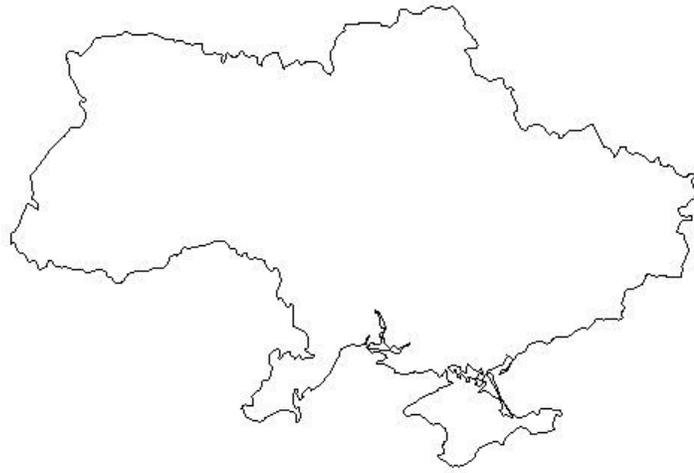


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*The Ukrainian Standardized External Testing Initiative (USETI)
Quarterly Report
October-December 2009*



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

January 10, 2010

U.S. Agency for International Development
Contract No. EDH-I-00-05-00027-01

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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 11 (FY 10 Quarter 2)
October-December 2009**

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 11 (second quarter of FY 2010) was on High Level Round Table, UCEQA support with test construction, psychometrics and item bank development, ELPEG meetings, USETI Working Lunch as well as addressing other issues.

1.1 Significant Events

Verkhovna Rada Basic Education Subcommittee holds working meeting on HEI admissions privileges.

On October 20, 2009, Chair of the Subcommittee on Basic Education of the Verkhovna Rada's Committee on Science and Education MP Lesya Orobets held a working meeting on privileges during admissions. National University of Kyiv-Mohyla Academy President Serhiy Kvit and Taras Shevchenko National University Rector Leonid Hubersky, T.S.N. University Humanitarian Lyceum Director Halyna Sazonenko, Secondary Schools Association Chair Lyudmyla Pashchenko, MoES Deputy Minister Taras Finikov, Head of MoES Higher Education Department Yaroslav Bolyubash, Head of MoES Higher Education and Civil Service Personnel Department Andriy Hevko, Open Pedagogical School Director Serhiy Vyetrov, USETI COP Yarema Bachynsky and USETI Legislative and Government Relations Assistant Tetyana Serhiyenko and others participated in the meeting.

The meeting participants discussed the issue of privileges during HEI admissions since this issue attracted lots of attention and negatively affected public perception of the 2009 admission campaign. The participants discussed the need to introduce amendments to relevant laws cancelling or limiting certain privileges, as well as the possibility of supporting the filing of a Constitutional Court petition by MPs that would seek an official interpretation of constitutional permissibility and requirements for privileged HEI admissions.

The participants agreed that the philosophy of Ukrainian social policy of privileges needs to be changed; and that guaranteed admission to HEI must not be an obligatory social policy as it is now. At the very least, the number of privileged entrants should be restricted through a firm or flexible quota system to prevent top universities from being swamped with applications from privileged entrants whose external test scores are far below the mean for such HEIs.

Chairwoman Orobets summed up the meeting by indicating the Subcommittee will act on the following issues:

- To request a public clarification by MoES of Par. 13.2 of the 2010 Conditions of Admission (mandating those with privileges to submit a privileged application to one particular HEI – while allowing such applicants to seek admission within the “general population” elsewhere without limitation);
- To discuss with the Minister of Justice the legal and constitutional ramifications of introducing a quota system for privileged HEI applicants;
- To consider the possibility of developing education grants for privileged persons, while requiring that their admission be on an equal footing with the general population of applicants.
- To further work on the issues of a Constitutional Court petition and potential legislative amendments in this area.

Registration for 2010 external testing started. On December 15, 2009, the Ukrainian Centre for Educational Quality Assessment began the registration process for the 2010 external testing which will end March 31, 2010.

2010 external testing will be conducted according to the following schedule:

Ukrainian Language & Literature – June 2, 3 and 4, 2010;

Foreign Languages (English, French, German or Spanish) – June 7, 2010;

Biology – June 9, 2010;

Geography – June 11, 2010;

Mathematics – June 14 and 15, 2010;

Chemistry – June 21, 2010;

Physics – June 23, 2010.

Registration for 2010 practice testing. From November 1 through December 15 Regional Centers for Educational Quality Assessment conducted registration session for those who wanted to participate in the 2010 practice test session to be held in March 2010. Approximately 300,000 test takers registered for practice testing in 2010.

The 2010 pilot testing will be held in four phases:

March 13, 9:30 – Ukrainian Language & Literature;

March 13, 14:30 – Chemistry, Foreign Language (English, German, French and Spanish);

March 20, 9:30 – Mathematics and History of Ukraine;

March 20, 14:30 – Biology, Geography and Physics.

UCEQA Director Press Conference. On December 9, 2009, UCEQA Director I. Likarchuk held a press-conference ‘Registration of 2010 test takers’. During the press-conference which took place at LIGA BUSINESS INFORM Press Agency Dr. Likarchuk highlighted the particularities of External Testing 2010 registration. During the registration period (December 15, 2009 through March 31, 2010) each applicant must visit a Registration Point in person and obtain a Personal File Card with photo and a list of test sessions (with address and data) of the subjects chosen. This File Card will be used as admission ID to the Test Site and will be marked at each test session by Test Site Staff. (The File Card concept was originally developed at joint UCEQA-USETI workshop held in Crimea in September 2009 and was later approved by MoES).

Dr. Likarchuk also informed media representatives that nearly 300 000 persons have registered for 2010 Practice Tests which will be held on March 13th and 20th, 2010, in each Oblast center.

The Press-conference was widely covered by Ukrainian media including major TV channels INTER and “First National”.

Working Lunch on admissions System Improvements in Ukraine. On November 18, 2009, USETI hosted a Working Lunch for Ukrainian and International Philanthropic Institutions, Business and NGO representatives in the Radisson SAS Kyiv Hotel. The aim of the event was to interest potential donors in supporting various systems of external testing.

Approximately 70 participants took part in the event, e.g. representatives of USAID, WB, EU Delegation of the European Commission, Canadian Embassy, UNDP, Rinat Akhmetov Foundation, Microsoft Ukraine, MTS, “Ukraine 3000” Foundation, and others.

The Working Lunch began with opening remarks of USETI COP Yarema Bachynsky who presented the main achievements of USETI Project and thanked the state authorities for their productive cooperation. MoES Deputy Minister Pavlo Polyansky and UCEQA Deputy Director Vadym Karandiy then talked about reforms in Ukrainian Education and the dramatic affect of external testing on the quality of education and equal access to higher education in Ukraine. They also focused on effective cooperation with USETI in PR, security and quality issues in their speeches.

USAID Mission Director Janina Jaruzeslki underlined the necessity to continue educational reforms in Ukraine and appealed to unite donors’, civic and business links to promote the reforms.

Olena Zaplotynska, IRF Educational Program Manager, described basic IRF assistance in previous years and assured participants that IRF will continue its support. Yevhen Hlibovytsky and Oleksandra Baklanova, USETI PR

consultants emphasized the need to work with diverse groups of people on systematic explanations of educational reforms as an asset to their lives. Volodymyr Kovtunets, USETI Legislative and Government Relations Manager, presented the first achievements of the web-based informational admission system “Konkurs” and Inna Sovsun, OPORA Educational Programs Coordinator showed the need of further support for public monitoring of external testing and admission campaigns.

Given the significant interest generated by the USETI Forum (working lunch) held on November 18, USETI began a series of meetings with institutions potentially interested in educational reforms in Ukraine. From November-December 2009, USETI representatives had meetings with MoES, UCEQA, International Renaissance Foundation, National University “Kyiv-Mohyla Academy”, Intel Ukraine Microelectronics, MTS Company, Publishing House FAKT, Microsoft Ukraine, Fulbright Program, EU TEMPUS Project Educational Measurements Adapted to EU Standards, Rinat Akhmetov’s Foundation “Development of Ukraine”, Swedish International Development Cooperation Agency (SIDA), British Council, UNITER Project, the Petro Mohyla Black Sea State University in Mykolayiv and the Goethe Institute. The aim of the meetings was to discuss possible development of educational reforms in Ukraine as well as to begin creating links between the government/NGOs/Business to support Ukraine on the way to effective and transparent higher education.

