Algirdas Zabulionis conducted trainings in July and September 2008. The next is scheduled for January 2009.
c. System for protection of identity of test takers enhanced and UCEQA trained in its use	% of plan for secure system for protecting identity of test takers developed	On-site system evaluations and training reports	Quarterly	Component 2 leader; testing & IT consultants	5%	5%	5%	10%	25%	75%	100%	100%		100%	USETI consultant Algirdas Zabulionis supported UCEQA in system for protection of identity of test takers through data processing modules which register test takers, number them, etc.
Activity 2.2: Install surveillance cameras inside test centers															
a. Pilot for selective use of mobile surveillance cameras inside test sites implemented	# of mobile surveillance cameras procured and piloted inside selected test sites	Field observations	Semi-annually	Component 2 leader & testing consultant	0	0	0	0	0	n/a	n/a	n/a		TBD (upon consultant recommendations)	Completed in Y1 – Pilot advised against.
Activity 2.3: Install electronic monitors inside printing facilities and outside test sites for external public oversight of testing process															
a. System for secure printing of test booklets adopted & implemented	# of surveillance cameras & electronic monitors installed & functional in printing facilities	Field observations	Semi-annually	Component 2 leader & testing consultant	0	0	0	0	0	n/a	n/a	n/a		TBD (upon consultant recommendations)	Completed in Y1 – Pilot advised against.
b. System implemented for secure test centers through outside viewing	# of electronic monitors installed & functional outside test centers	Field observations	Semi-annually	Component 2 leader & testing consultant	0	0	0	0	n/a	n/a	n/a	n/a		TBD (upon consultant recommendations)	Completed in Y1 – Pilot for outside viewing advised against.
Activity 2.4: Develop and administer customer satisfaction surveys of test takers and their parents															
a. Customer satisfaction surveys developed, administered &	# of customer satisfaction surveys administered to a representative sample & analyzed	Reports on customer satisfaction surveys	Semi-annually	Component 2 leader & DCOP	1800	1800	1800	1840	4157	4815	7024	8986 (1962 in this quarter)		4900	TTC conducted 3 focus groups with administrators, instructors and scorers. DIF conducted National

Expected Result	Performance Indicator	Methodology for Measurement			Baseline	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Target End of Project	Notes
		Data Source	Collection	Responsible											
analyzed															Poll, 5 focus groups with last year test takers, 4 FGs with parents & teachers, 1 FG with scorers, and 1 FG with instructors.
b. Local NGOs trained in developing & administering customer satisfaction surveys to students, parents & teachers	# of customer groups surveyed	Training records and surveys administered	Semi-annually	Component 2 leader & DCOP	1	1	1	14	19 (5 in Q4)	23 (4 in Q5)	24 (1 in this quarter)	41 (17 in this quarter)	7	TTC conducted 3 focus groups with administrators, instructors and scorers. DIF conducted National Poll, 5 focus groups with last year test takers, 4 FGs with parents & teachers, 1 FG with scorers, and 1 FG with instructors.	
<b>Component 3. Develop Legal and Normative Bases for Effective Functioning of External Testing</b>															
3.1: Draft amendments to existing laws and normative acts codifying requirements for university admissions															
a. Education Law and Policy Expert Group (ELPEG established (comprised of parliamentarians, educators, NGOs & other stakeholders)	# of ELPEG meetings	Meeting minutes	Quarterly	Component 3 leader & COP	0	0	0	3	6 (3 in Q4)	9 (3 in Q5)	18 (9 in Q6)	21 (3 in Q7)	4	In Q7 ELPEG conducted 1 meeting and 2 workshops.	
b. Legislation drafted on codifying requirements for university admissions	Draft legislation ready for adoption by parliament	Draft legislation documents	Semi-annually	Component 3 leader & COP	N/A	Stage 1	Stage 1	Stage 2	Stage 2	Stage 2/3	Stage 2/3	Stage 2/3	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.	
3.2: Address issues of sustainable funding of new testing system and responsibilities and sanctions for violations															
a. Legislation drafted to protect intellectual property of UCEQA	Draft legislation ready for adoption by parliament	Draft legislation documents	Semi-annually	Component 3 leader & COP	N/A	Stage 1	Stage 1	Stage 2	Stage 2	Stage 2/3	Stage 2/3	Stage 2/3	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	

