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USAID QUALITY LEARNING PROJECT (QLP)

Annual Report

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Submitted to:

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I. Overview

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

The Project started on 30 September 2007 and is due to be completed by 29 September 2012. Overall budget allocation is \$11, 979,264, apportioned to the three target countries as follows: Tajikistan \$5,378,518; Kyrgyzstan \$4,807,303 and Turkmenistan \$1,793,443

II. Project goal, components and activities

A. Project Goal

The project aims to build the capacity of state systems of Pre-service and In-service training of teachers in order that student achievement results reflect greater levels of higher order thinking such as application, synthesis, problem solving and critical thinking. These latter skills are needed for students to be prepared for and competitive in emerging market-driven economies, as well as to fulfill roles as active citizens in a participatory democracy.

The project will target curricula of In-service and Pre-service training programs to introduce more child-centered pedagogy, including the use of formative assessment techniques to boost student learning. It will also examine what supplementary materials teachers need in the classroom to be supported to deliver improved student outcomes.

The project will continue USAID's involvement in piloting and introducing reform of education financing by providing technical assistance to introduce per-capita financing of education.

B. Project Components

Tajikistan

IR1: Improved Quality of Teacher Training in Student-Centered Methods

1.1 Improved Quality of In-Service Training

The objective of this component is to improve the quality of teacher training programs. Activities under this component shall expand the use of innovative, student-centered methodologies in teaching, through training and technical assistance to primary and secondary teachers, school directors, ISTTIs, pre-service training faculty, and students of pre-service training institutes.

1.1. A. Collaborate with MOE to form Teacher Training Working Group (TTWG)

During consultation meetings with MOE and taking account of previous project experience (PEAKS) the QLP staff came to the conclusion that establishing a project specific Teacher Training Working Group would not be effective and significant. Moreover, several international agencies and donor organizations have been trying to establish working groups in MOE, but the working group activity has been ineffective and not sustainable: the same people participate in different WGs and were not able to manage their assigned responsibilities. This has been discussed and agreed with USAID and in order to take forward the

aims of the project in involving Ministry representatives, QLP is intending to involve MOE representatives in workshops specific for the purpose for technical support, advice and receiving official approval.

1.1. B. Assist RTTI to Review and Improve RITTI FTI 1 Training Modules;

QLP contracted Mr. Damir Safin and Mrs. Ruzaniya Musina; Regional Consultants; to provide technical expertise during the FTI module improvement process throughout the summer 2008 to assure maximum allocation of human resource to the FTI 2 work plan component;

Agreement with Republican Teacher Training Institute (RTTI) on improvement of four Subject Based and General FTI modules

Early in May 2008 QLP officially signed an MOU with the RITTI. This agreement outlined responsibilities and joint work assignments for improvement of FTI 1 modules such as Math secondary level, Tajik language secondary level, Chemistry, Biology and General Pedagogy.

Selection of FTI Module Developers

In consultation with USAID, the project staff developed specific criteria for the selection of FTI module developers. Fourteen candidates applied for the announced positions. With the agreement of USAID eight candidates were selected after going through the interview process.

FTI Developer Working Sessions

Following selection process and orientation, the FTI developers met regularly for working sessions that formed the core of their work - to improve the selected modules (Math, Biology, Chemistry, Tajik Language and General Pedagogy). This work has been progressing; however QLP based on the Regional Consultants' recommendation proposed to USAID to extend the timeline for selected modules improvement from that planned in the original work plan to ensure the best quality outcome. The analysis of the FTI-1 training modules revealed that an estimated 70 percent of the existing modules require some degree of redesign and revision and because of the extent of revision it was necessary to field test the updated materials to ensure an adequate process to attain the desired standard of quality. It is anticipated that the revised training modules will be ready for MOE approval by the end of October, 2008.

1.1. C Assist RTTI to Strengthen FTI Trainers on Revised Modules

Due to the delay of module improvement and approval this activity was postponed to Year 2

Outcome/results

--Eight local developers capacity is built: they are confident in developing modules;

--Four subject based modules and general pedagogy are revised and improved and will be proposed for adoption by the state retraining programs;

Presentation to MOE on QLP FTI-2 collaboration.

A presentation on QLP activities and joint FTI 2 efforts was made to Mr. Khayol Boboev, Head of Science and Innovation Department, MOE, responsible for FTI 2 Human Resource Component. Mr. Khabibullo Boboev, Rector, RTTI and Mr. Shodi Kurbonov, Deputy Rector of RITTI were also invited. During the meeting QLP and MOE shared their plans concerning FTI 2 cooperation initiatives, particularly how QLP can complement the planned development of teacher mentoring.

1.2 Improved Quality of Pre-Service Teacher Training

Building on successful outcomes of PEAKS and IBET in-service teacher training, the QLP will reach out to pre-service teacher training institutions, and provide training and technical assistance in integrating student-centered methodology and practical classroom management methods in the curricula of these institutions. Through policy dialogue and pilots designed to address teacher shortages and retention, QLP will examine the issue of teachers not entering and remaining in their profession and share the outcomes with the Ministry of Education to stimulate government initiatives to address this problem.

1.2.A. New Teacher Retention

Desk top assessment on Pre-service Education and Training (PRESET): To better understand teacher retention in Tajikistan, the QLP initiated a desk top assessment to review quantitative and qualitative information regarding why teachers enter, don't enter, or leave the profession. Following this research the project will develop a set of recommendations and strategies for PRESET, and all findings will be submitted to the MOE for consideration. The strong focus on subject matter knowledge perpetuates the teacher-centered approach to education. Ties between teacher training programs and schools that would create a feedback loop on how well the skills of graduates meet school needs have also declined. In addition, school teaching experience is rare among pre-service instructors of future teachers, which makes it more difficult for them to equip their graduates to teach students. For this purpose, a local consultant was hired to conduct the desk top assessment, and several questionnaires and focus group discussions were developed. A set of interviews were conducted with PRESET staff and students. All findings and recommendations will be reflected in the consultancy report due in October 2008.

Outcome/results

Initial research began in Year 1 and the project will utilize the results in Year 2 in its discussions with the Ministry of Education

1.3 Improved Capacity of State Authorities in Mentoring and Monitoring

QLP will assist the Ministry of Education and their oblast and rayon departments in developing internal capacity for mentoring teachers in their use of student-centered methodology upon completion of in-service training courses.

1.3.A. Assist RTTI in Developing FTI Mentoring Program

Due to the delay in FTI2 activity this component has been postponed to Year 2 as the project needs to work in tandem with this component of FTI 2. This has been discussed with USAID and the World Bank FTI 2 Coordinator.

Outcome/results

--Activities are rescheduled to QLP Y2

Kyrgyzstan

The primary goal of IR1 is to improve the quality of teacher training programs at in-service and pre-service teacher training institutes. QLP will actively engage teachers, administrators and pedagogical institution instructors to upgrade the quality of pre-service and in-service teacher training programs, thereby better equipping teachers to deliver higher quality classroom trainings utilizing student-centered methodology and have access to effective methodological support at school and rayon level through teacher mentorship, monitoring and pedagogical leadership.

SIR 1.1 Improved Quality of In-Service Teacher Training

SIR 1.1 aims at achieving improved quality of in-service teacher training (ITT) by updating the content and structure of ITT courses, strengthening the capacity of ITT Institutes to deliver high quality trainings to teachers on student-centered methodology and ensuring sustainability of improved teacher training programs within the legislative framework.

1.1.1 Improve Content of In-service Teacher Training Courses

During Project Year 1 QLP planned to achieve improved content of in-service teacher training courses via: (1) analysis of currently used ITT programs; (2) development of recommendations for ITT program course content improvement and (3) modification of ITT courses to incorporate student centered methodology, formative assessment, development and use of supplementary materials and other topics upon necessity. QLP intends to tailor the courses to real needs of teachers which have to be defined through assessment of their needs in professional development.

Due to delay of the MOU negotiations between the Ministry of Education and Science and USAID, QLP was not able to start implementing the planned activities. However, the Project recruited 2 local consultants, and identified and gained preliminary agreement of technical experts within and outside the ITT system to prepare the ground for implementation.

Moreover, the critical first step of laying the foundation for cooperation and understanding with the Kyrgyz Academy of Education (KAE) was implemented successfully. QLP was able to gain support and commitment of KAE and its Center of Teacher Training and Retraining (CTTR) administration to work jointly in system improvements. This effort resulted in agreement regarding joint actions for project implementation.

Consultative meetings were held with CTTR Director under KAE and heads of corresponding CTTR partner departments:

- ✧ Department of Natural Science and Mathematics
- ✧ Department of Kyrgyz Language and Literature
- ✧ Department of Pre-School and Primary School Education
- ✧ Department of Education Management

The final text of an agreement between the project and KAE was ready to be signed as soon as an MOU was signed between the Ministry and USAID.

Outcome/results

--2 local consultants recruited

--Agreement reached with KAE and CTTR on joint cooperation

- Text of the agreement prepared in three languages

--Technical experts within and outside the ITT system identified

--KAE Departments selected, consultative meetings with head of these departments held

1.1.2 Optimize structure and mechanism of In-service Teacher Training Distribution

During the first year QLP intended to achieve improved structure for in-service teacher training distribution via: (1) analyzing the current structure of in-service teacher training courses and its delivery mechanisms; (2) developing new ITT course structures and delivery models (3) field-testing the new course structures and delivery models and (4) communicating the new model to stakeholders.

QLP was not able to achieve most of its plans under this task again due to the delay in signing off the MOU. The task has been modified for the Year 2 Work Plan. Now it focuses more on optimizing the structure of ITT courses and will await KAE initiatives to reform the course delivery mechanisms.

In August 2008, the Kyrgyz Academy of Education was given a coordinating role by MOES over all other regional (Oblast) ITT institutes and centers. As of September 2009, KAE will control the ITT course content (educational plans and programs), approve teacher training schedules and seek for new forms and perspectives of teacher training system development. This recent development gives QLP less complex task in the optimization of ITT structure and delivery mechanisms, as KAE is now the coordinating body.

Outcome/results

--Technical experts within and external to the ITT system identified

1.1.3 Upgrade Capacity and Mentoring Potential of In-service Teacher Trainers

For Year 1 QLP targeted at improved capacity and mentoring potential of in-service teacher trainers via: (1) conducting needs analysis; (2) establishing MGT (Mobile Group of Trainers); (3) providing TOT for MGT; (4) developing training modules; and (5) field-testing training modules.

QLP recruited local consultants who will be assisted not by technical experts, but module developers recruited out of independent trainers. Agreement was reached with KAE that CTTR will serve as a center for professional development for regional ITT instructors and that QLP and KAE will jointly provide methodological support to regional ITT instructors.

Draft needs assessment tools (questionnaires, surveys and interview and focus group forms) were developed and verified by M&E Coordinator and CTTR administration.

Outcome/results

--Local Consultant recruited

--Draft needs assessment tools developed

1.1.4 Ensure Sustainability of In-Service Teacher Training within the Legislative Framework

In Year One QLP planned to ensure sustainability of in-service teacher training within the legislation of the Kyrgyz Republic via: (1) conducting analysis of laws and instructions regulating in-service teacher training programs and (2) developing recommendations for amendments and (3) sharing recommendations with appropriate government officials.

Despite the fact that QLP did not have the mandate to initiate analysis and develop recommendations to existing laws, it tried to seize opportunities offered by other parties. First such opportunity was offered by the KR Parliament Committee on Education, Science, Information and Culture. QLP developed recommendations to the draft law on general secondary education aimed at improving the quality of primary and basic education, including quality of teacher trainings. The second opportunity was offered by the MOES Strategic Department, which invited QLP staff to take part in the elaboration of Education Development Strategy for 2010-2020. QLP shared its views on how to improve education system and specifically on how to develop/revise teacher training system that offers up to date, responsive and quality professional development for the country's pedagogical corps. Moreover, like in other tasks, QLP recruited one local consultant and three technical experts for this task.

Outcome/results

--Recommendations to Draft law on general secondary education aimed at improving the quality of primary and basic education developed and presented to the KR Parliament Committee on Education, Science, Information and Culture;

--QLP took part in elaboration of Education Development Strategy for 2010-2020;

--1 local consultant recruited and three technical experts identified

SIR 1.2 Improved Quality of Pre-Service Teacher Training

The purpose of this component is to improve the quality of pre-service teacher training programs.

Three tasks were identified to achieve this purpose:

1.2.1 Conduct An Assessment of Graduates Continuing as Teachers in Public Schools.

1.2.2 Integrate Student-Centered, Skill-based Teaching Methodologies into the Curricula of Pre-Service Institutions.

1.2.3 Strengthen Linkages Between Universities and Schools.

1.2.1 Conduct An Assessment of Graduates Continuing as Teachers in Public Schools.

This assessment research was carried out mainly to serve as a foundation for two major tasks:

- To engage in a policy dialogue that addresses teacher shortages in the Kyrgyz Republic.
- To select target departments at universities that train new teachers who usually teach in schools after completion of their studies. This will assure that project activities will have a higher probability of being implemented in schools.

QLP hired a local consultant from American University of Central Asia to carry out this research. The research consisted of a) desktop analysis of available statistics at MOES and other government institutions, b) conducting survey among students of Arbaev State University, c) focus group discussion with young teachers at schools of Chui oblast, d) interviews with school principals and teachers, and e) collecting data on young teachers and teacher retention from regional education departments.

Questionnaires were sent to Raion education administrations to obtain data on the share of graduates and teacher retention. As vacation, questionnaires from all 55 education departments in regions were not obtained in the planned period of time, additional time was needed to receive the full information.

Outcome/results

--Initial draft developed and shared with program staff. The last draft of the report is to be finalized and discussed by education stakeholders in October 2008, in PY2.

--Data obtained through the research identified university departments which train the greatest numbers of teachers, and was used by QLP to select the three departments targeted for PTT sub-component activities:

- *Kyrgyz Language and Literature department,*
- *Primary Grades Department, and*
- *Mathematics Department.*

--Data collected from the research was used for "Teacher Attraction and Retention Strategy," section of the Education Development Strategy (EDS) of Kyrgyz Republic for 2010-2020¹.

1.2.2 Integrate Student-Centered, Skill-based Teaching Methodologies into the Curricula of Pre-Service Institutions.

QLP will reach out to pre-service teacher training institutes, and provide training and technical assistance in integrating student-centered methodology and practical classroom management methods into the curricula of these institutions.

QLP presented the project activities to Arbaev University faculty and discussed collaboration in improving pre-service teacher training. University officials expressed a desire to cooperate with the project, and agreed to review pre-service training courses to improve course quality and content.

QLP developed text for collaboration between the project and Arbaev University and discussed it with the University administration.

¹ In July 2008, the first draft of the Education Development Strategy (EDS) of the Kyrgyz Republic for 2010-2020 was developed. One of the sections is very important for SSIR 1.2.1. It is called "Teacher Attraction and Retention Strategy" developed by leadership of Professor from Columbia University, Gita Steiner-Khamsi. This document includes analysis of teacher attraction and retention problem, as well as specific measures to address it in 2010-2020. If EDS is approved by the government, measures to address the problem will be initiated in 2010. QLP staff assisted in developing the section "Teacher Attraction and Retention Strategy", namely in finding statistical data for the analysis. Report on the Research conducted by QLP will include measures developed by Ms. Steiner-Khamsi as well.