During the first half of December 2009, on the basis of preliminary discussions with its partners, USETI developed a Concept Paper regarding the USETI Legacy Alliance for USAID/Ukraine staff committee. As the result, on December 10, USAID invited American Councils to submit full application for USAID GDA for the USETI Legacy Alliance (Alliance for Effective & Transparent Higher Education in Ukraine) which, in cooperation with American Institutes for Research was present in a three year, cross cutting collaborative effort to secure the institutional capacity and operational framework for Standardized External Testing and HEI admissions reforms currently in roll out.

1.1.1 Special Meetings

Anti-Corruption Coordination Initiative Meeting. On October 29, 2009, the ABA Rule of Law Initiative held its monthly ACCI meeting. The ACCI meeting was dedicated to "Combating Corruption in Higher Educational Institution Admissions in Ukraine". The key note speaker was USETI COP Yarema Bachynsky.

Participants of the ACCI meeting included representatives of governmental organizations, international organizations and diplomatic missions. The purpose of this meeting was to continue updating ACCI members on the recent developments in Ukrainian anti-corruption policy, provide a forum for discussion of those issues among all ACCI member organizations and missions working in the area of anti-corruption in Ukraine, as well as to share information, exchange ideas, establish effective partnerships and avoid duplication of efforts in the anti-corruption work.

American Councils Director discussed educational reforms in Ukraine. On November 2, 2009, Dan Davidson, Director of American Councils for International Education, visited Kyiv to discuss new challenges in Ukrainian educational reforms. Mr. Davidson met with MoES Deputy Minister Taras Finikov, who underscored the importance of standardized testing in securing objective admissions to HEIs. Mr. Finikov also discussed the possibilities of using external testing to monitor quality of education in both secondary and higher educational establishments, as well as in diploma certification and graduate admissions. Dr. Davidson also met with Laura Pavlovic and Tamara Palyvoda of USAID to discuss the success of USETI and possible risks to the sustainability of testing. Dr. Davidson later met with Charge d’Affairs of the US Embassy, Mr. James Pettit, during which he underscored American Councils’ commitment to the testing processes in Ukraine.

Component 1: Capacity Building in Testing Processes

Technical Assistance (TA) delivered – Tempus Project on Educational Measurements Summer School. October 3-10, 2009, the Tempus Project “Educational Measurements Adopted to EU Standards” along with USETI conducted a Summer School entitled “Educational Measurement: Teaching, Research and Practice” in Foros, Crimea.

The main topics of the Summer School were: using educational measurement in the context of improving the quality of education; the theoretical foundations of educational measurement; advanced experience in designing and administering educational tests; teaching of academic disciplines in the field of educational measurement. USETI consultant Mark Zelman participated in the Summer School as a trainer.

The event was organized within the framework of the EU Project supported by the Ministry of Education and Science of Ukraine, Nizhyn State Mykola Gogol University, National Pedagogical Dragomanov University, Kirovograd State Pedagogical University named after Volodymyr Vinnichenko, Mälardalen University (Sweden), Helsinki University of Technology (Finland), University of Rome “La Sapienza” (Italy), University of Cologne (Germany).

Technical Assistance (TA) delivered – Revised Roadmap for UCEQA and MoES developed. The USETI Roadmap for Testing in Ukraine includes recommendations to UCEQA and MoES on the further development of external standardized testing as a tool for university admissions.

The Roadmap recommends steps to develop external testing in Ukraine in line with the 6 components of USETI: Test Development, Test Security, Legislative Foundations for Institutionalizing Testing, Public Awareness, Test Preparation Materials and Access, and University Admissions Reform. This Road Map is the product of observations and recommendations made by USETI consultants and staff from the beginning of project through August 2009. As of October 2009, while the Roadmap was compiled, recommendations made in the past have been considered by both MOES and UCEQA and some have been incorporated already in plans for 2010 testing.

Technical Assistance (TA) delivered – Train UCEQA in scoring objective & open-ended items & score reporting. During the period 21 through 24 December, USETI consultant Algirdas Zabulionis worked with UCEQA on 2010 external testing improvements.

Certain changes will be implemented in the external tests in 2010. Because MoES had cut down 2010 resources, UCEQA was forced to optimize its financial expenses and canceled open-ended questions in the Mathematics test. Also, the 2010 external tests will be conducted only in the State language (i.e. Ukrainian), however, UCEQA will provide national minorities with the special glossaries listing specific terminology. The number of tests taken in 2010 will most likely increase due to the provisions of the Conditions of Admission (three tests will be obligatory for university admissions in 2010). During the visit, Mr. Zabulionis consulted UCEQA on the ways of improving UCEQA activities in line with these changes.

The consultant made necessary recommendations on registration of students, and issues related to the administration of multiple sessions per test to UCEQA.

Technical Assistance (TA) delivered – Train UCEQA in data analysis & psychometrics and item bank development. During the period of September 27 through October 2, 2009, USETI consultant Zarko Vukmirovic worked with the UCEQA psychometrics department.

On September 28-29, Mr. Vukmirovic worked on the development of the customized Item Card. The item statistics and graphics displayed on the Item Card were generated using the Data Management and Item Analysis System and the card itself was generated using MS Publisher.

On September 30, the Consultant provided UCEQA test development staff with the workshop on test design of comparable multiple forms (a. Multiple forms within same administration (for security and/or field testing), b. Multiple forms across administrations (for test retaking or tracking educational progress), and c. Test construction procedures that enable equating between multiple forms (equating designs), and presentation of the Item Card.

On October 1-2, Zarko Vukmirovic conducted the final training on Data Management and Item Analysis System (DAMIAS) for UCEQA technical staff. The system was highly customized to serve the purposes of psychometric data analysis at UCEQA, in particular its technical staff.

Technical Assistance (TA) delivered – Ability Test Conception Development. On October 29, 2009, the Ministry of Education and Science of Ukraine held a Board Meeting chaired by First Deputy Minister of Education and Science Oleksandr Hrebelynyk. Presentations of the 2009 HEIs admission campaign and the Ability Test Concept were the key topics on the event's agenda.

Yaroslav Bolyubash, Head of the MoES Higher Education Department, presented the summary of the 2009 admission campaign. At the presentation Mr. Bolyubash emphasized the importance of the ministerial cooperation with Civic Network "OPORA" on public observation campaign and with USETI on the web-based admission system "Konkurs".

Also, the participants accepted the Abilities Test Concept presented by Oleksandr Lyashenko, Head of the working group developing the Concept. Thus, during the next three years UCEQA will provide a pedagogical experiment with the Ability Test approbation in Ukraine:

2009-2010: UCEQA the test will be piloted in specific secondary schools and HEIs;

2010-2011: UCEQA will pilot the ability test in the HEIs of Lviv, Donetsk, Kyiv and Kharkiv oblasts;

2011-2012: the ability test will be piloted on the national level; it will be voluntary in the addition to usual UCEQA subject tests.

On December 14-17, 2009, the working group, which developed the Ability Test Concept, held the workshop in Kharkiv. The WG members continued to prepare the first stage of the pedagogical experiment with the Ability Test pilot in Ukraine. USETI consultant Mark Zelman participated in the workshop.

Due to time constraints and the end of the USETI program Dr. Zelman conducted an intensive training workshop consisting of all aspects leading to the production of the first draft of test specification.

The workshop consisted of an introduction to test specification and framework development using the concept of ECD. The participants wrote a draft of test specification for mathematic and language according to the best international practices and principles of ECD. The drafts of test specifications were then reviewed by a panel of workshop participants. The results were discussed and feedback was provided to the developers. Using the feedback the developers rejected, amended or accepted parts of test specifications. This process enabled the test developers to increase their understanding of the complexity of framework and test specification development processes and improve their test development skills.

The test developers found the workshop required very intensive work and they felt that they had developed many useful skills which they would disseminate to groups in their areas.

The workshop provided evidence of the ability of selected group to work together as a team.

Technical Assistance (TA) delivered – Support construction of tests. On November 16-20, 2009, USETI consultant Markus Broer worked with the Foreign Language Test groups to review draft versions of 2010 tests in English, German and Spanish.