Expected Result	Performance Indicator	Methodology for Measurement			Baseline	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Target End of Project	Notes
		Data Source	Collection	Responsible											
															legislature.
b. Legislation drafted on legal sanctions for security violations	Draft legislation ready for adoption by parliament	Draft legislation documents	Semi-annually	Component 3 leader & COP	N/A	Stage 1	Stage 1	Stage 2	Stage 2	Stage 2/3	Stage 2/3	Stage 2/3		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.
c. Legislation drafted on sustainable funding for new testing system	Draft legislation ready for adoption by parliament	Draft legislation documents	Semi-annually	Component 3 leader & COP	N/A	Stage 1	Stage 1	Stage 2	Stage 2	Stage 2/3	Stage 2/3	Stage 2/3		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.
Component 4: Increase Public Support for External Standardized Testing as a Means of Combating Corruption Associated with University Admissions															
Activity 4.1: Inform and educate media about the performance of USETI															
a. Conduct nationwide media campaigns	% of increase of media coverage of testing issues	Media monitoring reports	Quarterly	Component 4 leader & DCOP	0%			10%	610%	828%	184.4%	272 %		50%	Media coverage of testing issues was increased in October through December 2008.
b. Informational materials from UCEQA improved, expanded & made available	# of information materials distributed	Informational materials tracking	Quarterly	Component 4 leader & DCOP	20,000	0	0	570,000	6,105,000	465,000	473,000 (8,000 in Q6)	995,900 (522,900 in Q7)		300,000	In Q7 USETI developed and distributed 522,000 of the 5 <sup>th</sup> newsletter along with UCEQA registration bulletin. TTC developed a dictionary of testing terminology (900 items).
c. Media trained on educational testing issues, anti-corruption strategies & role of public monitoring	# of media representatives trained in testing, anti-corruption & public monitoring issues	Training reports	Quarterly	Component 4 leader & DCOP	0	0	0	20	36 (16 in Q4)	36	36	60 (24 in Q7)		30	24 media representatives attended the training in October 2008.

Expected Result	Performance Indicator	Methodology for Measurement			Baseline	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Target End of Project	Notes
		Data Source	Collection	Responsible											
Activity 4.2: Develop and conduct press and outreach campaigns focused on positive anti-corruption messages															
a. Educators & GOU officials become public advocates for external testing as a criterion for university admissions	# of round tables by educators and GOU officials for external testing	Evaluation from media reports and interviews	Quarterly	Component 4 leader & DCOP	0	0	0	2	11 (9 in Q4)	11	11	16 (5 in Q7)	22	Centre of Educational Policy (USETI grantee) conducted 4 RTs/workshops in November-December 2008. High Level RT was conducted in October.	
b. Informational videos and PSA's on testing produced & aired	# of informational videos and PSA's produced & receiving airtime	Review of videos & monitoring reports	Annually	Component 4 leader & DCOP	0	0	0	0	2	2	2	4 (2 in Q7)	3	In November-December video and audio PSAs were developed and produced.	
Activity 4.3: Increase media coverage of and public discussion about the need for and ways to mitigate corrupt practices in university admissions															
a. NGO representatives trained in public monitoring of testing process and conducting monitoring	# of NGO representatives conducting public monitoring of testing	Reports from public monitoring	Quarterly	Component 4 leader & DCOP	0	0	25	1025	1075 (50 in Q4)	3390 (2315 in Q5)	3390	3393 (23 in Q7)	250	In October 23 OPORA regional representatives were trained.	
b. Facilitators trained in holding town meetings on external testing for university admissions & conducting meetings	# of town meetings conducted	Reports from town meetings	Quarterly	Component 4 leader & DCOP	0	0	0	11	45 (34 in Q4)	45	45	45	104		
Component 5: Ensure Equitable Access to Test Preparation															
Activity 5.1: Develop and make available test training courses and training materials at an affordable cost; create revenue generating model for UCEQA															
a. Test preparation materials developed made available to test-takers directly (incl. internet) & via schools	% of test takers who receive test preparation materials directly	Surveys of test-takers	Annually	Component 5 leader & testing consultant	20%	0	0	0	100%	100%	100% (in Y1)	100% (in Y1)	60% (for Y1)	Test preparation materials for the external testing 2009 developed and distribution to all test takers began on December 1 (beginning of registration). But statistics are not available yet. These preparation materials are being distributing through schools, RCEQA and registration points.	