Using data obtained under the New Teacher Retention study on the number of PTTI graduates pursuing teaching as a career, QLP selected three pedagogical departments for implementing activities under PTT sub-component: (1) Kyrgyz Language and Literature department, (2) Primary Grades Department, and (3) Mathematics Department. These departments produce the most graduates, who often become teachers at schools. Specifically, these three departments rank second, third and fourth for producing teachers for schools².

Based upon discussions with government stakeholders, one university in each of seven oblasts of Kyrgyzstan will receive support from QLP (modification of curriculum, stronger linkage with schools, improved student practicum). After reviewing statistics from all universities in Kyrgyzstan whose graduates work as teachers in schools, the conclusion was reached to select State universities in each oblast, as they produce the highest number of such graduates.

The QLP team collected a range of training materials related to teacher training programs at PTTIs (e.g. educational standards, educational plans, educational programs, standard work programs, and other work programs) for further analysis in Year 2.

Outcome/results

- Local Consultant to assist in implementing this task selected;
- Technical Experts for PTT sub-component identified;
- Arabaev University faculty is aware of project activities and is willing to cooperate;
- Target departments selected;
- Target universities selected.

1.2.3 Strengthen Linkages Between Universities and Schools.

QLP will facilitate linkages between pre-service institutes and schools. The partnerships may include, but are not limited to: i) model schools used as sites for pre-service student teaching practicum, and ii) teachers from model schools delivering short courses at pre-service institutes. This will be done in order to increase the practical aspect of teacher training at pre-service institutes. One of the first steps need to be done in this area is modification of student practicum model used currently at PTTIs.

QLP selected two local consultants (one to initially assist in developing the research methodology) and to assist in implementing this task. TTAS, LCs jointly developed detailed plan of the research on current process of student practicum. Some of the preliminary activities under the research have already been started: interviews with specialists in Arabaev University, Osh State University, analysis of relevant documents, etc.

Outcome/results

- Local Consultants to assist in implementing this task identified;
- Research plan on current process of student practicum developed.

SIR 1.3 Improved Capacity of Education Administration in Mentoring, Monitoring and Pedagogical Leadership

QLP did not address the problem of continuous on-site pedagogical support for teachers due to this process having effectively discontinued through lack of personnel and budget at Rayon level. As of Year 2 QLP will focus on developing pedagogical leadership, mentoring and monitoring skills of school-based administrators, focusing on the principal, vice principal and methodological unit leaders. Although the current ITTI system does not currently offer training courses in these areas, QLP has learned that KAE is interested in developing such a training package for education administrators and is willing to introduce innovative ways of training school administrators in the near future. QLP will use this unique opportunity to address the great need for mentoring, monitoring and pedagogical leadership at schools, and work with KAE on developing both course content and delivery mechanisms.

² English Dept. is in first place, but English teachers are supported by other programs, including Peace Corps
USAID Quality Learning Program – QLP - Annual Report (Oct. 2007 – Sept. 2008),
Contract No. **EDH-I-07-05-00029**

Outcome/results

--*Technical Experts identified, SOW for IC and LC disseminated among potential candidates.*

Turkmenistan

IR1

The overall strategy of the project is to implement activities under the umbrella of a formal agreement with the Ministry of Education. In Year 1, USAID tried to engage the Government of Turkmenistan. QLP Regional Consultant Damir Safin, and the QLP COP made visits to support the CTO and USAID Country Office.

QLP, in collaboration with USAID organized a three-day official seminar in June 2008 to demonstrate the kind of cooperation and services that QLP can offer. Based on the positive outcome of this seminar, a follow up meeting was held with the deputy Minister of Education and both parties agreed that USAID submits draft MOU to the ministry for further review. The draft document was submitted by USAID in July and is still awaiting a formal response from the Ministry.

IR2: Improved Quality of Student Assessment

Tajikistan

The aim of IR2 is to assist governments and educators in the country to introduce new assessment practices, including formative assessment approaches that encourage student-centered and cooperative learning approaches.

To support this, QLP invited an international consultant; Bird Stasz; to assist QLP team to introduce formative assessment strategies and training in Tajikistan.

Formative assessment is a key component to the overall QLP plan and, although a widely recognized concept internationally, it is a new concept to this region. Even though there is a wealth of research to support formative assessment techniques there is some confusion about what it entails practically, thus, for it to be incorporated into the work of teachers in CAR, much care needs to be taken to introduce it conceptually and to ensure it achieves improved student learning.

Rapid Appraisal on Formative Assessment

The QLP team supported by Dr. Bird Stasz, developed a questionnaire for a rapid appraisal on student assessment among teachers and principals in rural and urban schools in the Sarband, Kolkhozabad and Varzob districts in order to inform the training content and plan. Clearly, there was a low level of knowledge and understanding around formative assessment and some confusion concerning assessment in general even though many interviewed teachers and principals had experience participating in child centered methodology training before. This was to be expected given the focus on summative assessment inherited from the Soviet System. Given the information from small survey and focus groups, it is evident that there needs to be some foundation materials available that can be shared across the project.

Formative Assessment Training

Dr. Bird Stasz conducted a three-day Formative Assessment training for 25 MOE, RITTI, TTI and QLP staff. There appears to be a clear desire at the government level in the country to shift the education system sufficiently to support a more flexible curriculum and innovative pedagogy that better prepares students for a global economy. As this educational agenda moves forward it is necessary, even critical, to include additional assessment techniques that meet the demands of student centered and interactive methodology, thus, the inclusion of formative assessment. Equally critical is to develop a more comprehensive concept on formative assessment.

As a result of the training, the team of local consultants assigned to work on the draft secondary level subject and general pedagogical modules (under the QLP support to FTI 2) were in a position to include formative assessment approaches and techniques into the training materials under development.

Outcome/results

--25 RITTI, TTI, MoE staff and eight local developers trained on formative assessment approaches.

--Key elements of formative assessment incorporated into the improved RITTI FTI 2 modules.

Kyrgyzstan

In order to achieve this goal three tasks were identified:

2.1 Improve Assessment System Considering Achievement of Education Goals

2.2 Introduce Student-Centered Formative Assessment

2.3 Modify Current Practices of Student Olympiads

2.1 Improve Assessment System Considering Achievement of Education Goals: According to Year 1 work plan it was proposed that the project will correlate educational goals with existing assessment standards in selected subject areas (mathematics, language, and natural sciences). This would have served as a base to develop subject-related formative assessment standards in accordance with educational goals and state standards. The new assessment standards would be incorporated into the training modules developed under IR1. However, due to the overall delay with signing the MOU with MOES activities were put on hold.

Outcome/results

--Relevant background documents collected that need to be analyzed by Technical Experts in Year 2

2.2 Introduce Student-Centered Formative & Summative Assessment

Due to difficulties with clarifying the mandate of QLP (as formal discussion of this with the Ministry was not possible) in Kyrgyzstan most activities were not implemented. However, several attempts were made by QLP (through opportunities provided by other education institutions) to propose the integration of formative and summative assessment into the teaching practice of ITTI and PTI programs. These suggestions were incorporated into the draft Education Strategy for 2010-2020.

QLP conducted several meetings with WB REP “Student Assessment” component specialists, the Assessment Unit under MOES to determine how formative assessment is being introduced in schools, component activities results in pilot oblasts, possibility of using already developed methodological guidelines for QLP. Responses to these meetings have been positive, but conditional on a MOU signed between the Ministry and USAID.

QLP obtained a concept paper entitled: “Introducing Formative Assessment in Kyrgyzstan” developed by Boston, C. (2002) within the framework of the WB REP. QLP staff also analyzed the following documents in order to integrate outcomes into the future assessment strategies:

- World Bank methodological guidebook entitled *Formative Assessment*.
- Methodological guidebook entitled *Learning and Assessing Together Technology*.
- Results of PISA assessment for 2006.

Based on the findings of above mentioned documents focus group questionnaires on formative assessment were developed and discussed within the program unit. These instruments will be used to collect data from Issyk-Kul and Talas Oblast schools, which have been piloting formative assessment in Kyrgyzstan under WB REP in Year 2.

QLP KG Unit met with Dr. Bird Stasz, the Formative Assessment consultant. Dr. Stasz provided a short briefing on training activities conducted in Tajikistan and shared her suggestions, ideas regarding KG team strategies in implementing “Improve the system of student assessment” component.

Outcome/results

--*Suggestion about the importance of assessing student competencies, not just factual knowledge, recommended to be included into the draft Law on Secondary Education.*

--*Suggestions on integrating formative and summative assessment into teaching practice of ITTI and PTI programs included into the draft Education Strategy for 2010-2020.*

--*QLP obtained the list of trainers on formative assessment, who provided trainings to teachers under WB REP, and gained approval for their participation in QLP activities. QLP obtained permission to use Guidebook on formative assessment for teachers developed by WB REP.*

2.3 Modify Current Practices of Student Olympiads

Acknowledging that school Olympiads are related mostly to summative assessment form and sensitivity of this issue, QLP planned to evaluate the current mechanisms and results of the Olympiad program. Analysis would focus to the process of conducting Olympiads and develop recommendations for its improvement to ensure that assessment items that test the outcomes of student-centered teaching and higher order thinking are incorporated in the content of questions developed for Olympiads. Again due to the problem with signing the MOU with MOES activities on this task were minimal.

Outcome/results

--*Brief analysis of the Ministry of Education publication “Regulation on Organizing Student Olympiads”.*

Turkmenistan

It is hoped that aspects of formative assessment will be included in the content of those activities when QLP becomes actively involved to support the Ministry of Education and the National Institute of Education, and possibly Pre-service Institutions.

IR3: Greater Involvement of Teachers in Curriculum Reform

IR3 proposes to assist teachers in becoming active participants in curriculum review and development, and work in partnership with respective government agencies to provide teacher and school director input in future revisions of the core curriculum documents. Increased teacher participation in curriculum development will serve to increase the quality and relevance of school curriculum to the needs of the students. The resulting curriculum changes will place greater emphasis on building skills and competencies rather than rote learning.

The project will facilitate dialogue among teachers on the subject matter requirements at each grade level, and provide technical assistance in setting educational goals and standards that encourage the development of higher order thinking skills. This activity will link with efforts in setting skill-based student assessment standards.

3.1 Determine Status of Curriculum Standards and subject-specific curricula

Two-Day Curriculum Roundtable Event. QLP team held a round table meeting in May, for curriculum developers, reviewers and specialists at the Tajik Academy of Pedagogical Science. Participants at this meeting expressed a desire to continue these discussions on national standards and curriculum development, in which authors, reviewers and specialists could discuss options for overcoming weaknesses in current curriculum

standards. The representatives of MOE, AOE, TTIs that were involved in the curriculum, standards and supplementary material development processes shared experiences, achievements and challenges during the event.

FTI 2 work on Curriculum: UNICEF is now the lead International Agency on Curriculum issues in the framework of FTI 2 (following the withdrawal of ADB from providing consultancy to support this component). During FTI 2 the key activity will be a Functional Review of the Curriculum area and the outcome will be presented in the first half of 2009 and will propose specific recommendations for FTI 3 plan and ideas for capacity building in curriculum development. QLP will need to be flexible to respond to these recommendations, but can continue to develop the capacity and opportunities to support teachers to be involved in curriculum development

Review of the current national standards and subject-specific curricula content and structure.

USAID/QLP invited Dr. Sarfaroz Niyozov, Assistant Professor in the Curriculum Teaching and Learning Department in Comparative Studies at University of Toronto/OISE, to assist the project in development of short-term and long-term action plan, review existing analysis/research papers and documents developed by the government and donor agencies on curriculum development.

For the purpose of better understanding the current curriculum reform status in the country, Dr. Sarfaroz met with around 20 curriculum experts from both government and non-government educational institutions. The analysis of his review is reflected in the report written at the end of his assignment.

Outcome/results

--Positive relationship with the government and non-government educational institutions, that are involved in curriculum reform established

--The status of education standards and curriculum development and implementation processes determined

--Around 30 teachers involved in discussions and brainstorming on curriculum issues at the 2-day seminar conducted by the International Consultant

Kyrgyzstan

The component aims at ensuring active participation of teachers in curriculum and education policy development. Increased teacher participation in curriculum development will serve to increase the quality and relevance of school curriculum to the needs of the students. The resulting curriculum changes will lay greater emphasis on building skills and competencies rather than rote learning.

In order to achieve this goal three tasks were identified:

3.1 Incorporate New Skill-based Standards in the Education System

3.2 Develop Supplementary Materials for Teachers

3.3 Involve Mass Media

3.1 Incorporate New Skill-based Standards in the Education System:

QLP planned to conduct an analysis of the following curriculum documents: (1) state education standards; (2) education plan and (3) subject program divided into levels and grades, which specifies textbooks and manuals used at schools. Outcomes of this analysis would be communicated with teachers and schools, along with a discussion of the teacher's role in improving and changing curriculum. Curriculum contents should include student-centered skill-based methodology, critical thinking skills development and link these components to student assessment. Due to limited activity in Year 1, QLP was able to develop recommendations to improve the

draft National Curriculum Framework developed by the Soros Foundation. Proposals for improving the National Curriculum Framework were presented at a curriculum workshop organized by the Soros Foundation.

Suggestions on teachers' involvement into curriculum development were developed and included into the draft Education Strategy 2010-2020.

Agreement was also reached with the ADB SEP that QLP will nominate 20 curriculum developers out of its target school teachers, who will be included into trainings on subject curriculum and conducted by ADB SEP. Up to 750 teachers from QLP target schools will participate in trainings conducted by ADB SEP in order that QLP target schools can get exposure to ADB teacher training programs

Outcome/results

--*QLP recommendations were included into the draft National Curriculum Framework developed by the Soros Foundation.*

--*"Comparative table of weekly load of students" (Current Educational plan and that proposed by National Curriculum Framework) was developed and provided to MOES by QLP for presentation at the Kyrgyz government commission on education level.*

--*Suggestions on teachers' involvement in curriculum development process developed and included into the draft Education Strategy 2010-2020.*

--*Joint matrix on activities with ADB and other international donors developed and agreed.*

--*Analysis of "Experimental educational plan" developed by Socium Consult under WB REP was prepared*

3.2 Develop Supplementary Materials for Teachers

In Year 1 QLP planned to conduct a needs analysis among teachers and schools to identify which supplementary materials are needed in the classroom. QLP hoped that teachers will then become involved in the preparation of these materials on selected subjects.

QLP prepared and revised a draft survey questionnaire designed to evaluate supplementary materials currently in use and those needed for the future. The results of the survey would be used to develop supplementary teaching materials that better address teacher needs.

Outcome/results

--*Draft survey questionnaire designed to evaluate supplementary materials currently in use and those needed for the future*

--*List of technical expertss finalized.*

3.3 Involve Mass Media

Since the materials will be prepared by and for teachers, and given the need to promote their role is considered important to advocate their involvement as well as inform teachers across the country of these materials. QLP plans to engage the mass media as part of its strategy to improve classroom curricula and its impact on students, parents and society in general. To this end QLP reviewed opportunities for this and developed a data base on mass media engaged in education.

Outcome/results

--*Draft survey questionnaire to collect information about more popular, accessible and widely read Mass media among teachers developed.*

--*List of technical experts finalized.*

Turkmenistan

Until QLP becomes engaged directly with the Ministry of Education and the National Institute of Education, it is unclear whether any activities linked to the objectives of this component can be realized

IR4: Increased Effectiveness of Education Finance Systems

Tajikistan

This is aimed at increasing efficiency and accountability in the use of education resources, with the ultimate goal of increased quality of education overall. As the education finance reform piloted by USAID rolls out to other pilot areas, activities under this component will assist the Government of Tajikistan to sustain momentum and reach national adoption of the new school finance mechanism.