In the week of December 14-18, 2009, the drafts of the most operational tests for 2010 were completed. USETI consultant Markus Broer worked on the Foreign languages draft tests. On December 18, USETI consultant Mark Zelman reviewed the drafts in Geography and Math and on December 21-25, USETI consultant Iwa Mindadze assisted in Ukrainian Language & Literature as well as the Ukrainian History test improvements.

Item writers trained at joint USETI-UCEQA Ukrainian Certificate Program (UCP) were directly involved in this year's tests. Based on specifications and instructions received from UCEQA these item writers submitted drafts to UCEQA. A review committee (made up of UCEQA Subject Specialist, university and secondary school representatives) selected the better items, which were later submitted for peer review within UCEQA. Test developers constructed tests based on the best items.

Component 3: Legislative Development

ELPEG Round Table. On October 8, 2009, the USETI Educational Law Policy Expert Group conducted a Round Table at the MOES with key Ukrainian education policy makers and administrators, including the Deputy Minister of Education and Science of Ukraine Taras Finikov, Director of the Ukrainian Center for Education Quality Assessment Ihor Likarchuk, Head of MoES Higher School and Government Service Personnel Department Andriy Hevko, Head of the MoES PR Department Anastasia Klukovska, President of National University “Kyiv-Mohyla Academy” Serhiy Kvit, Pro-rector of the Ivan Franko National University of Lviv Mariya Zubrytska, Director of OPORA’s Educational Programs Inna Sovsun, USETI COP Yarema Bachynsky and DCOP Christina Pendzola-Vitovych and others.

Malik Chaka, Director of MCC Threshold Programs, and Jennifer Marlay, MCC Threshold Programs Program Officer also participated in the ELPEG Round Table.

The aim of the event was to assure the sustainability of ongoing reforms in policy and practice in securing transparency and equal access to higher education.

Deputy Minister Taras Finikov opened the Round table and began with his brief presentation “On Higher Education Reform – Transparency for Quality and Competitiveness”. Mr. Finikov gave special thanks to the USETI project in support of the admissions reform which caused other challenges that the Ministry is now actively addressing in bringing more transparency and equal access to the higher education system.

After that Dr. Ihor Likarchuk talked about the achievements of the testing system in the last two years and plans for the future. Dr. Likarchuk stressed the importance of Item Writing and Test Development trainings and psychometrics assistance offered by USETI. Challenges faced in 2008 were less evident in 2009: the public was more accepting of the innovation, university administrators had a more positive attitude toward test scores and public monitoring was crucial to relaying transparent testing operations to the public. Dr. Likarchuk noted that much of the success was in thanks to USETI. He went on to discuss the use of standardized tests in other areas of the education system: quality monitoring in secondary and higher education institutions, teacher certification, graduate admissions and international assessments.

Mr. Serhiy Kvit, President of the National University of Kyiv Mohyla Academy, spoke about the fact that although his institution, which had used standardized testing methodology in its individual entrance exams in the past, originally had some doubts about the national system, but this year was convinced of the merits of the system overall. He did caution that the MOES not only “test” in education, but that serious attention be given to research and analysis of results and that such analysis be used to identify issues that should be overcome.

Mr. Chaka and Ms. Jennifer Marlay then asked about challenges faced and future steps to secure the use of testing in admissions. Dr. Likarchuk outlined the challenges: the need for more training in test development, continued need for public support, organizational and financial challenges facing UCEQA. Ms. Mariya Zubrytska added to this that the system still needed support in capacity development, human resource development, information on best international practices in admissions and education overall and how civil society and government can/should work together toward success.

Ms. Sovsun of Civic Union OPORA briefly talked about the work her organization did in monitoring testing sessions and monitoring the admissions campaign. She stressed that overall the 2009 testing sessions and admissions campaigns were run at a much higher level than 2008, but also pointed out certain problems: proctors need more training on how to deal with specific violations, admissions committees being unsure of how to inform students of their status, the fact that privileged admissions kept many qualified students from obtaining state sponsored spots in the most competitive programs in prestigious universities (law, international relations for example) and the use of forged documents to prove privileged status. A brief discussion ensued about the fact that many of those who entered on privileges in 2008 had been expelled from universities after their first year due to low performance levels, and the fact that they could not keep up with other students. Mr. Finikov explained that this was also an issue that the MOES plans to address and that it would require specific legislative efforts, because of certain social laws.

The meeting ended with thanks from Mr. Finikov to USAID and MCC for the support USETI gave the new reform.

High Level Round Table. On October 13, 2009, USETI conducted a High Level Round Table entitled “Towards Accessible Quality Higher Education. Preliminary Results and Challenges” at Hotel “Rus” in Kyiv.

Participants included Head of MoES Higher School and Government Service Personnel Department Andriy Hevko, Deputy UCEQA Director Vadym Karandiy, Chief of the Presidential Secretariat’s Department on Education, Science and Health Care Vasyl Lukomsky, Director of T. Shevchenko Humanitarian Lyceum Halyna Sasonenko. HEI representatives from Kyiv-Mohyla National University, Taras Shevchenko National University, Skovoroda Kharkiv Pedagogical University, V.N.Karazin Kharkiv National University, Donetsk National University of Economics and Trade after M.Tugan-Baranovsky, K.Ushynsky South-Ukrainian State Pedagogical University and National Academy of Management, National Academy of Management, Ivan Franko National University of Lviv, National Pirogov Memorial Medical University of Vinnytsya, South Branch of the National Agricultural University, I. Ohiyenko Kamyanets-Podilsky National University, “KROK” University, NGO representatives from Civic Network OPORA, Testing Technologies Centre and ACTION Project all participated in the Round Table.

The aim of the event was to present the Correlation analysis of the 2008 external testing results to the academic achievements of first year students, conducted in 2009 by USETI and to review the 2009 admissions campaign and discuss conditions for admission in 2010.

USETI COP Yarema Bachynsky opened the Round Table. After that Andriy Hevko outlined the MoES steps forward in securing equal access to higher education and introduced the highlights of the 2010 Conditions of Admission registered. In 2010 university applicants will be required to take 3 tests and school grade point averages would also be considered in the applications process. Mr. Karandiy then spoke about the development of external testing from 2008 and 2009. According to Mr. Karandiy the key issues in 2010 is the validity of the tests and transparency in external testing process. Ms. Liliya Hrynevych, former director of UCEQA, commenting on Mr. Karandiy’s presentation, underscored the immense growth in test development evident at UCEQA. She encouraged UCEQA to continue to provide opportunities for its personnel to obtain training and to include individuals trained through USETI into test development processes. She also expressed a hope that funding would be found to continue test development training by foreign experts.

Mr. Kovtunets then presented the correlation analysis of the 2008 external testing results with the academic achievements of 2008-9 first year students conducted by USETI grantee Centre of Educational Policy (*see the previous USETI Quarterly Report*).

Consultant Mark Zelman presented “Special Conditions in Applying to Universities for Certain Categories” to the participants, during which he outlined how US universities consider various criteria in the admissions process. The consultant focused on the underprivileged and physically challenged categories of applicants. Mr. Zelman explained that although such categories might get “extra points” in the admissions process, they still had to meet basic admissions criteria, including standardized testing. Ms. Sovsun finished plenary RT session by the presentation of OPORA’s key results of the external testing and admission monitoring.

In general the participants demonstrated a big interest to each of presented topic at the RT and a dynamic discussion was conducted. Representatives of HEIs were particularly active in sharing experience and feedback. All were supportive of using test results in the admissions process, inasmuch as they now realize that selection is actually easier for them. They all stressed the importance of including the experience of universities who used standardized testing in their own admissions exams into the national system. Many underscored the fact that they needed to introduce new systems in their own institutions to manage the applications process, as standardized testing has increased the volume of applicants and many faced challenges in timely information dissemination to those students accepted. They also underscored the importance of re-evaluating admissions for privileged categories. Another issue which all agreed needed to be addressed, was that of continued education for those who graduated school many years ago. Because the current standardized tests are based on school curriculum, such individuals faced unfair conditions due to the fact that the curriculum was different when they studied. It was suggested that alternative processes be introduced for such potential students. Also discussed was the introduction of an abilities test, which would give HEIs more information on the “potential” of applicants to continue to learn, rather than simply test knowledge already obtained. Recommendations included the creation of a civic council which will make recommendations to bother test development processes and to policy changes.