Expected Result	Performance Indicator	Methodology for Measurement			Baseline	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Target End of Project	Notes
		Data Source	Collection	Responsible											
b. Model developed for producing & distributing other test preparation materials under UCEQA licensing; model designed to generate revenue for UCEQA	UCEQA test preparation, distribution & licensing model developed	Analytical report with recommendations development and distributed to UCEQA	Annually	Component 5 leader & testing consultant	N/A	n/a	n/a	n/a	n/a	n/a	n/a	Yes	Yes	MoES has decided to include trainings for test preparation into the curriculum of Teacher Training Institutes as part of the Equal Access to Quality Education Project (World Bank), consultant Mark Zelman reviewed and commented on training modules of scientific disciplines as well as Ukrainian language developed by specialists of the EQEA Project, and revisions were made as necessary.	
c. Plan for providing test preparation training and training courses developed for use in 26 UCEQA educational training centers	Test preparation training plan and training materials developed for use in 26 UCEQA centers	Training plan and materials	Semi-annually	Component 5 leader & testing consultant	N/A	n/a	n/a	n/a	n/a	n/a	In process	In process	Yes	UCEQA decided to administer a preparation test in all subjects scheduled for March 2009. Although the preparation test is fee based, it is a unique possibility for test takers to get prepared. Due to availability of tests on-line and in schools from previous years, test takers will have more opportunities in 2009 to get prepared. Discussion on other forms of test preparation continues.	
Component 6: Begin Elaboration and Lay Groundwork for Establishing Transparent and Equitable University Admissions Procedures															
Activity 6.1: Plan for reforming university admission process elaborating all aspects of process, e.g., collection and ranking of test scores, other criteria, appeals															
a. Stakeholders introduced to a variety of international models for higher ed. Admissions	# of high-level and regional round tables on international models for higher education admissions	Meeting minutes	Semi-annually	Component 6 leader & testing consultant	0	0	0	2	11 (9 in Q4)	11	11	16 (5 in Q7)	22	Centre of Educational Policy (USETI grantee) conducted 4 RTs/workshops in November-December 2008. High Level RT was conducted in October.	
b. Education Law and Policy Expert Group (ELPEG) established to propose new strategies	# of ELPEG meetings	Meeting minutes	Semi-annually	Component 6 leader & testing consultant	0	0	0	3	6 (3 in Q4)	9 (3 in Q5)	18 (9 in Q6)	21 (3 in Q7)	4	In Q7 ELPEG conducted 1 meeting and 2 workshops.	
c. Stakeholders develop admissions criteria	Admissions reform criteria developed and drafted	Working group report on criteria for	Semi-annually	Component 6 leader & testing consultant	N/A	n/a	n/a	n/a	n/a	n/a	Yes	Yes	Yes	2009 admissions reform criteria that incorporates test scores developed.	

Expected Result	Performance Indicator	Methodology for Measurement			Baseline	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Target End of Project	Notes
		Data Source	Collection	Responsible											
reform criteria that incorporates test scores		higher education admissions													
Activity 6.2: Develop strategy for management of admissions process, including admissions committees, their roles, and accountability mechanisms															
a. Stakeholders develop admissions strategy with criteria and procedures including results from external testing	Admissions strategy developed and drafted with criteria and procedures	Working group report on admissions strategy with criteria & procedures	Annually	Component 6 leader & testing consultant	N/A	n/a	n/a	n/a	n/a	n/a	Yes	In process		Yes	Admissions strategy is to be developed in January of Y2.
b. Symposium conducted on strategy, implementation & management of new university admission procedures	Symposium conducted & strategic & operational plans amended	Report on symposium	One time in Year 2	Component 6 leader & testing consultant	N/A	n/a	n/a	n/a	n/a	n/a	n/a	n/a		Yes	No previous symposium has been held for stakeholders to create a fair & transparent strategy for management of university admissions. Scheduled for February 2009.
c. An interactive, web-based admissions management tool	An interactive, web-based admissions management tool created & implemented		Quarterly	Component 6 leader & COP	n/a	n/a	n/a	n/a	n/a	Yes	Yes	Yes		Yes	An interactive, web-based admissions management tool developed and implemented. USETI supported its work.
Cross-cutting, overall Indicator															
Tests securely administered	# of tests securely administered	UCEQA administrative records	Annually	Component 1 leader and COP	82,000	n/a	n/a	n/a	n/a	997,897	1,010,000 (12,103 in the additional external testing session)	1,010,000		800,000 (for Y1)	During the external testing session 1,010,000 tests were securely administered.