4.1 Supporting the Policy Process

4.1.A. MOE Order #401, that established an inter-sector working group on education financing (EFWG), was signed on 7 April 2008. The MOE has taken an active role in the formation and operation of the EFWG, and an MOE Deputy Minister heads the group. The first EFWG meeting took place on 25 April 2008 at the MOE offices in Dushanbe. Participants discussed the 2008 Plan of Work for IR4, and formulas and parameters for per capita financing in 2009. EFWG members were also given the results of the Kulob on-site monitoring trip made earlier in the month.

The second EFWG meeting took place on 15 July 2008. Mr. Terry Giles the new QLP Chief of Party was introduced to EFWG members. EFWG members were also given the results of the Khodjent and B.Gafurov on-site monitoring trips made earlier in June. Participants discussed issues related to the monitoring of per capita financing implementation, data collection, application and improvement of the automated monitoring system. The list of monitoring indicators was reviewed and recommended to be approved by MoE.

Outcome/results

--Deputy Minister of Education A. Rasulov is now more actively involved into the per capita financing process. The new EFWG is becoming an effective tool for coordination and decision of many questions and problems, connected with the introduction of the new financing system in the country not only inside the education sector, but also at the cross-sectoral level. The QLP team has developed strong, positive working relationships with officials from MoE, MoF and other stakeholders in Education, notably the World Bank and the World Bank Project PMU.

1.B. In April 2008, QLP with representatives of the MOF and MOE budget and planning departments, USAID, the Chairman of the Kulob City State Administration, the Deputy Chairman in the Social Sector, Head of the Education Department, Deputy Head of the Rayon Finance Department, Head of the Budget Unit, and Head of the Treasury. The meeting helped establish dialogue and develop an integrated strategy between QLP and Kulob administration, thus ensuring effective implementation of per capita financing reforms at rayon schools.

Outcome/results

--The Chairman of Kulob City State Administration expressed his readiness to support QLP and cooperate in monitoring per capita financing implementation in schools. His support was a vital collaborative step forward in the reform process.

1.C. In June 2008, the QLP Education Financing Specialist, PMU/WB per capita coordinator and the Chief Specialist from the Department of Planning, Budget Formation and Prognosis at the MoE, made a joint monitoring visit to Khodjent City and B.Gafurov rayon according to the Minister of Education order #175 of June 5, 2008. The goal of the visit was to monitor and analyze current procedures used for per capita school budget formation in relation to government regulations #350 and #505. The results of monitoring visits were presented and discussed during EFWG meetings.

Outcome/results

--As far as MOE does not have adequate resources to conduct permanent monitoring of per capita implementation across the country, QLP provides feasible support to the ministry in monitoring process and thereby contribute to appropriate evidence based decision-making.

4.2 Implementing School Financing Reforms

1.A. QLP conducted a one-day workshop on per capita financing for finance specialists from 24 rayons, which will implement per capita financing in March 2009. Attendees at this important event included officials from USAID, the Ministry of Finance, Ministry of Education and 55 regional specialists from the 24 rayons earmarked for the further roll-out in 2009.

Outcome/results

--The workshop achieved several important outcomes: (1) it provided orientation training for the 24 rayons that will implement per capita financing in 2009; (2) it publicly demonstrated a positive working relationship between the Ministries of Finance and Education; and (3) it communicated that USAID is continuing its education financing reform efforts begun under the PEAKS project.

1.B. In April 2008, QLP and the Chief Specialist from the Department of Planning, Budget Formation and Prognosis at the MOE made a joint monitoring visit to Kulob Rayon. The goal of the visit was to monitor and analyze current procedures used for per capita school budget formation in relation to government regulation #505 and other similar regulations. These per capita procedures include estimating expenditures and cash flow, the further development of Form *OSh-1* (a statistical reporting form detailing key school data), the tariff system used for school services and the salary allocation packet used in secondary schools.

1.C. Since mid-April 2008, the project has worked closely with education and finance departments and school administrations of Kulob rayon to address the problems discovered during the on-site monitoring visit. The results of this work are: database on per capita related issues was created, updated and handed to the economist of DED and MOE and MOF; funds were allocated in 2007 and in three quarters of 2008 were examined and their performance analyzed; school budgets for 2009 were calculated in accordance with new parameters and coefficients; the data on existing Parents and Teachers Associations (PTA) was collected; meetings with PTA representatives, school directors, Hukumat specialists were conducted. Due to the QLP intervention in June 2008, the appropriate amendments were done to the Hukumat's decision #452 from December 28, 2004 and now the actual number of schools corresponds to the reporting data.

1.D. In July, the QLP team conducted a one-day workshop on per capita financing for Heads of district education departments from 24 rayons, which will transit to per capita financing in 2009. Attendees included officials from Ministry of Education, USAID, 20 heads of district educational departments (DED) and one deputy of oblast educational department. PMU/WB per capita coordinator and consultant from Shahrinav rayon were invited to share their experiences in implementing per capita financing. The key issues which the heads of DEDs will meet with during the transition period were discussed during the workshop and related materials were distributed. A number of suggestions were offered and then discussed during the EFWG second meeting in order to help this rayon transition schools per capita financing.

Outcome/results

--The July 11, 2008 workshop achieved important outcomes: (1) the heads of rayono had an opportunity to become aware about the details of preparation, transition and implementation process, including ways of overcoming obstacles and other difficulties; (2) it demonstrated that USAID is continuing its education financing

reform efforts begun under the PEAKS project; (3) the MoE got clear vision that there is a strong need for new rayons to be supported in per capita implementation

1.E. As a part of follow-up and monitoring activities in target rayon, a six-day training was conducted for school accountants and rayon finance and education department' specialists in Kulob, with a total of 46 participants being trained in accounting and reporting.

4.3. Improving School Management

1.A. QLP updated and refined the existing automated monitoring system that was developed during the PEAKS project. New data columns were created to add key information, and the updated program was installed in local self-administrations, rayon education departments and rayon finance departments in Dushanbe, Nurek, Vahdat and Kulob, as well as in Tursunzade, Shahrinav and Gissar rayons.

1.B. According to the work plan, QLP intended to provide support to other rayons (in addition to Kulob) in per capita financing implementation as needed. Since the project had received the request from PMU/WB Director to support accountants of Khodjent schools, it was agreed with the MoE that QLP would help support a six-day accounting training for school accountants. 26 accountants serving 31 schools and 7 district financial and education department specialists were trained. A lot of practical and instructive materials were considered during the training.

Outcome/results

--Close and sustainable collaboration of QLP with MoE and other donors working in Education sector is ongoing. This collaboration permits QLP to carry out joint activities to support the new methods of financing implementation not only in the QLP target regions, but also in other places across the country where there is urgent need for intervention.

1.C. It was agreed with the representatives of WB/PMU that the management manual developed under FTI-1 needs to be improved and that QLP will help to improve it. Preliminary agreements on collaboration were reached; QLP agreed to restructure and improve the content of the module, test it in Kulob rayon, and prepare a team of trainers during the second project year. The improved module will then be institutionalized in the RITT training course and FTI funds will be available to provide trainings in per capita rayons.

1.D. The need for advanced accounting training was discussed with the respective MoE and MoF, as well as PMU/WB specialists. As a result of these discussions it was decided to update the existing accounting training module by increasing the proportion of time allocated for practical exercises, test it in Kulob, and prepare a team of trainers. FTI-3 will finance training for RayFO staff and school accountants in the rayons which will move to PCF in 2010. Depending on the availability of funds, refresher training for the RayFOs that already implement per capita financing also may be considered.

1.E. QLP also will develop training modules for parent-teacher associations (PTAs) on per capita financing specifically, taking into account mechanism of the training delivery.

4.4. Increasing Transparency and Accountability for School Resources

1.A. There is only one form of community involvement in school management existing in Kulob schools – Parent Teacher Associations (PTA). The 48 PTAs were created by the order of Kulob Hukumat Chairman #203, from June 9, 2004, under the World Bank Education Modernization Project. The PTAs follow a set of regulations but they are not registered under the Ministry of Justice. In order to register the Head of PTAs, with the support of education department and Hukumat, have to register associations under the Ministry of Justice and

open their bank account in a bank or through the special account of Finance Department of Kulob City. This would help to implement any activity in line with the requirements and in accordance with the existed laws of the Republic of Tajikistan. Heads of PTAs and school authorities are not aware about per capita financing instructions signed by the MoE and MoF which gives them the rights and responsibilities in developing schools budget jointly with the school authorities. That is why PTAs are not involved in the school budget formation process to date.

Outcome/results

--In Kulob it appears that PTAs could be a real instrument of community involvement in the process of increasing the transparency and accountability of school resources. The key issues in which PTAs need to be supported to increasing their role and significance are: (i) help in juridical registration; (ii) ensuring that all PTAs are informed about their rights and duties; (iii) working with school directors to ensure that PTAs are involved in the school budget formation process. QLP will continue to review the role and involvement of PTAs in accountability and governance and assess how this can be applied in other rayons already transferred to per capita financing.

Kyrgyzstan

IR4 is aimed at increasing efficiency and accountability in the use of education resources, with the ultimate goal of increased quality of education overall. As the education finance reform piloted by USAID begins to roll out to other pilot areas, activities under this component will assist the Government Kyrgyzstan to define their policy and funding for roll out given the expressed wish of the Government to reach national adoption of the new school finance mechanism

Due to the fact that the MOU between USAID and the MOES was not signed during Year 1, the QLP education finance team continued to prepare for programmatic work for component IR4 in accordance with the work plan and used existing agreements between the sub-contractor (Socium Consult) and the Administration of the pilot Oblast to implement activity in schools.

4.1 Supporting the Policy Process

1.A. During February and March 2008, the QLP education finance team began preparing work plan activity 1.3: “Convene EFWG to discuss budget, per capita formula for 2008, and roll out plan;” and activity 2.4: “Develop a step-by-step roll-out plan with MOE and EFWG in Chuy Oblast.” A draft analytical paper for the transition of schools in Chuy Oblast to per capita financing was developed for initial discussion. This paper contains the following major parts: (1) an analysis of results of the Tokmok City pilot under the PEAKS project; (2) an analysis of the efficacy of the functioning school network in Chuy Oblast; and (3) a strategy for the transition to per capita financing for schools in the Chuy Oblast. The methodology of Minimal Standards of Budget Financing (MSBF) and the MSBF scale were approved April 14, 2008 by the Government Decree # 146 and it was decided that the transition of school financing to per capita under QLP project will be based on MSBF. The unified education financing model that will be implemented by QLP during roll-out closely resembles the model piloted by the World Bank in Issyk-Ata rayon. This model was viewed as more comprehensive than the model tested by the PEAKS Project in Tokmok city because it included budget formation based on minimum standards and more appropriate for national replication as it was successfully implemented in a non-urban setting where negotiations with multiple ayil okmotu were necessary.

1.B. On 10 April 2008, the Governor of Chuy Oblast and the MOES signed an agreement on mutual responsibilities for 2008-09. This agreement helps to ensure transition of secondary education institutions in

Chuy rayon, Kemin rayon, and Tokmok City to per capita financing based on MSBF. Socium Consult held meetings and negotiations with officials from the Chuy and Kemin rayons and Tokmok City on the transition of secondary education institutions to per capita financing in 2008. The parties agreed on workshop dates and other activities to be conducted prior to the commencement of per capita financing reform in the secondary education institutions.

1.C. In April-May 2008, the QLP EF team participated in discussions on the draft law on secondary education. The following changes were proposed: (1) to increase the autonomy of schools by increasing self-regulation and independence on financial and economic issues, school budget formation, and personnel issues; (2) to allow schools the right to reinvest savings in the following year (rather than returning the funds to the state budget); (3) to increase the role of School Advisory Committees in school financing issues; and (4) to increase the involvement of local administrations in supporting and developing the education system.

1.D. QLP conducted a preliminary analysis of the legal and regulatory base for education financing. A draft matrix with proposed changes and amendments to the legal and regulatory framework is being developed in order to promote effective introduction of per capita financing in secondary education institutions.

1.E. QLP staff in Kyrgyzstan are participating in the „Financing and management of the Education system” WG created under the MoES to design the strategy for education system improvement in the Kyrgyz Republic from 2010-2020. QLP suggested the following proposals be introduced into the draft strategy on improving education: (1) for the section focused on increasing the effectiveness of education financing: (a) to solve the problems related with school autonomy and to develop an order for re-investment of saved funds at the legislative level; (b) to adjust school budgets in the regions; (c) to increase accessibility of education via introduction of financing standards in the schooling of children with special needs; (d) to introduce state guarantees for free education and education on preferential terms; (2) for the section focused on increasing school management effectiveness: (a) to work out and implement standard acts regulating issues on the public-community management of school; (b) to divide the power and duties between all levels of education institutions (both horizontally and vertically); (c) to establish education districts and to define their duties (management of funds, optimization of the network and etc.).

Outcome/results

--The two main outcomes of policy dialogue on education financing issues during the past nine months have been: 1) agreement with the MOES on the basic parameters of an education financing model; and 2) development with the MOES of a strategy to introduce per student financing in Chuy oblast rayon-by-rayon;

4.2 Implementing School Financing Reforms

1.A. Over the last nine months, a database of 301 schools of Chuy Oblast has been created and data collection has been ongoing. The database provides analytical information about the effectiveness of the existing school network in Chuy Oblast.

1.B. QLP began implementing activity 2.13, “Work with the Tokmok City Education Department to review and document savings generated from installation of heating meters in seven Tokmok schools.” The QLP EF team completed an analysis of heating meters in Tokmok schools (commenced by the USAID PEAKS Project). Data gathered from winter 2007-08 proved that the installation of heating meters in schools generates savings. And it was determined that the cost savings easily cover the cost to purchase and install the meters, thus allowing schools to re-allocate the savings to improve education. The analysis revealed that over a four month period during the colder seasons, School #12 was able to save 140,000 Som which covers the complete expenditures for the purchasing and installation of the heating meter. The results also show that at School #6 the savings amounted to 40,000 Som. At School #9 no savings were achieved due to complications with the emergency heating system (numerous times hot water leaked from the heating system). Despite these initial impressive

results, much work remains to ensure that schools are able to keep and reinvest the savings they generate. A Success Story on Tokmok heating meters was approved by the USAID Regional office.

1.C. QLP staff continue to monitor the installation of heating meters in the schools of Tokmok City. School No.3 completed the installation process. The installation of meters in two other schools took longer than planned because the City finance department did not transfer money to the executing organization (the previously agreed mayor's office contribution). QLP staff had several meetings with the Heads of both the finance and educational departments and the money was finally transferred and meters were installed in schools No.7 and No.10. The finance department requests a delay in the installation of a meter in school No.5 because of a technical defect in the heating system that must be resolved first.

1.D. Socium coordinated the following activities and workshops related to the implementation of education financing reforms in Chuy oblast during the reporting period:

- Conducted introductory workshops on per capita financing in three pilot rayons – Chuy rayon, Kemin rayon, and Tokmok City with 154 rayon administration officials and school directors participating and receiving normative documents and standard acts associated with education financing in their regions;
- Developed activity plans for transition of secondary education organizations to per capita financing based on minimal standards in 2008; these plans were approved by Decrees of state administrations of Chui rayon (#337 of 14.05.2008), Kemin rayon (#325 of 3/06/2008) and Tokmok City (#361 of 19/06/2008);
- Collected information from Chui, Kemin rayons and Tokmok City and fed it into an information database, including information on: number of students by grade, city and rural conditions of functioning for 2007-2008; expenditures of aiyl-okmots for education in 2007, and approved budget for 2008; incomes and expenditures of the local and republican budgets for each aiyl-okmots for 2007-2008;
- Estimated per capita financing normative standards for schools in Chuy and Kemin rayons and Tokmok City for September-December 2008; these estimates were approved by joint orders of district educational and financial departments;
- Analyzed the financial state of schools and risk evaluation of the schools involved into per capita financing process based on the minimum standards in 2008 and made recommendations on restructuring and optimization of expenditures for at-risk schools; and
- Provided ongoing technical assistance to school administrators in juridical registration of schools.