Component 4: Public Outreach

Develop newsletter for test takers. On November 10, USETI COP Yarema Bachynsky and Public Information Manager had a meeting with UCEQA Deputy Director Vadym Karandiy to discuss the PR strategy of 2010 external testing campaign.

At the meeting Mr. Karandiy informed USETI of UCEQA's public outreach vision for 2010 external testing campaign. Due to lean funding from the State Budget, UCEQA will focus on the following instruments for public outreach: informing public through media, internet, meetings with schools and pedagogical sphere representatives, etc.

USETI agreed to assist UCEQA PR strategy in the first stage of 2010 external testing registration by developing an informational newsletter for all persons registering for testing, providing funding is secured. Thus, during the first half of December USETI developed a Newsletter on the peculiarities of the 2010 external testing. The newsletter included Instructions for 2010 test takers (registration information, the list of subjects offered, the rights and duties of test takers, tips for test takers, plus contact information). Later, USETI delivered the Newsletter to the Regional Centers for Educational Quality Assessment. Each test taker will receive a copy of the newsletter during registration for external testing, from December 15, 2009 through March 31, 2010. Totally USETI produced 437 000 copies of the newsletter.

Media Monitoring. During the reporting period October through December 2009 the major topics included numerous interviews with UCEQA and HEI's management and educational authorities.

December 9th, 2009 Director of UCEQA Ihor Likarchuk held press-conference on peculiarities of the process of registration for individuals wishing to undergo external independent testing in 2010. The interview was widely covered by Ukrainian media.

The major topics of the reporting period included: number and location of registration points (nearly 900 this year); mandatory and additional subjects for testing; computerized system of certificates verification; the UCEQA certificate as a mandatory condition for entering HEI.

Besides, media continue to discuss privileged terms of admission for particular groups of entrants. The All-Ukrainian Pedagogical Congress in L'viv proposed to abolish considering a student's privileged status during their application to establishments of higher education (HEIs). The President of the Native School Association, Pedagogical Studies PhD, Professor Petro Sikors'kyi proposes that privileged status not be considered during the admission process to HEIs. This was outlined in the decision of the III All-Ukrainian Pedagogical Congress, which took place on December 14, 2009 in L'viv, and was widely publicized in media.

Component 5: Test Preparation

Test preparation materials for 2010 external testing. Due to lean funding from the State Budget, UCEQA will focus on the cheapest methods to inform future test takers on preparation materials, in particular informing public through media, internet, meetings with schools and pedagogical sphere representatives, etc.

Also, in the period September 29 through October 10, UCEQA had placed 2010 preparation materials on the UCEQA web site: www.testportal.com.ua . Thus, 2010 preparation materials for Mathematics and Ukrainian Language & Literature, History of Ukraine, Biology, Geography, Chemistry, Physics and Foreign languages had been uploaded. These materials include test specifications, a test demo version with correct answers and test item samples.

Component 6: Admissions Policy

Assisting MoES in developing an interactive, web-based admission management tool "Konkurs". On October 21, 2009, the Minister of Education and Science of Ukraine Ivan Vakarchuk signed the Order #958 on Regional MoES Meetings on 2010 Conditions of Admission. The aim of the five meetings was to explain to the HEIs' pro-rectors the peculiarities of the ground rules for the 2010 admission campaign and to discuss issues of policy implementation in practice.

USETI participated in the meetings, held in October-November in Kyiv, Lviv, Kharkiv, Donetsk and Odesa, to present planned changes and enhancements to the “Konkurs” web-based admission system in 2010 (currently under discussion in the MOES).

On December 18, 2009, USETI Legislative and Government Relations Manager Volodymyr Kovtunets and IT Konkurs specialists met with UCEQA Deputy Director Volodymyr Vinnik to discuss support and expansion of the web-based admissions management system Konkurs. The purpose of the meeting was to discuss the next steps in expanding Konkurs and its coordination with UCEQA database of scores.

IT specialists from Konkurs and UCEQA discussed how to more effectively have scores submitted by students to HEI’s and input into the Konkurs system be verified by UCEQA. The parties discussed the possibility of using software for “flagging” contradicting information on student scores between konkurs and UCEQA databases. As Konkurs management moves directly under Center for Educational Policy (USETI grantee) in the future, there was also discussion of the legal aspects of UCEQA’s ability to share information with a non-state entity. It is most likely the case that MoES will develop special regulations making management of Konkurs by an NGO possible, and giving it authority to check data with UCEQA. Further IT work on “synching” Konkurs and UCEQA data to flag contradictions will continue in the coming months.

Analysis of the Rules of Universities Admission. In October 2009, USETI CCN consultant Maksym Baryshnikov developed the correlation analysis of adherence of 100 university admissions procedures to the 2009 MoES Conditions of Admission. The aim of the Analysis was to sound out eventual violations in the rules of admission in accordance with MoES Conditions of Admission 2009.

After the Analysis was prepared it was sent to the Ministry of Education and Science of Ukraine.

1.2 Reports and Deliverables Completed and Submitted to USAID

Reports

- Weekly Updates on Project Activities sent to MCC-TCP Coordinator and CTO.

1.3 Variances from Work-plan

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

2. Activities Completed

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

3. MCC Indicators

See Annex 3.

4. Performance Monitoring and Evaluation Plan

See Annex 4.

5. Financial Reporting

See Annex 5.

USETI Quarter 11 Report - Annex 1: Status of Activities of Tasks

| Expected Result | Activities | Q11 | | | Progress | End-of-project target |
|---|--|---------|----------|----------|---|---|
| | | October | November | December | | |
| | | | | | | |
| Approval of MCC-TCP Implementation plan for TCP Component 5 | | | | | | |
| 1.0a TCP Component 5 Working group meetings | 1. Regular meetings with TCP Working Group | | | | Completed Y1. | MCC-TCP Implementation plan approved by TCP Executive Board and MCC |
| 1.0b Draft TCP Implementation plan | 1. USETI drafts initial document 2. Working Group makes recommendations and revisions | | | | | |
| 1.0c Submit plan for approval to USAID, MCC TCP Coordinator | 1. Submit first draft for comments 2. Submit final draft for approval | | | | | |
| Component 1: Build the capacity of UCEQA and regional testing centers to develop, implement and conduct standardized tests | | | | | | |
| Activity 1.1: Support MOES in organizational development of UCEQA and regional test centers | | | | | | |
| 1.1a Articulate roles & responsibilities of UCEQA & regional test centers | 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 |
| Activity 1.2: Support UCEQA in establishing a working group of test developers including representatives from universities and secondary schools | | | | | | |
| 1.2a Establish UCEQA working group of test developers in all subject areas | 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 |
| Activity 1.3: Train UCEQA in appropriate test development, testing and psychometric methodologies (also see component 2 on test security) | | | | | | |
| 1.3a UCEQA working group of test developers trained in test development | 1. Test Development workshops 2. Support construction of tests in all subjects 3. Correlation Analysis of the external testing 2008 results to the academic achievements of first year students | | | | Consultant Mark Zelman assisted in Ability Test Development in December. Consultants Markus Broer, Mark Zelman and Iwa Mindadze supported during their visits. Completed Y1. | Independent capacity of UCEQA test developers in test construction, including use of modern psychometrics |
| 1.3b Train UCEQA IT group in data analysis & psychometrics | 1. Hold workshop in psychometrics for data analysts 2. Support data analysis and reporting | | | | Consultant Zarko Vukmirovic conducted the workshops in October. Support conducting during USETI consultants visits and via internet. | |
| 1.3c Establish UCEQA item bank & develop management system | 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 | | | | Consultant Zarko Vukmirovic conducted the workshops in October. Support conducting during USETI consultants visits and via internet. Completed Y3. Support conducting during USETI consultants visits and via internet. | Functional system of item banking managed by UCEQA staff |
| 1.3d Train UCEQA & regional centers in logistics & test administration to handle major expansion | 1. Hold workshops in standardized test administration 2. Advise on test administration | | | | Completed in Y2. USETI advises on test administration regularly. | Independent capacity of UCEQA to handle logistics & test administration of expanded operations |