Outcome/results

As a result of these preparatory activities, per capita financing using the MSBF will be introduced in Chui rayon, Kemin rayon, and Tokmok City for the 2008-09 school year.

4.3. Improving School Management

QLP held meetings and discussions with representatives of the Education Initiatives' Support Foundation with a view to developing content of a training module for school directors and members of advisory committees. Consideration is being given to leveraging some of the contents of the „School Improvement' program (as used under PEAKS) to meet the objectives of this component. QLP developed draft TOR for adaptation of the training module for the school directors and members of advisory committees within the program „Effective School Management in the Education System.'

4.4. Increasing Transparency and Accountability for School Resources

1.A. On 17 April 2008, QLP met with the Director of the World Bank Rural Education Project to discuss cooperation with the School Advisory Committees established by the Rural Education project. The committees were developed as micro-project groups within schools to work on small grant proposals. The Rural Education project SOW did not include activities aimed at strengthening the role of the School Advisory Committees in school management, so QLP will continue to explore ways of developing this capacity.

1.B. QLP met with the Head of pre-school, out-of-school and school Education Unit of the MoES, Mr. M. Usenaliev and senior specialist of the same Unit, Ms. S. Umuralieva. Issues related to the reinforcement of the public-community participation in school management were discussed. As a result, it was agreed that QLP will provide technical assistance in the development of a draft regulation on the school self-administrations (school advisory board, parents' committee and students' council). A draft Government decree on "Development of public management in the schools" for the MoE review and approval was prepared; and Standard Regulations on the school self-administration such as school advisory board, parents' committee and students' council are being developed.

1.C. An analysis of existing school co-management bodies was prepared during the reporting period. The paper is based on the analysis of the existing legal and regulatory base that regulates activities of school advisory boards and results of micro-research conducted in the schools of Chuy and Kemin rayons and Tokmok City to evaluate the effectiveness of existing school management structures.

1.D. QLP developed a draft strategy on strengthening public-community involvement in the management of schools. The draft strategy is based on the results of school micro-research, analysis of the existing legal and regulatory base and school advisory boards recommendations presented in the „Regional Guidelines on activation of Public Community in the Central Asian education system in the decision-making processes: Kyrgyzstan, Tajikistan and Uzbekistan' (PEAKS, 2007). It is currently under translation and will be circulated internally within QLP for comment before it is shared more widely with the MOES.

1.E. A draft policy brief (analytical note) "Public-community management in the schools: theory and practice" was developed for further discussion at the EFWG meeting planned for October.

Outcome/results

--QLP has completed some initial analysis and strategic thinking on how to improve public-community involvement in school management and is well positioned to discuss this with MOES counterparts and develop an appropriate joint intervention to improve participation over the next year.

Turkmenistan

The Education Financing Component is not due to be implemented in Turkmenistan

III. Contracted deliverables or results

M&E SECTION

Operations

M&E staffing

M&E Coordinator. Following USAID's recommendation, QLP placed the M&E function in Kyrgyzstan. In April 2008, USAID approved Ms. Saule Khamzina as the QLP Regional M&E Coordinator. Ms. Khamzina

assumed the post and began work on 1 May 2008. Approval was also obtained from USAID for the post of **Data Base Assistant** (not originally defined in the proposal) to manage the QLP data base and provide M&E support. Applicants were interviewed in September, and a candidate was selected. He will assume the post in October 2008.

School Selection. QLP developed school selection criteria in consultation with headquarters staff and USAID. These criteria were further discussed, amended and finalized in April 2008. Selection of target schools in Kyrgyzstan was postponed in order to coordinate the criteria and selection process with the MOES and will start after the MOU is signed with the MOES. In Tajikistan 25 1st Cohort schools were selected in Year 1, although some modification will be made per the PY2 work plan.

M&E plan and system development

M&E Plan. QLP Summary Performance Data Table for FY 2008 was developed during February-April'08, to accompany the Performance Management Plan (PMP) and M&E Work Plan. It presents all the revised indicators proposed over the life of the project in Kyrgyzstan and Tajikistan, and PY2 (FY 2008) targets for those indicators for which QLP will have actual data to report. The indicators, their disaggregation, and FY 2008 approved targets, were developed following substantial input and discussion with the USAID CTO and USAID/W. Adjustments were made in the targets for the affected indicators by the addition of education finance districts for Component 4, as approved by USAID. In August-September, PMP and M&E Work Plan were updated, based on discussions with USAID and project staff.. Some of indicators were revised and new indicators developed (see PMP table in attachment). In addition, targets for all the indicators were developed for each of the remaining project years (PY 2, 2, 4 and 5) and for the overall project (End-of-Project Status or EOPS). Development of the M&E work plan for PY2 helped refine the approach it will take to school impact assessment, as outlined in the M&E Plan.

Instrument Development.

For routine data collection various **tracking forms** were developed:

- *Training registration forms* will capture both the number of training participants and the number of trainees that have completed the course of project training planned for a particular group. To avoid double counting of participants will develop coding system, based on existing unique codes and personnel information. This form will be used for all direct trainings/workshops and then data will be entered to the database.
- *Trainee attendance forms* which will be used for checking attendance of participation and calculate number of days for database to meet the USAID requirement to account 24 hours trainings participation.
- *School profile forms* will be used for data collection from target schools. This form included information needed for tracking changes on school level as well as information useful for better planning project interventions on school level.

Based on this forms, the QLP database will be developed. In addition, other forms are under preparation for tracking instruction/teaching materials and their distribution status and module development and approval.

Collaboration with Center for Educational Assessment and Teaching Methods (CEATM). QLP has already outlined the scope of work and initial requirements for the student testing with CEATM. In October 2009, QLP will contract CEATM to develop, administer and analyze the student tests over the life of the project.

Data Base development: In August-September, the M&E team initiated the search for a local or regional consultant to develop a Windows-based relational database management system, using Microsoft Office ACCESS, for the QLP M&E and information management system. Based on a series of data collection instruments, the database will provide for the entry, storage, management and full manipulation of data, as required for QLP reporting and analysis. The database must be fully compatible with the Access-based system used by the testing group CEATM. A qualified candidate has been identified and a TOR developed. Work is expected to begin in October 2008.

Data collection

- **Routine data collection process.** During the year routine data (i.e. monitoring) were collected and processed on all relevant indicators in order to update the QLP Summary Performance Table for FY 2008. The QLP Tajik and Kyrgyz teams provided current information for Training Data Tables, along with information about other indicators, such as module development. Indicator targets affected by the addition of new education finance districts for IR4 were also adjusted. Based on data were prepared Bi-monthly and Annual reports on M&E
- **School performance data collection.** Student, teacher and school performance data in the sample of target and control schools will be collected in April 2009. Plan of data collection was developed and discussed with Project staff during the work planning PY2. Data collection in sample of 15 target schools and 5 control schools in each country will be conducted by developed schedule (see attachment). The number of control schools was expanded and more classroom observations added to enable the project to track primary school teacher performance over time (and deal with the system in which a primary teacher is assigned to a student cohort, rather than a particular grade.).

Presented below are the revised schedules for school performance data collection and the revised PMP.

Tajikistan: Target School Interventions and Performance Data Collection Schedule

Sample of:	Year 1(FY08)	Year 2 (FY09)	Year 3 (FY10)	Year 4 (FY11)	Year 5 (FY12)
Cohort 1A target schools (25)	25 Schools selected	School profiles developed* Baseline (April '09) School interventions (by FTI) start with roll-out** School interventions (supported by QLP) start in June '09	QLP-supported school interventions continue	QLP-supported school interventions cease by January '11 Routine support continued by DED School Impact Data Collection (April '11)	Routine support continued by DED School Impact Data Collection (April '12)
Cohort 1B target schools (25)		25 Schools selected School profiles developed*			

		<p>Baseline (April'09)</p> <p>School interventions (supported by QLP) start in June '09</p>	<p>QLP-supported school interventions continue</p>	<p>QLP-supported interventions cease by January '11</p> <p>Routine support provided by DED</p> <p>School Impact Data Collection (April '11)</p>	<p>Routine support continued by DED</p> <p>School Impact Data Collection (April '12)</p>
<p>Cohort 2 target schools (50)</p>		<p>No School interventions (supported by the Project)</p>	<p>50 Schools selected</p> <p>School profiles developed*</p> <p>Baseline (April'10)</p> <p>School Interventions (supported by QLP) start June '10</p>	<p>QLP-supported school interventions continued</p>	<p>QLP-supported interventions cease by January '12</p> <p>Routine support provided by DED</p> <p>School Impact Data Collection (April '12)</p>
<p>Performance data collection</p>	<p>(100 schools total)</p>	<p>15 schools (Cohorts 1A and 1B)</p>	<p>15 schools (Cohort 2)</p>	<p>15 schools (Cohorts 1A and B)</p>	<p>30 schools (Cohorts 1 & 2)</p>
<p>Control schools</p>	<p>(6-10 schools total)</p>	<p>3-5 schools</p>	<p>3-5 schools</p>	<p>3-5 schools</p>	<p>6-10 schools</p>
<p>Schools Selection Schedule</p>	<p>25 provisionally selected</p>	<p>25 C. 1A schools finalized by 9/08</p> <p>50+3 C.1B schools by 1/09</p>	<p>75+3 C. 2 schools by 10/09</p>		

* Once the 100 target schools are selected, a self-reported and verified school profile (# of students, teachers, teacher qualifications, etc.) will be developed for every school.

**Given the delays in FTI roll-out (originally planned for October 2008), it appears likely that Cohort 1A of target schools is unlikely to receive any FTI-delivered intervention prior to May 2009. The implication for QLP is that there will be no “contamination” of the baseline in Cohort 1A schools and that ultimately Cohort 1 A and Cohort 1B can be combined, as they will follow the same schedule and treatment.

Kyrgyzstan: Target School Interventions and Performance Data Collection Schedule

Sample of:	Year 1(FY08)	Year 2 (FY09)	Year 3 (FY10)	Year 4 (FY11)	Year 5 (FY12)
Cohort 1 target schools (50)		50 Schools selected School profiles developed* Baseline (April '09) School interventions (supported by QLP) start in June '09	QLP-supported school interventions continue	QLP-supported school interventions cease by January '11 Routine support continued by DED School Impact Data Collection (April '11)	Routine support continued by DED School Impact Data Collection (April '12)
Cohort 2 target schools (50)		No School interventions (supported by the Project)	50 Schools selected School profiles developed* Baseline (April'10) School Interventions (supported by QLP) start June '10	QLP-supported school interventions continued	QLP-supported interventions cease by January '12 R routine support provided by DED School Impact Data Collection (April '12)
Performance Data	(100 schools)	15 schools (Cohorts 1)	15 schools (Cohort 2)	15 schools (Cohorts 1)	30 schools (Cohorts 1 &2)

Collection	total)				
Control schools	(6-10 schools total)	3 -5schools	3-5 schools	3-5 schools	6-10 schools
Schools Selection Schedule		50 C.1 schools finalized by 1/09	50+3 C.2 schools by 10/09		

* Once the 100 target schools are selected, a self-reported and verified school profile (# of students, teachers, teacher qualifications, etc.) will be developed for every school

Performance Management Plan (PMP) Table (revised October 14, 2008)

New No.	Proposed Indicator	Disaggregation	Base line	EOPS Targets	Data Collection Plan			
					Methodologies	Frequency	Data Sources	Responsibility
Goal (SO): Expand access to quality basic education in Kyrgyzstan, Tajikistan, and Turkmenistan								
1	% increase in average aggregate score of primary and secondary students on higher order thinking skills test (in selected grades and subjects) in target schools (over baseline)	Cycle, grade, gender	K: C1-2009, C2-2010 Ta: C1-2009, C2-2010	K: 5% Ta: 5% Total: 5%	Sample-based; Project-dev'd tests; questionnaire; focus group	K:Cohort 1-PY4, 5 Cohort 2-PY5 Ta:Cohort 1PY4,5 Cohort 2-PY5	Target school	Project M&E teams
2	% of primary and secondary students (in selected grades and subjects in sample schools) demonstrating greater responsibility for learning outcomes	Grade, subject, gender	K: C1-2009, C2-2010 Ta: C1-2009, C2-2010	K: 5% Ta: 5% Total: 5%	Sample-based; Project-dev'd test; questionnaire; focus group	K:Cohort 1-PY4, 5 Cohort 2-PY5 Ta:Cohort 1-PY4,5 Cohort 2-PY5	Target school	Project M&E teams
3*	# of children receiving better quality education in ... a: target schools b. QLP ed. finance pilot districts schools c. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) schools Standard Indicator equivalents • # of learners enrolled in USG-supported primary schools • # of learners enrolled in USG-supported secondary schools	Geo., gender, cycle	K: a: 2009 b: 2008 c: 2008 Ta: a: 2009 b: 2008 c: 2008	K: 265, 600 Ta:1, 957, 953 Total:2, 223, 553	Records	annually	MOE enrollment records	MOE
4	% of primary and secondary teachers in target schools meeting or surpassing minimum standards of composite index for effective teaching behaviors (e.g. student centered, formative assessment methods, etc.)	Grade, subject, gender	K: C1-2009, C2-2010 Ta: C1-2009, C2-	K: 30% Ta: 30% Total:30%	Sample-based; classroom observation, interview, focus group	K:Cohort 1-PY4, 5 Cohort 2-PY5 Ta:Cohort 1-PY4,5	Target school	Project M&E teams

New No.	Proposed Indicator	Disaggregation	Base line	EOPS Targets	Data Collection Plan			
					Methodologies	Frequency	Data Sources	Responsibility
			2010	(to be revised per baseline)		Cohort 2-PY5		
5	% of target schools meeting or surpassing minimum standards of composite index for specified quality-enhancing standards and practices	Geo.,cycle	K: C1-2009, C2-2010 Ta: C1-2009,C2-2010	K: 10% Ta: 10% Total:10% (to be revised per baseline)	Sample-based; composites (see #15, 38,39,40 plus other school performance criteria data to be collected on school visits)	K:Cohort 1-PY4, 5 Cohort 2-PY5 Ta:Cohort 1-PY4, 5 Cohort 2-PY5	Target school	Project M&E teams
Result/Component 1: Improved Quality of Teacher Training in Student-Centered Methodologies								
6	# of selected ISTTIs and PTTIs having <u>incorporated</u> targeted (i) student-centered and practical classroom management methods for teachers (ISTTIs and PTTIs), (ii) pedagogical leadership (ISTTIs) for school administrators, and/or (iii) mentoring for rayon methodists, school administrators or school methodological unit leaders (ISTTIs) in their curriculum/syllabus a. ITTI b. PTTI	Geo, inst'l type, module	na	K: 13 TTIs (6ITTs+7PTTIs) Ta: 7 TTIs (5ITTs+2PTTIs) Total: 20	Survey, Document review	Annual	Questionnaire, Official course program and training curricula	Project staff
7	# of training modules for in-service and pre-service teacher training <u>developed</u> for (i) student-centered and practical classroom management methods for teachers (ISTTIs and PTTIs), (ii) pedagogical leadership (ISTTIs) for school administrators, and/or (iii) mentoring for rayon methodists, school administrators or school methodological unit leaders (ISTTIs) a. in-service modules b. pre-service modules c. both in-service and pre-service	Type, topic	na	K:12 Ta:13 Total: 25	Records	Continuous	Modules and materials registration system	Project staff
8	# of newly developed in-service and pre-service teacher training modules (including materials) for (i) student-centered and practical classroom management methods for teachers (ISTTIs and PTTIs),	Course type	na	K:11 Ta:13	Records	Annual	Certification documents	MOE (to Project staff)

New No.	Proposed Indicator	Disaggregation	Base line	EOPS Targets	Data Collection Plan			
					Methodologies	Frequency	Data Sources	Responsibility
	(ii) pedagogical leadership (ISTTIs) for school administrators, and/or (iii) mentoring for rayon methodists, school administrators or school methodological unit leaders (ISTTIs) <u>approved</u> by the MOE (and/or other official institution) a. in-service modules (approved by...) b. pre-service modules (approved by) c. both in-and pre-service modules (approved by)			Total: 24				
9	# of workshops, seminars and trainings conducted on new teaching methods, pedagogical leadership and mentoring methods and approaches in support of... a. in-service training b. pre-service training c. both in-and pre-service d. other	Type, topic	na	K: 240 Ta:249 Total: 489	Records	Continuous	Trainee registration system	Project staff
10*	# of teachers , student teachers and educators (school directors, ISTTI/ PTTI/other instructors) and administrators and officials trained in innovative teaching methodologies (all), mentoring (DED Methodists, school methodological unit leaders and ISTTIs), and pedagogical leadership (school administrators, DED and ISTTIs) through... a. Direct project training b. Target rayons and schools c. ITTIs using officially adopted project modules/materials d. PTTIs using officially adopted project modules/materials e. F indicator calculation Standard Indicator equivalents • # of teachers/educators trained with USG support • # of administrators and officials trained with USG support	Training type, trainee type, gender	na	K: 11, 402 Ta: 10, 865 Total : 22, 267	Records	Continuous	Trainee registration system	Project staff
11	# of studies on new teacher retention prepared	na	na	K: 1 Ta:1	Records	One-off	Study	Project staff

New No.	Proposed Indicator	Disaggregation	Base line	EOPS Targets	Data Collection Plan			
					Methodologies	Frequency	Data Sources	Responsibility
				Total: 2				
12	# of policies, programs or actions taken by MOE or other government institutions to address teacher shortages and new teacher retention as a result of project intervention	Type of action	na	K: 5 Ta: 4 Total: 9	Records	Continuous	Questionnaire, tracking form	Project staff
13	# of schools linked to PTTIs (through project intervention)	Geo., sch. type, cycle	na	K: 40 Ta:25 Total: 65	Survey, Document review	Annual	Questionnaire, PTTI school registry and activity records	PTTIs (to project staff)
14	# of student teachers participating in project-promoted PTTI-school linkage programs (i.e. practicums)	Gender	na	K: 280 Ta: 1, 275 Total: 1,555	Survey, Document review	Annual	Questionnaire, PTTI school registry and activity records	PTTIs (to project staff)
15	% of DED " offices in target rayon, school administrators and/or school methodological unit leaders in target schools meeting or surpassing minimal standards for mentoring and/or pedagogical leadership (following teacher training) a. DED offices (rayon methodists) [Tajikistan only] b. school administrators (principals and vice principals) c. methodological unit leaders [Kyrgyzstan only]	Geo, school type, gender	K: C1-2009, C2-2010 Ta: C1-2009,C2-2010	K: 30% Ta:30% Total: 30% (to be adjusted per baseline)	Sample-based; Project-dev'd questionnaire, interview	K:Cohort 1-PY4, 5 Cohort 2-PY5 T:Cohort 1-PY4, 5 Cohort 2-PY5	Target school	Project M&E teams
Result/Component 2: Improved Quality of Student Assessment								
16	# of ISTTIs and PTTIs having <u>incorporated</u> skill-based student centered formative and/or summative student assessment in their curriculum/syllabus a. ITTI b. PTTI	Geo, inst'l type	na	K: 13 Ta:7 Total: 20	Document review	Annual	Official course program and training curricula	Project staff
17	# of student assessment training modules for in-service and pre-service training <u>developed</u>	Type, topic	na	K:5 Ta:10	Records	Continuous	Modules and materials registration	Project staff

New No.	Proposed Indicator	Disaggregation	Base line	EOPS Targets	Data Collection Plan			
					Methodologies	Frequency	Data Sources	Responsibility
	a. in-service modules b. pre-service modules c. both in- and pre-service			Total:15			system	
18	# of student assessment training modules (including materials) for in-service and pre-service training <u>approved</u> by the MOE (and/or other official institution) a. in-service modules b. pre-service modules	Module type	na	K: 4 (in 1 ITTI+in 7PTTIs) Ta: 10 (in RTTI+2 in PTTIs) Total: 14	Records	Annual	Certification documents	MOE (to Project staff)
19	# of workshops, seminars and trainings conducted on formative and summative assessment methods and approaches a. in-service b. pre-service c. other	Type, topic	na	K: 69 Ta: 34 Total: 103	Records	Continuous	Trainee registration system	Project staff
20 ³	# of teachers, student teachers, educators (school directors, ISTTI/PTTI/other instructors) and administrators and officials trained in student assessment through... a. Direct project training b. Target rayons and schools c. ITTIs using officially adopted project modules/materials d. PTTIs using officially adopted project modules/materials e. F indicator calculation for educators and for administrators/officials	Trainee type, tr'g topic, gender	na	K: 11, 402 Ta: 10, 865 Total : 22, 267	Records	Continuous	Trainee registration system	Project staff

³ Note that because the formative assessment training will be incorporated into teacher training on new teaching methods this indicator will be subsumed by Indicator #6 (i.e. the total number of teacher for each cannot be summed).

New No.	Proposed Indicator	Disaggregation	Base line	EOPS Targets	Data Collection Plan			
					Methodologies	Frequency	Data Sources	Responsibility
	Standard Indicator equivalents <ul style="list-style-type: none"> # of teachers/educators trained with USG support # of administrators and officials trained with USG support 							
21	# of Olympiads and alternative competitions for students and/or teachers including new assessment items and practices	Geo.,type	na	K: 8 Ta:20 Total:28	Records, Document Review	Annual	Olympiad, competition reports	Project staff
22	% of DED methodists in target rayons, school administrators and/or school methodological unit leaders in target schools who demonstrate understanding of and support the use of formative/summative assessment by classroom teachers a. DED methodists [Tajikistan only] b. school administrators (principals and vice principals) c. methodological unit leaders [Kyrgyzstan only]	Geo., role	K: C1-2009, C2-2010 Ta: C1-2009,C2-2010	K: 30% Ta: 30% Total:30% (to be revised per baseline)	Sample-based, questionnaires, interviews	K:Cohort 1-PY4, 5 Cohort 2-PY5 T:Cohort 1-PY4, 5 Cohort 2-PY5	Target school	Project M&E teams
Result/Component 3: Greater involvement of teachers in curriculum reform (in Kyrgystan and Tajikistan only)								
23 ⁴	# of target subject matter curricula (by grade or level) for which new guidelines for use and application have been developed with teacher input	Subject, grade	na	K: 6 Ta: 7 Total: 13	Records	Annual	TTWG sub-group activity register	TE-group (to project staff)
24	# of targeted subjects per grade/level for which supplementary materials have been developed in targeted local languages	Subject, grade mat'l type, language	na	K: 4 Ta:7 Total:11	Records	Annual	Modules and materials registration system	Project staff
25 ⁵	#/% of supplementary materials (SM) distributed. Standard Indicator equivalent:	Type, to group	na	K: 7, 700 copies Ta: 19, 513 copies	Records	Annual	Modules and materials distribution system	Project staff

⁴ Since curriculum standards have already been developed in both Kyrgyzstan and Tajikistan, the projects will focus on developing practical guidelines for teachers agreed with USAID (8/20/08). Changes to this indicator reflect this.

⁵ This indicator replaces Indicator #5.

New No.	Proposed Indicator	Disaggregation	Base line	EOPS Targets	Data Collection Plan			
					Methodologies	Frequency	Data Sources	Responsibility
	<ul style="list-style-type: none"> # of textbooks and other teaching learning-materials provided with USG assistance 			Total: 27, 213				
26	# of workshops, seminars and trainings conducted on curriculum a. in-service b. pre-service c. other	Type, topic	2008	K: 32 Ta: 106 Total: 138	Records	Continuous	Trainee registration system	Project staff
27	#/% of teacher groups (i.e. methodological units, subject groups) participating in policy dialogues and professional exchanges	Geo, group type	na	K: 6 Ta: 5 Total: 11	Survey; teacher group questionnaire	Continuous	Teacher groups registration system	Teacher Groups
28	#/% of teachers ... a. participating in policy dialogues and technical discussions b. accessing professional exchange media	Geo, group type	na	K: 72, 000 Ta: 95, 000 Total: 167, 000	Survey; teacher group questionnaire	Continuous	Teacher groups registration system	Teacher Groups
Result/Component 4: Increased Effectiveness of Education Finance Systems								
29*	# of data-based policy briefs and policy-related documents on per capita funding issues prepared by central and targeted local authorities Standard Indicator equivalent <ul style="list-style-type: none"> # of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of educational services 	Group, document type	na	K: 8 Ta: 4 Total: 12	Group questionnaire	Annual	Policy register and document(s)	Project staff
30	# of project-targeted ed. financing districts for which per capita finance formula adopted officially and adjusted per geographic and other equity criteria	district	na	K: 13 Ta: 2 Total: 15	Record	Annual	District gov't budget, degree	District gov't (to project staff)
31	# of districts (project and others) receiving funds based on new per capita funding formula (per national roll-out plan)	District	na	K: 14 Ta: 68	Record	Annual	MOE, MOF reports	MOE, MOF (to project staff)

New No.	Proposed Indicator	Disaggregation	Base line	EOPS Targets	Data Collection Plan			
					Methodologies	Frequency	Data Sources	Responsibility
	a. QLP target districts b. other education finance roll-out districts			Total: 82				
32	# of courses, modules or materials <u>developed</u> for education finance	type, topic	na	K: 3 modules, 3 sets materials Ta: 3 modules, 2 sets of materials Total: 6 modules, 5 sets of materials	Records	Continuous	Modules and materials registration system	Project staff
33	# of courses, modules or materials for education finance <u>approved by</u> MOE (and/or other official groups)	type, topic	na	K: 3 Ta: 3 Total: 6	Records	Annual	Certification documents	MOE (to Project staff)
34	# of education finance materials distributed.	Type, to group	2008	K: 1, 800 copies of material packages T: 350 copies of material package Total: 2, 150 copies	Records	Annual	Modules and materials registration system	Project staff
35	# of workshops and trainings conducted in education finance	type, topic	na	K: 665 Ta: 114 Total: 779	Records	Continuous	Trainee registration system	Project staff
36*	# of school boards, PTAs, Advisory Committees or other existing community group trained in ...	Geo, sch type,	na	K: 75 Ta: 91	Records	Continuous	Trainee registration system	Project staff

New No.	Proposed Indicator	Disaggregation	Base line	EOPS Targets	Data Collection Plan			
					Methodologies	Frequency	Data Sources	Responsibility
	a: target schools b. QLP ed. finance pilot districts c. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) Standard indicator equivalent • # of PTA or similar school governance structures supported			Total: 166				
37*	# of administrators, officials, trainers, accountants, school-based personnel and school board members trained in education finance functions a: Central MOE b. Trainers c. target schools d QLP ed. finance pilot districts schools e. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) schools Standard Indicator equivalent • # of administrators and officials trained with USG support	Trainee type, tr'g topic, gender	na	K: 3, 764 Ta: 520 Total: 4, 284	Records	Continuous	Trainee registration system	Project staff
38	% of target schools retaining and programming annual cost savings of operating funds for teacher incentives, professional development, and quality improvements a. retaining savings b. programming savings for quality	Cycle	K: C1-2009, C2-2010 Ta: C1-2009, C2-2010	K: 30% Ta: 30% Total: 30% (to be adjusted per baseline)	Sample-based; checklist, interview, document review, focus group	K:Cohort 1-PY4, 5 Cohort 2-PY5 T:Cohort 1-PY4, 5 Cohort 2-PY5	Target school	Project M&E teams
39	#/% of target schools meeting or surpassing financial management quality index	Geo, Cycle	K: C1-2009, C2 -	K: 30%	Sample-based; checklist, interview,	K:Cohort 1-PY4, 5	Target school	Project M&E teams

New No.	Proposed Indicator	Disaggregation	Base line	EOPS Targets	Data Collection Plan			
					Methodologies	Frequency	Data Sources	Responsibility
			2010 Ta: C1-2009,C2-2010	Ta: 30% Total: 30% (to be adjusted per baseline)	document review, focus group	Cohort 2-PY5 T:Cohort 1-PY4, 5 Cohort 2-PY5		
40	#/% of target school boards engaged in budgetary oversight and school decision-making	Geo, Cycle	K: C1-2009, C2-2010 Ta: C1-2009,C2-2010	K: 30% Ta: 30% Total: 30% (to be adjusted per baseline)	Sample-based; checklist, interview, document review, focus group	K:Cohort 1-PY4, 5 Cohort 2-PY5 T:Cohort 1-PY4, 5 Cohort 2-PY5	Target school	Project M&E teams

* USAID standard or common indicator

¹ Note that because the formative assessment training will be incorporated into teacher training on new teaching methods this indicator will be subsumed by Indicator #6 (i.e. the total number of teacher for each cannot be summed).

¹ Since curriculum standards have already been developed in both Kyrgyzstan and Tajikistan, the projects will focus on developing practical guidelines for teachers agreed with USAID (8/20/08). Changes to this indicator reflect this.

¹ This indicator replaces Indicator #5.