USETI Quarter 11 Report - Annex 1: Status of Activities of Tasks

| Expected Result | Activities | Q11 | | | Progress | End-of-project target |
|---|---|---------|----------|----------|--|---|
| | | October | November | December | | |
| | | | | | | |
| 1.3e Train UCEQA in scoring objective & open-ended items & score reporting | | | | | | 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 | | | | Consultant Algirdas Zabulionis worked with UCEQA in December. | |
| Activity 1.4: Create capacity within UCEQA to deliver training in test development, testing and psychometrics in the future | | | | | | |
| 1.4a Develop UCEQA procedures & materials for test development, administration, scoring, analysis & reporting | | | | | | Capacity & materials exists within UCEQA for delivering training & sustaining operations for all subjects & expanded testing |
| | 1. Support Test Development Manual | | | | Completed Y3. Roadmap revised and sent to UCEQA and MoES. | |
| | 2. Support Item Writing Manual | | | | | |
| | 3. Support Test Administration Manual | | | | | |
| | 4. Support Test Scoring, Analysis Manual | | | | | |
| | 5. Revised Roadmap for UCEQA and MoES | | | | | |
| Activity 1.5: With MOES and UCEQA, establish partnerships with 2-3 leading pedagogical universities and develop graduate curriculum in psychometrics | | | | | | |
| 1.5a Establish working group & hold meetings for developing graduate curriculum in psychometrics | | | | | | 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 | | | | Completed in Y2. | |
| | 3. Hold training of trainers for teaching Educational Measurement in Pedagogic Universities | | | | Completed in Y2. | |
| | 4. Evaluation of Educational Measurement course | | | | Completed in Y3. | |
| 1.5b Action plan & development of graduate level curriculum in psychometrics for universities | | | | | | Action plan & curriculum for implementing a psychometrics program developed |
| | 1. Work on Action Plan | | | | Completed Y3. | |
| | 2. Universities identified | | | | | |
| | 3. Analyze current status of Psychological Testing discipline | | | | | |
| Component 2: Establish effective security systems for all testing processes | | | | | | |
| Activity 2.1: Strengthen system protecting identity of test takers and testing processes including results data storage | | | | | | |
| 2.1a Introduce UCEQA to international methods of test security | | | | | | 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 | | | | Completed in Y2. | |
| 2.1b Train UCEQA in security of testing operations | | | | | | 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 | | | | Completed in Y2. | |
| | 2. Support use of systems for test security | | | | | |

USETI Quarter 11 Report - Annex 1: Status of Activities of Tasks

| Expected Result | Activities | Q11 | | | Progress | End-of-project target |
|---|--|---------|----------|----------|--|---|
| | | October | November | December | | |
| | | | | | | |
| 2.1c Enhance system protecting identity of test takers | | | | | | |
| | 1. Review current system to protect identity of test takers | | | | Completed in Y2. | Improved and reliable systems implemented and maintained by UCEQA IT group for protecting identity of test takers |
| | 2. Propose revisions to system protecting identity | | | | | |
| | 3. Workshop on implementing a secure system to protect identity | | | | | |
| Activity 2.2: Install surveillance cameras inside test centers | | | | | | |
| 2.2a Implement pilot for selective use of mobile surveillance cameras inside 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. | Mobile surveillance cameras will be piloted inside selected test sites |
| | 2. Procure cameras | | | | | |
| | 3. Train RC staff in installation and use | | | | | |
| | 4. Install pilot security equipment in test facilities | | | | | |
| Activity 2.3: Install electronic monitors inside printing facilities and outside test sites for external public oversight of testing process | | | | | | |
| 2.3a Adopt and implement system for secure printing of test booklets | | | | | | |
| | 1. Review of current printing facilities | | | | Completed in Y1. Completed in Y1. Completed in Y2.. | Printing of test booklets secured through procurement of state of the art security equipment |
| | 2. Make recommendations on increasing security | | | | | |
| | 3. Train UCEQA staff in secure printing methods | | | | | |
| 2.3b Implement system for secure test centers through outside viewing | | | | | | |
| | 1. Analyze security of outside viewing | | | | Completed in Y1 - pilot for outside viewing advised against. Completed in Y1 - pilot for outside viewing advised against. | Public will have ability to view testing as observers and be assured of secure testing administration through observer |
| | 2. Make recommendations on use of outside viewing | | | | | |
| Activity 2.4: Develop and administer customer satisfaction surveys of test takers and their parents | | | | | | |
| 2.4a Develop, administer and analyze customer satisfaction surveys | | | | | | |
| | 1. Develop/revise customer satisfaction surveys | | | | Completed in Y2. | Customer satisfaction surveys conducted & analyzed |
| | 2. Survey test takers | | | | | |
| | 3. Survey parents and teachers | | | | | |
| | 4. Survey public | | | | | |
| | 5. Survey scorers | | | | | |
| | 6. Survey proctors | | | | | |
| 2.4b Train local NGOs in developing & administering customer satisfaction surveys to students, parents & teachers | | | | | | |
| | 1. On the ground training of TTC in survey development and analysis | | | | Completed in Y2. | Increased capacity of NGOs to develop, conduct & analyze customer satisfaction surveys across expanded testing program |
| | 2. Remote training of development and analysis | | | | | |
| Component 3: Develop legal and normative bases necessary for effective functioning of external testing and university admissions | | | | | | |
| Activity 3.1: Draft amendments to existing laws and normative acts codifying requirements for university admissions | | | | | | |
| 3.1a Establish working group on higher education, comprised of parliamentarians, educators, NGO's and other stakeholders | | | | | | |
| | 1. Create working group (with IRF and UCEQA reps) | | | | Completed in Y1. WG conducted 2 meetings in October and December 2009. Completed Y3. | Working group on higher education for codifying requirements for university admissions established and holding meetings |
| | 2. Hold group meetings on legal issues | | | | | |
| | 3. Hold workshops on legal issues relating to testing and admissions | | | | | |
| 3.1b Draft legislation on codifying requirements for university admissions | | | | | | |
| | 1. Analyze current acts | | | | Completed in Y2. Completed Y3. Completed Y3. | Legislation drafted and ready for adoption by parliament |
| | 2. Support follow-up to stakeholders on legal issues | | | | | |
| | 3. Support amending existing laws and normative acts | | | | | |

USETI Quarter 11 Report - Annex 1: Status of Activities of Tasks

| Expected Result | Activities | Q11 | | | Progress | End-of-project target |
|---|---|---------|----------|----------|---|---|
| | | October | November | December | | |
| | | | | | | |
| Activity 3.2: Address issues of sustainable funding of new testing system and responsibilities and sanctions for violations | | | | | | |
| 3.2a Draft legislation to protect intellectual property of UCEQA | | | | | | |
| | 1. Analyze current acts | | | | Completed in Y1. | Legislation drafted and ready for adoption by parliament |
| | 2. Support follow-up to stakeholders on legal issues | | | | Completed Y3. | |
| | 3. Support amending existing laws and normative acts | | | | Completed Y3. | |
| 3.2b Draft legislation on legal sanctions for security violations | | | | | | |
| | 1. Analyze current acts | | | | Completed in Y2. | Legislation drafted and ready for adoption by parliament |
| | 2. Support follow-up to stakeholders on legal issues | | | | Completed Y3. | |
| | 3. Support amending existing laws and normative acts | | | | Completed Y3. | |
| 3.2c Draft legislation on sustainable funding for new testing system | | | | | | |
| | 1. Analyze current acts | | | | Completed in Y2. | Legislation drafted and ready for adoption by parliament |
| | 2. Support follow-up to stakeholders on legal issues | | | | Completed Y3. | |
| | 3. Support amending existing laws and normative acts | | | | Completed Y3. | |
| Component 4: Increase public support for external standardized testing as means of combating corruption associated with admissions | | | | | | |
| Activity 4.1: Inform and educate media about the performance of USETI | | | | | | |
| 4.1a Conduct nationwide media campaigns - ongoing | | | | | | |
| | 1. USETI Kick-off event | | | | Completed in Y1. | Through regular monitoring and contacts with the media the public is well informed about testing issues. |
| | 2. Message development | | | | Completed in Y1. | |
| | 3. Media monitoring | | | | Completed Y3. | |
| | 4. Trouble-shooting | | | | Regular trouble-shooting. | |
| 4.1b Improve, expand & make available Info materials from UCEQA | | | | | | |
| | 1. Review existing material | | | | Completed in Y1. | Improved & expanded informational materials available; website created & visited |
| | 2. Recommend changes to existing material | | | | Completed in Y1. | |
| | 3. Print revised material in limited quantity | | | | Completed in Y1. | |
| | 4. Develop newsletter for test takers and parents (on-line and printed for rural areas) | | | | In November USETI developed a Newsletter for external testing registration. | |
| | 5. Produce newsletter for test takers (on-line and print for rural areas) | | | | In December USETI produced the Newsletter for external testing registration and delivered it to RCEQAs. | |
| | 6. Training for UCEQA and RC PR staff | | | | Completed in Y1. | |
| | 7. Informational and strategic support to UCEQA Information Center | | | | USETI regularly supports UCEQA Information Center | |
| 4.1c Train media on educational testing issues, anti-corruption strategies & role of public monitoring | | | | | | |
| | 1. One day trainings in Kyiv for media representatives from each region | | | | Completed in Y2. | Key media representatives trained & regularly reporting on results from testing initiatives |
| Activity 4.2: Develop and conduct press and outreach campaigns focused on positive anti-corruption messages | | | | | | |
| 4.2a Guide educators & GOU officials to become public advocates for external testing as a criterion for university admissions | | | | | | |
| | 1. High level Round Tables | | | | High Level Round Table conducted in October. | Advocacy and regular working group meetings to help forge consensus on key issues regarding testing |
| | 2. Annual university regional round tables | | | | Completed in Y2. | |
| | 3. Media coverage of events | | | | Media coverage began and continues. | |
| 4.2b Produce and assure airing of informational videos on testing | | | | | | |
| | 1. Produce informational video | | | | Completed in Y1. | Wide availability of media products leading to public understanding of link between testing & anti-corruption |
| | 2. Information video finished and aired | | | | Completed in Y1. | |
| | 3. Produce Public Service Announcement (PSA) | | | | Completed in Y2. | |
| | 4. PSA produced and aired | | | | Completed in Y2. | |