QLP Annual Report: Performance Data Table for Kyrgyzstan and Tajikistan (PY1)

No.	Proposed Project Indicator	Base line	FY2008 Target Planned	PY 1 (FY2008)Target Actual	Comments	EOPS Target
Goal (SO): Expand access to quality basic education in Kyrgyzstan, Tajikistan						
1a	% increase in average aggregate score of primary and secondary students on higher order thinking skills test (in selected grades and subjects) in target schools (over baseline)	tbd	Kyrgyzstan: Not this year (NTY) Tajikistan: Not this year (NTY)		Baseline assessment for the target schools (Cohort 1) planned on April'09	K : 5% Ta : 5% Total : 5%
1b	% of primary and secondary students (in selected grades and subjects in sample schools) demonstrating greater responsibility for learning outcomes	tbd	K: Not this year (NTY) Ta: Not this year (NTY)		Baseline assessment for the target schools (Cohort 1) planned on April'09	K : 5% Ta : 5% Total : 5%
2*	# of children receiving better quality education in ... a. target schools ⁶ b. QLP ed. finance pilot districts schools ⁷ c. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) schools Standard Indicator equivalents • # of learners enrolled in USG-supported primary schools • # of learners enrolled in USG-supported secondary schools	0	K: 53 614 students -primary- 20 576 -secondary – 33 038 a: NTY b: 29 914 -primary-11,276; -secd'y-18,638 c: 23,700 in Issyk-Ata -primary: 9,300 -secondary: 14,400	K: 53 498 students -primary- 20 505 - secondary – 32 993 a: NTY b: 29 798 -primary-11,205 -secd'y-18,593 c: 23,700 in Issyk-Ata -primary: 9,300 -secondary: 14,400		K: 265,600 students -primary: 101,488 -secondary:164,112 a. 40,000 students -primary: 14,400 -secondary: 25,600 b. 221,100 students (grade 1-11) -primary: 84,700 -secondary: 136,400 c. 23,700 in Issyk-Ata -primary: 9,300 -secondary: 14,400

No.	Proposed Project Indicator	Base line	FY2008 Target Planned	PY 1 (FY2008)Target Actual	Comments	EOPS Target
		0	Ta: 953,765 students -primary:398,449 -secondary: 555,316 a: NTY b: 42,988 students) -primary: 17,386; -secondary: 25,602 (Kulyob) c: 910,777 students - primary: 381,063; -secondary: 529,714	Ta: 954, 225 -primary:398,469 -secondary: 555,756 a: NTY b: 43, 448 -primary: 17,406 -secondary: 26, 042 c: 910,777 students - primary: 381,063; -secondary: 529,714		Ta:1,957,953 students -primary: 759,811 -secondary: 1,198,142 a: 100,000 students -primary: 36,000 -secondary: 64,000 b: 76,004 students (grade 1-11) primary –29,126 secondary –46,878 c: 1,881,949 students -primary:730,685 -secondary : 1,151,264
		0	Total: 983,679 - primary-409,725; - secd'ry-573,954	Total: 1,007,723 - primary-418,974 - secd'ry-588,749		Total:2,223,553 students -primary: 861,299 -secondary: 1,362,254
3	% of primary and secondary teachers in target schools meeting or surpassing minimum standards of composite index for effective teaching behaviors (e.g. student centered, formative assessment methods, etc.)	tbd	K: NTY Ta: NTY		Baseline assessment for the target schools (Cohort 1) planned on April'09	K: 30% (to be adjusted per baseline) Ta: 30% (to be adjusted per baseline) Total: 30% (to be adjusted per baseline)
4	% of target schools meeting or surpassing minimum standards of composite index for specified quality-enhancing standards and practices	tbd	K: NTY Ta: NTY		Baseline assessment for the target schools (Cohort 1) planned on April'09	K: 10% (to be adjusted per baseline) Ta: 10% (to be adjusted per baseline) Total: 10% (to be adjusted per baseline)
Result/Component 1: Improved Quality of Teacher Training in Student-Centered Methodologies						

No.	Proposed Project Indicator	Base line	FY2008 Target Planned	PY 1 (FY2008)Target Actual	Comments	EOPS Target
5*	<p>#/% of target schools having been provided with teaching-learning materials package to support student centered teaching methodologies</p> <p>Standard Indicator equivalent:</p> <ul style="list-style-type: none"> # of textbooks and other teaching learning-materials provided with USC assistance 	0	<p>K: NTY</p> <p>Ta: NTY</p>		This indicator was revised (see PMP table)	
6*	<p># of teachers and educators (school directors, ISTTI/PTTI/other instructors) and administrators and officials trained in innovative teaching methodologies through</p> <p>f. Direct project training</p> <p>g. Target rayons and schools</p> <p>h. ITTIs using officially adopted project modules/materials</p> <p>i. PTTIs using officially adopted project modules/materials</p> <p>j. F indicator calculation</p> <p>Standard Indicator equivalents</p> <ul style="list-style-type: none"> # of teachers/educators trained with USG support # of administrators and officials trained with USG support 	0	<p>K: 82</p> <p>a: Direct project training: 82</p> <ul style="list-style-type: none"> Teachers/educators: 40 <p>Administrators/Officials: 42</p> <p>b, c, d,e: NTY</p>	<p>K: 0</p> <p>a: Direct project training: 0</p> <ul style="list-style-type: none"> Teachers/educators: 0 Administrators/Officials: 0 	<p>Activities planned didn't implemented in PY1 due to the delay of MOU with MOES</p>	<p>K: 11,402 trainees</p> <p>a. direct project training:375</p> <p>b. target rayons/schools: 2,000</p> <p>c.ITTIs:5,895</p> <p>d.PTTIs:3,132</p> <p>e. report actual figures only*</p>
		0	<p>Ta: 736</p> <p>a. Direct project training: 368</p> <ul style="list-style-type: none"> Teachers/educators: 295 Administrators/Officials: 73 <p>b, c, d,e: NTY</p>	<p>Ta: 63</p> <p>a. Direct project training: 63</p> <ul style="list-style-type: none"> Teachers/educators:44 Administrators/Officials: 19 <p>b, c, d,e: NTY</p>	<p>FTI 1 module revision took more time than planned, hence activity ran over into year 2</p>	<p>Ta: 10,865 trainees</p> <p>a. Direct project training: 240</p> <p>-MoE\Rayon officials: 15</p> <p>-ITTI/PTTI Instructors & Trainers: 200</p> <p>-Other: 25 (other projects, NGOs, consultants)</p> <p>b. Target rayons/schools: 2,345</p> <p>-School Administrators: 300</p> <p>-DED methodist: 45</p> <p>-Teachers: 2,000</p> <p>c. ITTIs: 7,200</p> <p>d. PTTIs: 1,080</p> <p>e. report actual figures only</p>

No.	Proposed Project Indicator	Base line	FY2008 Target Planned	PY 1 (FY2008)Target Actual	Comments	EOPS Target
		0	Total: 450 Teachers/educators :335 Administrators/Officials :115	Total: 63 Teachers/educators: 44 Administrators/Officials: 19		Total : 22,267 a. Direct project training: 615 b. Target rayons/schools: 4,345 c. ITTIs: 13,095 d. PTTIs: 4,212 e. report actual figures only
7	# of selected ISTTIs and PTTIs having officially incorporated project-developed student-centered and practical classroom management modules, materials and/or methods in their curriculum	0	Kyrgyzstan: NTY Tajikistan: NTY			K: 13 teacher training institutions a. 6 ITTIs b. 7 PTTI Ta: 7 teacher training institutions a. 5. ITTIs b. 2 PTTIs Total: 20 teacher training institutions a. 11 ITTIs b. 9 PTTIs
8	# of schools linked to PTTIs (through project intervention)	0	Kyrgyzstan: NTY Tajikistan: NTY			K: 40 schools (at 7 PTTIs) Ta: 25 schools (2 PTTIs) Total: 65 schools
9	# of student teachers participating in project-promoted PTTI-school linkage programs (i.e. practicums)	0	Kyrgyzstan: NTY Tajikistan: NTY			K: 280 student teachers Ta: 1275 student teachers Total : 1,555 student teachers
10	#/% of newly developed in-service and pre-service teacher training modules (including materials) approved by the MOE (and/or other official groups)	0	Kyrgyzstan: NTY			K: 11 modules approved a. 7 in-service b. 4 pre-service (by 7 PTTIs) c. NA both

No.	Proposed Project Indicator	Base line	FY2008 Target Planned	PY 1 (FY2008)Target Actual	Comments	EOPS Target
		0	Ta: 5 in-service (FTI modules) <ul style="list-style-type: none"> • Pedagogical Methods • Tajik Language (secondary) • Biology (secondary) • Chemistry (secondary) • Mathematics (secondary) 	Ta: 0 in-service	FTI 1 module revision took more time than planned, hence activity ran over into year 2 Development of the 5 modules is now nearing completion, and official approval is expected in November 2008	Ta : 13 modules approved <ul style="list-style-type: none"> a. 10 in-service b. 3 pre-service (by 2 PTTIs) c. NA both
			Total: 5 in-service modules	Total: 0		Total : 24 modules <ul style="list-style-type: none"> a. 17 in-service b. 7 pre-service c. NA both
11a	# of studies on new teacher retention prepared	0	K: 1	K: 0	Initial draft has been developed and shared with program staff. Upon feedback collected the last draft of the Report is to be finalized and discussed by education stakeholders in first quarter of year 2.	K: 1 study
		0	Ta: 1	Ta: 0	A desk top assessment was undertaken by a local consultant on PRESET. This report will be ready in the first quarter of year 2.	Ta: 1 study
			Total: 2	Total: 0		Total: 2 studies
11b	# of policies, programs or actions taken by MOE to address teacher shortages as a result of project intervention	0	Kyrgyzstan: NTY			K: 5 actions
		0	Tajikistan: NTY			Ta: 4 actions
			Total: NTY			Total: 9 actions
12	# of training modules (including materials) for in-service and pre-service training developed	0	K: 6 modules <ul style="list-style-type: none"> a. 3 in-service only modules <ul style="list-style-type: none"> • Different ways to develop supplementary materials • Curriculum development 	K: 0	Planned activities were not implemented in PY1 due to the delay of MOU signing with MOES. Modules have since been redefined due to MOES interest in receiving support for primary	K: 12 modules developed <ul style="list-style-type: none"> a. 8 in-service, b. 4 pre-service c. NA

No.	Proposed Project Indicator	Base line	FY2008 Target Planned	PY 1 (FY2008)Target Actual	Comments	EOPS Target
			<ul style="list-style-type: none"> Mentoring and monitoring b. NTY c. 3 in-and pre-service modules Student centered teaching methodology Action research model for student practicum Classroom management 		education.	
		0	Ta: 5 modules a. Tajikistan: 5 modules 5 in-service only (FTI) modules <ul style="list-style-type: none"> Pedagogical Methods Tajik Language (secondary) Biology (secondary) Chemistry (secondary) Mathematics (secondary) b. NTY c. NTY	Ta: 0	Currently, all 5 modules are under development and will be completed by November 2008.	Ta: 13 modules a. 10 in-service b. 3 pre-service c. Na
			Total: 11	Total: 0		Total: 25 modules
13	# of workshops, seminars and trainings conducted on new teaching methods and approaches	0	K: 6 workshops, seminars and trainings	K: 0	Planned activities were not implemented in PY1 due to the delay of MOU signing with MOES.	K: 240 workshops, seminars and trainings
		0	Ta: 10 workshops, seminars and trainings	Ta: 4 workshops, seminars and trainings	The training schedule has been revised as a result of delays in FTI module development. Planned workshop will be carried over to year 2.	Ta: 249 workshops, seminars and trainings
			Total: 16 workshops, seminars and trainings	Total: 4 workshops, seminars and trainings		Total: 489 workshops, seminars and trainings
14	#/% of central and local education authorities (offices) conducting post-training mentoring and monitoring per project criteria in target schools	0	Kyrgyzstan: NTY Tajikistan: NTY			K: 30% (to be adjusted per baseline) T: 30% (to be adjusted per baseline)

Result/Component 2: Improved Quality of Student Assessment

No.	Proposed Project Indicator	Base line	FY2008 Target Planned	PY 1 (FY2008)Target Actual	Comments	EOPS Target
15	#/% of ISTTIs and PTTIs whose official training program include modules on skill-based student centered formative and/or summative student assessment	0	Kyrgyzstan: NTY Tajikistan: NTY			K: 13 teacher training institutions a .ITTI: 6 b. PTTI: 7 Ta: 7 teacher training institutions a. 5 ITTIs b. 2 PTTIs Total 20 teacher training institutions a. 11 ITTIs b. 9 PTTIs
16*	# of teachers and educators (school directors, ISTTI/ PTTI/other instructors) and administrators and officials trained in student assessment through a. Direct project training b. Target rayons and schools c. ITTIs using officially adopted project modules/materials d. PTTIs using officially adopted project modules/materials e. F indicator calculation for educators f. F indicator calculation for administrators/officials Standard Indicator equivalents • # of teachers/educators trained with USG support • # of administrators and officials trained with USG support	0	K : 10 a. Direct project training • Teachers/educators: 3 • Administrators/Officials: 7 b, c, d : NTY e, f : tbd	K : 0	Planned activities were not implemented in PY1 due to the delay of MOU signing with MOES.	K: 11,402trainees a. direct project training:375 b. target rayons/schools: 2,000 c.ITTIs:5,895 d.PTTIs:3,132 e. report actual figures only*
		0	Ta : 368 a. Direct project training • Teachers/educators: 295 Administrators/Officials: 73 b, c, d : NTY e, f : tbd	Ta : 63 a. Direct project training: 63 • Teachers/educators:44 • Administrators/Officials: 19 b, c, d,e: NTY	Due to the FTI training delay the number of participants was less than planned. Planned trainings have been carried over to PY2.	Ta: 10,865 trainees a. Direct project training: 240 b. Target rayons/schools: 2,345 c. ITTIs: 7,200 d. PTTIs: 1,080 e. report actual figures only

No.	Proposed Project Indicator	Base line	FY2008 Target Planned	PY 1 (FY2008)Target Actual	Comments	EOPS Target
			Total: 378 Teachers/educators: 298 Administrators/Officials : 80	Total: 63 Teachers/educators: 44 Administrators/Officials: 19		Total: 22,267 a. Direct project training: 615 b. Target rayons/schools: 4, 345 c. ITTIs: 13,095 d. PTTIs: 4,212 e. report actual figures only
17	#/% of selected subject areas (by grade and/or level) for which student assessment standards have been established with teacher input	0	Kyrgyzstan: NTY Tajikistan: NTY			K: 4 modules approved a. In-service: 4 modules approved by KAE b. Pre-service: 4 modules approved by 7 PTTIs Ta : 10 modules approved a. in-service : 5 by RTTI/MOE b. pre-service : 5 by 2 PTTIs Total : 14 modules approved a. in-service : 9 b. pre-service : 6
18	#/% of student assessment training modules (including materials) for in-service and pre-service training developed	0	K: 1 (General Guidelines)	K: 0	Planned activities were not implemented in PY1 due to the delay of MOU signing with MOES.	K: 5 modules a. in-service: NA b. pre-service: NA c. Both: 4 d. Other: 1
		0	Ta: 1 (General Overview)	Ta:0	Elements of the formative assessment incorporated into improved FTI modules will be finalized by November 2008.	Ta : 10 modules a. in-service : 5 b. pre-service : 5 c. both : NA d. other : NA

No.	Proposed Project Indicator	Base line	FY2008 Target Planned	PY 1 (FY2008)Target Actual	Comments	EOPS Target
			Total: 2	Total: 0		Total: 15 modules a. in-service : 5 b. pre-service : 5 c. both : 4 d. other : 1
19	#/% of education authorities (central, regional, local) preparing analyses and recommendations based on student assessment results	0	Kyrgyzstan: NTY Tajikistan: NTY			K: 30% (to be adjusted per baseline) Ta: 30% (to be adjusted per baseline) Total: 30% (to be adjusted per baseline)
20	#/% of Olympiads and alternative competitions including new assessment items or approaches	0	Kyrgyzstan: NTY Tajikistan: NTY			K: 8 Olympiads -rayon level: 6 -oblast level: 2 Ta : 20 Olympiads -rayon level : 10 Total : 28 Olympiads -rayons : 16 -oblast : 2
Result/Component 3: Greater involvement of teachers in curriculum reform						
21	#/% of target subject matter curricula (by grade or level) for which new skills-based standards have been developed with teacher input	0	Kyrgyzstan: NTY Tajikistan: NTY			K : 6 subject/grade guidelines* on curriculum and SM use Ta : 7 subjects/level Total: 13 subject/grade guidelines
22	#/% of targeted subjects (by grade and/or level) for which supplementary materials have been developed in local languages	0	Kyrgyzstan: NTY			K: 4 subject/level sets

No.	Proposed Project Indicator	Base line	FY2008 Target Planned	PY 1 (FY2008)Target Actual	Comments	EOPS Target
		0	Ta: 4 (secondary Tajik, math, chemistry, biology)	Ta : 0	After discussions with USAID, it was agreed that the development of guidelines and supplementary material should start after review of the curriculum development status done by the International Consultant in Augugs'08. Therefore, in FY2009 the project is planning to develop 4 supplementary materials for the targeted subjects of Math and Tajik Language at primary and secondary levels.	Ta: 7 subject/level packages
			Total: 4	Total : 0		Total: 11 subject/level sets
23	#/% of teacher groups (e.g. subject groups) participating in policy dialogues	0	Kyrgyzstan: NTY Tajikistan: NTY			K: 6 subject groups Ta: 5 groups Total: 11 groups
24	#/% of members of teacher groups participating in policy dialogues	0	Kyrgyzstan: NTY Tajikistan: NTY			K: 72,000 teachers a. 95 teachers b. 72,000 teachers* Ta : 95,000 teachers a. 122 teachers b. 95,000 teachers* Total : 167,000 teachers a. 217 teachers b. 167,000 teachers*
Result/Component 4: Increased Effectiveness of Education Finance Systems						
25*	#/% of data-based policy briefs and policy-related documents on per capita funding issues prepared by central and targeted local authorities	0	K : 2	K : 9	The process of implementing percapita demanded a regulations for each pilot rayon. Total were prepared and approved 6 local	K: 8 policy documents

No.	Proposed Project Indicator	Base line	FY2008 Target Planned	PY 1 (FY2008)Target Actual	Comments	EOPS Target
	Standard Indicator equivalent <ul style="list-style-type: none"> # of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of educational services 				regulations (3 Decrees of Rayon State Administration on Transition of Educational Organizations to Per capita Financing and 3 Orders About the approval of norms for financing of educational institutions in each rayon). Also 3 documents were prepared (1 agreement and 2 orders) on central level (MOE)	
		0	Ta: NTY			Ta : 4 policy documents
			Total : 2	Total : 9		Total : 12 policy documents
26	Per capita finance formula adopted officially for project-targeted districts and adjusted per geographic and other equity criteria	0	K: 3 (Tokmok City, Chuy, Kemin rayons)	K: 3 (Tokmok City, Chuy, Kemin rayons)		K: 13 rayons/cities -10 Rayons - 3 Cities
		0	Ta: 1 (Kulyob)	Ta: 1 (Kulyob)		Ta: 2 rayons
			Total: 4	Total: 4		Total: 15 rayons/cities -12 Rayons - 3 Cities
27	#% of districts (project and others) receiving funds based on new per capita funding formula (per national roll-out plan) a. QLP target districts b. other education finance roll-out districts	0	K: 4 a. 3 (Tokmok City, Chuy, Kemin rayons) b. 1 (Issyk-Ata)	K: 4 a. 3 (Tokmok City, Chuy, Kemin rayons) b. 1 (Issyk-Ata)		K : 14 rayons/cities a. 10 Rayons + 3 Cintes in Chuy and Batken oblast b. 1 (Issyk-Ata)
			Ta: 19 a. 1 (Kulyob) b. 18	Ta: 19 a. 1 (Kulyob) b. 18		Ta: 68 a. 2 rayons (Kulyob and Vahsh) b: 66
			Total: 23	Total: 23		Total: 82 rayons/cities a. 15 rayons/cities

No.	Proposed Project Indicator	Base line	FY2008 Target Planned	PY 1 (FY2008)Target Actual	Comments	EOPS Target
						b. 67 rayons
28	% of target schools retaining and programming annual cost savings of operating funds for teacher incentives, professional development, and quality improvements	tbd	Kyrgyzstan : NTY Tajikistan : NTY		Baseline assessment for the target schools (Cohort 1) planned on April'09	K: 30% (to be adjusted per baseline) Ta: 30% (to be adjusted per baseline) Total: 30% (to be adjusted per baseline)
29	#/% of target schools meeting or surpassing financial management quality index	tbd	Kyrgyzstan : NTY Tajikistan : NTY		Baseline assessment for the target schools (Cohort 1) planned on April'09	K: 30% (to be adjusted per baseline) Ta: 30% (to be adjusted per baseline) Total: 30% (to be adjusted per baseline)
30	#/% of target school boards engaged in budgetary oversight and school decision-making	tbd	Kyrgyzstan : NTY Tajikistan : NTY		Baseline assessment for the target schools (Cohort 1) planned on April'09	K: 30% (to be adjusted per baseline) Ta: 30% (to be adjusted per baseline) Total: 30% (to be adjusted per baseline)
31*	# of school boards trained in a: target schools b. QLP ed. finance pilot districts c. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) Standard indicator equivalent ● # of PTA or similar school governance structures supported	0	Kyrgyzstan: NTY a. NTY b. NTY c. NTY Tajikistan: NTY a. NTY b. NTY c. NTY			K : 75 Advisory Committees a.48 b.75 c. 0 (WB-support terminated) Ta: 91 PTAs a: 35 b:91 c: no data available from WB Total: 166 Advisory Committees/PTAs a. 83 b. 166 c. nd
32*	# of administrators, officials, trainers, school-based personnel and school board members trained in education finance functions	0	K: 208 a. NTY b. QLP ed. finance pilot districts	Kyrgyzstan: 342 a. NTY b. QLP ed. finance pilot districts	Increasing the number of trainees was due to including in the trainings teachers and deputy principals.	K:3,764 trainees a. 20

No.	Proposed Project Indicator	Base line	FY2008 Target Planned	PY 1 (FY2008)Target Actual	Comments	EOPS Target
	a: target schools b. QLP ed. finance pilot districts schools c. other ed. finance rollout districts (where QLP is <u>not</u> directly intervening) schools Standard Indicator equivalent • # of administrators and officials trained with USG support		schools -Rayon Authorities: 90 -TOT: 16 -School Directors: 72 -School Accountants: 30 -School Board members: NTY c: NTY	schools • Rayon/local Authorities: 121 • TOT:0 • School Directors/Deputy principals: 100 • School Accountants: 0 • School Board members: NTY • Teachers/MU leaders: 121 c: NTY		b. 25 c.416 d.3,719 e. 0
			Ta: 129 a. NTY b. QLP ed. finance pilot districts schools: 46 -Rayon Authorities: NTY -TOT: NTY -School Directors: NTY -School Accountants: 46 -School Board members: NTY c: 83 Rayon Authorities: 54 School accountants: 29	Tajikistan: 144 a.NTY b. QLP ed. finance pilot districts schools: 45 -Rayon Authorities: 10 -TOT: NTY -School Directors: NTY -School Accountants: 35 -School Board members: NTY C: 99 -Rayon Authorities: 73 -School Accountants: 26		Ta: 520 trainees a. 10 b. 12 c. 130 d.498 e. ND
			Total: 337	Total: 486		Total: 4,284
33	# of workshops and trainings conducted in education finance	0	K: 12 -District Ed. Financing: 3 -School personnel: 8 -TOT: 1	Kyrgyzstan: 8 • District Ed. Financing: 3 • School personnel: 5	Number on trainings decreased because of TOT training was not implemented in year1 due to the delay of MOU signing with MOES Two trainings topics were combined on the one training and conducted 3 training instead of 6	K: 665 workshops and trainings

No.	Proposed Project Indicator	Base line	FY2008 Target Planned	PY 1 (FY2008)Target Actual	Comments	EOPS Target
		0	Ta: 4 -District Ed. Financing: 2 -School personnel: 2	Tajikistan: 4 -District Ed. Financing: 2 -School personnel: 2		Ta: 114 workshops and trainings
			Total: 16	Total: 13		Total: 779 workshops and trainings
34	# of courses, modules or materials developed for education finance	0	Kyrgyzstan: NTY Tajikistan: NTY			

* USAID standard or common indicator

IV. Activities undertaken and progress toward results

A. Modifications to the work plan

During Year 1 three modifications to the contract were made:

- a. 30 September 2007; modifying the obligated amount
- b. 16 September 2008; modifying the obligated amount, budget line amounts (but not the ceiling price), certain project components, and deliverables and the key personnel
- c. 30 September 2008; modifying the obligated amount

B. Activities and outputs achieved during current year and planned for next year

Outputs planned for this year	Outputs achieved this year	Outputs planned for next year
IR1: Improved Quality of Teacher Training in Student-Centered Methods		
Activity 1.1. Improved Quality of In-Service Training		
<p><u>Tajikistan</u></p> <p>150 cohort schools for the year one selected in targeted districts</p> <p>Profile of 150 Cohort schools developed and available to all stakeholders</p> <p>TTWG established with MoE</p> <p>Increased awareness of TTWG members on Student-centered, Skill-based, assessment of selected FTI modules.</p> <p>Package on assessment of FTI modules developed</p> <p>FTI modules on General, Primary, Chemistry/Biology, Tajik language and Math reviewed, improved and submitted to MOE</p> <p>ToT package developed</p> <p>70 Trainers are trained</p> <p>Teacher training plan with follow up, benchmarks and assessments available</p> <p><u>Kyrgyzstan</u></p> <p>MOU is signed</p> <p>Trainings conducted</p> <p>In-Service Teacher Training Program Quality areas identified</p> <p>ITT course contents analyzed</p> <p>Analysis report and recommendations for improvement developed</p> <p>Recommendations approved</p> <p>MOE approval obtained</p>	<p>25 Cohort schools were selected, the remaining 75 will be selected in time for the baseline collection in April 2009. Profiles will be developed prior to sampling</p> <p>TTWG was not established (see year 2 work-plan)</p> <p>Formative Assessment is included in the modules being developed</p> <p>Module development was delayed, submission to MOE planned in November 2008</p> <p>TOT package delayed to October 2008</p> <p>Trainers will be trained by November 2008</p> <p>For Teacher Training plan see year 2 work plan</p> <p>In Kyrgyzstan outputs not achieved because MOU between USAID and MOES not signed by end of year 1, hence only informal meetings between the project and partners took place</p>	<p><u>Tajikistan</u></p> <p>Primary Grade Math, Language and General modules developed</p> <p>25 trainers trained (primary)</p> <p>Master copies of modules handover to MoE</p> <p>ToT package developed</p> <p>100 trainers are trained (secondary)</p> <p>TTI training package</p> <p>4 TTIs have adopted approved modules into their training plan</p> <p>35 DEDs and 35 TTIs trainers trained</p> <p>1000 teachers begin training</p> <p>10 other FTI 2 subject developers trained</p> <p><u>Kyrgyzstan</u></p> <p>Agreement with KAE signed</p> <p>KAE approval of modified ITTI courses (in a form of “prikaz”)</p> <p>Modified ITT courses for primary school teachers, secondary Math and Kyrgyz language teachers</p> <p>Training program for training ITT instructors to teach modified courses developed</p> <p>Training of ITT instructors conducted</p> <p>Training conducted for target school teachers, School Principal, Vice-Principal, leaders of Methodological units</p>

<p>New model discussions conducted Comments are collected and analyzed The new model under discussion Current laws analyzed Existing draft laws analyzed Revisions of current laws and draft laws prepared TTWG established <u>Turkmenistan</u> In year 1 no Turkmenistan plans were established due to the uncertain nature of the expected cooperation with the Ministry of Education</p>	<p>Round Table on draft Education Law held TTWG not established (see year 2 work plan) Three day seminar introducing options for cooperation at in-service and pre-service level was held</p>	<p><u>Turkmenistan</u> Letter of Mutual Understanding with MOE Cooperation with National Institute of Education and per-service institutions Modules developed in at least one subject</p>
<p>Activity 1.2. Improved Quality of Pre-Service Teacher Training</p>		
<p><u>Tajikistan</u> For Component 1.2 the way forward by QLP identified Data collected on new teachers in 150 schools (school profile available as matrix)</p> <p><u>Kyrgyzstan</u> Documents analyzed Report prepared A) Agreement signed B) MOE order gained Several departments for further work selected Analysis made and recommendations developed Methodology is introduced from the first year of study for correspondence students Student practicum revised</p>	<p>The desk-top study was initiated in September 2008</p> <p>In Kyrgyzstan outputs not achieved because MOU between USAID and MOES not signed by end of year 1, hence only informal meetings between the project and partners took place</p> <p>Teacher Retention Study initiated and draft report prepared</p>	<p><u>Tajikistan</u> Gaps identified and set of recommendations on promoting new teachers retention developed Report published Permission to intervene to pre-service teachers education Assessment report Agreed action plan for QLP assistance</p> <p><u>Kyrgyzstan</u> The course syllabus is revised so that student-centered teaching methodologies are integrated into the curricula of Arabaev University. 4 Modules (1 general and 3 subject-specific) are developed. Arabaev University instructors are trained in using the methods and in delivering the revised courses. The effectiveness of the current student practicum program is assessed. Student practicum program at Arabaev University is revised. Plan of joint work of Arabaev University and selected schools is developed for testing the new student practicum program.</p>

		Agreements are forged with six PTTI for integrating new methods into their courses.
Activity 1.3. Improved Capacity of State Authorities in Mentoring and Monitoring		
<p><u>Tajikistan</u></p> <p>Gaps in mentoring system identified</p> <p>Relevant approach proposed</p> <p>Mentoring materials package available in digital or text format</p> <p><u>Kyrgyzstan</u></p> <p>No activity planned</p>	<p>Due to the demand to coordinate with the FTI 2 program (which has a mentoring component) QLP delayed activity until the FTI 2 plans were developed. These were still not clear by the end of the year. See also year 2 work-plan</p>	<p><u>Tajikistan</u></p> <p>Pedagogical Leadership sub-module developed</p> <p>2 developers trained</p> <p>20 trainer and 225 school administrators trained</p> <p>35 DED methodologists in 7 districts trained</p> <p><u>Kyrgyzstan</u></p> <p>KAE approval of modified ITT course for school administrators (in the form of a “prikaz”).</p> <p>Agreement with KAE to train target school principals and vice principals in pedagogical leadership, mentoring and monitoring.</p> <p>Modified ITT courses for school administrators.</p> <p>Training of ITT instructors conducted.</p> <p>Training modules on Pedagogical Leadership and Mentoring developed.</p> <p>Trainings conducted for target school principals, vice-principals and leaders of school methodological units for primary teachers and teachers of secondary Math and Kyrgyz language and literature.</p>
IR2: Improved Quality of Student Assessment		
<p><u>Tajikistan</u></p> <p>Formative assessment standards for selected subjects areas and grades developed</p> <p><u>Kyrgyzstan</u></p> <p>TOR developed</p> <p>MOU</p> <p>trainings are conducted</p> <p>existing Kyrgyz state and WB student assessment standards are revised, understanding is gained</p> <p>New assessment standards based on education goals</p>	<p>Formative Assessment Training given to module developers in 4 subjects</p>	<p><u>Tajikistan</u></p> <p>Primary developers trained in formative assessment</p> <p>Two Formative assessment guidelines</p> <p><u>Kyrgyzstan</u></p> <p>Analytical report on current student assessment system developed;</p> <p>Training module and materials on formative assessment is developed;</p> <p>Arabaev University instructors are trained in using the formative assessment methods;</p> <p>ITTI instructors are trained in using the formative assessment methods;</p>