USETI Quarter 11 Report - Annex 1: Status of Activities of Tasks

| Expected Result | Activities | Q11 | | | Progress | End-of-project target |
|---|------------|---------|----------|-----------------------|----------|---|
| | | October | November | December | | |
| | | | | | | |
| Activity 4.3: Increase media coverage of and public discussion about the need for and ways to mitigate corrupt practices in university admissions | | | | | | |
| 4.3a Train NGO representatives in public monitoring of testing process; conducting monitoring | | | | | | NGO representatives trained on conducting public monitoring of testing and conducting further training and monitoring |
| 1. Train one representative from each administrative region | | | | Completed in Y3. | | |
| 2. NGO trains regional representatives in each region | | | | Completed in Y3. | | |
| 3. Organize a national independent monitoring campaign | | | | Completed in Y3. | | |
| 4.3b Train facilitators in holding town meetings on external testing for university admissions; conducting meetings | | | | | | Facilitators training on holding town meetings about linkages between external testing and anti –corruption and holding Town Meetings to educate |
| 1. Training workshop for facilitators | | | | Completed in Y1. | | |
| 2. Town meetings | | | | Completed in Y1. | | |
| 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 | | | | | | |
| 5.1a Make available test preparation materials developed to test-takers directly (incl. internet) & via schools | | | | | | UCEQA-developed enhanced materials for all subjects and made available to each registered test-taker (directly & via schools) |
| 1. Site visits to prepare to assist UCEQA develop strategy for delivering materials directly to test takers | | | | Completed in Y2. | | |
| 2. Conduct workshop to develop strategy and test preparation materials | | | | Completed in Y2. | | |
| 3. Support creation of test preparation materials and guides | | | | Completed in Y2. | | |
| 5.1b Develop model for producing & distributing other test preparation materials under UCEQA licensing; model designed to generate revenue for UCEQA | | | | | | UCEQA-led system of licensing developed, with provisions for test item release & guidelines for production of quality materials; system to generate revenue |
| 1. Working group developed in developing materials and model | | | | Completed Y2. | | |
| 2. Model developed for UCEQA licensing | | | | Completed Y3. | | |
| 3. Model developed for revenue generation | | | | Developed in Y2. | | |
| 5.1c Develop plan 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 |
| 1. Model developed | | | | Completed in Y2. | | |
| 2. Trainings developed | | | | Completed in Y2. | | |
| 3. Training of UCEQA staff in carrying out training | | | | Completed in Y2. | | |
| 4. Revisions made if necessary | | | | Completed Y3. | | |
| Component 6: Begin elaboration and lay groundwork for establishing of 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 | | | | | | |
| 6.1a Introduce stakeholders to a variety of international models for higher ed.admissions | | | | | | Stakeholders have a clear view of various models for student admissions & understand the advantages & disadvantages of these alternative systems |
| 1. High level Round Tables | | | | Conducted in October. | | |
| 2. Annual university Regional round tables | | | | Completed in Y2. | | |
| 3. Stakeholder participation in assessment conference in Azerbaijan | | | | Completed in Y1. | | |
| 4. Study tour to United States | | | | Completed in Y1. | | |
| 6.1b Establish working group of stakeholders to propose new strategies | | | | | | Working group is formulated that will address new admissions process & role of testing |
| 1. Establish working group | | | | Completed in Y1. | | |
| 2. Working group meetings | | | | Completed Y3. | | |
| 3. Support development of policy on admissions procedures | | | | Completed Y3. | | |

USETI Quarter 11 Report - Annex 1: Status of Activities of Tasks

| Expected Result | Activities | Q11 | | | Progress | End-of-project target |
|---|------------|---------|----------|------------------------------|----------|--|
| | | October | November | December | | |
| | | | | | | |
| 6.1c Stakeholders develop admissions reform criteria that incorporates test scores | | | | | | 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 in Y2. | | |
| Activity 6.2: Develop strategy for management of admissions process, including admissions committees, their roles, and accountability mechanisms | | | | | | |
| 6.2a Stakeholders develop admissions reform strategy that incorporates test scores | | | | | | 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 Y2. | | |
| 2. Recommendations from Working Group presented to Universities | | | | Completed in Y2. | | |
| 6.2b Conduct symposium on strategy, implementation & management of new university admission procedures | | | | | | Strategic & operational plans presented to a wider circle of stakeholders & amended |
| 1. Policy developed by Working Group | | | | Completed in Y2. | | |
| 2. Hold Symposium to present proposed policy | | | | Completed in Y2. | | |
| 6.2c Assist MOES in developing an interactive, web-based admissions management tool | | | | | | 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 | | | | Completed in Y2. | | |
| 2. Support system throughout application calendar | | | | Support began and continues. | | |

| USETI Quarter 10 Report - Annex 2: Status of Overall Project Progress | | | |
|---|--|---|---|
| Expected Result | Activities | Progress | End-of-project target |
| Approval of MCC-TCP Implementation plan for TCP Component 5 | | | |
| 1.0a | TCP Component 5 Working group meetings | Completed Y1 | MCC-TCP Implementation plan approved by TCP Executive Board and MCC |
| 1.0b | Draft TCP Implementation plan | Completed Y1 | |
| 1.0c | Submit plan for approval to USAID, MCC TCP Coordinator | Completed Y1 | |
| Component 1: Build the capacity of UCEQA and regional testing centers to develop, implement and conduct standardized tests | | | |
| Activity 1.1: Support MOES in organizational development of UCEQA and regional test centers | | | |
| 1.1a | Articulate roles & responsibilities of UCEQA & regional test centers | Completed Y1 | Roles and responsibilities of UCEQA and regional centers established, with standardized procedures |
| Activity 1.2: Support UCEQA in establishing a working group of test developers including representatives from universities and secondary schools | | | |
| 1.2a | Establish UCEQA working group of test developers in all subject areas | Completed Y1 | Working groups established in sufficient numbers, with TORs |
| Activity 1.3: Train UCEQA in appropriate test development, testing and psychometric methodologies (also see component 2 on test security) | | | |
| 1.3a | UCEQA working group of test developers trained in test development | Consultant Mark Zelman supported Ability Test Development WG in December. Mark Zelman, Zarko Vukmirovic and Markus Broer supported UCEQA test construction during their visits. | Independent capacity of UCEQA test developers in test construction, including use of modern psychometrics |
| 1.3b | Train UCEQA IT group in data analysis & psychometrics | Consultant Zarko Vukmirovic conducted the workshop in October. | (calibration, scaling & equating) |
| 1.3c | Establish UCEQA item bank & develop management system | Consultant Zarko Vukmirovic conducted the workshops in October. | Functional system of item banking managed by UCEQA staff |
| 1.3d | Train UCEQA & regional centers in logistics & test administration to handle major expansion | Completed Y3. | Independent capacity of UCEQA to handle logistics & test administration of expanded operations |
| 1.3e | Train UCEQA in scoring objective & open-ended items & score reporting | Algirdas Zabulionis worked with UCEQA in December.. | Independent capacity of UCEQA to handle scoring & score reporting for a large volume of tests & test takers |
| Activity 1.4: Create capacity within UCEQA to deliver training in test development, testing and psychometrics in the future | | | |
| 1.4a | Develop UCEQA procedures & materials for test development, administration, scoring, analysis & reporting | Roadmap developed and sent to UCEQA and MoES. | Capacity & materials exists within UCEQA for delivering training & sustaining operations for all subjects & expanded testing |
| Activity 1.5: With MOES and UCEQA, establish partnerships with 2-3 leading pedagogical universities and develop graduate curriculum in psychometrics | | | |
| 1.5a | Establish working group & hold meetings for developing graduate curriculum in psychometrics | Completed in Y3. | 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 | Completed Y3. | Action plan & curriculum for implementing a psychometrics program developed |

| USETI Quarter 10 Report - Annex 2: Status of Overall Project Progress | | | |
|---|--|--|---|
| Expected Result | Activities | Progress | End-of-project target |
| Component 2: Establish effective security systems for all testing processes | | | |
| Activity 2.1: Strengthen system protecting identity of test takers and testing processes including results data storage | | | |
| | 2.1a Introduce UCEQA to international methods of test security | Completed in Y2. | Exposure of UCEQA staff to internationally-used methods of test security |
| | 2.1b Train UCEQA in security of testing operations | Completed in 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 in Y2. | Improved and reliable systems implemented and maintained by UCEQA IT group for protecting identity of test takers |
| Activity 2.2: Install surveillance cameras inside test centers | | | |
| | 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 |
| Activity 2.3: Install electronic monitors inside printing facilities and outside test sites for external public oversight of testing process | | | |
| | 2.3a Adopt and implement system for secure printing of test booklets | Completed in Y2. | 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 |
| Activity 2.4: Develop and administer customer satisfaction surveys of test takers and their parents | | | |
| | 2.4a Develop, administer and analyze customer satisfaction surveys | Completed in Y2. | Customer satisfaction surveys conducted & analyzed |
| | 2.4b Train local NGOs in developing & administering customer satisfaction surveys to students, parents & teachers | Completed in Y2. | Increased capacity of NGOs to develop, conduct & analyze customer satisfaction surveys across expanded testing program |
| Component 3: Develop legal and normative bases necessary for effective functioning of external testing and university admissions | | | |
| Activity 3.1: Draft amendments to existing laws and normative acts codifying requirements for university admissions | | | |
| | 3.1a Establish working group on higher education, comprised of parliamentarians, educators, NGO's and other stakeholders | WG conducted 2 meetings in October and December 2009. | 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 | Completed Y3. | Legislation drafted and ready for adoption by parliament |
| Activity 3.2: Address issues of sustainable funding of new testing system and responsibilities and sanctions for violations | | | |
| | 3.2a Draft legislation to protect intellectual property of UCEQA | Completed Y3. | Legislation drafted and ready for adoption by parliament |
| | 3.2b Draft legislation on legal sanctions for security violations | Completed Y3. | Legislation drafted and ready for adoption by parliament |

| USETI Quarter 10 Report - Annex 2: Status of Overall Project Progress | | | |
|--|--|--|--|
| Expected Result | Activities | Progress | End-of-project target |
| 3.2c | Draft legislation on sustainable funding for new testing system | Completed Y3. | Legislation drafted and ready for adoption by parliament |
| Component 4: Increase public support for external standardized testing as means of combating corruption associated with admissions | | | |
| Activity 4.1: Inform and educate media about the performance of USETI | | | |
| 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 | In November-December USETI developed a Newsletter for external testing registration and delivered to RCEQAs. | Improved & expanded informational materials available; website created & visited |
| 4.1c | Train media on educational testing issues, anti-corruption strategies & role of public monitoring | Completed Y3. | Key media representatives trained & regularly reporting on results from testing initiatives |
| Activity 4.2: Develop and conduct press and outreach campaigns focused on positive anti-corruption messages | | | |
| 4.2a | Guide educators & GOU officials to become public advocates for external testing as a criterion for university admissions | Conducted in October 2009. | 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 | Completed Y2. | Wide availability of media products leading to public understanding of link between testing & anti-corruption |
| Activity 4.3: Increase media coverage of and public discussion about the need for and ways to mitigate corrupt practices in university admissions | | | |
| 4.3a | Train NGO representatives in public monitoring of testing process; conducting monitoring | Completed Y3. | 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 in Y1. | 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 10 Report - Annex 2: Status of Overall Project Progress | | | |
|---|--|--|---|
| Expected Result | Activities | Progress | End-of-project target |
| 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 | | | |
| | 5.1a Make available test preparation materials developed to test-takers directly (incl. internet) & via schools | Completed Y2. | 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 | Completed Y3. | 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 | Completed Y3. | Plan and guidelines developed for using 30 UCEQA educational training centers to provide test preparation courses & materials to test-takers |
| Component 6: Begin elaboration and lay groundwork for establishing of 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 | | | |
| | 6.1a Introduce stakeholders to a variety of international models for higher ed.admissions | Conducted in October. | 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 | Completed Y3. | Working group is formulated that will address new admissions process & role of testing |
| | 6.1c Stakeholders develop admissions reform criteria that incorporates test scores | Completed Y3. | Stakeholders use international information, adapted to local context, to develop a strategy for Ukrainian higher ed. |
| Activity 6.2: Develop strategy for management of admissions process, including admissions committees, their roles, and accountability mechanisms | | | |
| | 6.2a Stakeholders develop admissions reform strategy that incorporates test scores | Completed 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 | Completed 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. USETI support began and continues. | 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 | | | | FY2010 | Notes |
|--------------------------------|---|--------|--------------------------|----------------|--------|-------------------|--------------------------------------|------------------------|-------|---------------------------------------|--------------------------|------------------------------------|---|----|--------|--|
| | | | | | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | |
| 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 | # of tests securely administered, thousands | | | Legislative issues: On April 15, 2009, the Draft Law on testing (#4241) has made it through the first reading in the Parliament . During April-June 2009 ELPEG developed recommendations and delivered them to the Committee on Science and Education of Ukraine. The second reading of the Draft Law on Testing (#4241) is at the Agenda of the current Verkhovna Rada's session. USETI worked with the Parliament's Committee on its improvements. |
| | | - | 247 | Actual | - | Completed | Completed | Completed | 1,010 | in process | in process | Completed | 1,227.436 | | | |

NOTIFICATION:

The highlighted chart area corresponds to the two quarters of the USETI 8-month-extension-period - April 16 through December 31, 2009 (for which no expected results were formalized by USAID/MCC). USETI is providing this data for comparative purposes.

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 | Q9 | Q10 | Q11 | Target End of Project | Notes | |
|---|--|-------------------------------------|--------------------|--|----------|----|----|------|------|------|------|-------|-------|-------|-------|-------|-----------------------|--|---|
| | | Data Source | Collection | Responsible | | | | | | | | | | | | | | | |
| Component 1: Build Capacity of UCEQA and Regional Testing Centers to Develop, Implement and Conduct Standardized Tests | | | | | | | | | | | | | | | | | | | |
| Activity 1.1: Support MOES in organizational development of UCEQA and regional test centers | | | | | | | | | | | | | | | | | | | |
| 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 | Yes | Yes | Yes | Yes | Yes | Internal procedures of roles & responsibilities of UCEQA & regional centers for testing exist. However other procedures will be enlarged by the information provided by USETI Consultants (Test Development, Test Administration manuals, etc.) |
| Activity 1.2: Support UCEQA in establishing a working group of test developers including representatives from universities and secondary schools | | | | | | | | | | | | | | | | | | | |
| 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 | 11 | 11 | 11 | 11 | 13 | Preliminary groups exist for subjects for which tests have been conducted; need to expand for full coverage. | |
| Activity 1.3: Train UCEQA in appropriate test development, testing and psychometric methodologies (also see component 2 on test security) | | | | | | | | | | | | | | | | | | | |
| 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% | 90% | 95% | 98% | 98% | 100% | In December, consultant Mark Zelman Supported Ability Test Development. Also, Mark Zelman, Iwa Mindadze and Markus Broer supported UCEQA 2010 test construction. | |
| 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% | 70% | 85% | 95% | 98% | 100% | USETI consultant Zarko Vukmirovic worked with UCEQA on data analysis & psychometrics in September-October. | |
| 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% | 90% | 95% | 98% | 98% | 100% | USETI consultant Zarko Vukmirovic worked with UCEQA on item banking development in September-October. | |
| | # 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 | 12821 | 12821 | 12821 | 12821 | | | |

| Expected Result | Performance Indicator | Methodology for Measurement | | | Baseline | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | 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% | 90% | 90% | 90% | 90% | 100% | USETI consultant Algirdas Zabulionis worked with UCEQA on logistics & test administration during his visits in January and March 2009. |
| 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% | 95% | 95% | 95% | 98% | 100% | USETI consultant Algirdas Zabulionis supported UCEQA in scoring objective & open-ended & score reporting during his visits in December. |
| 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 | 3 | 3 | 3 | 4 | 4 | USETI developed Roadmap in October and sent it to UCEQA and MoES. |
| 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 | 2 | 3 | 3 | 3 | 3 | No WG meeting was conducted in Q11. |
| 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% | 80% | 80% | 80% | 80% | 100% | |
| 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 | | | | | | | | | | | | | | | | | | |
| a. UCEQA introduced to international methods of test | % of UCEQA and regional center staff who demonstrate understanding of data | Training reports | Quarterly | Component 2 leader; testing & IT consultants | 5% | 5% | 5% | 10% | ... | 50% | 50% | 50% | 90% | 90% | 90% | 90% | 100% | USETI consultant Algirdas Zabulionis worked with UCEQA on data management, use of |

| Expected Result | Performance Indicator | Methodology for Measurement | | | Baseline | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Target End of Project | Notes |
|--|---|---|---------------|--|----------|------|------|------|------|------|------|------|------|------|------|------|---------------------------------------|--|
| | | Data Source | Collection | Responsible | | | | | | | | | | | | | | |
| security | management and psychometric methods to achieve security | | | | | | | | | | | | | | | | | multiple forms, etc. for test security during his visits in January and March 2009. |
| b. UCEQA trained in security of testing operations | % of UCEQA and regional center staff who demonstrate 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% | 90% | 90% | 90% | 90% | 100% | USETI consultant Algirdas Zabulionis worked with UCEQA printing facilities personnel on test security issues during his visit in 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% | 100% | 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 | 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 | 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 | 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 & analyzed | # 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 | 9007 | 9007 | 9007 | 9007 | 4900 | Completed. |

| Expected Result | Performance Indicator | Methodology for Measurement | | | Baseline | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Target End of Project | Notes |
|---|--|---|---------------|---------------------------|----------|---------|---------|---------|---------|-----------|-----------|-----------|---------|-----------|-----------|---------------|-----------------------|--|
| | | Data Source | Collection | Responsible | | | | | | | | | | | | | | |
| 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 | 23 | 24 | 41 | 43 | 43 | 43 | 43 | 7 | Completed. |
| Component 3. Develop Legal and Normative Bases for Effective Functioning of External Testing | | | | | | | | | | | | | | | | | | |
| 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 | 9 | 18 | 21 | 22 | 24 | 27 | 29 (2 in Q11) | 4 | In August ELPEG conducted two meetings. |
| 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 3 | Stage 3/4 | Stage 3/4 | Stage 3/4 | 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 3 | Stage 3/4 | Stage 3/4 | Stage 3/4 | Stage 4 | Stage 1 – Interested groups propose that legislation is needed on this issue; Stage 2 – Issue is introduced in the relevant legislative committee; Stage 3 – Legislation is drafted by relevant committee; Stage 4 – Legislation is debated by the legislature. |
| b. Legislation drafted on legal sanctions for security | 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 3 | Stage 3/4 | Stage 3/4 | Stage 3/4 | Stage 4 | Stage 1 – Interested groups propose that legislation is needed on this issue; |

| Expected Result | Performance Indicator | Methodology for Measurement | | | Baseline | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Target End of Project | Notes | |
|---|---|--|---------------|---------------------------|----------|---------|---------|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------------------------|-----------------------|---|--|
| | | Data Source | Collection | Responsible | | | | | | | | | | | | | | | |
| violations | | | | | | | | | | | | | | | | | | 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 3 | Stage 3/4 | Stage 3/4 | Stage 3/4 | Stage 4 | Stage 4 | Stage 1 – Interested groups propose that legislation is needed on this issue; Stage 2 – Issue is introduced in the relevant legislative committee; Stage 3 – Legislation is drafted by relevant committee; Stage 4 – Legislation is debated by the legislature. |
| 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% | 87% | 75% | n/a | n/a | 50% | Contract with Beklanova PE was concluded in June 2009, but daily media monitoring is conducting. | |
| 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 | 995,900 | 1,023,900 | 3,547,400 | 3,552,000 | 3,989,000 (437,000 in Q11) | 300,000 | In Q11 USETI developed and delivered to RCEQA 437,000 copies of newsletter for 2010 testing registration. | |
| 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 | 36 | 36 | 60 | 60 | 85 | 85 | 85 | 30 | Completed. | |
| 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 | # 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 | 11 | 11 | 16 | 16 | 16 | 16 | 17 (1 in Q11) | 22 | The High Level RT was conducted in October. | |

| Expected Result | Performance Indicator | Methodology for Measurement | | | Baseline | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Target End of Project | Notes |
|--|--|---|------------|---|----------|-----|-----|------|---------------|------|--------------|--------------|--------------|-------|-------|-------|-----------------------|--|
| | | Data Source | Collection | Responsible | | | | | | | | | | | | | | |
| admissions | | | | | | | | | | | | | | | | | | |
| 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 | 5 | 6 | 6 | 6 | 3 | Completed. |
| 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 | 3390 | 3390 | 3393 | 3418 | 4,383 | 4,383 | 4,383 | 250 | Completed. |
| 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 | 45 | 45 | 45 | 45 | 104 | Completed in Y1. |
| 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) | 90% (in Y2). | 100% | 100% | | 60% (for Y1) | In Q11 UCEQA placed test pep materials on its web-site. . |
| 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 | Yes | Yes | 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 |

| Expected Result | Performance Indicator | Methodology for Measurement | | | Baseline | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Target End of Project | Notes |
|--|---|--|---------------|---|----------|-----|-----|-----|-----|-----|------------|------------|------------|------------|------------|---------------|-----------------------|---|
| | | Data Source | Collection | Responsible | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | developed by specialists of the EQEA Project, and revisions will be made in the next quarter. |
| 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 | Yes | UCEQA administered a preparation test in all subjects in March 2009. Although the preparation test was fee based, it was a unique possibility for test takers to get prepared. Due to availability of tests on-line and in schools from previous years, test takers 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 | 11 | 11 | 16 | 16 | 16 | 16 | 17 (1 in Q11) | 22 | The High Level RT was conducted in October 2009. |
| 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 | 9 | 18 | 21 | 22 | 24 | 27 | 29)2 in Q11) | 4 | In October and December ELPEG conducted 2 meetings. |
| c. Stakeholders develop admissions reform criteria that incorporates test scores | Admissions reform criteria developed and drafted | Working group report on criteria for higher education admissions | Semi-annually | Component 6 leader & testing consultant | N/A | n/a | n/a | n/a | n/a | n/a | Yes | Yes | Yes | Yes | Yes | Yes | Yes | In September the new admissions 2010 were developed. |
| 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 | Yes | Yes | Yes | Yes | Completed. |

| Expected Result | Performance Indicator | Methodology for Measurement | | | Baseline | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Target End of Project | Notes |
|--|--|------------------------------|--------------------|---|----------|-----|-----|-----|-----|---------|---|-----------|-----------|-----------------------------|-----------|-----------|-----------------------|--|
| | | Data Source | Collection | Responsible | | | | | | | | | | | | | | |
| 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 | Yes | Yes | Yes | Yes | Completed. |
| 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 | Yes | Yes | Yes | Yes | An interactive, web-based admissions management tool developed and implemented. USETI supports 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 | 1,010,000 | 2,237,436 (1,227,436 in Q9) | 2,237,436 | 2,237,436 | 800,000 (for Y1) | During the external testing session 2009 1,227,436 tests were securely administered. |