	<p>No activity took place other than research into the assessment system and informal meetings with WB and ADB and other partners</p>	<p>Guide Book on Formative assessment for teachers is developed;</p> <p>Additional literature on formative assessment is selected, translated into 2 languages, published and distributed among ITTIs, PTTIs and target rayon and schools;</p> <p>Analytical report on current student Olympiad system developed.</p>
<p>IR3: Greater Involvement of Teachers in Curriculum Reform</p>		
<p>Best practices has been evaluated and matrix available</p> <p>CCT will get better equipped with tools on making the links between the national curriculum, skill-based standards, and assessment</p> <p>Increased awareness of CCT/TTWG members on Student-centered, Skill-based, assessment of selected FTI modules.</p> <p>Action and implementation plan in place</p> <p>Approved guidelines will be available for FTI trainers and 25 cohort teachers</p> <p><u>Kyrgyzstan</u></p> <p>state education standards, education plan and selected subject programs are analyzed</p> <p>Needs assessment is conducted</p> <p>MDG is trained</p> <p>Cooperation agreement is created</p> <p>Memo of cooperation with mass media signed</p>	<p>CCT/TTWG not formed</p> <p>International Consultancy to support strategy and action plan (see year 2 work plan)</p> <p>State Education standards and curriculum plan analysed internally</p>	<p><u>Tajikistan</u></p> <p>Analytic framework developed</p> <p>National Standards review</p> <p>Survey of teachers' understanding and application</p> <p>First draft curriculum guidelines</p> <p>\</p> <p><u>Kyrgyzstan</u></p> <p>Analytical paper that outlines existence of skill-based standards in curriculum documents (National curriculum Framework , National subject standards , draft subject curriculum)</p> <p>Outline for training module</p> <p>Handbooks for teachers in 3 target subjects</p> <p>Trainers guide for ITTI, PTTI instructors, leaders of MU</p> <p>Training module in Russian and Kyrgyz languages approved by KAE council</p> <p>Analytical paper that outlines supplementary materials schools need to be provided with</p> <p>Supplementary materials that are purchased translated and developed by QLP and distributed to target schools.</p> <p>Analytical paper outlining most popular and accessible mass media among teachers and schools</p> <p>Signed cooperation agreement between QLP and mass media outlet</p>

		Strategy paper for further development of SIR to USAID Monthly publication of QLP materials in “Kutbilim sabak” newspaper
IR4: Increased Effectiveness of Education Finance Systems		
Activity 4.1. Supporting the Policy Process		
	<p>Actual outputs in parallel to those planned:</p> <ol style="list-style-type: none"> 1.MOE Order #401, from 7 April 2008 established an inter-sector working group on education financing (EFWG) 2.Methodology and instructions for calculation of per capita formula for 2009 were discussed on the EFWG meeting on 25 April 2008 3.Methodology and instructions on per capita financing for MOE and MOF based on 2009 were provided under PIU/WB 4.It was decided during the discussion on the EFWG that there is no need in raising the reinvestments problems 5. two quarterly meetings conducted for the period from April-September 6. The list indicators for monitoring of the pilot at National level, pilot region, and school levels were reviewed and confirmed on the EFWG meeting 7. EFWG members are involved in working out of the policies and regulatory docs 8. EFWG members participated in monitoring site visits, trainings , working meetings 9. EFWG members are involved in sector strategies and policies implementation through the active participation in EFWG activity and events listed above 	<p>Planned outputs:</p> <ol style="list-style-type: none"> 1. 4 one-day EFWG meetings with the 8 members of the group (with inviting 2-4 people to the meetings according to the agenda) 2.4 EFWG meeting agendas 3. 4 EFWG’s protocols are developed 4. List of indicators, 2 site-visits conducted with 4 EFWG members. 1 implementation progress report in target rayons 5. One-day technical workshop on per capita parameters for 10-12 MOE and MOF(tbd) specialists 6. 3-4 site visits to rayons with 1-3 MoE specialists (tbd) each time; 3-4 monitoring reports 7. To hire local consultant (lawyer) to complete and finalize the analysis of existing normative-legal base to support Per capita financing in Education 8. two personal computers to the MoE and MoF key persons 9. 1 policy brief prepared 10. One-day workshop on per capita implementation on the national level with 25-30 (tbd) participants
Activity 4.2. Implementing School Financing Reforms		
Outputs planned for this year:	Actual outputs in parallel to those planned:	Planned outputs

<p>1. Workshops and mutual visits of heads of schools, accountants, EFWG members on monitoring experience school are organized</p> <p>2. The spreadsheet for rayons/schools to collect and analyze data on financing and structure of pilot schools is developed, the database on pilot schools is made, work on regular updating of a database is adjusted</p> <p>3. One-day workshops on per capita financing for oblast and rayon finance departments in 24 new pilot rayons for 2009 are conducted, the understanding and supporting from the side of finance specialists in implementing the per capita financing is growing</p> <p>4. Budget classification, per capita instructions for 24 new rayons are printed and distributed</p> <p>5. The database with data from 7 new rayons is updated</p>	<p>1. Trainings, workshops, site visits for EFWG, MoE, MoF specialists, DEDs specialists were organized in order to increase the capacity</p> <p>2. The spreadsheet for rayons/schools to collect and analyze data on financing and structure of pilot schools is developed, the database on pilot schools is made</p> <p>3. One-day workshops on per capita financing for oblast and rayon finance and education departments in 24 new pilot rayons for 2009 are conducted in March and July</p> <p>4. Budget classification, per capita instructions for 24 new rayons are printed and distributed</p> <p>5. The database with data from 7 new rayons is updated</p>	<p>1. 5 one-day consultative/ technical meetings for 85 people on developing school budgets based on per capita formula</p> <p>2. 5 one-day technical meetings for 85 people to analyze statistical data from schools, data on tariff system, to develop statistical reports in a proper order</p> <p>3. 4 one-day workshops for 4 specialists to analyze school budget execution after school year begins on quarterly base</p> <p>4. 4 implementation progress reports on Kulyab</p> <p>5. 2 workshops on the Hukumat level for 8 participants</p> <p>6. 1 local resource person identified and selected, equipped and trained</p> <p>7. 1 one-day introductory workshop on per capita financing for 56 participants from 25 rayons</p> <p>8. 56 sets of materials distributed</p> <p>9. two short workshops, on-the-job, trainings, and updates for school directors and accountants</p> <p>10. management and accounting reference materials and manuals disseminated</p> <p>11. The draft content of the “Handbook for school Principal” compilation is developed and agreed with MoE and the most part of existing normative-legal documents on per capita are collected</p> <p>11. an official approval from the MoE to start supporting of Per capita implementation process in Vaksh rayon received</p> <p>12. The budget for schools in Vaksh rayon request submitted to MoF</p> <p>13. the financial status of schools based on calculated Per capita school budgets analyzed and the recommendations on restructuring developed</p> <p>14. One-day orientation meeting for 85 participants on proper collecting statistical data</p>
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Activity 4.3. Improving School Management

<p>Outputs planned for this quarter:</p> <ol style="list-style-type: none"> 1. The management and accounting training modules are reviewed. The recommendations on improving the module are made. The management training plan is developed 2. The updated data on the list of school accountants in Kulob is defined 3. The six-day refresher training on accounting for school accountants in Kulob is conducted, the skills are upgraded 4. The need in developing and disseminating management and accounting reference materials and manuals is determined 5. Management and accounting reference materials and manuals are developed and distributed 6. The automated expenditure tracking system is improved and in use in all new pilot regions 	<p>Actual outputs in parallel to those planned:</p> <ol style="list-style-type: none"> 1. The management training plan is developed together with MoE, FTI/WB 2. The updated data on the list of school accountants in Kulob is prepared 3. The six-day refresher training on accounting for school accountants in Kulob is conducted, the skills are upgraded 4. The need in developing and disseminating management and accounting reference materials and manuals is determined and included in future project plans 5. Management and accounting reference materials and distributed 6. The automated expenditure tracking system is improved and in use in all new pilot regions 	<p>Planned outputs:</p> <ol style="list-style-type: none"> 1. 5 developers, 1 local consultant selected and hired for restructuring and improving management module for school directors 2. The draft of improved management module for school directors developed for testing in Kulob 3. The restructured and improved management module is tested in Kulob 4. 3-day ToT for minimum 6 trainers on management prepared 5. 2 consultants identified, selected and hired for updating the accounting training module 6. The draft of updated accounting module for school accountants developed for testing 7. The updated accounting module is tested in Kulob 8. 3-day ToT for minimum 6 trainers on management prepared 9. 1 IT QLP specialist and 2 IT MoE specialists are trained for administrating the system 10. 4 technical consultative meetings conducted for 2 IT MoE specialists
<p>Outcomes / Product</p>		
<p>Outputs planned for this quarter:</p> <ol style="list-style-type: none"> 1. The analytical materials on the legislative base regulating advisory committees activities is made 2. The database on existing advisory committees is created and the analytical material on their activity is collected 3. Recommendations for improvement of advisory committees activities on the basis of the analysis are developed 4. Case-studies on the work of the advisory 	<p>Actual outputs in parallel to those planned:</p> <ol style="list-style-type: none"> 1. The analytical note on the legislative base regulating PTAs activities is made 2. The analytical materials on the legislative base regulating advisory committees activities and their activities are discussed with EFWG 3.-4. It is planning to determine the strategy and policy for PTAs further development and strengthening, after these recommendations for improvement of PTAs and Case-studies will be developed 	<p>Planned outputs:</p> <ol style="list-style-type: none"> 1. 46 wooden stands are designed in proper order 2. One-day technical meeting organized for 7-8 (tbd) participants from different donor organizations for defining the role and further strategy of developing and strengthening of PTAs under per capita conditions 3. two orientation meeting on possibilities of financial oversight in the schools conducted for 90 (tbd) participants

<p>committees based on the best examples are developed and distributed</p>		<ol style="list-style-type: none"> 4. 15 PTAs registered as juridical entities in Kulyab rayon 5. 2 local consultants hired for developing the training module for PTAs 6. The draft of module for PTAs developed for testing 7. The module for PTAs is tested in Kulob 8. 2-day ToT for 6 trainers on management prepared 9. 4 information on PTAs activities published in MoE newspapers 10. materials for issue the informational brochure (leaflet) on PTAs role are collected
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V. Project management

A. Table of meetings

The following list is of the formal meetings that took place with USAID, [Ministry of Education and other stakeholders and partners.

Date	Organization	Key representatives of the organization	Key agenda items
February 11, 2008	USAID,	M. Nabieva, USAID specialist on education/Tajikistan	Orientation meeting
February 11, 2008	World Bank Education Modernization Project	S, Hodjaeva, National coordinator on EF	The possibilities of QLP/ PIU collaboration in per capita financing activities
February 12, 2008	USAID, WB	M. Nabieva, USAID specialist on education/Tajikistan , expert on MTF Armen Ngozaryan	Discussion of MTBF framework
February 12, 2008		S, Bazarova - Operations Officer WB, Human Development Department, S. Hodjaeva - National coordinator on EF, M. Nabieva -USAID specialist on education/Tajikistan	The possibilities of QLP/ FTI collaboration in per capita financing activities
February 12, 2008	World Bank Education Modernization Project	B. Mengliev, Deputy Director Project Management Unit	The status of PTAs, their roles and activities
March 14, 2008	MOE RT	A.Rasulov, Deputy Minister of the MOE	To discuss the structure, composition and leadership of the cross sector education financing working group (EFWG). The meeting resulted in an agreement regarding EFWG leadership and the need to obtain a ministerial order to form the EFWG.
March 13, 2008	MOE RT	Ismonov F, Head of the Unit on Budget Planning, Formation and Prognosis	Education financing issues
March 14, 2008	MOF RT	Nazirdjanova M. - Head of the Unit on the Social Sector Budgets, R. Ahmedov - Head of the Unit on Social Sector	The discussion of technical issues of planning workshop for finance specialists of district finance departments from 24 rayons which will move to per capita in 2009

March 14, 2008	MOF RT	Soibov Sh., deputy Minister Habibulaev former Deputy, for now – head of Department	The discussion on per capita methodology
April 21, 2008	Education Department in Kulob	Head of the Education Department, D. Amirov, and Economist, A. Sharipov	To discuss: (1) issues related to implementing Government Resolution #505; (2) challenges experienced by school directors and accountants after transitioning to per capita financing and (3) results of the recent monitoring survey.
April 21, 2008	Finance Department in Kulob	Head of the Finance Department, Head of the Budget Unit, and Head of Treasury/Finance Department	To discuss the school tariff system and estimates in Kulob Rayon
April 21, 2008	Kulob City State Administration	Head of State Administration, City of kulob	To inform the local government about the starting of the QLP, goal, plans and to establish the political commitment and close collaboration and mutual responsibilities on the further implementation of per capita in the schools of Kulob rayon between implementing agencies.
April 23, 2008	MOE RT	A.Rasulov -Deputy Minister of the MOE, Ismonov F -Head of the Unit on Budget Planning, Formation and Prognosis	The discussing of organizational issues of coming EFWG first meeting, exact time, agenda, etc.
June 27 2008	MOE KR	A Ivannikov, Deputy Minister MOES, Representatives of WB & ADB PIUs	Presentation of QLP, Discussion as to cooperation with other education projects with a view to developing matrix of cooperation prior to MOU signing Introduce new COP
July 8 2008	MOE RT	A Rasulov Deputy Minister of the MOE, Ismonov F - Head of the Unit on Budget Planning, Formation and Prognosis	Introduce new COP
July 10	MOF RT	Sh Soibov, Deputy Minister of Finance, M Nazirjanova, Head of Budget Planning, Social Sector	Introduce new COP
July 22 2008	MOE, RT, RITTI	Khayol Boboev, Head of Science and Innovation Department, MOE	Discussion of QLP Cooperation with MOE/RITTI under FTI 2

		Khabibullo Boboev, Rector RITTI Shodi Qurbonov, Deputy Rector, RTTI	
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B. Changes in Staff

Date	Name and title	Change
June 30 2008	John Dreier, COP	ended service
July 1 2008	Terry Giles, COP	began service

C. Consultants

Dates of consultancy	Name of consultant	Tasks
April – September 2008	Damir Safin Ruziana Musina	Provide supervision and support to local consultants to develop improved materials for the Republican Teacher Training Institute FTI 2 program
June 2008	Dr Bird Stasz	Provide training to project stakeholders in introducing Formative Assessment to the project developed materials
August/September 2008	Professor Sarfaroz Niyozov	Support the project to review Curriculum development in Tajikistan and make recommendations to the project for its strategy in supporting teachers to have greater involvement in Curriculum reform.

D. Major Procurements

Date	Procurement	Amount
August/September 2008	Computer, printer, copier (plus associated software and ancillary equipment) package to each of 5 Teacher training Institutes in Tajikistan	[\$ 18,000]

E. Staff Travel / Visitors

Dates	Name	Purpose
February 2008	Semere Solomon, Project Director Karen Tietjen, M&E Advisor	Work-plan development and M&E plan
August/September 2008	Karen Tietjen, M&E Advisor	Year 2 work-plan development and target (including EOPS) setting M&E planning

F. Other notable management events

During year 1 the position of Chief of Party was changed through an open recruitment and the appropriate USAID approval of key personnel

VI. Challenges and actions taken

- MOU in Kyrgyzstan (delay to Y1 implementation)
- MOU in Turkmenistan (not yet achieved)
- Project is capacity building the state system, which is inherently weak, structurally (lack of reform, finance) and in terms of human resources, thus is a significant challenge.
- Lack of Ministry policy in education financing in Kyrgyzstan
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VII. Financial report

As of August 2008 voucher (#11). Budget line items are adjusted per contract modification Sept. 12, 2008: