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QUALITY LEARNING PROJECT - QLP

ANNUAL REPORT

OCTOBER 1, 2009 – SEPTEMBER 30, 2010



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USAID QUALITY LEARNING PROJECT (QLP)
Annual Report
October 1, 2009 – September 30, 2010

Submitted to:

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List of Abbreviations

ADB	Asian Development Bank
AETS	Automated Expenditure Tracking System
AKF	Aga Khan Foundation
AOE	Academy of Education (Tajikistan)
DED	District (Rayon) Education Department
EFWG	Education Finance Working Group
EMIS	Education Management Information System
FTI	Fast Track Initiative
GTZ	German International Development Organization
HE	Higher Education
IBET	Improving Basic Education in Tajikistan (USAID supported project 2003-2007)
IWB	Interactive White Board
ISTTI, ITTI	In-Service Teacher Training Institute
ITT	In-Service Teacher Training
KAE	Kyrgyz Academy of Education
KTSU	Kurghon-Teppa State University
LC	Local Consultant
MOE	Ministry of Education (Tajikistan)
MOES	Ministry of Education and Science (Kyrgyzstan)
MOF	Ministry of Finance
MOJ	Ministry of Justice
MSBF	Minimum Standards of Budget Financing
	Mid-Term Expenditure Framework (project supported by the EU in Tajikistan)
MTEF	
MU	Methodological Unit
NALG	National Agency of Local Government
NEI	National Institute of Education
NRT	National Round Table
OSI	Open Society Institute
PCF	Per Capita Financing
	USAID/Participation, Education and Knowledge Strengthening (Project 2003-2007)
PEAKS	
PMU	Project Management Unit
PRESET	Pre-Service Training
PTA	Parent Teacher Association
PTT	Pre-Service Teacher Training
PTTI	Pre-service Teacher Training Institution
QLP	USAID/Quality Learning Project
RayFO	Rayon Finance Office (under subordination of the Hukumat/Hakimyat)
RayOnO/REA	Rayon Education Administration (under subordination of the MOE)
	Rural Education Project (Kyrgyzstan, Supported by the World Bank)
RMTC	Republican Methodological and Training Centre (Tajikistan)

RTTI	Republican (in-Service)Teacher Training Institute (Tajikistan)
SSS	Secondary School Standards
TE	Technical Expert
TOT	Training of Trainers
TSPU	Tajik State Pedagogical University
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WB	World Bank

I. Overview

The goal of the Quality Learning Project (QLP) is to expand access to quality primary and secondary education in Kyrgyzstan, Tajikistan, and Turkmenistan. QLP builds on achievements and lessons learned by USAID's previous programs in basic education. The program also supports governments' efforts to implement their national education strategies and when applicable support the implementation of Education for All Fast Track Initiative (FTI) grants. These include 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) the use of transparent and efficient school finance and management systems.

The Project started on 30 September 2007 and is due to be completed on 29 September 2012. Overall budget allocation is \$12,191,288, apportioned to the three target countries as follows: Tajikistan \$5,590,542; Kyrgyzstan \$4,807,303 and Turkmenistan \$1,793,443.

II. Project goal

The project is aimed at building the capacity of state systems of pre-service and in-service teacher training 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 compete in emerging market-driven economies as well as to fulfill roles as active citizens in a participatory democracy.

The project targets curricula of in-service and pre-service teacher training programs and aims at introducing more child-centered pedagogy, including the use of formative assessment techniques to boost student learning. It also examines what supplementary materials teachers need in the classroom to ensure 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 (PCF) of education in Kyrgyzstan and Tajikistan.

III. Project Components

1. Tajikistan

1.1 Tajikistan QLP

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

1.1 Improved Quality of In-Service Training

1.1.1 Cohort 2 target school selection

Thirty-six schools were selected from three target districts, in Vaksh (to overlap with the second QLP PCF target Rayon) Asht and Isfara, both in the north of the country where QLP had started capacity building of Soghd In-Service Teacher Training Institute in PY3. Out of these thirty six schools, twenty were selected for Cohort 2 baseline that was carried out during the reporting year. QLP conducted orientation meeting for school principals and collected data portfolios for each school.

1.1.2 Review and adjustment of lesson planning module in secondary teacher training materials

It was necessary to review the secondary modules developed in PY1 to ensure they reflected QLP's strategy that lays emphasis on lesson planning using the student learning outcomes. This was defined following the development of the materials. This was a necessary step towards ensuring the training materials were aligned with the state subject standards that were also being updated to use the student learning outcome approach and structure.

QLP also reviewed four subject modules i.e. Math, Tajik Language and Literature, Biology and Chemistry. These modules were updated, the final versions used in summer trainings, and later on shared with FTI/RITTI.

1.1.3 Trainers' capacity building

A series of capacity building workshops were conducted for core RITT trainers and regional TTIs. Some of the trainers demonstrated improved mastery of pedagogical concepts and practical application through writing articles on modern teaching, learning and assessment, and having them published in local professional journals.

1.1.4 Institutionalization of Primary Teacher Training Modules

The primary in-service teacher training syllabi were reviewed and updated to reflect modern teaching and learning concepts and introduced in the QLP supported training materials. These were subsequently approved by the RTTI Scientific Board and submitted for review to the Collegium of the Ministry of Education.

1.1.5 Institutionalization of Secondary Teacher Training Modules

The secondary Math and Tajik Language and Literature in-service teacher training syllabi were reviewed and updated to reflect modern teaching and learning concepts introduced into the in-service training program. They were both approved by the RTTI Scientific Board and submitted for review by the Collegium of the Ministry of Education.

1.1.6 Cohort 1 Teacher Training Target school delivery

Teachers from Cohort 1 target schools received second round of trainings. 1017 teachers were trained during these sessions.

1.1.7 Cohort 2 Teacher Training Target school delivery

532 teachers from 36 target schools in three districts participated in the first and second rounds of training sessions.

QLP succeeded in splitting the eighteen-day teacher training into two parts. Teachers who participated in both training sessions very much welcomed the opportunity to receive training, go back to their classrooms to apply the new pedagogical concepts, have an opportunity to share the experience with their peers and finally get support from the trainers during the second part of the training a couple of month later.

1.1.8 Further support to FTI

The project supported both the RTTI/MOE and the donor group in finalizing the FTI3 Proposal and Budget Estimation for the human resources component. The FTI3 proposal for Tajikistan was approved by the FTI Secretariat.

1.1.9 Assist RTTI and Methodological Center in providing efficient teachers' training and supplementary material

A rezograph (high volume duplicating equipment) was purchased and will be installed in the Republican Institute for In-Service Teacher training when a suitable location is identified. QLP will print its remaining training materials using this equipment.

Outcomes/results

- 36 school selected from three target districts
- Primary, Math and Tajik Language in-service teacher training curriculum revised and approved by the RITTI Scientific Board and MOE Collegium
- Capacity of 55 trainers representing central and regional TTIs built
- Cohort 1 teacher training completed
- Over 1000 target school teachers received state certificates (entitling them for a category upgrade, including salary increase)
- 532 teachers from 36 target schools in three districts received first phase (12-day) training

IR.1.2 Improved Quality of Pre-Service Teacher Training

1.2.1 Review and analysis of current courses/ resources at target departments of Dushanbe and K-T State Pedagogical Universities

QLP provided technical support to run workshops on best practices worldwide for staff from key departments from the Tajik State Pedagogical University (TSPU) and Kurgon Teppe State University (KTSU) with a view to initiating the curriculum review of target departments of TSPU and KTSU.

Heads of departments QLP is working with (Centre for Methodology, Methodology of Teaching Primary and Secondary Mathematics, Methodology of Teaching Primary and Secondary Tajik Language, Pedagogy, Psychology) accepted the need for change in the curriculum content, reading materials for their courses, and approaches to teaching. From the review of the different curricula, it was clear that the curricula included very little related to modern pedagogy or good classroom practice and management.

QLP consultants subsequently visited and facilitated a two-day seminar for the target Heads of Department and the Deputy Director of the Methodology Center on how to develop a more practically oriented curriculum. This set the basis for further tasks to be taken forward in developing updated versions of the work programs for each target department.

A report summarizing the review findings was prepared (see attached) and a round table was held to share the outcomes of the review analysis.

1.2.2 Modify current courses/resources/syllabi/curriculum/ learning objectives at target departments of Dushanbe and K-T State Pedagogical Universities

QLP prepared a detailed scope of work and general parameters to local consultants (LCs) to align their department curricula. They have started the first phase of modifying their respective department work programs. The parameters included working on the structure, content, assessment procedures, and methodology of the work programs. Based on the criteria developed by QLP and the analysis conducted by the LCs, it is expected that the above aspects of their departments' work programs would be modified. A regional consultant facilitated the workshop on how to revise higher education curricula and conducted a series consultations with the heads of departments responsible for the revisions.

The key outcomes and results will include learning outcomes for the work programs and a vision of what a good young teacher should know and be able to do and demonstrate (attitudes and values). This will

include reworking and developing theoretical aspect (key concepts taught), ways of practical application of the concepts (competencies built, skills developed, and areas of application demonstrated), themes, literature proposed, and methodology of teaching and learning.

1.2.3 Develop training approach for target subject specialists

Dr. Bird Stasz through Fulbright program joined TSPU and QLP and supported master trainers in a series of workshops for TSPU target faculty members on learning objective setting, lesson planning, formative assessment, and interactive learning methods. The same type of training sessions will be conducted for the KTSU target faculty staff. These themes will need to be further explored in PY4.

1.2.4 Strengthen student practicum and PTI-school linkage

QLP identified local consultants and developed an action plan and research tools to conduct a study on student practicum in Tajikistan. The outline and agenda for the two-day seminar were prepared in collaboration with the Practicum Department staff of two target universities and a seminar was conducted before initiating the study was conducted.

A thorough research on practicum which involved student undertaking the practicum, District Education Departments, university, college and school methodologist responsible for student practitioners was conducted through interviews, observations, desk research analysis, and focus group discussions.

The analysis included the following areas:

- Review of structure of practicum at target institutions;
- Review of all regulatory documents for practicum at target institutions; and
- Study of practicum implementation at schools.

Report and research outcome analysis is underway to complement the curriculum review report. QLP will organize a roundtable to present the findings.

The outcomes of the Practicum Study will be ready early November, 2010. This will include a thorough analysis of the way practicum is set-up in the two universities with a view to identifying and sharing the best practices. Recommendations will be shared on a roundtable which will include best practices from an international perspective. The IC will help with the final suggestions and documents.

Outcomes/results

- *Curriculum Review conducted*
- *Report prepared and shared through a round table, conducted early October, 2010*
- *Training material for faculty member designed*
- *Trainings initiated for TSPU target faculty staff on Lesson Planning, Learning objective setting*
- *Formative Assessment and Interactive methods*
- *Student practicum delivery reviewed and report is under finalization*

1.3. Improve Capacity of State Authorities in Mentoring, Monitoring and Pedagogical leadership

1.3.1 TOT for Cohort1 and 2 trainers

In order to avoid duplication, an agreement was reached with the MOE/WB/FTI program that the MOE Regional Consultant, hired under the FTI program, would be responsible for developing the mentoring training program and that QLP would receive this program and use it in QLP cohort school training. During a joint TOT with the FTI program and subsequent review of the mentoring materials, it became

clear that QLP would need to adjust the materials in order to correspond with the QLP teacher training materials and indicators (embedded in the QLP M&E baseline that was conducted in April 2009).

1.3.2 Target schools delivery of mentoring program for Cohort 1

In order to fully test this mentoring program, a ten-day approbation training was conducted for Kulob DED methodologists, Deputy Principals, and Head of MUs from fifteen target schools. This approbation revealed the limitations of the FTI program in relation to some specific content of the teacher training programs already developed on the one hand and QLP's M&E requirements on the other.

Subsequently a detailed review of the mentoring program was initiated where recommendations will be made to adjust the mentoring training that QLP will introduce in the in remaining target schools/rayons. This is expected to address these limitations.

A regional training workshop on mentoring moderated by an international consultant was held in Bishkek. QLP program specialists, selected local consultants and two FTI consultants who will be involved in reviewing the mentoring training under FTI-3 attended the workshop.

1.3.3 Target schools delivery of mentoring program for Cohort 2

Further trainings were postponed until the mentoring program was finalized, which was initiated in summer 2010, ready for delivery in the 2010-2011 academic year. This delay was unfortunate but was unavoidable in light of having to make significant changes to the FTI prepared materials

1.3.4 TOT for management module for principals (Pedagogical leadership component) for Cohort 1 and 2 target schools

The TOT took place from November 17 – 26. Thirty participants were selected on the basis of their experience and background. Each participant was asked to select and conduct a session independently in order to demonstrate their skills as a potential trainer. These training sessions were evaluated and at the end of the training a list of proposed trainers was submitted to the RITTI for use by both the FTI and QLP training programs.

1.3.5 Training on Pedagogical Leadership and Finance Management for Principles of cohort 1 and 2 target schools

An eight-day training on finance management workshop was conducted for Cohort 1 and 2 target school principals and a seven-day training on Pedagogical Leadership was conducted for Cohort 1 and 2 target school principals.

Outcomes/results

- *Field-testing of FTI mentoring program and training material conducted in Kulob target rayon*
- *Revised Mentoring training in line with QLP training objectives*
- *TOT for Management module for principals conducted*
- *Cohort 1 and 2 target school principals trained on Education Finance and Pedagogical Leadership*

IR.2 Improved Quality of Student Assessment

2.1 Institutionalization of formative assessment guidelines

The draft formative assessment guidelines (Primary, Tajik Language, and Math) were reviewed by the RMTC. The guidelines were adjusted on the basis of the feedback and sent for final review and approval to the Methodological Board of RMTC. Approval from RMTC Methodological Board is expected in November 2010.

2.2 Development of FA kit

Out of the four articles developed by teacher trainers and submitted to the national scientific and educational journals and magazines, three were published in “Maktab va Jomea” (School and Society) under the title “Feedback – warranty of quality learning; Assessment should be conducted based on criteria!” The article “Instructions for better learning and assessment” was published in “Mas’alaho Maorif” (Education Issues).

Article 1, Feedback – warranty of quality learning, presents different approaches to provide quality on-time and effective feedback during lessons. *Article 2 on Assessment should be conducted based on criteria!* describes the importance of success criteria setting and evaluation of students learning performance based on criteria. *Article 3; Innovative teaching through in-service teacher training course,*; deals with higher order thinking and multiple intelligence (different learning styles) by addressing QLP interventions to develop trainers’ and Teacher Training Institutes’ capacity to implement modern pedagogy concepts through teacher training course. *Article 4, Instructions for better learning and assessment* portrays a variety of instructional models to involve all pupils to develop higher order thinking skills.

2.3 Target school delivery of formative assessment guidelines and FA Kit for cohort 1 and 2 target schools

Due to the long review and approval process by RMTC, QLP could not finalize and print copies for target schools delivery in PY3. This activity was postponed until January, 2010.

2.4 Incorporate formative and summative assessment elements into QLP Olympiads

QLP held several discussions and brainstorming sessions with different stakeholders in regards to the existing Olympiad structure and content and its effect on student performance. QLP learned that MOE and the key people involved were not very interested in changing the structure and content of the Olympiads. The formal response from the MOE to questions regarding restructuring the Olympiads was the proposal that QLP provided support to improve the building of the Republican Center for Gifted Students as the official MOE body for conducting and monitoring of Olympiads at both regional and international levels

QLP feels that this is not the best use of resources and in line with the aim of encouraging teachers and students to develop higher order thinking in classroom teaching, QLP will develop draft structure and content for piloting a restructured Olympiad in QLP target rayons. This would include higher order thinking questions and assessment tools as an experiment and based on the results make a decision whether progress can be made with respect to this issue or not.

Outcomes/results

- *Three Formative Assessment guidelines reviewed by RMTC and finalization*
- *Four Article on Formative assessment were published in professional journals*

IR3. Greater Involvement of Teachers in Curriculum Reform

3.1 New skill-based standards guidelines in target subject-matter curricular as a result of discussions and feedback from subject teachers and teacher groups

3.1.1 Development of primary standards guidelines

The updated state Primary Standards which were developed by the Academy of Education (AOE) with QLP technical support were approved by the MOE for distribution to schools in Tajikistan. The guideline structure and main sections were developed and the general sections of the guidelines were drafted.

QLP conducted field-testing of Primary Standards Guidelines during Cohort 2 teacher training sessions. Field-testing results showed that teachers found the guidelines useful in the development of lesson planning and classroom delivery

3.1.2 Review and modify secondary education standards

QLP facilitated a three-day workshop to share teacher friendly and learning outcome based format and requirements of standards with team leaders for each subject assigned by Ministry prikaz (order) responsible for updating the standards. The workshop was hosted by the AOE.

Tasks were given to each subject group to develop their content according to a uniform format. QLP received initial incomplete drafts following the workshop and provided feedback to the working groups so that they could continue to develop the task.

The AOE informed QLP that it would like to develop the secondary standards for grades 5-9 as grades 10 and 11 are under review following the decision to move to a 12-year education system.

QLP organized a one-week workshop on learning outcomes and indicator development for standards" guidelines for teachers in Bishkek. QLP and AOE staff attended.

The international Consultant hired by QLP visited Tajikistan to review draft materials and to extend advice on the final drafts before submission to the AOE for review.

3.1.3 Development of secondary education standards guidelines

The International Consultant held a three-day workshop to present the proposed structure of the curriculum standards guidelines for the staff of the AOE who will be involved in the guidelines development.

3.2 Development of high quality, affordable supplementary subject-based curricular materials

3.2.1 Institutionalization of supplementary materials developed in PY2

Drafts of a range of supplementary materials for QLP target subjects were reviewed and final draft versions prepared.

During the final round of teacher training, the draft versions of two of the supplementary material were discussed with classroom teachers and finalized after incorporating their feedback. The supplementary materials were approved by the MOE/RMTC. QLP is working on the design of the material to make it ready for publication and national distribution.

3.2.2 Development of subject-based, high-quality, affordable materials for teachers and students

The review of the rest of the of supplementary materials developed in PY3 took place during Cohort 2 training sessions and feedback obtained from teachers will gave a vision and specific parameters for the development of additional supplementary materials.

3.3. Increased opportunities for professional exchange and policy dialogue through subject teacher groups

3.3.1 MU support implementation of primary and secondary education standards

While Cohort 1 and 2 teacher training sessions were underway, QLP made sure that MU Heads of target subjects – Primary, Math and Tajik Language were fully involved in the review and analysis of primary and secondary education standards and also provided feedback and suggestions for their improvement. The discussions and review of the standards during the sessions enabled teachers and MU Heads to take an active role in decision making process and in the finalization of MOE/AOE developed and approved documents.

Outcomes/results

- *Primary standards restructured and approved by MOE*
- *Guideline for Primary standards developed and field-tested. Final version is underway*
- *Secondary standards and guidelines for four target subjects – Math, Tajik language, Chemistry and Biology are under development with the support of IC*
- *Set of supplementary material field-tested with teachers and reviewed by RMTC*
- *Two supplementary materials approved by RMTC and recommended for nationwide use*

IR4: Increased Effectiveness of Education Finance Systems

The intervention is aimed at increasing efficiency and accountability in the use of education resources, with the ultimate goal of increased quality of education overall. In PY3, the whole country has rolled out to new form of management and financing that was piloted by USAID. QLP's activities under this component focus on assisting the Government of Tajikistan to sustain momentum and reach national adoption of the new school finance mechanism.

4.1 Supporting the Policy Process

4.1.1.1. Provide technical assistance to Education Finance Working Group (EFWG) in stewardship of the PCF implementation

An inter-sector working group on education financing (EFWG) was established in 2008. Three meetings of EFWG, chaired by the Head of budget, Planning and Forecast Department, MOE, took place in 2009-2010. The USAID/QLP COTR participated in these meetings. Participants discussed the implementation of budget for 2009 and plans for 2010 under the new normative and coefficients, the possibilities of using unspent funds during the year and a need to update the instructions on PCF. The results of monitoring of (PCF) in schools of RRS, Dushanbe, several districts of Khatlon and Sughd oblasts were presented by

MOE and QLP representatives. The process of introducing new forms of financing to new twenty-five districts, which have been transferred to PCF on January 1, 2010, and its preliminary results were presented by the National Coordinator on per capita financing activities under the World Bank, Education Modernization Project and FTI. The analysis of the execution of school budgets for all rayons in 2009-2010 was also presented.

The main issues that were raised during these working group meetings and that require further discussion and decision making are:

- compiling a roster of potential specialists of the MOE, RTTI and other related institutions to be trained as trainers to deliver the training programs based on developed and improved modules;
- institutionalization of modules on school financial management, accounting and activities of PTAs;
- formation of mid-term program of state expenses and budget of MOE for 2011-2013;
- analysis of the legal and regulatory base to ensure per-capita becomes embedded in the overall budgetary and regulatory framework for the country;
- shortage of qualified school administrators, especially accountants;
- new instruction for PCF;
- country plan to move to 12 year education; and
- MOE plans on transferring pre-school educational establishments to PCF

Outcome/results

- *EFWG is an effective mechanism to address the issues of PCF implementation in the country. Tajikistan fully transferred to PCF in January 2010 with no big problems so far.*
- *Regional conference on PCF in Tajikistan conducted*

4.1.1.2. Strengthen central government capacity in PCF implementation

QLP provided technical support to the group of representatives from the MOE, MOF as well as other stakeholders to conduct three monitoring visits of PFC implementation in schools of Kulob, Qurghonteppa, Isfara, Vahdat, Rumi, Ghafurov, Sino district of Dushanbe, Ayni, Panjakent, Zafarobod, Isravshan, Konibodom, Isfara, Vose, Muminobod, Khovaling, Hamadoni and Farkhor districts. Reports and recommendations on the visit were submitted to EFWG meetings, MOE and to Education Department of Kulob and Sughd oblast.

Analysis of existing normative-legal base to support PCF in education is being led by WB/FTI. MOE/FTI has developed TORs for consultants and submitted them to WB. QLP anticipates their authorization to start the selection process. QLP's contribution to analysis of existing normative-legal base to support PCF in Education was discussed at several meetings with WB and MOE representatives. QLP will participate in the analysis as soon as MOE/FTI selects the consultants and start the process.

Two articles about PTAs and PCF were published in "Omuzgor" MoE newspaper in 2010.

Outcome/results

- *Evidence based decision-making introduced*
- *Joint field trips conducted regularly by representatives of MOE, MOF, FTI and QLP staff to monitoring PCF implementation.*
- *Problems and shortcomings resolved during monitoring visits.*

Monitoring revealed that successful implementation of PCF doesn't depend how long district has been exposed to it: it much more depends on effective working relation of schools. ravono and

4.1.1.3. Increase public awareness of PCF and PTA

4.1.2 Implementing school financing reforms

4.1.2.1. Continue monitoring of PCF implementation in Kulob rayon

QLP continued work, although less intensively, with education and finance departments and school administrations of Kulob rayon to address the problems discovered during the on-site monitoring visits. As the results of this work, school data analysis, tariff system and budget analysis are currently done more appropriately by schools administration and specialists of Kulob educational and finance departments. Schools budget execution was analyzed for each quarter. Recommendation were made following Kulob field visits and discussed at EFWG; PTA representatives, school principals, and Hukumat specialists meetings respectively. Database of PCF implementation approved and executed budget from 2007 up to June 2010 were collected and entered into Automated Expenditure Tracking System (AETS). QLP together with specialists of Education Department of Kulob city conducted monitoring in several schools. The main gaps and shortcomings revealed during monitoring at school level are:

- mistakes with appropriate compiling of tariff system;
- inadequate supervision of finance department's specialist over school finance reporting;
- school administrations and specialists of rayono and rayFO do not analyse school data; and
- weak activity of PTAs in attracting extra-budget funds and involvement in school management

A new local resource person was selected, trained and started organizing technical meetings and consultations for school directors and accountants.

Two meetings were held with Kulob Hukumat to update local authorities about PCF implementation in 2010. The meetings provided opportunities for sharing opinions amongst different stakeholders. The Deputy Chairman of Kulob City, representatives from MOE and MOF, Heads of Education and Finance Departments of Kulob city; a delegation from Vakhsh district (deputy chairman, heads of rayono and rayFO, school principals, accountants and PTA members) participated in the meetings. QLP presented reports about PCF implementation in Kulob schools for the period April 2007 through September 2010. In these meetings, a wide range of issues, namely budget analysis, organizing long courses for accountant, setting up the post of a cashier in schools, increasing the salary of accountants separate room with computer for Kulob school accountants as well as issues regarding experience exchange with Vakhsh colleagues were discussed.

Outcome/results

- *The Deputy Chairman of Kulob City State Administration expressed readiness to support QLP and cooperate in monitoring PCF implementation in schools (the support was a vital collaborative step forward in the reform process).*
- *Meetings demonstrated Kulob authorities are committed to support to QLP activities in Kulob.*
- *An effective working relationship of all stakeholder developed*

4.1.2.3. Support national roll-out of PCF

QLP conducted monitoring of school management training programs delivered by RTTI with FTI funds at national level. Based on the results of these monitoring exercises, QLP developed a refreshing seminar for trainers, who already delivered one or two training programs on school financial management and accounting training modules. QLP conducted a four-day refresher seminar to strengthen and develop trainers' capacity for effective planning and to conduct training programs on school financial management and accounting for school principals and accountants. The participants were school directors, accountants and finance specialists. In order to measure the outcomes of the seminar, a test was administered on fifteen topics from "Manual for Trainers" on the last day of the seminar. Each participant chose one topic and use of new coaching skills obtained on the seminar, worked on it 15-20 minutes and made a presentation. Then the teaching methodology was discussed with all participants and trainers to comment on the processes of the sessions and recommendations were provided to participants.

Outcome/results

- *Enhanced trainers' knowledge and skills on interactive methods of delivering of School financial management and Accounting for school principals and accountants*
- *Increased trainers' skills of the trainers*
- *Increased understanding of the importance and mechanism of introducing per capita financing as well as role of principals in planning school budget and organizing accounting in schools*
- *Trainers applied new knowledge and skills in their work*

4.1.2.4. Introduce PCF in Vakhsh rayon

QLP started its intervention in Vakhsh district in PY3. The project started its activity with an analysis of schools' situation and their restructuring based on new financing mechanism. As a result of this work, the number of schools (financial reporting units – hence some schools have been combines as accounting units) in Vakhsh were reduced from 80 to 49. QLP conducted a good number of orientation and technical workshops, and consultative meetings for school principals, accountants and specialists of education and finance departments on proper data collection, formulation of school budget based on per capita formula, school data analysis, tariff classification to develop statistical reports, and analyzing of school budget based on new financing mechanism on a quarterly basis. Based on these site visits progress reports were developed and presented to MOE, MOF, EFWG and USAID. The set of instruction materials for schools accountants consist of:

- Collection of common rules on depreciation deductions for the full recovering of assets-Order №86 of MOF
- Instruction on the preparation and presentation of annual and periodic accounting reports- Order №84 of MOF RT
- Tajik Law on Accounting № 750
- Normative-legal acts and regulations for new school financing form. MOE 20 pages)
- Instruction for accounting in budget organizations, №157

These documents were compiled and distributed to all Vakhsh schools.

Three meetings were held with Vakhsh Hukumat and local authorities together with specialists from MOE and MOF to update on PCF progress. Meetings provided opportunities to share opinions at the central government and regional levels on education financing reform. The Chairman of Vakhsh district and his Deputy Chairman, representatives from MOE and MOF, representatives of Khatlon Hukumat, Heads of Education and Finance Departments of Vakhsh district, USAID Education Specialist in RT participated in the meetings. QLP presented reports on the preparatory work for transition to PFC and its implementation for October 2009 through September 2010. A wide range of issues, namely budget analysis, organizing long courses for accountant, post of a cashier in school, increasing salary of accountants as well as issues regarding a separate room with computer for Kulob school accountants were discussed in these meetings. Also, QLP organized a meeting with Hukumat of Khatlon oblast. It was an official introduction of QLP to start intervention to Vakhsh district to endorse support from regional government and inform them about USAID educational activities and future plans. MOE representative, USAID/QLP COTR, Chief of Staff of Khatlon Hukumat, Head of Science and Education Department participated in that meeting.

QLP recruited a local resource person in Vakhsh. He was trained and participated in several trainings in accounting and financial management trainings. He helped with monitoring, data collection, distribution of wooden stands, and organizing meeting with USAID representatives, and Abt manager. He also provided technical assistance to school principals.

Outcome/results

- *Smooth transition of Vakhsh schools to PCF*
- *Increased capacity of Vakhsh specialists to monitor implementation of education financing reforms*
- *Increased capacity of accounting skills of school accountants as well as rayfo and rayono specialists*
- *Readiness expressed by Vakhsh district officials to support QLP and cooperate in implementation of PCF in Vakhsh schools*
- *Vakhsh district officials sensitized on QLP activities*
- *Meetings assisted to develop an effective working relation with Vakhsh Hukumat and other stakeholders*
- *Local resource person recruited and is assisting QLP staff to better implement PCF in the region*

4.1.3 Improving school management

4.1.3.1. Support institutionalization of accounting and PTA training modules

The refresher accounting training module for school accountants and district finance specialists was revised, translated into Tajik language, edited, and got reviewed by MOE and MOF. QLP submitted it to MOE and conducted consultations with MOE, MOF and WB to explore the possibility for the module to be endorsed by the MOE. More consultations will be needed in the future.

The PTA training module was revised, translated into Tajik language, edited, and reviewed by RTTI. QLP submitted it to MOE with a view to incorporating it in RTTI courses. QLP conducted consultations with MOE and WB to discuss the possibility of having the module endorsed by the MOE and also the training of new districts transferred to PCF in 2010. More consultations will be conducted in the future.

The Financial Management section of the School Management Module was approved by Scientific Board of RTTI and incorporated into the existing curriculum. RTTI will deliver training based on this module on a national scale. After revising the module, QLP conducted TOT training on Finance Management.

Outcome/results

- *Improved school management module institutionalized; refreshed accounting and PTAs training modules are on a way to institutionalization*
- *Group of trainers prepared for each of three training modules from school principals, accountants, RTTI, TTI, rayfo and rayono specialists*
- *Trainers already facilitated two-three training sessions*
- *QLP provided MOE, MOF and RTTI, TTI with updated, advanced training materials that will assist to improve school management and accounting capacity nationwide*

4.1.3.2 Increase school administration capacity in Vakhsh and Kulob

QLP conducted two six-day training sessions on accounting for school accountants and specialists of rayono and rayFO of Vakhsh district to refresh knowledge and skills of accountants on techniques, methods, accountancy, and other issues related to new financing forms.

QLP conducted eight-day training sessions on school financial management for school principals and specialists of rayono and rayFO of Vakhsh district and Kulob city to improve school principals' knowledge and skills on new mechanism of school management and financing, to acquaint participants with key areas of finance reform in school education and the existing government regulations, provide information to participants about the content of the reform of financing and management of other countries, and to familiarize them with international experience. Ms. Gurezova, the Deputy Chairman of Vakhsh attended all training sessions conducted in the districts.

QLP conducted five-day TOT training on accounting for school accountants and specialists of rayono and rayFO to prepare the second group of certified trainers for further trainings.

Outcome/results

- *Improved knowledge and skills on financial management and accountancy of school principals, accountants and rayono and rayFO specialists*
- *Expanded and effective relationship of rayono and rayFO with schools*
- *Increased understanding of school principals on school financial management*
- *Improved accounting skills in schools through training of the trainers*

4.1.3.3. Ensure effective usage of the Automated Expenditure Tracking System (AETS)

An improved Automated Expenditure Tracking System (AETS) was handed over to MOE and installed in the Budget, Planning and Forecasting Department of the MOE. A department staff was trained on handling and running of the system. The MOE signed order No. 440 dated 31.05.2010 on the adoption of the Automated Expenditure Tracking System. This order instructs the education departments of the country to provide an electronic version of the collected data to the MOE on a quarterly basis. The form for data collection is posted on MOE website. The MOE IT specialist was trained to provide technical assistance during a year to ensure effective usage of the system. The IT specialist was assigned to enter data into the system and oversee its overall implementation. However, the data from districts of the country are yet to be collected and entered into the AETS. It should be noted that WB/FTI had developed another system that duplicated AETS although it was agreed that AETS will be incorporated to EMIS. QLP will start monitoring effective usage of the system as soon as MOE have the data entered.

Outcome/results

- *AETS and support towards its installation provided to MoE*

4.2. Increased Involvement of Community Stakeholders in School Financial Oversight

4.2.1.1 Increasing transparency in resource utilization in school

QLP provided support to school administration in the development of demonstration stands of PCF mechanism in Vakhsh schools. All 49 schools of Vakhsh district received the demonstration stands and installed them in school entrance ways. These stands are regularly updated with information about approved and executed budget each quarter.

Budget hearings organized in Kulob schools improved the awareness of chairpersons and members of PTAs and school administration on budget formulation and execution process.

Registration of ten additional PTAs of Kulob schools was delayed due to changing procedures of registration of PTAs in the Ministry of Justice (MOJ). The MOJ states that there might not be an association if a school is creating an organization of parents and teachers. It instructs that it should be a committee i.e. Parents and Teachers Committee. This contradicts the law that states it has to be an association. This activity will be implemented in the coming quarter.

A one-day orientation workshop on PTAs establishment was conducted for Vakhsh school principals, rayono specialists and parents. The participants were introduced to the procedures for the establishment of PTAs, their roles and responsibilities in management and financing of schools as well as the legal and normative framework for the establishment of PTAs and implementation of their activities.

QLP conducted consultations with school administrations and community on the establishment of PTAs in Vakhsh. Participants were introduced to the basic information about PTA, its role and functions and essential procedures for its establishment. QLP conducted monitoring visits to identify the potential Vakhsh schools for establishment of PTAs and to provide further assistance on legal registration on PY4.

QLP organized visits to promote exchange of experience amongst government officials. The Deputy Chairman of Hukumat, head of rayono, rayFO specialists, school directors, accountants and PTA member of Vakhsh district visited Kulob relevant departments and schools to gain skills and experience on new forms of school management and financing. The group also met with the deputy chairman of Kulob Hukumat, staff of rayono and rayFO and visited nine schools.

QLP initiated the development of practical manual for schools on the establishment of PTA, its role and functions, and the normative-legal base for its operations. A consultant developed the first draft practical module. This activity will be completed after review and revision of the draft practical manual in the first quarter of PY4.

Outcome/results

- *Demonstration stands installed in all Vakhsh schools*
- *Vakhsh school administration and community members' sensitized on PTAs role, rights and duties, and leading function of PTAs on effective and transparent management of school resources*
- *Informal PTA structures set up in all schools in Vakhsh*
- *Knowledge and skills of Vakhsh education specialists enriched through exposure to the best practice of PCF implementation on Kulob schools.*

4.2.1.5. Increase PTAs capacity to be involved in financial oversight

QLP conducted TOT sessions to train school principals, PTA chairpersons and RTTI/TTI specialists on a training module "Involvement of PTAs in the process of increasing transparency and accountability of school budget" developed by QLP.

Outcome/results

- *A group of trainers prepared from school principals, PTA chairpersons and RTTI/TTI specialists*
- *QLP provided MOE/RTTI/TTIs with updated, advanced training materials that will assist to increase transparency and accountability of school budget nationwide.*

Challenges

IR1

In-service teacher training

The timing of the updating of the secondary standards (dictated by the MOE & AOE) did not allow for proper review and adjustment of teacher training and formative assessment guidelines against specific learning objectives for the target subjects that will be defined in the secondary standards (still in development).

Pre-service teacher training

There is acute shortage of resources for professional development within the system, especially with regarding pedagogical (teacher training) courses. This is compounded by the absence of University Work Programs at certain departments which demands QLP to start from a lower level than anticipated. Heads of Departments (HoDs) rely on textbooks, most of which are over 20 years old.

Semi-independence of departments within the university structure (Three HoDs at TSPU) refused to work with the programme because of personal reasons. These are: a. Pedagogy and Psychology, Primary Grades, b. General Pedagogy (Shomurodov), and c. Methodology of Teaching Tajik Language, Secondary Grades.

HoDs and faculty staff focus on teaching and lecturing and not on the work programme itself. Heavy workload of HoDs makes things difficult to implement activities. As the HoDs are engaged in numerous activities within and outside the walls of the universities, they take their time in completing the tasks defined within the framework of mutual agreements with USAID/QLP. This delays project progress.

Program Specialist leaving QLP delayed many activities, planned for quarter 4 of PY#3 and the first quarter of PY4. Absence of specialist, responsible for supervising the component caused serious delay in achievement of certain planned activities for the quarter. The project is yet to select the right fit for this position.

IR3

Mismatch of the MOE and AOE plans and deadlines in the development of Secondary Standards with QLP's PY3 deliverables deadline (QLP PY3 deadlines were defined before it was clear what the MOE deadline was going to be)

Weak capacity of the secondary standard authors in the development of learning objectives and indicators

IR4

- No institutional home for accounting training program
- No institutional home for PTA training program
- Apparent duplication of USAID established Automated tracking system at the Ministry by newly developed database funded by FTI

Cooperation with local government counterparts

- Agreements of Cooperation between QLP and AOE, Methodological Center, TSPU, KTSU
- AOE staff – leading author for the Tajik language Standards participation at the QLP workshop in Bishkek
- Handover of projectors to AOE, TSPU, KTSU to support presentations at those institutions.
- Support MOE/RTTI in development of monitoring tools and instruments for teachers, mentors and school directors trainings (under framework of FTI & WB)

Forecast of Activities for the Next Quarter

- A four-day trainers capacity building workshop
- A six-day second phase Cohort Two teacher training
- Report/Analysis on Student Practicum review
- Round table to share report/analysis on Student Practicum review outcomes

- Professional development training for TSPU and KTSU target faculty staff on interactive and learning outcome based approaches
- Monitoring of Cohort 1 and 2 teacher training and school principal courses in target schools
- Development of Secondary Standard Guidelines for four target subjects
- Development of supplementary material for target subjects

Achievement of Targets for the Quarter

- A four-day trainers capacity building workshop conducted
- Twelve-day first phase Cohort Two teacher training conducted
- Course curriculum teaching content in Primary, Math and Tajik Language Teaching departments at RTTI modified and approved by MOE Collegium
- Curriculum review at TSPU and KTSU conducted. Report/Analysis developed
- Round table to share curriculum review analysis conducted for TSPU target faculty HoD
- Seven-day School Principal training on Pedagogical Leadership conducted
- One article on Formative Assessment published in national educational magazine
- Primary Standard Guidelines developed for Tajik and Math
- Secondary Standards for four subjects developed
- Two target subject supplementary material reviewed by RMTC and recommended for nationwide use

Proposed changes to Work Plan/operational arrangements

- PRESET: Drafting Practicum Study Report – delayed by staff shortage
- PRESET: Identify LC/RC to work with Heads of Practicum and Method Centre to develop University Polojenie (regulation)– delayed due to staff shortage
- PRESET: Modification of Standard Plan and Curriculum – delayed because of staff shortage and slow delivery of tasks from counterparts from the universities
- Finalization of the Mentoring package – delayed due to adjustments required from FTI materials delivered to QLP and now postponed until final adjustment made to the Primary and Secondary Standards and teacher guide to use the standards developed. This is intended to be an integral part of the mentoring training toolkit.
- IR3: Development of Secondary Standard Guidelines for four subjects – delayed due the AOE involved standard developers’ inability to submit the standards on time and with the required quality.

Analysis of the project’s contribution to Education development in the country

- This is the first ever revision and development of state in-service teacher training curriculum on the basis of child centred, learning objective concepts since independence.
- Support to PRESET in initiating the reformulation and re-conceptualisation of university target department standard plan and work plan (previously non-existent specific structure and specific learning outcome).

Table of Meetings for 1 July – 30 September 2010

Data	Organization	Responsible staff of organization	The main issues discussed
July 15, 2010	QLP/USAID	USAID Regional Contract Unit staff, Nabieva M.,	Discussion of USAID/QLP components, achievements, challenges and future plans

July 15, 2010	AOE	IC – Sergey Zairbeg	Presentation of the preliminary outcomes of teacher training delivery review in the country
July 19, 2010	MoE	Ismonov F.,	Discussion of institutionalization of the training modules and the Automated Expenditure Tracking System
August 09, 2010	RTTI/MoE	Rajabov Z., Sohibov M., Qodirov Sh., Muminov B	Discussion of revision of the School Management Training Module for school principals
August 10, 2010	UNICEF	Education Donor Organizations	1. Discussion on the whole NSED revision process 2. Advise the LEDG about communication from the FTI Board about Supervising Entity for the FTI Grants (WB). (e-mail from the FTI Board attached).
August 12-13, 2010	QLP/USAID	Nabieva M., Garth Willis	Discussion of activities under the additional funds
August 18, 2010	Vakhsh Hukumat, Education Department of Khatlon oblast and MoE	Gurezova Z., Sobirov F., Gadoev M.	Discussion of meeting with USAID education advisor, PCF implementation in Vakhsh schools
August 19, 2010	School #2 of Vakhsh district, USAID	Rizomova Z., Rahimov S., Negmatov Z., Mitch Kirby, Nabieva M.	Discussion of UDAID educational intervention in Khatlon oblast/Vakhsh district, changes after moving to PCF, performance before and after the QLP trainings along with many other related issues
August 23, 2010	WB	Bazarova S., Mark McEuen.	Discussion of institutionalization of the training modules and the Automated Expenditure Tracking System
August 24, 2010	Education and Finance Departments of Vakhsh district/Schools ## 1, 10, 13,21 and 24	Saidmurtazoev S., Murodov I., Samadov M., Qudusov O.	The process of PCF implementation in Vakhsh districts; PTA involvement in school managements, problems with budget execution and qualification of school principals and accountants
August 25, 2010	QLP/USAID	Nabieva M.	Discussion of IR4 activities and future plans with additional funds
August 25, 2010	MoE	Ismonov F., Mark McEuen	Discussion of institutionalization of the training modules and the Automated

			Expenditure Tracking System
14-16 September	MOE, WB	MOE and donor community	NSED workshop to date international approaches to education reform in specific area, trends and patterns, experience of countries and lessons learned, possibilities to replicate international experience in Tajikistan.
September 16, 2010	MoE	Ismonov F.,	Discussion of joint monitoring visits to schools of RRS
September 16	USA Embassy	USA Embassy Security Officer	USAID implementing partners' meeting to discuss security situation
September 23, 2010	Vakhsh Hukumat	Gurezova Z., Negmatov A., Rizoev Q., Gulmanov S.	Discussion of PCF implementation in Vakhsh schools and plans for the next project year
September 23, 2010	Kulob Hukumat	Komilova Z., Amirov D., Yuldoshev A., Odinaev R.	Discussion of PCF implementation in Kulob schools and plans for the next project year
September 27-30, 2010	Education and Finance Departments of Vose, Hamadoni, Farkhor, Muminobod, Kulob and Khovaling districts/MoE/MoF	Amirov D., Nazarov B., Amiraliev N., Bobokhonov M., Saidov D., Yormatov N., Rahimov S.	The conducting the joint monitoring on PCF implementation in schools of Vose, Hamadoni, Farkhor, Muminobod, Kulob and Khovaling districts

Changes in Staff

Date	Name and title	Change
26 August 2010	Nemat Alifbekov, Program Specialist	Left the project
30 Sept. 2010	Munira Isamova, Office Manager	Left the Project

Staff Travel / Visitors

Dates	Name	Purpose
August 23-26, 2010	Marc McEuen, Abt Associates, Portfolio Manager; Jyldyz Uzbekova, USAID/QLP Education Finance Regional Director	Discussion of institutionalization of the training modules and the Automated Expenditure Tracking System with WB and MoE, visit to Vakhsh district to review PCF implementation
Sept. 10 – October 2	Simon Jenkins – IC	Support QLP in review and adjustment of Primary and Secondary Standards and Guidelines

Sept. 13 – Oct. 12	Dr. Bird Stasz – IC – Fulbright Scholar	Support QLP to develop training material and delivery of short-term courses on lesson-planning, learning objective setting, interactive methods and formative assessment for pre-service target faculty staff
Sept. 21-24	Terry Giles, QLP COP, Hurmat Dushanбиеv, QLP TJ Program Manager, Dr. Bird Stasz, IC	Study tour to IPD Khorog, GBAO to view how the institution meets the re-training and mentoring needs of teachers and schools in the region. Field visits to schools including the Aga Khan Lyceum.
Sept. 29-Oct. 2, 2010	Keneshbek Sainazarov, QLP KG Country Director; Akylbek Joldoshov – QLP KG Program Manager; Rashid Shakirov – QLP KG Program Specialist, Aikynai Yusupova - QLP KG Program Specialist	Regional planning meeting

1.2 Tajikistan: Reduction of School Related Gender Base violence (SRGBV)

Overview

Protecting children from school related gender-based violence requires a comprehensive approach to address different types of physical and psychological violence, injury or abuse, corporal punishment, traditional harmful practices, early marriage, child labor, etc in order to undertake a national advocacy campaign to change attitudes and beliefs concerning gender based violence (GBV). Violence can take place in the school, on the school grounds, going to and from the school and may be committed by teachers, students or community members affecting the well being of students, putting them at greater risk of failure through dropping out, absenteeism, and lack of motivation for learning.

The concept of the Safe Schools and the Reduction of School Related Gender Based Violence (SRGBV) in Tajikistan is based on the principles spelt out in the Doorways I-III materials initiated by USAID. Tolerance for differences based on ethnicity, region, and social status are the basis for the Doorways materials.

The project is designed to run from September 2009 to May of 2011 with a total budget of \$212,024.

Project Goal

The overall goal is to promote new understanding of the ways in which schools can potentially be unsafe, and what role can school administrators, teachers, community members, and the students themselves play to guarantee safe schools for everyone, especially girls and reduce SRGBV resulting in improved educational outcomes.

Activities

The Safe Schools (SS) program is a two-year initiative (2009-2011) funded by USAID and implemented by QLP/Safe-schools project. As part of the program, twenty schools in Tajikistan were identified as target schools to measure the progress of the Safe Schools training initiatives. The goal of this particular initiative was to reduce school-related gender-based violence in selected schools in three districts to support the longer-term goal of improving educational outcomes and reducing negative health outcomes for schoolchildren. At the end of the project, changes in teacher knowledge, attitudes and practices toward school-related gender-based violence would be used to measure progress toward reducing gender violence.

1. Safe School Restructuring Content of the Manuals;

USAID approved the change in the original work plan to focus on teachers and community members from students and the development of a student manual. The reasons for these changes were to avoid duplication of efforts after finding out that UNICEF was active with students in the same area. The proposed changes complement and build on previous work done by UNICEF and are good examples of adapting a work plan to meet the needs on the ground. USAID agreed that this change was in line with the original scope of work and was only a change in focus and hence no contract modification was required.

Targets that were shifted:

	Original	Proposed	Comments
Schools	30	20	Easier to manage quality, plus achieve reasonable critical mass trained /school
Students	600	0	UNICEF has done a healthy lifestyle program based on doorways student materials (and its approved by the MOE). (Direct approach teacher-student).
Teachers	90	400	20 teachers/school
Community	90	400	20 persons/school-community

QLP SS is enabling the stakeholders to achieve the full cycle of support on gender based violence in education. Thus while UNICEF has focused on the child's aspect, QLP SS's focus is on the management and supervision, awareness raising, capacity building (school administration & teachers), access to services/networking (community focused training), and the hygiene/sanitation/health aspects that are being implemented through the health sector (MOH).

Target schools were selected based on the M&E database profiles.

2. Doorways - III manual content revision and approval

QLP supported the adoption of Doorways III - Manual for Teachers to Tajikistan's context and provided TOT for trainers to deliver Doorways III Manual to target groups. Please note that Doorways II -Manual for Community Counselors consists of eight Modules and Doorway III – Manual for Teachers consists of seven modules.

Feedback on revised and adopted Doorways III Manual were provided by trainers from RTTI, Regional TTIs, Women's Crisis Centers to see to what extent the training materials presented in the module meet

school teachers' needs and are appropriate for dissemination. The Academy of Education, RTTI, and Republican Methodological Center officially approved the Doorways III – Manual for Teachers.

RTTI staff members were trained on the Doorways materials. The Manual was also incorporated into the RTTI curriculum (see attachment).

3. Publication and distribution of learning training materials on SRGBV

The training schedule on Doorways II and III training delivery was designed and approved by MOE. 450 copies of Doorways II Manual and 450 copies of Doorways III Manual were produced and disseminated during the trainings (which is an on-going process) in Kurgan-Tube, Khujand, Isfara, and Dushanbe.

4. Safe Schools M&E process

An international Consultant was hired to provide technical support to QLP Safe Schools team (including Regional M&E Coordinator) to help with data analysis and interpretation, to produce the report of the situation analysis and measurement of those results. Currently data entry is ongoing.

5. Training Delivery

Twenty target schools were selected in three regions: K-T, Khatlon province, Khujand and Isfara, Sugd province and Dushanbe to disseminate Doorways II and Doorways III Manuals. Based on identified numbers of communities and teachers from target schools, training timetable was developed and approved by MOE (see attached Ministry of Education order under # 06/1 383 as of July 26, 2010 to train teachers on Doorways III).

Table 1: Target Schools Trainings Delivery Schedule

Target group	Duration	Participants #	Venue and Target Area
5 day community training	July 6-10	40	schools 12 and 6 Kurgan-Tube
5 day community training	July 13-17 July 20-24	40	school 5 and 8 Kurgan-Tube
5 day community training	July 19-24 July 21-25 July 26-30	60	schools 7, 10, 9 (Kurgan-tube)
5 day community training	July 27-31	20	school 35 Dushanbe
5 day training for teachers and community	Aug 16/20 Aug 23-27	40	school 1 Dushanbe
Training for teachers	Aug 17-20	20	School 52
5 day for teachers and community	Aug 2-6 Aug 16-20	40	School 4, Isfara

5 day training for teachers	Aug 16-20	20	School 32 Isfara
5 day for teachers and community	Aug 23-27 Oct 11-15	40	School 7 Khujand
5 day for teachers and community	Aug 9-13	40	School 9and 10 Kurgan-Tube
5 day training for teachers	Aug 10-14	60	School 5,6,7 K-T
5 day training for teachers	Aug 16-20	20	School 8
5 day training for teachers	Aug 23-27	20	School 1 Dushanbe
Total		460	

SS Trainings Outcome

Community members are able to:

- *Support the rights of young people and provide them moral support*
- *Assist young people to report SRGBV incidents*
- *Refer young people experienced SRGBV to the medical, psychological, legal or safety services*
- *Conduct follow up with young people who needs a help*

Teachers are able to:

- *Recognize their role and responsibilities to protect children and prevent SRGBV*
- *Identify what constitutes SRGBV, how to recognize it, how to prevent it and how to respond to a student who has experience SRGBV through direct support and the use of referral and reporting systems*
- *Reorganize teaching practices to reinforce the prevention of SRGBV and promote a safe learning environment for all students.*

SRGBVP views the problem of gender-based violence from a different perspective and raises awareness on SRGBV. Now, newly trained teachers and counselors are looking at both girls and boys for their talents and capacity to achieve goals and are able to recognize types of violence, and to prevent and protect girls and boys. As they were familiarized with Education International Declaration on Professional Ethics, participants provided proposals on a Code of Ethics to be submitted to the working group on developing of the Code of Ethics.

Outcomes through the period November 2009 –September 2010

- *Existing government teacher training modules against violence in Tajikistan were reviewed in order to avoid duplication;*
- *The principles of comprehensive Safe Schools' approach were incorporated into national extracurricular program;*

- *Potential institutions (AOE and RTTI) and individuals were identified to serve as local partners and other relevant partnerships and alliances with other local initiatives were forged;*
- *Gender-based violence training modules developed by UNICEF were reviewed and modifications to the project were proposed;*
- *The restructured SRGBV training materials were presented to organizations at multiple levels. These include: MOE, AOE, RTTI, Methodological Curriculum Center (MCC), representatives from school and community, and international organizations to ensure feedback were collected, and incorporated in the manuals;*
- *Doorways materials were incorporated into RTTI training program for teachers;*
- *Restructured learning training materials on SRGBV were translated, published and distributed to target schools;*
- *Before and after training surveys were conducted to measure knowledge of participants;*
- *Twenty three trainers were trained to conduct trainings in target areas (Dushanbe, Kurgan-Tube, Khujand and Isfara);*
- *A Working Group was set up to support the development of Code of Ethics with possible endorsement by the MOE; and*
- *238 teachers and 196 community counselors trained from target districts schools*

Challenges

There is acute shortage of networking resources for SRGBV to manage an action plan of community counselors and low motivation in schools and outside schools, especially in districts.

It was difficult to arrange trainings due to the harvesting season in the south and north, and later in mid-August teachers are involved in the preparation of the beginning of the academic year. These include: beginning of the academic year administrative work, preparation of school for government receiving, and teachers august sessions organized by government structures.

Increase public awareness on SRGBV and Mass media involvement

“Khovar”- News agency and Tajik radio “Ozody” disseminated the information on Safe-school program and delivery of trainings on Doorways II to community counselors and Doorways III to teachers to raise awareness on SRGBV before the academic year started. AOE disseminated the information on SS program and cooperation with QLP on AOE’s website.

Cooperation with local government counterparts

The project built strong working relationship with the MOE, AOE, Rayon education departments, Target schools, NGO “Gamkhori”- Crises Centre, and Youth Center.

SS gets positive and intensive support from the key partners. RTTI took the initiative to incorporate Doorways materials into the RTTI extracurricular activities. Negotiations were held with the Rector and Deputy Rector; both responsible for the schedule.

Working group responsible for the development of a Code of Ethics rescheduled their activity as they were on annual leave. During training sessions on Doorways II and Doorways III, teachers and community members shared their opinion on the Code of Ethics and provided feedback to the members of the working group.

Activities for the Next Quarter

The following activities will take place in the coming quarter:

- Conduct a five-day training for the community counselor (October 10-15) on Doorways II in Isfara, Khujand

- Conduct a five-day training for the community counselors (October 18-23, 2010) on Doorways II in Isafara
- Update Doorways III Manual in RTTI extracurricular in the type of three-day training
- Inputting and reporting on baseline
- Official approval of final drafts of Code of Ethics in Tajik and Russian
- Initiate and conduct meetings with different groups of stakeholders to ensure effective usage of skills provided within training on SRGBV in order to identify what each stakeholder can do to improve community counselors activity.

In summer of 2010, teachers and community members from eleven target schools across Tajikistan received trainings on materials that incorporate the Safe School materials. This is part of a currently funded program training scheduled with the overall goal to increase teachers' knowledge and shift attitudes and behaviors to prevent SRGBV. It will also enable them to respond to students' (who have been experienced violence) needs, and to help students learn how to prevent violence and enhance their knowledge, attitudes, and skills on SRGBV.

Throughout December 2010 to May of 2011 QLP/SS will distribute materials and monitor the progress of the implementation of the Safe School program.

The goal of the SS second year is to assess the impact of teachers and community counselors training provision based on Doorways materials.

Analysis of the project's contribution to education development in the country

For Tajikistan community counselors' involvement in school referrals is quite a new initiative which fosters responsibility in creating safe environment in and out of school. The success, particularly the coverage and systemic impact depends upon QLP's cooperation with Youth trainings Centers or Crises Centers as there is no system in the country to support referral. Lack of legal, psychosocial or safety services and lack of professionals with basic skills to support young people experienced violence, especially in districts are some of the challenges that the project envisages.

Examples of good cooperation with stakeholders: Based on Doorways II Manual, the Youth Center in Khujand prepared young volunteers to support young people experienced violence. Ghamkhory Crises Center, Kurgan-Tube trained their community counselors on the Doorways II Module to work with the target communities.

Meetings/travel/staff changes

Safe School Table of Meetings for 1 July – 30 September 2010

Data	Organization	Responsible staff of organization	The main issues discussed
July 1, 2010	MOE	Partovov	To get letter of permission to arrange/run trainings
July 2, 2010	School 6/12	Isoeva Bibikhavo Sanginov Mumin	Briefing on SS
July 5, 2010	DED	Kasimova Solikha	Briefing on SS
July 4, 2010	School 5/7	Niezov Saidakhmad Rakhimova Zainab	Briefing on SS
July 12, 2010	School 9/10	Odinaev Imomali	Briefing on SS

July 13, 2010	School 8/ K-t	Azizova Niezbegim	Briefing on SS
July 13, 2010	School 1 Dushanbe	Bakhtierov Kh.	Briefing on SS
July 23, 2010	School 35	Safarov Burikhon	Briefing on SS
August 1, 2010	School 4	Ganieva Khidoyatkhon	Briefing on SS
August 16, 2010	School 52 Dushanbe		Briefing on SS
August 15, 2010	School #32 and #4	Valiev Mukhtor Ganieva Khidoyatkhon	Briefing on SS
August 19, 2010	School 7	Begmatova Rafoat	Briefing on SS
August 20, 2010	School 1	Bakhtierov Kh.	Briefing on SS
September 6, 2010	AOE	Karimova I.Kh, Abdulazizov V	Incorporation of Doorways III discussion
September 8, 2010	RTTI	RITTI: Abdulazizov V Davlat-Namoz –	Institutionalization of Doorways III discussion
September 13, 2010	School #31 and #32	Valiev Khamijon Valiev Mukhtor	Briefing on SS (Isfara)

Staff Travel / Visitors

Dates	Name	Purpose
July 30 - August 3	Zarina Bazidova SS program	Isfara. Organization of workshop for community counselors (school 4)
August 31-6, 2010	Asadova Parvina SS program	Isfara. Preparation for training with trainers. (one day training)
August 14-18, 2010	Parvina Asadova, SS program	Isfara training for teachers and (school 4/32)

2.0 Kyrgyzstan

2.1 Kyrgyzstan - QLP

IR 1: Improved Quality of Teacher Training in Student-centered Methodologies

IR 1.1. Improved Quality of In-service Training

SSIR 1.1.1. Establish cooperation relations with regional ITTIs (Yssyk–Kul ITTI, Jalal–Abad and Batken Oblast Methodology Centers)

In PY3, QLP established working relationships with three new partner in-service teacher training institutions. This include: Yssyk Kul ITTI, Jalal Abad and Batken Methodology Centers.

Partner ITTIs were provided with literature (Yssyk Kul ITTI) and equipment (Osh ITTI and Yssyk Kul ITTI) as planned. Moreover, QLP purchased some equipment to facilitate trainings to be conducted by Jalalabad Methodology Center, but was not distributed due to the conflict that occurred in June.

Outcome/results

- *Three party agreement of cooperation signed between KAE-QLP-Jalal-Abad Methodology Center, KAE-QLP-Batken Methodology Center and KAE-QLP-Yssyk-Kol ITTI*
- *Yssyk-Kol ITTI six subject area departments equipped with necessary literature and equipment to deliver regular in-service trainings more effectively*

SSIR 1.1.2 Strengthen capacity of in-service teacher training instructors

1.1.2.1 Training of instructors to teach modified courses in Yssyk-Kul oblast In-Service Teacher Training Institute, Jalal-Abad and Batken Oblast Methodology Centers

A complete series of TOT activities were conducted for all three of these institutions (Student-centered Methodologies – three days; Formative Assessment and Curriculum Development – three days and intensive TOT- efficient delivery of modified ITTI courses- seven days). As a result of these activities, Yssyk Kul ITTI introduced the modified in-service programs as of February 2010.

Outcome/results

- *6 in-service training programs (modified in 2009) were further improved for delivery for ITTI system*
- *13-day (104 hours) training of trainers session provided to the staff of Yssyk-Kul ITTI, Jalal-Abad and Batken Methodology Centers.*

1.1.2.2 Training program delivery to target schools

Inter-ethnic violence flared up in the south of the country in June 2010 – just before the commencement of the planned series of in-service teacher trainings to be conducted by newly trained trainers from Jalalabad and Batken Methodology Centers in Cohort 2 schools in 4 Rayons of Jalalabad Oblast. All logistics related to training delivery were close to completion. However, due to security issues the training was first postponed and then cancelled. Following the USAID „Notice to Proceed“ of 2 July 2010, QLP shifted its activity in Jalalabad took urgent crisis response measures. See „Additional Task 2“, page 51 for more information.

This meant that no trainings were carried out for teachers from Cohort 2 target schools and because the funding for these trainings was shifted to cover the costs of the new training activity in Jalalabad in the summer of 2010 (as defined in the July 2 Notice to Proceed) these trainings will not happen. As these training activities did not occur per to the M&E plan, the conditions for any impact assessment in Cohort 2 schools have changed significantly and so the QLP M&E plan for Kyrgyzstan Cohort 2 schools might not be now valid.

1.1.3 Mentoring of ITTI instructors

The mentoring component of in-service teacher training required the development of the training module and training delivery for senior staff from KAE and Osh ITTI. Training on monitoring and mentoring for Osh ITTI was conducted by the end of the 2009 -2010 academic year. Follow-up monitoring and mentoring visits are planned from start of academic year 2010-2011. Mentoring training for KAE was conducted in September and so follow-up mentoring activities is to be carried out academic year 2010-2011.

At the end of academic year 2009-2010, Modules were reviewed and revised by the team of practicing ITTI instructors from KAE, Osh ITTI, and Yssyk Kul ITTI. They demonstrated improved skill of reflecting, reconsidering, restructuring and revision of the training content. The next stage in this direction would be to further strengthen this critical skill in local capacity, empowering them through training and practice to upgrade the content independently and based on informed reflection. The updated materials will be distributed to the ITTIs early in PY4 following final editing.

Outcome/results

- *Mentoring and monitoring training was developed for ITTI system*
- *Mentoring toolkit developed to support mentoring practices in ITTI system*

SIR 1.2 Improved Quality of Pre-service Training

SSIR 1.2.1 Support new teacher retention

The work under this task was split into two parts. Within the 1st direction a local consultant (Chinara Batrakeeva) who worked on the development of the Report on Teacher Retention updated the paper with the current figures and data. As a result, an updated version of the report is ready. Within the 2nd direction, a newly hired local consultant (Farida Ryskulueva) worked on development of the strategic document on teacher shortage and teacher retention. The document is ready and was already discussed with different education stakeholders in regions, political parties, and within MOES. The next step will be to hold discussion on the strategic document at the special meeting/conference where heads of different education stakeholders (MOES, government, parliament and education donors) will participate. Work under this direction is done in collaboration with UNICEF.

Guidebook for young teachers on the introduction into the teaching profession was developed. It will be distributed among QLP target schools and Arabaev University graduates in PY4.

SSIR 1.2.2 Improve PTTI curricula on 3 target specialties

PY3 was devoted to the piloting of the modified work programs in Arabaev University. Piloting was done in the following way: Each instructor filled in special self-report forms every time they conduct lessons on the themes integrated by the project, LCs observed instructors lessons, students were surveyed every

time they study the new topic integrated by the project, LCs collected data, analyzed it and conducted workshops for university instructors where following activities were conducted

- Feedback, lessons learnt, recommendations for improvement
- Introduction of the new topic
- Development of methodological recommendations

As a result of these activities, standard and work programs were modified once again and a list of essays and control questions were changed.

The LCs conducted five training sessions on the process of delivery of material to university students. Initially it was planned to develop educational-methodological set for target specialties. But work with instructors showed that another approach was needed. Educational-methodological handbook was prepared instead. Educational Methodological Handbook includes the lesson plans on student-centered teaching methodology and helps instructors in arranging their own lessons while the Educational methodological set was planned to include the following: lecture plans, questions for seminars, tasks for practical sessions (Work sheets, cases, role play etc), laboratory lessons plan, work sheets for students independent work, list of materials for students assessment methodical recommendations to create course papers, essays.

The proposed analysis of the Osh State university curricula was postponed because of the tragic events in the south of the country.

Outcome/results

- *Report on Teacher Retention updated the paper with the current figures and data*
- *Strategic document on teacher shortage and teacher retention was developed and discussed with stakeholders (in collaboration with UNICEF)*
- *Guidebook for young teachers on the introduction into the teaching profession was developed.*
- *standard and work programs of Arabaev University were modified once again, and list of essays and control questions were changed*
- *Educational-methodological handbook developed for PTIs*

SSIR 1.2.3 Strengthen linkages between universities and schools

QLP organized discussions on regulation on student practicum (university level) and program on student practicum (target departments level) among Arabaev university faculty and other interested stakeholders. These documents were approved by Uchebno-metodicheskoe obyedinenie (educational methodological unit) of the university. Testing and piloting didn't start this year because the documents were approved occurred after the student practicum for fifth year students had started. It is planned to conduct piloting among fourth year students in spring 2011. Also, the manual for university instructors on new model of student practicum was developed.

The trainings for university supervisors and school mentors will be conducted before this next practicum in Arabaev University.

Outcome/results

- *Regulation on student practicum (university level) and Program on student practicum level (target departments level) modified in Arabaev University*
- *Manual for university instructors on new model of student practicum was developed*

Challenges

- Unstable situation in the south of the country didn't let the QLP start the project interventions in Osh SU in PY3.
- Testing and piloting didn't start this year due to late approval of the documents i.e. after the student practicum for fifth year students had started

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

Overview of activities conducted in the previous year and how these activities relate toward progress of reaching the overall project goals.

1.3.2, 1.3.3, 1.3.4. Training of RaiOO inspectors, Directors, Zavuches, and HMUs in Pedagogical Leadership, Mentoring, and Monitoring

QLP developed training Module on Pedagogical Leadership, Mentoring and Monitoring followed by three-day training for Raiono inspectors, school principals, zavuches, and heads of methodological units (50 target schools). The training program was aimed at developing critical understanding on Pedagogical Leadership, Mentoring, and Monitoring; encouraging participants to acquire knowledge, skills, values and attitudes with specific focus on building schools as learning communities; reconceptualizing the notion and importance of mentoring for teacher professional development; getting to know more about monitoring process in education, reflecting on current approaches to monitoring and increasing participants' understanding of what makes monitoring effective in the context.

Follow up visits to support RaiOO inspectors, Directors, Zavuches, and HMUs

Systematic school visits to Cohort 1 schools (14) in Osh and Chui oblasts were undertaken. These were aimed at providing methodological support and help the stakeholders in implementing new ideas on Pedagogical Leadership, Mentoring, and Monitoring into practice and monitoring the level of progress of practical application of training materials. During the visits, the lessons were observed, joint feedback was given, informal talks, discussions, and mini sessions were held with RaiOO inspectors, school administration, and the teachers. As a result, a number of significant positive developments are emerging in the development of Pedagogical Leadership, Mentoring, and Monitoring. These include development of leadership capacity, increased cooperation and collaboration at all levels resulting in better working relationships, and improvement of teaching and learning process.

A one-day seminar was conducted in Osh and Chui oblasts with the participation of target fourteen schools with the purpose of sharing successes and challenges in PY3. Further action plans were discussed for PY4. Some new materials were distributed on mentoring and additional material on formative assessment were taught and shared.

Developing initial Toolkit on Pedagogical Leadership, Mentoring, and Monitoring

During the school visits in Chui and Osh oblasts, QLP collected and prepared materials (exemplary lesson plans, case studies, teachers' reflections, records from the interviews and informal talks, etc) on Pedagogical Leadership, Mentoring, and Monitoring to develop a preliminary toolkit. Two short working sessions and discussions were held with LCs and IC to discuss the structure and content of the Toolkit. This activity is yet to be completed. The preliminary toolkit will be developed in PY4.

Survey current monitoring practices and potential for change

QLP conducted research on current monitoring practices in eight target schools (Cohort1) in Osh and Chui oblasts. The researcher framed the main and subsidiary questions, worked out the research design, developed the tools to collect data and conducted the analysis. According to the findings, the current

structure of monitoring is built on a hierarchical manner, or top-down approach. Directives, assignments and requirements come from above and people work to meet these demands. Despite District Education People's arguments that they consistently run monitoring at schools so as to identify the real knowledge of students, the study shows that they rarely or never conduct real monitoring at schools. They receive the results from different schools, compare them, and announce at the annual or semester meetings that they categorize schools into leading and second-rate groups. For monitoring to be effective, it is recommended all participants in the learning process need to be involved. Monitoring must be seen as a shared activity in which everyone learns how they can achieve better results. Further analysis is needed to determine clear ways to support quality teaching in schools.

Review of the training module on Pedagogical Leadership, Mentoring, and Monitoring

The Module on Pedagogical Leadership, Mentoring, and Monitoring was reviewed and modified by the team from KAE, Osh and Issyk-Kul ITTIs, LCs and QLP staff. The module was incorporated in in-service teacher training regular courses for directors, zavuches, and HMUs (under SIR 1.1.). Mentoring Module was translated into Russian and shared with Tajik team.

Outcome/results

- *Training Module on Pedagogical Leadership, Mentoring and Monitoring developed*
- *One-day seminar conducted in Osh and Chui oblasts with the participation of target 14 schools to share successes and challenges in PY3*

Challenges

Follow up visits to support Rayono inspectors, Directors, Zavuches, and HMUs: Regular school visits were difficult to arrange at the end of academic year due to the administration staff's heavy workload, preparation for the "Last Bell", LCs' own workload, and the political situation in the country.

Developing initial Toolkit on Pedagogical Leadership, Mentoring, and Monitoring: Preliminary Toolkit on Mentoring, Pedagogical Leadership, and Monitoring is yet to be developed due to the political situation in the south of the country. New Task under SIR 1:1 was developed and launched instead of developing Toolkit.

Review of the training module on Pedagogical Leadership, Mentoring, and Monitoring: Two days were allocated for working sessions to improve and update the module. Lack of time did not allow considering appropriate distribution of hours for different sessions thus posing a challenge to ensure quality and complete coverage of the modified module content.

Mentoring: In mentoring there are some challenges that include no clear functional duties of HMUs; mentoring is not paid in schools; and overload of zavuches, HMUs.

Cooperation with local counterparts

The project established working relationship with Osh Oblast In-Service Teacher Training Institute, Yssyk Kul Oblast In-Service Teacher Training Institute, Rayon education departments, and target schools (50) through KAE.

Forecast of activities for next year

- Working sessions with the developers (IC, TE, and LCs) of Toolkit
- Workshop with directors, zavuches, and HMUs on Pedagogical Leadership, Mentoring, and Monitoring for developing Toolkit
- Preparation of initial draft Toolkit on Monitoring, Mentoring, and Pedagogical Leadership

- Follow up school visits for new academic year 2010-2011 (Cohort 1 schools in Osh and Chui oblasts)
- Report on research with recommendations for legal changes and capacity development of Rayon Education Department on monitoring and evaluation is in the process
- Planning the work on Job description for school administration (directors, Zavuches, and HMUs)
- Developing regulation (Polojeniye) on mentoring.

Achievements of Targets for PY33 (including M&E report)

- Good relationships with target schools and oblast-rayon educational departments established
- Module on Pedagogical Leadership, Mentoring, and Monitoring updated and incorporated in regular in-service teacher training courses (under SIR 1.1.)
- Some resources as cases, lesson plans, and reflections for the toolkit were collected from teachers' experience

Proposed changes to Work Plan/operational arrangements

- Launch "Help Desk" is proposed to be cancelled
- To develop only 1 Toolkit covering three themes i.e. Mentoring, Pedagogical Leadership, and Monitoring.

Analysis of the project's contribution to Education development in the Country

- Support to target Cohort 1 schools (14) in developing new knowledge, skill, and attitudes in Pedagogical Leadership, Mentoring, and Monitoring.
- Improving collaboration and cooperation between all parties within and beyond schools, thus creating common learning environment.

IR 2: Improved Quality of Student Assessment

The purpose of IR2 is to develop training materials, formative assessment manual for school teachers, ITTI instructors, teacher training university instructors, and methodologists of schools and RaiOO. Guide books and video training materials supports IR1 in terms of strengthening the teacher training outcomes.

SIR 2.1 Improve Student Assessment Guide book, training module

2.1.1. Improve Student Assessment (including formative assessment) Guide Book.

The Guidebook on student assessment (first draft) was printed and distributed among some of the trained teachers of Cohort 1 schools (166 copies during the November 2009 trainings to schools).

During the visit of the international consultant (Vladimir Briller), the QLP team visited these schools to seek feedback on the draft guidebook and how teachers use student assessment techniques through lesson observation and teacher interviews. Based upon this feedback, some additions and changes were made to the Guidebook on Student Assessment. The final draft was revised by local consultants and prepared in two languages; Kyrgyz and Russian.

In order to give more background to the use of assessment in schools, five articles on formative assessment were selected jointly with ICs and LCs for their usefulness for teachers. Each article includes a set of questions and commentary to guide the readers understanding. Kyrgyz and Russian translations have been arranged. 220 copies were produced..

Relevant technical information and materials on formative assessment have been used in the development of the sections on formative assessment of the handbook for university instructors (SIR 1.2).

Outcome/results

- *Guidebook on student assessment printed and distributed to 166 teachers of Cohort 1 schools*
- *Five articles on formative assessment printed and distributed (220 copies)*

2.1.2. Improve Student Assessment (including formative assessment) training session in line with SSIR 1.1.1.2

QLP conducted a training session on program revision based on information received from KAE and ITTIs (individual discussions) and a brief analysis of the course schedule. The teachers asked to introduce changes related to the necessity of subject-oriented sessions schedule analysis that turned out the material is designed for four classes (eight hours). However, the assessment sessions can be conducted no more than three classes (six hours). This was found out during the revisions for school principal, primary school, Math and Kyrgyz Language teachers. Student Assessment was revised and passed for using in ITTI (KAE) systems.

Outcome/results

- *Formative assessment module as a part of in-service teacher training was improved*

2.1.3. Develop Formative Assessment video for teachers

The project developed video training module on formative assessment techniques and User's Manual and delivered it to fifty target schools in Chui and Osh Oblasts for testing jointly with SIR 1.3.

Since formative assessment is not taught during the teacher training in Kyrgyzstan, session "Student Assessment" in developed trainings/courses consists of three classes (six hours out of existing 52 special/professional subjects) is needed to provide some materials of formative assessment. The second reason for creating a video training is to provide a clear understanding to teachers on the use of formative assessment in practice.

Outcome/results

- *Video training module on formative assessment techniques and User's Manual developed and distributed to 50 target schools*

2.1.4. Involving teachers into discussion of Student Assessment practices through Mass Media (under IR.3. component)

QLP developed and published in three issues of newspaper, *Kutbilm Sabak*:

- three articles on using formative assessment and
- two notes from the Methodological Department HMUs of Kyrgyz and English languages on using formative assessment

An article "Formative Assessment – Assessment for Trainings," focused on how to use formative assessment techniques in in-service training of teachers and teachers at schools. This was published and presented during the International Scientific-Practical Conference held in Bishkek in January 2010.

An article on formative assessments' techniques was published in methodological magazine "Mektep-Shkola" (School). The *Mektep-Shkola* is distributed in target schools of SIR1.3; in Chuy oblast/in planed distribution in Cohort I schools, ITTI and PTTI.

Outcome/results

- *Three articles on practices of formative assessment in schools*
- *Two notes from the Methodological Department HMUs of Kyrgyz and English languages on using formative assessment*
- *Research article "Formative Assessment – Assessment for Teaching" presented at the conference*

2.2.1. Develop recommendations on improvement of the Regulation on holding subject Olympiads

A working group on the improvement of the regulation on holding Olympiads was established. The working group included sixteen members representing different levels of the education system (schools, RaiOO, KAE, universities, and the MOES). The working group was supported by an international consultant, a local consultant and two technical experts developed recommendations on the regulation on holding subject Olympiads.

The recommendations were designed to incorporate into the Olympiads test items that tests student's problem solving and higher order thinking skills rather than just the recall of factual information.

The Olympiad Regulation was translated into Kyrgyz and Russian languages. It was submitted to KAE for consideration. This regulation will be submitted to the MOE for review once the Minister is approved by the new parliament.

Outcome/results

- *State Regulation on School Olympiads revised so that it incorporates problem solving and higher order thinking skills. Regulation is under review in MOES*

IR 3: Greater Involvement of Teachers in Curriculum Development

The overall purpose of IR3 is to develop Syllabus Guides and supplementary materials on focused subjects. The materials should be provided to teachers via ITTIs and PTTIs of the component IR1 that will enhance the outcomes of QLP.

SIR 3.1 Improved Use of Skill-Based Educational Requirements in Subject Matter Teaching

3.1.1. Develop Syllabus Guide focused on subjects (2 in 1 – 4 grades), (2 in 5 – 9 grades)

A working group that brought together KAE specialists and school teachers was set up with to develop drafts of syllabus guides for different grades and subjects. The working group was supported by Simon Jenkins an international consultant) and developed draft Syllabus Guides that focused on state subjects (two subjects 1 – 4 grades), (two subjects 5 – 9 grades). The IC will develop a strategic plan for improving and editing of the developed Syllabus Guides for 2011.

Outcome/results

- *Syllabus Guide on four subject areas covering primary and secondary level schooling developed and ready to be distributed to schools for further improvements/piloting*

3.1.2. Select and publish Supplementary Materials (SM) developed by teachers

Similarly a manual on supplementary materials was prepared and distributed to trained teachers of Cohort 1 schools (166 copies distributed during the November 2009 trainings).

A competition was organized for the selection of the additional materials on Chui Oblast subjects in collaboration with KAE experts and Kutbilim newspaper. However, very few of the schools

took part in this competition. Also, the materials presented did not meet the requirements of the competitions and because of this there was no selection of material. As the result of this, this task was not implemented as it was planned. The project will be more proactive in identifying the appropriate materials in PY4.

The outcomes of the training session “Additional Materials” in the in-service training program are assumed that teacher will effectively use additional materials to improve the quality of students’ knowledge/learning. This session was completed and passed to SIR 1.1 component for inclusion in the program of regular ITTI trainings.

Outcome/results

- *Manual on using supplementary materials effectively printed and distributed to Cohort 1 schools*
- *Training session on using supplementary materials effectively is incorporated into in-service and pre-service teacher training courses*

3.2.1. Involving teachers in discussion through Mass media

A cooperation agreement which defined the plan to publish articles about QLP and useful materials for teachers in the newspaper was signed between QLP and Kut Bilim (national newspaper for teachers).

A two-day workshop was conducted for teachers who regularly contribute lesson plans and other methodological assistance to Kutbilim newspaper. The purpose of the activity is to involve more people in the project and to share their thoughts with newspaper readers. The outcomes of the seminar are lesson plans of teachers who took into account the missions of the project. Twenty four participants were involved, representing teachers, heads of school methodology units, and specialists of Rayon Education Departments. QLP prepared, selected and published the lesson plans in seven issues of Kut Bilim newspaper.

The project also provided teachers with new approaches to make objectives and include formative assessment techniques while planning the lessons. This includes the training of journalists to teachers’ lesson plans selections in accordance with the project training content.

Outcome/results

- *Group of teachers (24 participants) participated in workshop/discussion on lessons plans*
- *Model lesson plans prepared by trained teachers from Cohort 1 schools published in seven issues of Kut Bilim newspaper*

IR 4: Increased Effectiveness of Education Finance System

4.1.1.1. Provide technical assistance to Education Finance Working Group (EFWG) in oversight of per capita financing implementation

Four EFWG meetings were held in PY3. The final EFWG meeting was conducted on August 19. and coincided with work of National Per-Capita financing (PCF) Round Table, conducted in Issyk-Kul on August 18-20. Representatives from MOES, MOF, National Agency of Local

Government (NALG), and World Bank's Rural Education project attended the meeting. The EFWG members drafted a resolution that coordinated the plan of activities of MOES, MOF and NALG on the implementation of the reform of financing and managing school education for 2010-2012 following the recommendations of the Round Table. EFWG protocols were in Russian and English and passed on to MOES and EFWG members (see Attachment IR-4.1).

An analytical document on PCF reform outcomes, based on 2009 data for Chui Oblast is being prepared. It will be reviewed by QLP and USAID before being circulated to interested parties.

This meeting will contribute in better coordination of work between three main state agencies on further implementation PCF in Kyrgyz Republic.

4.1.1.2. Increase central government officials' capacity in PCF implementation

National Round Table (NRT) on PCF was conducted on August 18 -19. 57 people participated on this event including the Minister of Education and Science, representatives from MOES, MOF, NALG, RayONO, and Heads of ayil okmoty, school principals and representatives from NGOs, the PTA community, international organizations and donors. The objectives of the NRT were to (1) discuss the results of the school financing and management reform after first full year implementation in Chui, Batken and Issyk-Kul oblasts; (2) discuss the problems and challenges and identify possible solutions; (3) develop and agree the plan of joint activities of MOES ; MOF and NALG of KR on implementation of finance reform in school education system in 2010-2012.

4.1.1.3. Increase public awareness on PCF and PTA involvement

An article about the NRT -"New education financing and management system gives new opportunities to schools" - was published in MOES newspaper "Kut Bilim" on August 27, 2010. In addition, an article about the first Advisory Committees Forum - Keys to partnership - was published in a national newspaper "Slovo Kyrgyzstana" on September 29, 2010 (see Attachment IR-4.2).

Informational boxes were provided for every RayOO of Chui oblast for collecting answers, commentaries and suggestions from school administration, teachers and parents. These boxes were distributed to each RayONOs (Panfilov, Moskovskiy, Sokuluk, Kemin, Tokmok, Jayil, Chui, Alamedin,) in Chui oblast.

4.1.1.4. Support the transfer of ownership and funding authority from RayFO/ RayONO to municipal administrations for 139 schools in Chuy Oblast

The NALG held a meeting with Heads of Ayil Okmotu in regard to the transfer of school buildings/territory to the balance of Ayil Okmotu from the Rayon Education Department inventory in line with the decentralization policy in the country. The schools not yet transferred are from Kemin, Jayil, Sokuluk rayons. A local consultant/lawyer hired by the project is working closely with the NALG for transferring ownership and funding authority to municipal administrations to ensure the schools interests are upheld.

Outcome/results

- *Four EFWG meetings held*
- *Analytical document on PCF reform outcomes drafted*
- *Article "New education financing and management system gives new opportunities to schools" published through teachers newspaper*
- *Informational boxes provided to 8 Raion education administration*

4.1.3.3. Develop six-day training module on Accounting in school for school accountants

The training module was developed and field-tested. Twenty school accountants participated in workshop. The training materials were finalized on the basis of participants' comments, questions and suggestions and a four-day TOT was conducted on thereafter to train all thirty trainers.

4.1.3.4. Institutionalize training module "Accounting in school"

Dialogue is well underway with the MOF on the institutionalization of this training module - Accounting in school.

4.1.3.8. Support integration of the automated expenditure tracking system in RayONO and MOES KR

Work with RayOOs on collecting data is well underway. The first statistical bulletin - Indicators review - was prepared on the basis of Chui oblast data for 2009. This statistical bulletin was presented on the PCF NRT. Fifty units of this bulletin will be published and distributed among key government agencies, partners and RayONOs. The purpose of this document is to demonstrate that the automated tracking system can produce data and information that is useful in decision making.

Outcome/results

- *Training program "Accounting in school" developed and pilot tested*
- *Statistical bulletin "Indicators review" using information derived from the automated tracking system developed.*

4.2.1.3. Support formal registration of ACs in target schools

The first two-day Forum for Advisory Committee chairmen was conducted in September. Eighty two participants including specialists of MOES, heads of Ayil Okmoty, school principals as well as chairmen of ACs from Chiu Oblast attended this event. The main purpose of the forum was to review and share the experiences of school advisory committees and school administrations working under a new PCF system.

Outcome/results

- *Capacity of Advisory Committee members increased through shared experience*
- *Article "Keys to partnership" published in national newspaper "Slovo Kyrgyzstana"*

Challenges

Unstable political situation in KG since April 2010, upcoming election to the parliament, change of power and threats that current ministers who are supportive of PCF could be removed are some of the critical challenges the project is facing. This situation is likely to be affected by the replacement of management on rayon level as well. Since April 2010 two Heads of RayONO (from 9 in Chui oblast) were changed.

Passive role of MOES KR and lack of information and knowledge among other key institutions is also another challenge. This situation was improved by the National PCF Forum in August. New

elections to the Jogorku Kenesh (parliament) will be held in October and new deputies will be sworn in. Most of them do not have information about education reform and PCF implementation which means that the project will have to start all over again to inform them about the PCF implementation process and mechanism on participation of community in school management.

A third challenge is the low potential and lack of finance and accounting knowledge among school principals and accountants. This is not helped by the high turnover of those appointed to run schools. Also some trained principals were removed and new ones were assigned which means that these new principals have not attended the project trainings on increasing skills in financial questions.

Passivity of community in school development and education process is also of concern to the project.

Cooperation with local counterparts

The project has built warm working relationship with MOES, MOF, NALG, and Ayil-okmotu, World Bank/Rural Education project, KAE, Rayon finance departments in Chui oblast, Rayon education departments in Chui oblast, schools, and School Advisory Committees

Achievements of Targets for the Quarter (including M&E report)

- *Training module for school accountants developed;*
- *Conducted one six-day test training “Accounting in school” for school accountants;*
- *Conducted one four-day TOT “Accounting in school” for school accountants;*
- *Conducted National PCF Round Table;*
- *Conducted First Forum for Advisory Committees’ Chairmen;*
- *Eight informational boxes were distributed to Chui oblast RayOOs;*
- *Conducted 1 EFWG meeting;*
- *Transferring 139 schools to municipal ownership due to political situation (in process);*
and
- *Institutionalize training module “Accounting in school” (in process)*

Support from USAID required

QLP would like assistance from USAID to set up policy dialogue among key institutions/partners to discuss the PCF implementation progress and challenges.

Analysis of the project’s contribution to Education development in the country

The training module “Accounting in school” is expected to bring a lot of practical benefits in improving the school accountants’ skills and developing independent accounting department in schools for effective use of limited school resources.

National Round Table on PCF: It was the first event where three main state structures (MOES, MOF, and NALG), schools and community sat on one table to discuss challenges and benefits of education reform. Documents (resolution, coordinated plan of activities) developed in this event will help to set up policy dialogue among main partners.

The First Forum for Advisory Committees: It was the first forum of its kind where ACs, schools and local government discussed school problems and emphasized close collaboration between them. The informational booklet will be developed on the results of their team work. This booklet will show what benefits school received thanks to close work with ACs and will motivate other ACs and schools for closer collaboration.

First statistical bulletin “Indicators review” is expected to bring benefits in understanding by key institutes the process of PCF implementation in schools of Chui oblast through visually view.

The MOES newspaper “Kut Bilim” published an article entitled “New education financing and management system gives new opportunities to schools” on August 27, 2010.

Public newspaper “Slovo Kyrgyzstana” published an article entitled “Keys to Partnership” on September 29, 2010.

Meetings/travel/staff changes Analysis of the project’s contribution to Education development in the country

Date	Organization	Key representatives of the organization	Subject
12 July 2010	Chui State Administration	Deputy governor of Chui State Administration in social issues, Suranchieva Roza	Discussion the process of transferring schools to PCF, participating in forums, transferring schools to balance of local government.
13 July 2010	Ministry of Education and Science KR	Minister of Education and Science of KR, Sadykov Kanat Jaililovich	Updating of PCF implementation in Chui region, discussion of opportunities for National Round Table in August.
23 July 2010	USAID	Representative of USAID in education issues, Erkin Konurdaev	Introduction to the QLP, acquaintance with staff of the project.
29 July 2010	Ministry of Education and Science KR	Minister of Education and Science of KR, Sadykov Kanat Jaililovich	Changing the dates of National Round Table in Issyk-Kul at the instance of Minister, discussion the draft of the program and list of participants.
9 Aug. 2010	Ministry of Education and Science KR	Minister of Education and Science of KR, Sadykov Kanat Jaililovich	Discussing the details and confirmation the dates of the National Round Table
12 Aug. 2010	Kyrgyz Academy of Education	President of KAO, Mamytov Abakir Mamytovich	Discussion the details of NRT and content of KAO president’s speech.
13 August, 2010	Ministry of Education and Science KR	Adviser of Minister of Education and Science KR, Moldoev Edilbek Esenovich	Discussion the role of the moderator in the National Round Table.
17 August, 2010	Ministry of Education and Science KR	Minister of Education and Science of KR, Sadykov Kanat Jaililovich	Discussion last preparations to the National Round Table

1 Sept. 2010	Ministry of Education and Science KR	Moldoev Edilbek Esenovich, Omralieva Samara Kydyрмаevna	Discussion Community Involvement in School Management, creating Working Group for introduction of changes to education regulations.
1 Sept. 2010	Ministry of Education and Science KR	Moldoev Edilbek Esenovich, Omralieva Samara Kydyрмаevna, Pak Zoya Alekseevna, Sultanov Raimbek Karagulovich	First meeting of Working Group “On introduction of changes to education regulations”. Continuation the discussion about analyzing education regulations and then making changes to them.
3 Sept. 2010	Ministry of Education and Science KR	Moldoev Edilbek Esenovich, Omralieva Samara Kydyрмаevna, Pak Zoya Alekseevna, Sultanov Raimbek Karagulovich	Meeting with Working Group “On introduction of changes to education regulations”. Review the package of documents about education regulations.
3 Sept. 2010	Ministry of Education and Science KR	Minister of Education and Science of KR, Sadykov Kanat Jaililovich	Discussion the program, format and dates of the Forum for ACs on the Issyk-Kul
03 Sept. 2010	Ministry of Finance KR	Head of Administration, Saparbaeva Cholpon –	Concordance training materials “Accounting in school”.
06 Sept. 2010	Ministry of Education and Science KR	Minister of Education and Science of KR, Sadykov Kanat Jaililovich	Changing dates of the Forum
21 Sept. 2010	National Agency of Local Government	Ikramov Sanjar, Fattahov Bahtiyar Azizovich	Transferring 139 schools on the balance of ayil okmotu
21 Sept. 2010	Ministry of Education and Science KR	Minister of Education and Science of KR, Sadykov Kanat Jaililovich	Discussion the question of closing independent accounting department in schools of Kara-Balta by head of the city, Kazakbaev O. Discussion the results of the AC’s Forum
23 Sept. 2010	Ministry of Education and Science KR	Moldoev Edilbek Esenovich, Omralieva Samara Kydyрмаevna, Pak Zoya Alekseevna, Sultanov Raimbek	Discussion in detail the document “About educational institutions”.
27 Sept. 2010	Heads of Ayil okmoty		Visiting Kemin rayon for opening independent account departments.
27 Sept. 2010	Ministry of Education and Science KR,	Soronkulov Guljigit, Kudaibergenova Damira, Ten, Sultanova Gulmira	Discussion the project of analytical document about teacher’s labor remuneration.

	Ministry of Finance, independent Experts		Review three types of
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Staff Travel / Visitors

Dates	Name	Purpose
August 21-26, 2010	Jyldyz Uzbekova, Regional Education Financing Director, Mark McEuen, Project Director, Abt Associates, Washington	Business trip to Tajikistan for monitoring regions, coordinating budget and timetable for 2011-2012 and meeting with Heads of local administration

Changes in Staff

Date	Name and title	Change
1 July 2010	Aikynai Yusupova, Program Specialist	Joined the project
1 July 2010	Sevara Mirzaeva, Receptionist/Program Assistant	Joined the project
5 July 2010	Aigul Otorbaeva, Office Manager	Left the project
9 July 2010	Mahabat Maideeva, Finance Assistant/Cashier	Left the project
26 July 2010	Joldubek Rashov, Driver	Left the project
1 August 2010	Tilek Mamytova, Finance Assistant/Cashier	Joined the project
1 August 2010	Maksat Satarbekov, Driver	Joined the project
9 August 2010	Mirgul Abdralieva, Office Manager	Joined the project
1 September 2010	Akylbek Joldoshov, Program Manager	Joined the project
11 October 2010	Maksat Satarbekov, Driver	Left the project
11 October 2010	Nurlan Tolonbaev, Driver	Joined the project

2.2 Kyrgyzstan – Youth Aid

Additional Task 1: Youth Aid for Education Project (New Settlements around Bishkek)

As part of an emergency response to the events of April 2010 when the new interim government came to power, QLP launched the “Youth Aid for Education” initiative in the new settlements (*novostroikas*) around Bishkek. This initiative sought to encourage youth to participate in their school and encourage support from the community. This six-week initiative from May – June 2010 (based upon the Notice to Proceed issued 16 April 2010) was very successful in garnering community support as well as the attention of the mayor’s office of Bishkek and the MOES to the issues of lack of access to education in the *novostroikas*. In addition, the QLP reviewed data from a household survey of over 9,000 families to determine the extent of the problem of lack of access to school, and the key sources of the problem for young people.

As a continuation of the program, QLP will work with the MOES and the local governments to identify and prepare solutions to low attendance and high drop-out rates in these settlements. QLP will also train school administration in novostroikas or neighboring communities how to work with youth from novostroikas. Social pedagogues (a formal position in each school created by the MOE in early 2010) will be the focal participants in this project as they have received no training in the past, but are responsible for the social well-being of students at the school. The training programs will help them identify students at risk of dropping out of school and support the development of appropriate interventions. As part of the development of interventions, QLP will work with the MOES to develop preparation for school classes for children entering school for the first time, and for youth that have fallen behind in their studies and have stopped attending school.

The objectives of the project are: (a) to identify preschool children and school children in forty new settlements through survey, (b) to provide pre-school training to preschool children in forty new settlements, and (c) to support preschool children with school materials, shoes and uniforms.

The mission of the program is to contribute to the access to education for children in new settlements through increasing opportunities for attendance to school.

Before the training program started, seven NGOs conducted surveys of 9,442 households in forty focus novostroykas. The total number of students in preschool courses is 1,042 and 723 of them are children from low income families that received school supplies and have enrolled in schools. The neediest received uniforms from QLP that included 394 children. The total number of people involved was 242; twenty eight from seven NGOs, twenty five social workers, nine volunteers, two local experts, and two trainers. By the end of the project, a Media Tour that involved fifteen journalists from newspapers, online new agencies, TV and radio companies was organized. The media representatives included Bishkek City newspapers, Vecherniy Bishkek and MSN, national newspaper, Slovo Kyrgyzstana, national educational newspaper Kutbilim; online sources 24.kg, Report.kg, Vesti.kg; National TV company NTRK, national public TV company EITR, private TV channel, Pyatyy Kanal, International radio and TV company, Azattyk+; the national Radio, Radio Kabar, and the youth radio station Baldar FM.

The project will continue in the next two years and will focus on support for increased school preparation and attendance in target novostroikas around Bishkek.

The tasks of the project for the upcoming two years are: analysis of the results and development recommendations on preschool trainings; development of advocacy campaign strategy; support youth who missed schooling by providing accelerated learning program; and information campaign upon the results of the project.

Outcome/results

- *Guideline for teachers and training module was developed and distributed*
- *32 primary teachers was trained on how to prepare children for school*
- *1042 pre-school age children trained on state 100-hour school preparation program*
- *723 children from low income families received school supplies and support to enrol in school*

Additional Task 2: Creation Positive Socio-Psychological Atmosphere in Schools during Post-Conflict Period (Jalalabad Oblast)

After the June 2010 conflict in the south of the country, many schools and communities were very concerned about stability in schools when the new term starts on 1 September. To respond to this critical situation (following discussions with USAID and the initial meetings with the emergency Education Cluster¹), QLP made plans to respond to this critical needs. Following the issuance of a Notice to Proceed on 2 July 2010 the project team developed a four-day training entitled “Creation of positive socio-psychological atmosphere in schools during post-conflict period”. This training targeted school administration staff; Directors, Deputy Directors („zavuchesi“), and social pedagogues, parents, RaiOO inspectors, and representatives of community with the intention of supporting them as a team to plan and prepare their school and community to ensure a safe environment when the academic year starts and to deal with potential challenges and conflict situations. The four-day training was designed for schools with mixed ethnicity and/or those neighboring the directly affected areas. A two-day training was organized for the schools in more outlying areas in order to reach as many schools as possible before the beginning of the school year.

The specific objectives of the training were: (1) to help and support the administrative staff to create positive socio-psychological atmosphere in schools during the post-conflict period in Jalalabad oblast; (2) to introduce participants to the range of emotional responses of children in conflict situations and enable them to better understand and empathetically respond to the child in conflict and in post-conflict situations; (3) to engage participants in reflection and recognition of the importance of the teacher-student-parent-community relationships in helping children heal; and (4) to provide some concrete activities which can promote healing and good classroom management.

Short-term goal of the project: To enable schools in the directly affected areas to be able to open in September and to manage psycho-social aspects of shock, trauma and potential discrimination in order to return to normalization as soon as possible.

Medium term goal of the project: To support a process in all schools in Osh and Jalalabad that support resolution of animosity between communities and that enables the role of the social-pedagogue to respond (in the medium-term) to negative impacts of the June 2010 events. This was expected to support a neutral and positive school environment and atmosphere. Overall, the training² was conducted in 386 schools (2,091 participants). This was done on the basis of seventy eight groups over twenty nine days, covering Suzak, Bazarkorgon, Nooken, Aksy, and Alabuka rayons and the towns Jalalabad, Maili-Suu, Tash-Kumyr, Kok-Jangak, and Kerben. The twenty nine trainers that were involved in the project participated in TOT in July 29 – 31, 2010 that was organized and conducted by USAID QLP, MOES, KAE, and international educational organizations in Bishkek.

Successes of the training: It was also worth indicating that content of the courses were found to be appropriate and helpful by the participants and they showed great interest to the themes and were very active. As the participants noted, “...these trainings are just on time and in the right place ... they were for us just a glass of water when we were thirsty ... they were like a remedy for a sick person.”

¹ Education Cluster is a UNICEF/Save the Children coordinated group that comes into force when the UN decides to make an emergency event in a particular country a formal emergency

² This includes both trainings; two-day and four-day trainings.

The trainers were able to create a positive environment to conduct effective trainings. They were committed, motivated, open-minded, friendly and flexible. They listened to the answers of the participants carefully, tried to take into account all the opinions expressed by them, assisted each other during discussions, and were responsive to participants' needs. At the end of a day's session, feedback was provided to the trainers which in turn contributed to the improvement of quality of delivery further trainings.

The project will be continued during the coming academic year following the decision made by USAID to provide additional funds for the next two years. The upcoming activities will focus on follow-up and monitoring. Also the follow-up work will include improving the training module for social pedagogues, a new position in the staff in schools in Kyrgyzstan.

Outcome/results

- *Helped build a foundation to support the school administration and members of community to promote quality education both as a means of healing, and of protecting children*
- *Provided access to the participants for enhancing their content knowledge on duties and functions of social pedagogues, conflict situations and the ways to overcome them, and some techniques and tools to use while working with the teachers, students, and parents during the post-conflict situations*
- *Helped prepare school administration to meet the developmental and emotional needs of children, teachers, and parents*
- *Contributed towards creating a culture of togetherness of different nationalities: Kyrgyz, Uzbek, Russian, and others*
- *Gave an opportunity for participants to share and discuss current common problems openly on conflict situations, thus reducing feeling of isolation and promote positive thinking about the future.*

Project management

Table 1: Consultants Services Time Table

Dates	Name	Tasks
January-May, 2010	Ismailova Symbat	School visits to support and assist directors, zavuchas, HMUs, and teachers in Pedagogical Leadership, Mentoring, and Monitoring Conduct one day seminar in Chui oblast for eight target schools
Jan. -May, 2010	Raimbekova Chinara	School visits to support and assist directors, zavuchas, HMUs, and teachers in Pedagogical Leadership, Mentoring, and Monitoring
Mar.-	Kabylov	Research on current monitoring practices

Jun,2010	Toichubek	
May,2010	Amatov Sovetbek	Update the Module on Pedagogical leadership, Mentoring, and Monitoring Conduct 1 day seminar in Osh for 6 target schools
May 2010	Asylbekov Kazybek	Update the Module on Pedagogical leadership, Mentoring, and Monitoring
September 2010	Djusupbekova Nadira	Update the Module on Pedagogical leadership, Mentoring, and Monitoring Conduct 1 day seminar in Chui oblast for 8 target schools

Table 2: Staff Travel / Visitors

Dates	Name	Purpose
April,2010	Yusupova Aikynai TTS-STTA	Osh oblast, school visits (lesson observation, informal talks, meetings with HMUs, directors, zavuches, teachers, and RayOO)
May,4-8,2010	Yusupova Aikynai TTS-STTA	Osh TOT training for trainers for Batken and Jalal-abad oblast (under SIR 1.1)
June, 10- 17,2010	Yusupova Aikynai TTS-STTA	Summer trainings (under SIR 1.1) was cancelled due to political situation in Osh and Jalal-Abad
July 28 – 31. 2010	Yusupova Aikynai, Rashid Shakirov	Jalalabad trainings (TOT)
August 01-16, 2010	Yusupova Aikynai, Rashid Shakirov	Trainings in Jalalabad oblast
August 23-27. 2010	Yusupova Aikynai, Rashid Shakirov	Trainings in Jalalabad oblast
Sep. 3,2010	Yusupova Aikynai	1 day seminar in Osh on Mentoring and Formative assessment
Sep.29 – Oct. 2, 2010	Yusupova Aikynai	Dushanbe, Tajikistan, discussion Work Plan (Year 4)

3.0 Turkmenistan

Overview of activities conducted in the previous quarter and how these activities relate toward progress of reaching the overall project goals.

Program Overview

This was the first full year of the Quality Learning Project in Turkmenistan following USAID rescinding of the Stop Work Order in August 2009. During the first quarter the work-plan was approved by USAID, a local team of experts was identified, and the field office set-up.

Operations began in January 2010 with the COP supporting the local QLP team in developing working relationships with various stakeholders in the education sector.

Early in the start-up, QLP coordinated with IREX, an organization that is running a program (PICTT) aimed at supporting higher education to improve its instruction through the use of technology. QLP and IREX looked at how cooperation might be possible in the area providing support on the effective use of technology in education. QLP's focus was on the basic education and was meant to support the Government of Turkmenistan's policy to install interactive whiteboards and computer technology in schools across the country. It was aimed at training teachers to utilize such equipment effectively to contribute to improved pedagogical outcomes. IREX currently runs short term courses on the technical operation of multimedia equipment, mostly for staff who work at Higher Education establishments in Turkmenistan.

In June IREX and QLP collaborated in preparing a joint presentation on the potential use of multimedia technology in education at the State Exhibition on Science, Technology and Innovative Technology. At the USAID stand, QLP in collaboration with IREX/PICTT presented an example of a biology (8th grade) lesson in Turkmen language based on the Turkmen State Curriculum using the multimedia technology. QLP specialists were able to meet with government officials and demonstrate the opportunities of the pedagogical use of multi-media technologies.

One of QLP's key partners was the Educational Centre „Dil“ in Turkmenabad, as this centre is used by the Velayat (Oblast) Education Department as a training centre for teachers from Lebap Velayat. Achieving the desired level of cooperation was a slow process QLP maintained its contacts with Dil with a view to supporting the center to build the capacity of the trainers who train teachers. In July, QLP invited trainers from the centre to a training session on effective lesson planning and the use of the Interactive Whiteboard (IWB) facilitated by International Consultants. QLP in accordance with its strategy agreed to install an IWB at the centre to support the centre's trainers to undertake further trainings on modern pedagogy using IWB technology. Trainers of this centre are delivering different training programs for school teachers at the request of the Lebap Velayat (Oblast) Education Department, who are fulfilling the mandate of the National Institute of Education (NIE) at local level.

On 23-29 August QLP organized training on “ICT: creative activity of teacher and student” focusing on Student Learning Objectives (SLO) and using the IWB as a training medium at the center „Dil“ in Lebap velayat. Twenty Five teachers who teach Geography, Math, Biology, Informatics (Computer Science) and other subjects from different schools of Lebap region participated in this training. This training did not have official sanction under the Diplomatic Note approved by the Ministry of Foreign Affairs (MOFA) and the MOE and was held by QLP trainers as consultants for the centre „Dil“. This fact enabled the Head of „Dil“ Center to receive permission of the Lebap Education Department (Oblano). This training gave opportunity to test new training materials on SLOs and Pedagogical testing using the IWB.

The overall conclusion is that the „Dil“ Centre in Turkmenabat offers the best opportunity to develop direct engagement with teachers outside the projects key strategy of engagement with the MOE and National Institute of Education (NIE). This strategy proved successful because the engagement through official channels and protocols can be disrupted or interrupted by external events. Working with the „Dil“ Centre offers QLP the opportunity to develop, test and implement the training program without much risk while continuing to reach the same target audience i.e. teachers of mainstream schools in Turkmenistan. It also offers the opportunity for the NEI, through their direct links with this centre, to see models of good practice in training teachers (that QLP can support to be of good quality).

QLP also maintained coordination with other international programs working in the education sector, namely those implemented by UNICEF, GTZ, and the European Union.

Co-operation with local counterparts

QLP interventions were aimed at supporting improved student outcomes in mainstream schools with a long-term focus on influencing the education sector in a systematic way.

This meant that QLP would aim to engage with the MOE and NIE. This, in the context of Turkmenistan, poses a significant challenge as the MOE has a reputation of being one of the most difficult ministries to work with and in the recent past no USAID program was able to hold a training program with the NIE.

QLP was not anticipating engagement with the MOE until ACCELS started having discussions with the MOE regarding an exchange program and as the result of this the Ministry made a request for training. USAID requested QLP to draft a proposal that would be offered to the MOE. The Ministry accepted the proposal and USAID made a formal proposal via a Diplomatic Note through the Ministry of Foreign Affairs (MOFA) for a demonstration training on „Effective Classroom Pedagogy using Technology“.

In April, QLP held training for twenty eight participants comprising specialists from the NIE and school teachers at a school in Ysgant, Ahal Region. The training provided a series of demonstration lessons based on the Turkmen National Curriculum, with analysis of how modern pedagogy and technology can combine to produce effective learning in the classroom. The training included a practical session so participants could apply some of the training. The training was jointly led by the Chief of Party and a Regional Consultant.

Following this success, QLP proposed further trainings through the MOFA and notwithstanding the minor glitch (reasons unconnected with the project), permission was given.

A training workshop on effective classroom teaching using modern technologies and multimedia equipment was held July 20 through 22 for specialists from the NIE and teachers from all regions of Turkmenistan. This activity had official sanction under the Diplomatic Note approved by the MOFA and officials from the MOE. It was held at NIE premises. The training demonstrated theoretical gaps in understanding of SLOs and lesson planning and helped define the further strategy in terms of the needs of the Turkmen education system and gaps in the strategy for the use of multimedia equipment in schools.

The training was led by an International Consultant with the support of the QLP’s Chief of Party and included model lessons to demonstrate effective pedagogy using the IWB and a practical session on using power-point software to develop lesson material. The training demonstrated the interest from specialists from the NIE to cooperate with QLP further.

A similar training proposed to the Ministry as a follow-up this successful training in August was not held due to the refusal of visas for Regional Experts. It is understood that this refusal was

linked to wider political and diplomatic issues and it is hoped that this will only be a temporary setback to developing cooperation with the MOE and technical collaboration with the NIE would be able to continue in the next quarter.

On September, QLP held talks with the head and leading specialists of the NIE to prepare joint Autumn Plan Activity including two trainings focusing on SLOs and Pedagogical Testing, developing training materials on Geography, Math, Biology, and TOT for teachers and specialists of the NIE.

The fact that QLP is now able to hold informal discussions with the Director and Staff of the NIE to discuss training agendas is a significant achievement after only six months of formal engagement with the MOE.

Collaboration with Mass Media

QLP tries to promote the objectives of the project through the mass media. This seeks to create an awareness of the concepts and principles of the project activity as well as reporting official project activity widely. This hopes to serve several aims:

- to demonstrate that the project aims are in line with the President's and government's policy in education
- to promote the vision of education needs for the young person in the 21st Century and to familiarize teachers with modern pedagogical concepts and approaches such as student learning objectives and modern lesson plans.

In the last six months there have been six articles published in the mass media and QLP training sessions were covered on the national TV channels. Both USAID Country representative and QLP Chief of Party were interviewed by national TV as the result of these coverage.

The key newspaper that QLP has targeted is Neutral Turkmenistan, the official daily government newspaper that is more or less a mandatory reading for government officials. QLP has also had articles published in the Teacher's Newspaper. The „State Exhibition on Science, Technology and Innovative Technology“ where the QLP and PICTT jointly presented their multimedia in education projects at the USAID stand also created a number of media opportunities, including TV, radio and newspaper coverage. The USAID stand was awarded the second prize for Best Stand at the Exhibition.

Challenges

While the acceptance and approval of the Diplomatic Note can be considered a success, it does not herald long term success in terms of developing working relationship with the MOE. USAID and QLP will need to take one step at a time, probably with successive Dip. Notes, and will need to be prepared for potential unpredictable moves on the part of the government.

Another challenge is the size of the country team. The Turkmenistan country team is quite small (four staff and a driver) and may need to be expanded in order to respond to the opportunities created by a developing relationship with the MOE and NIE. If the opportunity to work with the National Institute grows, the project may need to create a position of the Project Assistant focused on the technology in education.

Forecast of key activities for next quarter

- Developing training materials by the specialists from „Dil“ Centre, supported by a regional consultant and QLP staff.
- Developing training modules on how to use the IWB
- Conducting TOT for the teachers and specialists of the NIE (November 15-18).

- Conducting training of Local Trainers for the teachers of the Ahal region (November 29 – December 2).
- Conducting training for specialists of the NIE (December 2010)

Analysis of the project's contribution to Education development in the Country

The project aims to improve the quality of education by developing the curricula and supporting materials on different subjects based on modern approaches and technologies to prepare different kinds of digitalizing materials. The project plans to work in closely with local mass media agencies on analysis and elucidate the necessity of educational reforms. The success, particularly the coverage and systemic impact, depends upon QLP's cooperation with the MOE. The project will promote collaboration with the existing training centers linked to the MOE to achieve these goals.

Meetings/travel/staff changes

Table of Meetings for 1 July – 30 September 2010

Date	Organization	Responsible staff of organization	The main issues discussed
06.07.2010	Meeting with the Head of "DIL" Center and teachers on Biology, Geography, Math of the Lebap velayat	Maya Kurbanova, Sofia Shayhulina	Discussion Training activity and selection teachers for July training in Ashgabat
07.07.2010	Meeting with the teachers on Biology, Geography, Math of the Ashgabat schools	Enebay Kakabayeva, Sofiya Shayhullina	Discussion "hard spots" in the curriculums
09.07.2010	Meeting with the Leading Specialist of the "Intec" company	Ashot Mihaelyan	Discussion commercial offers on IWB
10.07.2010	Meeting with the Specialists of the "Intec" company	Ashot Mihaelyan, Aleksey Gavrilov	Purchase and Installation of IWB
12.07.2010	Meeting with IC on ICT Douglas Bell	QLP team	Discussion Training activity
13.07.2010	Meeting with Interpreters	QLP team	Discussion the Subject of Interpretation
13.07.2010	Meeting with IREX/USAID CC	Aman Amanshatov	Discussion future collaboration work
14.07.2010	Meeting with the Specialists of the "Intec" company	Ashot Mihaelyan, Aleksey Gavrilov	Discussion using of IWB
20.07.2010	Meeting with USAID CR	Erin Cole	

20.07.2010	Meeting with the Journalist of the “NT”	Victoria Novikova	Discussion Training activity and State Policy in the Education sphere
27.07.2010	Meeting with LC Larisa Gudjalova	Larisa Gudjalova QLP team,	Discussion on some points of the Situation Analysis
02.08.2010	Meeting with LC Larisa Gudjalova	Larisa Gudjalova QLP team, Vepa Berdiyev	Presentation of the previous draft of the Situation Analysis
09.08.2010	Meeting with LC Larisa Gudjalova	Larisa Gudjalova QLP team	Presentation of the previous draft of the Situation Analysis
10.08.2010	Meeting with Alumni Coordinator	Jahan Allaberdiyeva, Vepa Berdiyev	Discussion opportunities of bilateral work
12.08.2010	Meeting with Management Consultant of the Alma Mater center	Natalya Efendieva	Discussion SLOs and Planning matters
18.08.2010	Meeting with the Head of the “Dil” center and “INTEC” company specialists	Maya Kurbanova, Aleksy Gavrilov	Installation the IWB in the “Dil” center
18.08.2010	Meeting with the Head of the “Dil” center and teachers of Lebap welayat	Maya Kurbanova	Discussion training plan on 23-29 August at the base of “Dil” center
31.08.2010	Meeting with the Head and leading specialists of NIE	Bayram Byashimov	Discussion collaboration work
01.09.2010	Meeting with Deputy Regional Mission Director CAR/USAID, Senior Private sector Development Specialist,	Erin Elizabeth McKee, Erin Cole, Vepa Berdiyev	
07.09.2010	Meeting with the Head of the Math department of NIE	Shadurdyev G.Sh.	Discussion training goals and materials
16.09.2010	Meeting with leading specialists of NIE	Durdyev S.K. Allagulyev M.S.	Discussion Autumn joint-activity plan

24.09.2010	Meeting with the Head and leading specialists of NIE	Bayram Byashimov	Discussion Autumn joint-activity plan
30.09.2010	Meeting with the USAID/Turkmenistan Acting Director and M&E Coordinator	Mr. Ken McNamara, Vepa Berdiyev	Discussion on main points of the QLP work

Changes in Staff

Date	Name and title	Change
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Staff Travel / Visitors

Dates	Name	Purpose
July 12-23	Terry Giles, COP	Co-deliver training with International Consultant, support program development
July 11-24	Douglas Bell	Trainer for 3-day training with teachers at the QLP office and 6-day training in the National Institute of Education

List of participants

July 14-19, 2010

Ashgabat

**Training: “Increasing of school education efficiency by using modern technologies
and multimedia equipment”****Place: QLP Office**

№	Name	Place of work	Position	Telephone
1.	Kadyrov Beshym Babakulyevich	Lebap velayat, Galkynysh etrap, School № 3	Mathematics teacher	868-12-54-02
2.	Muhamedova Irina Ashirovna	Business school of the “Union of Industrialists and Entrepreneurs of Turkmenistan”	Director	35-34-83
3.	Jumayeva Mahry Sheribovna	Turkmenabat, Lebap velayat School № 30	Mathematics teacher	866-28-45-62
4.	Holbaeva Dilyara Almazovna	Ashgabat, School № 1	Mathematics teacher	45-61-94
5.	Mordina Elena Vladimirovna	Ashgabat, School № 11	Geography teacher	27-25-23
6.	Balayan Valery Aleksandrovich	Ashgabat, School № 42	Geography teacher	42-99-31
7.	Kuliyeva Svetlana Vyacheslavovna	Turkmenabat, Lebap velayat School № 11	Geography teacher	866-99-98-08
8.	Skopov Andrey Pavlovich	USAID / ICIML / PICTT (Education centre)	Administrator	56-91-44
9.	Byashimova Gurbantach Muhammedovna	Ashgabat, School № 69	Biology teacher	866-82-26-27
10.	Mirzaev Alisher Anatolyevich	Lebap velayat, Galkynysh etrap, School № 3	Biology and Chemistry teacher	867-90-26-30
11.	Nepesov Vepa Myratberdyevich	Ashgabat, Turkmen State Institute of Economics and Management	Student	29-69-68
12.	Rahmanova Kurbangul	Ashgabat, School № 69	Mathematics teacher	26-46-86
13.	Gavrilov Aleksey Valeryevich	INTEK company	Specialist	49-52-63

List of Participants

July 20-22, 2010

Ashgabat

Training: **“Increasing of school education efficiency by using modern technologies and multimedia equipment”**

Place: **Turkmen National Institute of Education**

#	Name	Place of work	Position	Telephone
1.	Gandymow Serdar	School №78, Ashgabat	Teacher of Informatics	35-10-80
2.	Nurmuhammedow Annamuhamed	School №70, Ashgabat	Teacher of Informatics	26-47-20
3.	Allagulyyew Annamuhamed	National Institute of Education of Turkmenistan, Ashgabat	Head of IT Department	56-35-45
4.	Bekiyew Atamurat	School № 16, Dashoguz	Geography Teacher	866-12-11-53 866-12-11-53
5.	Durdyyew Sapargeldy Kakyshowich	National Institute of Education of Turkmenistan, Ashgabat	Head of Department	49-62-97
6.	Shadurdyyew Gundogdy	National Institute of Education of Turkmenistan, Ashgabat	Head of Department	49-62-98
7.	Melyayewa Ogulbayram	National Institute of Education of Turkmenistan, Ashgabat	Head of Department	49-62-96
8.	Oguljahan Jumayewa	National Institute of Education of Turkmenistan, Ashgabat	Head of Department	49-62-29
9.	Kuwadow Annadurdy	National Institute of Education of Turkmenistan, Ashgabat	Academic Secretary	49-63-14
10.	Nuryyew Bayram	National Institute of Education of Turkmenistan, Ashgabat	Librarian-Bibliographer / Research-officer	49-63-07
11.	Plutayew Andrey Nikolaewich	School № 36, Turkmenabat, Lebap valayat	Chief-specialist of Regional Department of Education of Lebap velayat	800422-3-27-30 866-99-28-60

12.	Atadurdyewa Gulbahar Abdurahmanowna	National Institute of Education of Turkmenistan, Ashgabat	Research-officer	865-53-28-01 866-66-44-90
13.	Yaylymowa Ayjeren	National Institute of Education of Turkmenistan, Ashgabat	Research-officer	865-50-01-37 46-08-36
14.	Matalowa Ogulmaral	National Institute of Education of Turkmenistan, Ashgabat	Head of department of preschool and elementary education	60-54-84 42-16-88 49-62-91
15.	Antonowa Ewgeniya Nikolaewna	National Institute of Education of Turkmenistan, Ashgabat	Chief Research-officer	49-63-07
16.	Annayew Yagshy Gulgeldyyewich	School № 11, Ruhabat Etrap, Ahal Velayat	Teacher of Mathematics and Informatics	33-90-81 865-61-02-51
17.	Salyhow Adyl Azamatowich	National Institute of Education of Turkmenistan, Ashgabat	IT specialist	866-18-45-84
18.	Saryyew Dowran Abdurahymowich	School № 24, Mary, Mary Velayat	Teacher of Informatics	865-30-25-40 866-18-55-25
19.	Yagdirow Rowshen Nohurlyyewich	School № 3, Serdar-city, Balkan Velayat	Teacher of Physics	866-82-98-10
20.	Charyyewa Altyn	National Institute of Education of Turkmenistan, Ashgabat	Research-officer	867-90-91-02
21.	Nuryyewa Gurbanjemal	National Institute of Education of Turkmenistan, Ashgabat	Research-officer	49-63-03 49-63-07
22.	Saparowa Svetlana Sadykowna	Russian Language Department, Turkmen State University, Ashgabat	Russian Language Teacher / Candidate of Pedagogical Science	34-76-70
23.	Kakayewa Amangozel Sahaturdyewna	Russian Language Department, Turkmen State University, Ashgabat	Head of Russian Language Department	35-59-41 22-49-91 866-83-73-18
24.	Vinnikov Vitaliy Vladislavovich	INTEK company	Technical specialist	33-01-69

List of Participants

August 23-29, 2010
Lebap velayat

Turkmenabad,

Training: “ICT: creative activity of teacher and student”

Place: **Center of Languages #2 of the Regional Department of Education of Lebap Velayat**

#	Name	Place of work	Position	Telephone
1.	Meretova Maral Sultanmuratovna	School № 6, Turkmenabat , Lebap velayat	Math teacher	3-23-44
2.	Seyitmuradova Akmaral Jumanazarovna	School № 6, Turkmenabat , Lebap velayat	Math and Informatics teacher	3-23-44
3.	Charyyeva Dunyagozel Ereshovna	School № 6, Turkmenabat , Lebap velayat	Chemistry teacher	3-23-44
4.	Omurova Salamat	School № 2, Etrap Galkynysh, Lebap velayat	Biology and Chemistry teacher	5-54-30
5.	Nowruzova Zoya Nurberdiyevna	School № 14, Etrap Galkynysh, Lebap velayat	Physics, Math, Informatics teacher	867-66-73-20
6.	Orazova Tawus Nurlyyevna	School № 14, Etrap Galkynysh, Lebap velayat	Physics and astronomy teacher	5-50-31 867-54-43-67
7.	Gichgeldiyeva Sulgunjemal Abayevna	School № 9, Etrap Galkynysh, Lebap velayat	Geography teacher	867-25-86-53
8.	Durdyyev Agageldy Halmuradovich	School № 12, Turkmenabat, Lebap velayat	Informatics teacher	866-40-71-26
9.	Rahmanov Alisher Ismailovich	School № 12, Turkmenabat, Lebap velayat	Geography and Biology teacher	
10.	Mavlyanov Hamrakul Hasanovich	School № 12, Turkmenabat, Lebap velayat	Physics and Math teacher	

11.	Kerimova Gulsere Serdarovna	School № 39, Turkmenabat, Lebap velayat	Chemistry teacher	9-60-12 867-65-40-98
12.	Ovliyakulyyeva Gowher Orazdurdyevna	School № 3, Etrap Galkynysh, Lebap velayat	Informatics teacher	5-46-40
13.	Asydova Gulnara Zakirovna	School № 29, Turkmenabat, Lebap velayat	Geography teacher	2-08-76
14.	Pshalakova Jeren Bayramgeldyyevna	School № 29, Turkmenabat, Lebap velayat	Biology teacher	2-05-92
15.	Jorayeva Raziya Albybayevna	School № 10, Etrap Galkynysh, Lebap velayat	Turkmen Language and Literature teacher	5-47-82 866-74-78-74
16.	Akyyeva Maral	School № 3, Etrap Galkynysh, Lebap velayat	Ruhnama and History teacher	5-58-01 867-92-88-32
17.	Bazarova Shadygul Ytalmazovna	School № 2, Etrap Galkynysh, Lebap velayat	Turkmen Language and Literature teacher	5-51-97 866-79-20-27
18.	Gayypnazarova Jemal Rustemovna	School № 39, Turkmenabat, Lebap velayat	Geography and Biology teacher	6-79-84 866-79-20-27
19.	Kulieva Svetlana Vyacheslavovna	School № 11, Turkmenabat, Lebap velayat	Geography teacher	3-82-60 866-99-98-08
20.	Pirkuliyeva Shasenem	School № 1, Etrap Galkynysh, Lebap velayat	English Language teacher	867-65-42-50
21.	Beshimova Yulia Suvhankulyyevna	School № 29, Turkmenabat, Lebap velayat	Geography teacher	3-17-75 866-24-37-65
22.	Avliyakuliyeva Bahar Yusupovna	School № 39, Turkmenabat, Lebap velayat	Physics and Drawing teacher	3-53-66

23.	Mamedov Ahmetjan Haydarovich	School № 8, Turkmenabat, Lebap velayat	Informatics teacher	865-20-04-26
24.	Baltayeva Mamasoltan Yagmurovna	School № 10, Etrap Galkynysh, Lebap velayat	Chemistry teacher	
25.	Poladova Muhabbat	School № 16, Etrap Galkynysh, Lebap velayat	Russian Language teacher	866-67-68-17

IV. M&E Indicator and Reporting and Operations

M&E plan and system development

- EOPS and each project year targets were updated according to the reduced number of schools in Cohort 2. Updated version of PMP PY3 and EOPS targets are attached to the Work Plan for years 4 & 5.
- PMP for Safe school project and QLP Turkmenistan have been developed.
- **School Selection.** 36 target schools in Tajikistan and 25 schools in Kyrgyzstan were selected for Cohort 2. In both countries, meetings with MOE were conducted to remind school selection criteria and target schools role. In Tajikistan 15 schools in PCF rayon Vahksh were pre-selected after meeting with school directors. Other target schools were selected in Sogd oblast, in Asht and Isfara Rayons. In Kyrgyzstan schools for Cohort 2 selected in Jalal-Abad oblast. List of schools was approved by MOE in both countries.
- Following the conflict in the south of Kyrgyzstan in June 2010 it was agreed with USAID that training for cohort schools would not be carried out in summer 2010 (see notice to proceed, 2 July 2010)

Routine Operations for monitoring progress, activities and outputs

- **Staffing.** Zarrina Bazidova was hired as an M&E officer to coordinate M&E activities in Tajikistan. Her role included collaboration with MOE and other stakeholders.
- The M&E team conducted presentation for MOE in Tajikistan to inform about PY2 outcomes, baseline results and to collaborate on planning.
- Two-day training was conducted for MOE, DED and ITTIs on monitoring and evaluation in Kyrgyzstan. This training diagnosed problems in understanding monitoring approaches and needs in training. Training materials and outputs were helpful for creating the next steps and content of monitoring training for target DEDs and ITTIs.
- The M&E team conducted one-day orientation meetings to inform about QLP and M&E approach for target schools principals and DEDs in both countries.
- The M&E team visited three ITTIs (KAE, Osh ITTI and YK ITTI) to monitor the regular courses conducted on QLP's modified curricula. The report was shared with staff for planning the next step on institutionalization.
- The team conducted a presentation to the Tajikistan MOE/FTI on QLP monitoring system in a roundtable in May 2010. According MOE/FTI request, M&E coordinator participated in the process of FTI training & monitoring instrument development.
- **M&E** presented and discussed baseline reports and participated in regional planning meetings to help in the planning process. Also, the team helped to develop plan and instruments for monitoring and mentoring program under IR1. And together with program specialists visited target schools.
- **Data base revision.** Existing QLP M&E database includes three parts: Trainee registration DB, school profiles and assessment database. Database was revised according project needs.
- **Data base management.** Routine data was collected from staff regularly, data was entered into the database, and reports produced.
- Database on trainee registration, assessment and school profiles was updated according project needs. Data has been entered to the database and used for reporting and planning activities.

School Performance Assessment (Baseline)

Baseline assessment was conducted in both countries in March-April 2010. CEATM conducted student test and provided report with each country results.

Twenty two researchers (12 in Tajikistan and 10 in Kyrgyzstan) and six test administrators were trained on data collection in Tajikistan. Data collected in twenty target schools and 5 control schools in each country in March and April 2010.

	Instruments	Tajikistan	Kyrgyzstan
1	Lesson observation form	196	195
2	Teacher interview and performance check list	157	170
3	Student test	2 150	2145
4	Student survey	2 150	2 145
5	Deputy principal interview and performance check list	25	25
6	School Principal interview and performance check list on Pedagogical Leadership	25	25
7	School Principal & accountant interview and performance check list on Finance Management (and finance data from school)	25	25
8	MU heads interview and performance check list on mentoring	49	49
9	DED Methodist (only for Tajikistan) interview and performance check list	10	8
11	AC/PTA interview and performance check list (where they exist)	12	8

Cohort 2 intervention did not happen due to the political situation in South of Kyrgyzstan (in PY3 and is not planned in PY4 as a full training program as was carried out for Cohort 1. But data was analyzed and baseline report were prepared and discussed with project team for better planning work for PY 4-5.

PY 3 data analysis

The total number of trainees was 6257 in PY3. Out of these 2572 are in Tajikistan and 3685 (includes 1792 Jalal-Abad emergency trainings participants) in Kyrgyzstan. Not-redundant number of trainees is smaller, but not significant, as presented in Table 1.

Table 1: Total number of QLP trainees

	Non-redundant general	Non-redundant by IR	redundant
Kyrgyzstan	3119	3466	3685
Tajikistan	2038	2278	2572
Total	5157	5744	6257

In Kyrgyzstan the most number of trainees was trained under IR 1 and IR 4.

If we look at the data by gender, more than 70% are women.

Table 2: Number of trainees by components (Kyrgyzstan)

	Non-redundant	Male	Female
Total	3466	678	2520
IR1	674	103	571
IR2	32	5	12
IR3	33	4	29
IR4	670	110	560
Project Architecture	85	28	57
New Task (Jalal-Abad emergency trainings)	1972	428	1291

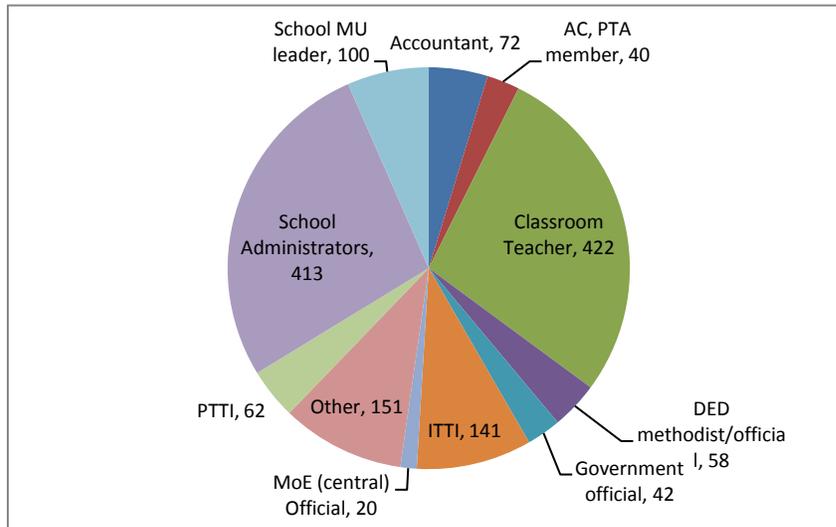
In Tajikistan the majority of trainees were trained under IR1 (mostly delivery Cohort 1 and Cohort 2 trainings). 62% are women and 38%.

Table 3: Number of trainees by components (Tajikistan)

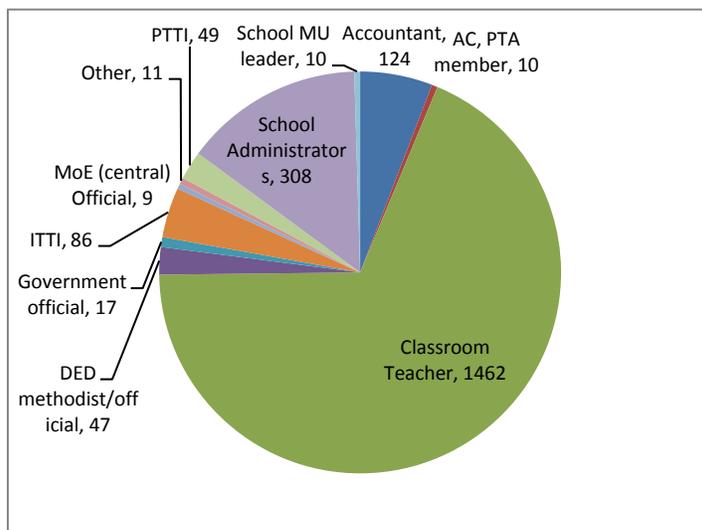
	Non-redundant	Male	Female
Total	2233	780	1382
IR1	1684	420	1264
IR2	0	0	0
IR3	223	107	45
IR4	326	253	73

The diagram below presents data on distribution of trainees by different specialization/target groups. The data shows that the most number of trainees in Kyrgyzstan (without Jalal-Abad trainings) target institutions and rayons are classroom teachers and school administrators (includes administrators from all PCF rayons). The diagram also shows that 141 ITTI (KAE, Osh, Batken, Jalal-Abad, Issyk-Kul) and 62 PTI (Arabaev University) instructors were trained.

Diagram 1: Distribution of trainees (Kyrgyzstan)



Because of delivery training on Cohort 2 conducted in Tajikistan, 1462 classroom teachers were trained. Also diagram shows that 308 school administrators and 124 accountants were trained (mostly under IR 4).



According to the data collected in PY2 and 3, 70% Cohort 1 and 2 trainees were trained in Kyrgyzstan, the reason behind being the cancellation of Cohort 2 training programs. Tajikistan has exceeded target by 19% (Ind.10).

Diagram 1 also indicates that the focus of QLP in Kyrgyzstan in PY 3 was ITTI and PTTI capacity building (training for instructors) which resulted in the training of 141 ITTI instructors,

and 62 PTTI (Arabaev University). (Whereas the and the main focus for QLP Tajikistan was the training of on classroom teachers,. This was due to the postponement of mentoring trainings.

Diagram 2: IR 1 Kyrgyzstan distribution

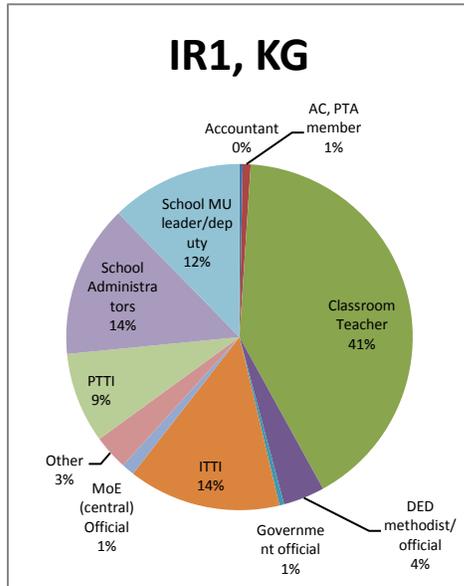
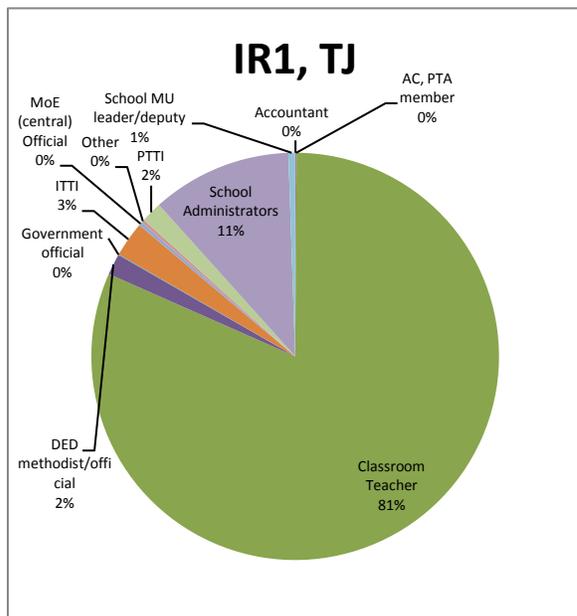
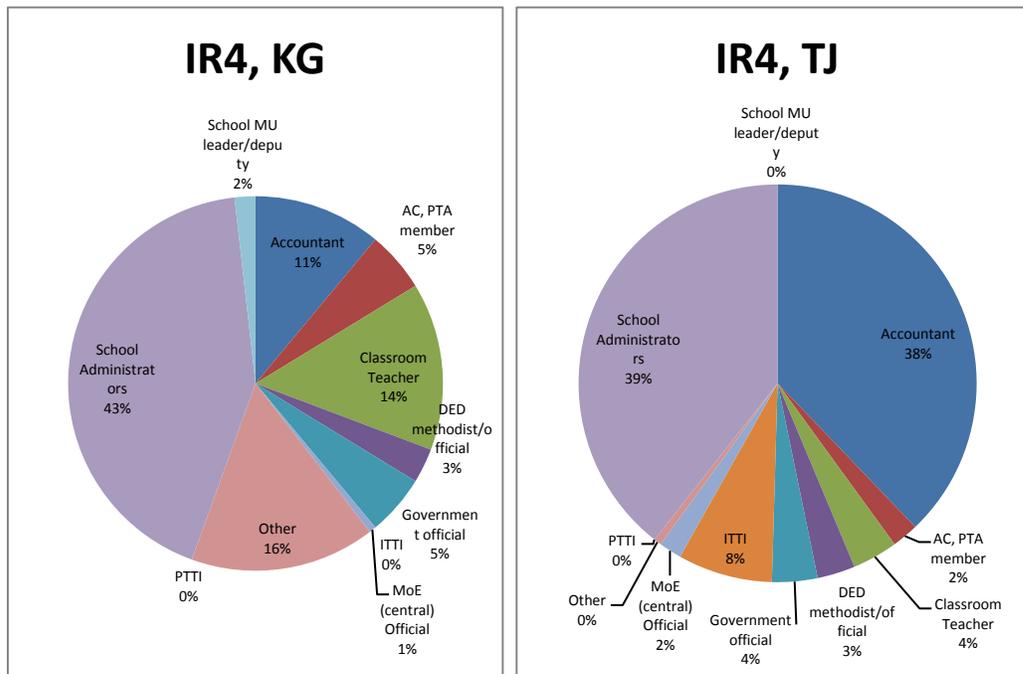


Diagram 3: IR 1 Tajikistan distribution



According to data on IR 4 Tajikistan, the number of trained (including consultations) school administrators and accountant is approximately equal, and consist more than 75% of total number of trainees on IR 4. In Kyrgyzstan only 74 accountant (in Chui oblast) and in Tajikistan – 123 (in Kulob and Vahsh) accountants were trained.

Diagram4: IR 4 distribution



Both countries exceeded target on Ind. 37 (# of administrators, officials, trainers, accountants, school-based personnel and school board members trained in education finance functions); 5% in Kyrgyzstan and 20% in Tajikistan.

The table below presents data on progress related to the EOPS target on the end of PY3.

According to this table, the most successful areas are: development of modules and materials (for both countries), and delivery trainings for target rayons/schools. Development of SM and guidelines for support teaching and distribution of these materials need to be pushed in PY 4. Capacity building in PTTIs, student practicum and incorporation new modules to PTTIs has not been done fully yet, particularly in Tajikistan.

Table 5: Percentage-of- completion EOPS targets

	Outputs	KG	TJ
		% -of-completion EOPS target	% -of-completion EOPS target
	Development stage		
IR1.1., IR2	Training modules for in-service (includes FA)	90%	190%
IR1.1., IR2	Training modules for pre-service (includes FA)	225%	0%
IR 1.2.	Study on new teacher retention	100%	100%
IR 1.2.	Student practicum model	yes	no

IR2	# Olympiads includes new assessment items	100% (not implement)	0
IR 3	Curriculum guidelines	130%	30%
IR 3	Supplementary materials	16% (2 set from 12)	0
IR 4	Training modules and materials	83%	82%
	Delivery/approbation		
IR1.1., IR2	# of trainees (only direct trainings and target school)	73% (without Jalal-Abad) 180% (with JA)	114%
IR 1.2.	# of schools linked to PTTI	0	0
IR 3	# of distributed SM	13%	0,3%
IR 4	# of trainees (school administrators, accountant, official)	110%	120%
IR 4	# of trained Advisory Committees	58%	49%
IR 4	# of Ed. Finance materials distributed	69%	50%
	Institutionalization		
IR 1 IR 2	# of ITTIs and PTTIs incorporated developed modules to their curriculum	40%	14%
IR 1 IR2	# of modules officially approved	127%	38%
IR1 IR2	# of trainees in ITTIs/PTTIs officially adopted QLP modules (regular trainings)	ITTIs- 33% PTTIs – 33%	ITTIs -16% (FTI) PTTIs - 0
IR 4	# of modules approved	75% (accountant module is in process)	33%
IR 4	# of policy briefs, policy-related documents on PCF prepared	375%	50%

QLP Kyrgyzstan: Annual Report Matrix October 2009 – September 2010

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
SIR 1.1 Improved Quality of In-service teacher training			
SSIR 1.1.1. Establish cooperation relations with regional ITTI's (Yssyk –Kul, Jalalabad and Batken Methodological Centers)			
1.1.1.1 Agreement with Yssyk Kul ITTI, Batken and Jalal –Abad Methodology centers	1. Discuss and sign MOU with Yssyk Kul ITTI	Completed	
	2. Conduct consultative meeting with YK ITTI to develop draft action plans and work schedule for Y3	Completed	
	3. Discuss and sign MOU with Jalalabad and Batken Methodology Centers	Completed	
	4. Conduct meeting with JAMC and BMC to develop draft action plans and work schedule for Y3 in consultation with Osh ITTI	Completed	
SSIR 1.1.2 Strengthen capacity of in-service teacher training instructors			
1.1.2.1 Training of instructors to teach modified courses in YK, JA, B,	1. Conduct methodological training for Yssyk – Kul ITTI instructors Student centered methodology (Dec. begin) Stud. Assessment & Curriculum (Dec. end) TOT (January)	Completed	
	2. Monitoring of YK ITTI instructors and feedback on site: Student centered methodology (Nov. end) Stud. Assessment & Curriculum (Dec. beg.) and project delivery	Partially complete	Monitoring visit made by QLP M&E specialist in May 2010
	3. Conduct methodological training for Jalal-Abad, Batken Methodology Center instructors Student centered methodology (January 3 days) Stud. Assessment & Curriculum (Mar. 3 days) TOT (June-7 days)	Completed	

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments	
	4 Conduct briefing session with JA and YK ITTI instructors before trainings happens	Completed	Cohort 2 Trainings in Jalalabad were different from regular in service teacher training courses as directed by Notice to Proceed of 2 July 2010	
1.1.2.2 Training program delivery to target schools	1. Negotiate dates of training with ITTI, MOES, Raioo, schools, and MOES.	Completed		
	2. Arrange prikaz (decree) with MOES on training program and schedule	Completed		
	3. Agreement with support institutions providing services during the trainings (vendors for meals, accommodation, stationary)	Cancelled	Due to interethnic violence in the South, particularly in Osh and Jalalabad Oblast the Project made a decision to take immediate crisis response measures. Regular in service teacher trainings were cancelled due to security considerations. Instead trainings to promote peace and tolerance and deal with consequences of violence were developed and conducted in Jalalabad oblast for school administration and social pedagogues (see Notice to Proceed).	
	4. Conduct training course for school principals on pedagogical leadership, management, finance management, mentoring and monitoring	Cancelled		
	5. Conduct training courses for primary school teachers	Cancelled		
	6. Conduct training courses for secondary school math teachers	Cancelled		
	7. Conduct training courses for secondary school Kyrgyz language and literature teachers	Cancelled		
	8. Conduct training courses on Mentoring, Monitoring and Pedagogical Leadership for Vice Principal, Primary school methodologist and three subject methodologists (of primary school, secondary math and secondary Kyrgyz language and literature) and raioo specialists.	Cancelled		
	9. Conduct training courses for teachers of the first cohort (trainings scheduled to November, 2009)	Cancelled		
	10. Hold a briefing session with trainers on training course implementation	Cancelled		
1.1.2.3 Master trainer observations during trainings of newly trained instructors	1. Field observations and mentoring for newly trained trainers of Yssyk-Kul Oblast by KAE trainers (or independent)	In-complete		Logistics related obstacles – KAE instructors overloaded with in – service and project activities and KAE president unwilling to take up more responsibilities for KAE staff.
	2. Field observations and mentoring for newly trained trainers of Batken and Jalalabad trainers by Osh ITTI trainers	In-complete		Modified in-service teacher trainings cancelled.

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
	(or independent).		
SSIR 1.1.3 Mentoring of ITTI instructors			
Mentoring of ITTI instructors	1. Dev/p SOW and hire 1 master trainers of MGT and 1 IC	Completed	
	2. Develop instruments for observation (Phases: preparation, delivery and evaluation of ITT courses)	Completed	
	3. Develop training module: a) for MGT (independent trainers) and heads of departments on how to run effective observation and provide mentorship, b) system trainers (KAE, Osh ITTI instructors) on how effective mentoring program works.	Completed	
	4. Conduct: 3 days training for MGT and heads of Departments from KAE and Osh ITTI, 1-day training for system (KAE, Osh ITTI instructors) trainers.	Completed	Mentoring training took form of a 4 day training
	5. Informative workshop for Heads of Departments from KAE and Osh ITTI on Learning	Completed	Informative workshops were combined into six day training for each ITTI
	6. Informative workshop for Heads of Departments from KAE and Osh ITTI on Student centered teaching	Completed	
	7. Informative workshop for Heads of Departments from KAE and Osh ITTI on Formative Assessment	Completed	
	8. Observation of ITT courses. Provide consultation on self-reporting forms, trainee evaluation forms, and MGT trainer's and Head of Department observation.	Partially complete	No coherent system built yet due to delay in mentoring activities (training development and delivery). Year IV and V will focus on institutionalizing mentoring as a long –term ongoing professional growth activity
	9. MGT trainer provides observation over Head of Departments' mentoring approaches. Provides consultation.	Postponed	
	10. MGT trainer and Head of Department submit observation results to Master trainers; discuss results; get guidance from Master trainers.	Postponed	
	11. Based on consultation with Master trainer, MGT trainer and Head of Department with system trainer develop a plan for the next phase (course).	Postponed	
	12. Wrap up workshop with Heads of Departments from KAE and Osh ITTI, MGT (independent trainers) and system (KAE, Osh ITTI instructors) trainers to review mentoring system applied in PY 3 and develop recommendations for PY 4.	Postponed	
SSIR 1.1.4 Improvement of the project deliverables			
Improvement of the project deliverables	1. Improve training module following the training results of the first cohort	Completed	
	2. Improve Methodic Guide	Postponed	Due to emergence of need for urgent crisis response activities this

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
			activity was postponed.
	3. Finalize Teacher's Toolkit	Postponed	
SSIR 1.1.5 Purchase equipment and literature for Osh and Issyk Kul ITTI			
	1. Purchase equipment and literature for Osh ITTI	Completed	
	2. Purchase equipment and literature for Yssyk Kul ITTI	Completed	Additional equipment purchased to facilitate QLP 2010 summer trainings in Jalalabad
SIR 1.2 Improved quality of pre-service teacher training			
SSIR 1.2.1 Support new teacher retention			
1.2.1.1 Modify the Report on New Teacher Retention into the Strategic document	1. Update data/ collect new data for the document	Completed	
	2. Review UNICEF research on Teacher shortage and integrate key information into the document	Completed	
	3. Develop modified policy paper with recommendations and cost estimates	Completed	
1.2.1.2 Technical support for Policy dialogue and Action Support for new teacher retention	1. Initiate and conduct meetings with different groups of stakeholders in order to identify what each stakeholder can and will do and develop the final draft of the document for submission to Parliament with cost estimates <ul style="list-style-type: none"> • IOs • MOES • Government of KR • PTTIs 	Completed	
	2. Develop the last draft of policy paper and submit to Parliament and Government of KR	Postponed	
1.2.1.3 Develop and distribute Guidebook for young teachers on the introduction into the teaching profession	1. Develop Guidebook for young teachers on the introduction into the teaching profession	Completed	
	2. Develop final draft and design of the Guidebook	Completed	
SSIR 1.2.2 Improve PTTI curricula on 3 target specialties			
1.2.2.1 Testing/ Piloting Modified Work Programs (3rd year students)	1. University instructors fill in self-report forms every time they deliver lessons integrated by the project	Completed	

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
Monitoring and mentoring	2. Observation of instructors activities (once per instructor per semester)	Completed	
	3. Students surveyed every time they study new topic integrated by the project	Completed	
	4. LCs collect data/ process it/ analyze it/ prepare summary (on a monthly basis)	Completed	
	5. LCs conduct workshop for university instructors where following work is conducted <ul style="list-style-type: none"> • Feedback, lessons learnt, recommendations for improvement • Introduction of the new topic • Development of methodological recommendations (on a monthly basis) 	Completed	
1.2.2.2 Conduct trainings for university instructors on the process of material delivery to university students on a monthly basis	1. Training 1 “Experiential learning, reflective grid and the learning cycle”	Completed	
	2. Training 2 “Designing teacher training tasks”	Completed	
	3. Training 3 “Learning cycle and analysis of training materials”	Completed	
	4. Training 4 “Are good teachers born or made? The role of personal qualities. Facilitation skills”	Completed	
	5. Training 5 “Assessment: formative & summative; assessment methods; developing criteria & indicators”	Completed	
1.2.2.3 Development of educational methodical set for modified work programs (both day and correspondence students)	1. Each instructor develops pieces of Educational methodical set (EMS), e.g.: <ul style="list-style-type: none"> • Lecture plans • Questions for seminars • Tasks for practical sessions (Work sheets, cases, role play etc) • Laboratory lessons plan • Work sheets for students independent work • List of materials for students assessment • Methodical recommendations to create course papers, essays 	Completed	

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
	they meet such necessity every time while conducting lessons		
	2. Pieces of EMS submitted to LCs/ LCs review the documents	Completed	
	3. Results will be discussed at the monthly workshop where the final drafts of the documents will be identified	Completed	
1.2.2.4 Conclude first year of testing (piloting) and development of the final products	1. Final analysis of the assessment made	Completed	
	2. Draft the Standard programs, Work programs and Educational methodical sets for 3 target specialties	Completed	
	3. Draft of the Handbook (II) on the process of material delivery to university students	Completed	
1.2.2.5 Conduct analysis of Osh State University curricula on 3 target specialties	1. Develop and sign MOU with OshSU	Postponed	Postponed because of the unstable situation in Osh
	2. Select and hire LC (located in Osh)	Completed	
	3. Select and hire TE(D)s	Completed	
	4. Develop capacity building training module for LC and TE(D)s	Completed	
	5. Conduct training for LC and TE(D)s in Osh	Postponed	Postponed because of the unstable situation in Osh
	6. Provide regular consultations to LC and TE(D)s in Osh	Postponed	
	7. IC, LCs and TE(D)s analyze content of courses in OshSU	Postponed	
	8. Develop final report on analysis made and develop plan of OshSU curricula modification & university faculty capacity building & integration of modified model of student practicum in PY 4.	Postponed	
SSIR 1.2.3 Strengthen linkages between universities and schools			
1.2.3.1 Arrange discussion of 1) Regulating student practicum (university level)	1. Conduct meeting with Student practicum Working group (Arabaev university faculty) to discuss revised model of student practicum	Completed	
2) Designing student practicum level	2. Present and discuss revised model of student practicum	Completed	

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
(three target departments level) modified by QLP specialists among Arabaev university faculty and other interested stakeholders	with different education stakeholders (individual meetings)		
SIR 1.3 Improved Capacity of Education Administrators in Mentoring, Monitoring and Pedagogical Leadership			
SSIR 1.3.1 Training of HMUs in Mentoring Technologies			
1.3.1.1 Follow up visits to support HMUs and to gauge effect in 14 schools	1. On-site consulting and monitoring in 14 schools were provided for HMUs in Osh (6 schools) and Chui oblasts (8 schools)	Completed for the school academic year 2009-2010	To carry on follow up visits and meetings with HMUs in 2010-2011 (new academic year)
1.3.1.2 Update training Module on Mentoring based on the results of school visits	1. Working meeting on modification and enrichment of Mentoring Module	Completed for Year 3	To carry on further modification of the Mentoring Module and its approval by KAE.
1.3.1.3 Develop I Mentoring Toolkit	1. Collecting and preparing materials including case studies where mentoring is used	In the process	Develop Toolkit on Mentoring - pending approval. Disseminate in target schools and DED. Develop Regulation on job description for RED, principals, zavuches , and HMUs. Advocate Polojeniye on Mentoring.
SSIR 1.3.2 Training of Directors and Zavuches in Pedagogical Leadership			
1.3.2.1 Follow up visits to support Directors and zavuches in Ped'gical Leadership	1. On-site consulting and monitoring in 14 schools were provided for Directors and zavuches on Pedagogical leadership in Osh (6 schools)and Chui oblasts (8 schools)	Completed for the school academic year 2009-2010	To carry on follow up visits and meetings with Directors and zavuches in 2010-2011 (new academic year)
1.3.2.2 Update training Module on Pedagogical Leadership	1. Working meeting on modification and enrichment of Module on Pedagogical Leadership	Completed for Year 3	To carry on further modification of Module on Pedagogical Leadership and its approval by KAE.
1.3.2.3 Develop initial Pedagogical Leadership Toolkit	1. Developing list of products needed within the toolkit of professional reading and other resources for Pedagogical Leadership topics	In the process	Develop Toolkit on Pedagogical Leadership, get approval, and disseminate it in target schools. Developing the first draft of Toolkit on Pedagogical Leadership
SSIR 1.3.3 Training in Monitoring for Rayon staff, Directors & Zavuchs			
1.3.3.1 Follow up visits to support Rayon staff, Directors and zavuches	1. On-site consulting and monitoring in 14 schools were provided for Rayon staff, Directors and zavuches in Osh (6	Completed for the school academic	To resume follow up visits and meetings with Rayon staff, Directors and zavuches in 2010-2011 (new academic year)

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
and to gauge effect in 14 schools	schools)and Chui oblasts (8 schools)	year 2009-2010	
1.3.3.2 Survey current monitoring practices and potential for change	<p>1. Research was conducted on current monitoring practices in target 8 schools in Osh and Chui oblasts</p> <p>2. Report based on research with recommendations for legal changes</p>	<p>Completed</p> <p>In the process</p>	To complete report and present it to all concerned stakeholders
1.3.3.3 Preparation of initial Tool kit materials on Monitoring	1. Gathering Monitoring materials to be used in Toolkit	In the process	<p>To develop Toolkit on Monitoring</p> <p>To get approval and disseminate it in target schools and DED</p>
IR 2: Improved Quality of Student Assessment			
SIR 2.1. Improve Student Assessment Guide book, training module			
2.1.1 Improve Student Assessment (including formative assessment) Guide Book	1. Develop SOW for international, local consultants and TEs and hire them	Completed	
	2. Conduct working group meeting with LC and TEs to discuss instruments for school visits to analyze formative assessment practices at schools. Share instruments with SIR 1.1, SIR 1.2, SIR 1.3, IR 3 LC, IC, Program specialists. Collect comments and revise the checklist (instruments)	Completed	
	3. Develop a list of 14 schools (weak and strong ones) for a visit based on phone contacts and management plan (Jointly with SIR1.3.)	Completed	
	4. School visit of IC, LC and Program specialist to collect information on teachers' experience in using student assessment techniques through lesson observation, teacher and student interviews.	Completed	
	5. Monthly collection of information on use of formative assessment under 4 subjects (problems, achievements, success stories) through SIR 1.3 hotline, teacher interaction & by mail.	Completed	
	6. Introduction of changes into Guide book on Student Assessment.	Completed	
	7. Share draft Guidebook with IC, LC, Program specialists of SIR 1.1, SIR 1.2, SIR 1.3, IR 3 and collect comments	Postponed	Postponed because of unstable political situation the country

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
	8. Review content of the Guidebook for print-out and desktop layout.	Postponed	Postponed because of unstable political situation the country
	9. Translation of the Guidebook into Kyrgyz and edit it	Completed	
	10. Print out copies of the Guidebook to Cohort 2 target school trainings	Postponed	Postponed because of unstable political situation the country
	11. Assist SIR 1.2 LCs in development of the sections on formative assessment of the handbook for university instructors	Completed	
2.1.2 Improve Student Assessment (including formative assessment) training session in line with SSIR 1.1.1.2	1. Develop SOW for local consultant and TEs out of MGT and hire them	Completed	
	2. Review comments generated from teacher trainings (trainee and trainer evaluation forms). Revise training module for SIR 1.1	Completed	
	3. Make LC, Program specialist contribution to improvement of Student Assessment section at SIR 1.2	Completed	
	4. Revise and improve training session "Student Assessment"	Completed	
	5. Pass materials to SIR 1.1, 1.2.	Completed	
2.1.3 Develop Formative Assessment video for teachers	1. Develop SOW for international, local consultants and TEs and hire them	Completed	
	2. Conduct workshop for TEs, LC on Video training module development (Formative Assessment)	Completed	
	3. LC, TEs develop content of video training module on formative assessment techniques on the basis of Guide book, teachers' feedback, IC recommendations.	In process	
	4. Discuss with the director and the cameraman possibilities of preparing video of the defined content.	Completed	
	5. LC, TEs develop User's Manual on use of video training module on formative assessment techniques	Completed	
	6. Videoing of the training module.	Completed	

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
	7. Conduct field test of video training module among teachers of selected schools and analyze results	Postponed	
	8. Revise and improve training module based on feedback collected at the field test	Postponed	
	9. Translation services for translation of the training module throughout the module development process	Cancelled because of not necessity	
	10. Preparation of copies of the video training and of the User's manual	Postponed	
	11. Distribution of the video training module in target schools, ITTI and PTTI and REA.	11. Completed (partially in target schools, SIR 1.3)	
<p align="center">2.1.4 Involving teachers into discussion of Student Assessment practices through Mass Media (under IR.3. component)</p>	<p>1. Develop SOW for local consultants and TEs and hire them.</p> <p>2. LC, TEs develop format of Mass Media involvement into discussion of student assessment system and practices (issues related to student assessment, problem texts, descriptive texts, outreach to different audiences).</p> <p>3. Collect, develop and select content of the text on student assessment to be published through teachers newspaper "Kutbilim sabak"</p> <p>4. Collect and select information (content), prepare participants to TV programs.(discuss with TV representatives the format through the Project Architecture)</p>	<p>1. Completed</p> <p>2. Completed</p> <p>3. Completed</p> <p>4. Postponed</p>	
<p align="center">SSIR 2.1.2 Influence system of Olympiads and other competitions to include measures of higher order skills and competencies provided through project in-service teacher training</p>			
<p align="center">2.2.1 Develop recommendations on improvement of the Regulation on subject Olympiads</p>	<p>1. Defining the membership of the working group of MOES. Preparation of the prikaz (decree) of MOES on composition of the working group and the schedule of work.</p> <p>2. Conduct orientation session to introduce outline on developing the Regulation.</p> <p>3. LC and TEs develop recommendations on the Regulation</p> <p>4. Meeting of the working group. Discussion and improvement of the draft Regulation.</p>	<p>1. Completed</p> <p>2. Completed</p> <p>3. Completed</p> <p>4. Completed</p>	

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
	5. Revision of the draft Regulation by LC and TEs. 6. Editing the text, translation of the regulation into Kyrgyz, and Russian languages. 7. Submission of the Regulation to KAE and MOES Board for consideration	5. Completed 6. Completed 7. Completed partially	
2.2.2 Publishing additional literature on formative assessment	1. Develop criteria on selection of additional literature on formative assessment for schools 2. Selection of literature on formative assessment on basis of criteria 3. Translate literature into 2 languages (Kyrgyz, Russian) 4. Publish literature (compilation of articles, techniques) on formative assessment in 2 languages (Kyrgyz, Russian)	1. Completed 2. Completed 3. Completed 4. Completed	
IR3: Greater Involvement Of Teachers In Curriculum Reform			
SIR 3.1: Improved Use of Skill-Based Educational Requirements in Subject Matter Teaching			
3.1.1 Develop Syllabus guide on focus subjects (2 subjects 1-4 grades), (2 subjects 5-9 grades)	1. Hire international, local consultants and TEs and develop SOW for them 2. Conduct workshop for TEs on develop Syllabus guide 3. Develop Draft 1 of Syllabus guide on 4 subjects 4. Conduct meeting with TEs to review and develop recommendations 5. TEs revise and develop final version 6. Submit to KAE for approval 7. Publish Syllabus Guide 8. Distribute Syllabus Guide books to ITTIs, regional education departments, target schools and Arabaev University	1. Completed 2. Completed 3. Completed 4. Completed 5. Completed 6. Postponed 7. Postponed 8. Postponed	

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
<p>3.1.2 Select and publish Supplementary Materials (SM) developed by teachers</p>	<ol style="list-style-type: none"> 1. Develop SOW and hire an expert group on selection of SM developed by teachers for publishing and distribution in target schools 2. Develop selection criteria SM 3. Selection of SM during school visits or receiving of SM from schools through Mass media. 4. Organization of the contest among school teachers to select SM developed by teachers to have them published. 5. Selection of SM 6. Publish SM select publisher and sign agreement 7. Publication selected SM 	<ol style="list-style-type: none"> 1. Completed 2. Completed 3. Completed 4. Completed 5. Completed *(no SM) 6. Postponed 7. Postponed 	
<p>SIR 3.2.: Increased Opportunities for Professional Exchange and Policy Dialogue</p>			
<p>3.2.1 Involving teachers in discussion through Mass media</p>	<ol style="list-style-type: none"> 1. Conduct workshop for TEs, LC and Mass Media specialists 2. LC, TEs develop format of Mass media space where teachers could exchange information on improvement of subject curricula. 3. Contest for best lesson plan in focus subjects 4. Seminar for winning teachers –authors of publications as ground for discussion on curriculum development. 5. Collection and selection of information and publication of it through “Kut Bilim Sabak” on curriculum Issues 6. Collection and preparation of information, and participants for participation in TV programs 7. Shooting and broadcasting the program on TV (project architecture) 	<ol style="list-style-type: none"> 1. Completed 2. Completed 3. In progress 4. Completed 5. Completed 6. Postponed 7. Postponed 	
<p>IR 4: Increased Effectiveness of Education Finance Systems</p>			
<p>SIR 4.1. Increased Government Capacity in the Implementation of Education Finance Reform</p>			
<p>SSIR 4.1.1. Supporting the policy process</p>			

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
4.1.1.1 Provide technical assistance to Education Finance Working Group (EFWG) in oversight of per capita financing implementation	1. Provide technical support to EFWG meetings to review the pilot progress, develop policies, discuss education financing issues and coordinate donor collaboration, etc.	Completed	4 EFWG meeting were conducted during October 2009 – September 2010. 4 th meeting coincided with National PCF Round Table on September 19 and was conducted in the evening after work of National Round Table.
	2. Develop EFWG meeting summary reports in English and Russian, share with MoES and EFWG members.	Completed	
	3. Make analysis of monitoring process using indicators on the national, regional and school levels.	In process	Draft of analytical docs is developing by component. Indicators on the national, regional, school levels are used for this doc.
4.1.1.2 Increase the central government officials' capacity in PCF implementation	1. Conduct monitoring site visits with MoES specialists if needed; develop reports and recommendations based on monitoring results; discuss results with the EFWG.	Completed	5 monitoring site visits were conducted in Panfilov, Jayil, Moskovskii, Alamedin, Kemin rayons of Chui oblast.
	2. Conduct Regional Forum on per-capita implementation issues.	Completed	National Round Table was conducted on Aug. 18-20. 57 people participated including minister and main specialists of MoES, representative from Ministry of Finance, local government, international organizations, parental community, NGO and directors.
4.1.1.3 Increase public awareness on per-capita financing and PTA involvement	1. Publish articles on PCF implementation issues and PTA activities in MoES newspaper "Kut Bilim".	Completed	6 articles about PCF implementation in schools of Chui oblast, Community Involvement in School Financing and Mn't, National Round Table and project activities in Edu'n Finance were published in MoES newspaper Kut Bilim. 1 article about ACs' Forum published in national newspaper "Slovo Kyrgyzstana".
	2. Develop success stories.	Completed	2 Ss were submitted to USAID, one on Teacher's incentives under PCF and one on the First budget hearings of school budget. 3 rd one on PCF Nat/I Round Table is in process
	3. Ensure interactive information update with school administration (Q & A) (Jointly with SIR 1.3.).	Completed	IR-4 designed and made informational boxes fixed in every office of RayOO for collecting answers and suggestion from school administration and community.
4.1.1.4 Support the transfer of ownership and funding authority from RayFO/RayONO to municipal administrations for 139 schools in Chui oblast	1. Develop TOR and hire 2 local consultants: lawyer and lawyer assistant.	Completed	One consultant was hired
	2. Work on transfer of ownership and funding authority for 139 schools of Chui oblast.	In process	The activity is not completed due to political situation after April 2010
SSIR 4.1.2. Implementing School Financing Reforms			
4.1.2.1 Support calculation and approval of the MIN standards scale	1. Determine and adjust school financing policy for 2010 by the MoES and MoF (salary increase; inflation rate; meals for	Completed	

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
for 2010 by the MoES and MoF	primary students).		
	2. Calculate the MIN standards scale based on the financing policy.	Completed	
	3. Adjust MIN standards scale by the MoES and MoF.	Completed	
	4. Submit MIN standards scale for approval (with the joint order).	Completed	
4.1.2.2 Support calculation of the categorical grant amount for 93 Ayil –Okmot (local self-government) in Chui oblast for 2010 and 2011 based on the MIN standards	1. Develop local budget tracking database for 2010.	Completed	
	2. Update student database based on September, 2009 data.	Completed	
	3. Calculate funding needs within MIN standards scale in each Ayil Okmotu.	Completed	
	4. Determine budget financing policy considering funding needs for 2010.	Completed	
	5. Determine categorical grant amount for each Ayil Okmotu.	Completed	
	6. Adjust categorical grant amounts for 2010 with MoES, MoF and Ayil Okmotu for including in State Budget.	Completed	
4.1.2.3 Provide technical assistance to schools of Chui oblast in PCF implementation	1. Conduct consultation on "Salary calculation within new system of labor remuneration based on the labor level coefficient" for the school directors (65), vice-principals (60), heads of methodological units (50), school accountants (25) and Ayil Okmotu accountants (10).	Completed	
	2. Calculate budget standards for school needs based on MSBF.	Completed	
	3. Conduct technical workshops on calculation school budgets for 2010 to include additional education services; development agreements with parents on additional education services for school accountants (25), directors (70), ayil okmoty specialists (68) and accountants (5), RayFO specialists (32).	Completed	
	4. Continue legal registration of School Charters (during one	Completed	

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
	year period).		
	5. Calculate prices list on additional education services; finalize it with MoES and Commission on Antimonopoly Policy; approve the price list for 2010-2011 by the MoES.	Completed	
	6. Provide assistance with establishing independent accounting departments.	Completed	
SSIR 4.1.3. Improving school management			
4.1.3.1 Roll-out six-day training module "Effective education management" for school directors of Chui oblast	1. Create database of the module trainees.	Completed	
	2. Coordinate schedule and list of trainees with the MoES, RayONO.	Completed	
	3. Translate training materials into Kyrgyz language.	Completed	
	4. Print training materials.	Completed	
	5. Roll out training workshop for school directors in Chui oblast (Kemin, Chui rayons, Tokmok town and Cohort 1 schools from Chui oblast).	Completed	85 people were trained during the 3 training workshops "Effective Education Management"
4.1.3.2 Roll out "Education Quality Management" module training for Cohort 2 school directors (Jointly with SIR 1.3.).	1. Develop list of trainees.		This activity was canceled because of unstable political situation in republic and conflict on in the south of country.
	2. Approve training schedule with MoES and RayONO.		
	3. Develop contract agreements with trainers.		
	4. Conduct individual consultations with trainers on the module implementation.		
	5. Roll out module training for Cohort 2 schools (Jalal-Abad).		
	6. Mentoring for independent trainers of KAO.		
4.1.3.3 Develop six-day training module "Accounting in schools" for school accountants.	1. Develop TOR for training module developers.	Completed	
	2. Hire 2 consultants.	Completed	
	3. Coordinate a draft module outline with MoF, MoES.	Completed	
	4. Develop the training module.	Completed	

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
	5. Select potential trainers.	Completed	
	6. Conduct test training for Cohort 1 schools from Chui oblast.	Completed	20 accountants from schools and RayOO were trained during the training module “Accounting in school”
	7. Translate final version of the module into Kyrgyz language.	Not completed	This activity was not completed because accounting terminology does not have accurate translation into Kyrgyz language on state level and Ministry of Finance has not developed common Kyrgyz accounting terminology.
	8. Conduct a four-day TOT	Completed	
	9. Print training materials for Cohort 1 schools.	Completed	
4.1.3.4 Institutionalize training module “Accounting in schools”.	1. Establish policy dialogue to define a potential stakeholder to transfer the training module.	In process	Negotiation between Ministry of Finance and IR-4 was conducted. Prior consent to publish and distribute the accounting materials and also to train people was received by IR-4.
	2. Produce paper and electronic copies of the module.	In process	
	3. Finalize selection of a stakeholder and transfer the module.	In process	
4.1.3.5 Establish mentoring process in PCF schools.	1. Provide technical support/consultations for school directors and accountants on constant base.	Completed	
4.1.3.6 Support improvement of school teacher incentive system (CLP).	1. Finalize materials jointly with REP/WB to develop methodological guideline/recommendations.	Completed	
	2. Test methodological guideline/recommendations in Chui oblast schools.	Completed	
	3. Translate the guideline/recommendations into Kyrgyz language, print and disseminate in all schools of Chui oblast.	Completed	
4.1.3.7 Support mentoring of school directors, deputy principals, accountants and RayONO specialists (Jointly w/ SIR 1.3.).	1. Coordinate mentoring activities in cooperation with IR-1.3.	Completed	
	2. Plan and develop mentoring visit structure (checklists, schedule).	Completed	
	3. Conduct mentoring visits in cooperation with SIR-1.3. (interviews, review of successes and challenges) in Cohort 1	Completed	

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
	schools.		
4.1.3.8 Support integration of the automated expenditure tracking system in RayONO and MoES KR.	1. Develop TOR, hire IT specialist.	Completed	
	2. Provide support with database training and maintenance of the system at MoES and RayONO level.	Completed	2 one-day workshops were conducted for PayOO's specialists.
SIR 4.2. Increased Involvement of Community Stakeholders in School Financial Oversight			
SSIR 4.2.1. Increasing transparency and accountability for school resources			
4.2.1.1 Roll out three-day module "Community Involvement in School Management"	1. Develop database of school advisory committee chairmen and key representatives.	Completed	
	2. Approve training schedule and list of trainees with RayONO and MoES.	Completed	
	3. Translate training materials into Kyrgyz language.	Completed	
	4. Roll out the module workshop in Cohort 1 schools from Chui oblast (Chui and Kemin rayons, and Tokmok town).	Completed	62 people were trained during the 2 training workshop "Community Involvement in School Management"
4.2.1.2 Roll out orientation workshop for school directors, ACs, local administrations, RayONO.	1. Develop agenda.	Completed	
	2. Conduct orientation on establishment/development of AC (during a year).	Completed	5 orientation workshops were conducted in Chui oblast, 215 people participated including school directors and parents.
	3. Provide information and consultative support on establishing ACs (during a year).	Completed	
4.2.1.3 Support formal registration of ACs in target schools.	1. Collect Letters of Interests from the Cohort 1 schools.	Completed	
	2. Hire local consultants/lawyers to assist AC with formal registration.	Completed	
	3. Register ACs in oblast Justice department at least in 30 schools.	Completed	35 Public Associates of school Advisory Committees were registered in Chui oblast.
	4. Conduct three-day Forum for ACs.	Completed	Forum for ACs' chairman and school directors were conducted on Sep. 16-18 for developing combined plan of activities between school and parental community. 82 people participated.
4.2.1.4 Strengthen AC role in school management.	1. Review policy documents on AC and discuss recommendations with the EFWG.	In process	

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
	2. Develop amendments and modify existing regulation on ACs accordingly.	In process	The project of regulations about ACs was developed and will be presented to MoES for further discussion.
	3. Ensure approval of the final version of regulation on AC by MoES.	In process	
	4. Work on budget transparency approach.	Completed	First in Central Asia budget hearings were conducted in Kara-Djigach and Orlovka schools, where participated school directors, teachers, parents and heads of ayil okmoty. These hearings helped to see real school needs and made school budget transparent for parents.
4.2.1.5 Establish mentoring process for ACs in PCF rayons.	1. Provide technical support/consultation for school directors and ACs members on constant base in PCF rayons.	Completed	
	2. Exchange of experience between ACs from PCF rayons.	Completed	

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Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
IR1. Improved Quality of Teacher Training in Student Centered Methodologies			
SIR 1.1 Improved Quality of In-service Training			
1.1.1 Cohort2 target school selection	1. Orientation meeting with MOE	Completed	
	2. Obtain necessary information on the targeted districts and schools from MOE	Completed	
	3. Discuss the preliminary list of selected schools with MOE	Completed	
	4. School visits and selection	Completed	
	5. Prepare final list of target schools and obtain approval from MOE	Completed	
	6. Orientation meeting with principals of selected schools	Completed	
	7. Development of school profile for each target school	Completed	
1.1.2 Review and adjust lesson planning module of Secondary	1. Contract 8 local consultants for four target subjects	Completed	
	2. Conduct one-day orientation workshop	Completed	

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
teacher training materials	3. Review and make adjustment to Lesson planning Module and Trainer's Guide	Completed	
	4. Field test Module and Trainer's Guide in Dushanbe TTI	Completed	
	5. Incorporate field testing feedback and finalize the draft module and trainer's guide	Completed	
	6. Edit and prepare final draft Module and Trainer's guide	Completed	
	7. Incorporate Updated Lesson Planning module and trainer's guide into the in-service teacher training system	Completed	
1.1.3 Trainers' capacity building	1. Identify core trainer's group	Completed	
	2. Develop Trainers Development Plan	Completed	
	3. 3-day coaching with core trainers	Completed	
	4. Drafting of methodology and pedagogy articles and publishing them in professional Mass Media	Completed	
1.1.4 Institutionalization of Primary Teacher Training Modules	1. Contract 8 local consultants to review and update Primary Teacher In-service Training Curriculum	Completed	6 LCs contracted, one specialist for each of the primary subjects – Math , Tajik language, Nature, Music, Art and Craft, Pedagogy and Psychology
	2. Conduct 2- day orientation workshop for local consultants	Completed	
	3. Review and update Primary Teacher Training curriculum	Completed	
	4. Edit Primary Teacher Training Curriculum	Completed	
	5. Submit Primary Teacher Training Curriculum to the Academy of Education for final review and approval	Completed	
1.1.5 Institutionalization of Secondary Teacher Training Modules	1. Contract 6 local consultants to review and update Secondary Math and Tajik Language Teacher In-service Training Curricula	Completed	
	2. Conduct two day orientation workshop for local consultants	Completed	
	3. Review and update Secondary Math and Tajik Language Teacher In-service Training Curricula	Completed	
	4. Edit Secondary Math and Tajik Language Teacher In-service Training Curricula	Completed	
	5. Submit Secondary Math and Tajik Language Teacher In-service Training Curricula to the Academy of Education for final review and approval	Completed	
1.1.6 Cohort 1 Teacher Training Target school delivery	1. Contract 55 trainers and 8 training supervisors	Completed	49 trainers contracted in November 2009 trainings based on the actual number of groups 34 trainers and supervisors contracted in January 2010, based on the actual number of groups
	2. TTIs and DEDs conduct 8-day second phase of Primary and Secondary Math and Tajik target school teachers	Completed	
1.1.7 Cohort 2 Teacher Training	1. Contract 30 Trainers	Completed	Total of 53 trainers contracted for delivery of teacher trainings for Cohort2 target teachers

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
Target school delivery			(Vakhsh, Isfara, Asht)
	2. Update the Primary and Secondary Teacher training modules based on target teachers recommendations	Completed	
	3. Conduct 10-day first round training for Primary and Secondary (Math and Tajik) target school teachers	Completed	12-day first round training conducted. 6-day second phase will be delivered in November '10
1.1.8 Further support to FTI	1. Provide support to FTI-2 and 3 upon request of the MOE	Completed	
1.1.9 Assist RTTI and Methodological Center in providing efficient teachers' training and supplementary material	1. Evaluate the technical capacity of Science and publication department	Completed	
	2. Conduct vendor analysis (or contest) and purchase Rezograph (printing machine)	Completed	
	3. Handover equipment to RTTI and installation	Incomplete	QLP was recommended by USAID to hold on with handover of the equipment until the RTTI provides appropriate location and after QLP prints all the developed material
	4. Conduct competition to select an NGO (specialized for training to use printing machine)	Incomplete	
	5. Conduct 2-day workshop to develop Department's capacity to operate Rezograph	Incomplete	
SIR.1.2 Improved Quality of Pre-Service Teacher Training			
1.2.1 Review and analysis of current courses/ resources at target departments of Dushanbe and K-T State Pedagogical Universities	1. Contract 10 Local Consultants and IC	Completed	9 Local consultants and IC contracted.
	2. Review curriculum and resources of target departments	Completed	
	3. Develop report on curriculum process and analysis	Completed	
	4. IC prepares presentation on possible new areas which are to include in curricula	Completed	
	5. Share report findings in a Round table.	Completed	
	6. Incorporate suggestions into report	In progress	IC provided training material, which are being further developed and contextualized
1.2.2 Modify current courses/resources/syllabi/ curriculum/ learning objectives at target departments of Dushanbe and K-T State Pedagogical Universities	1. Contract 10 Local Consultants and IC	Complete	9 Local Consultants and IC contracted
	2. Modify course curriculum teaching content in Primary, Math and Tajik Language Teaching Departments	Incomplete	In progress – with support of RC/IC
	3. Discuss developed materials with the Scientific and Methodological Board of the target universities	Incomplete	Course curriculum are not finalized yet
	4. IC develops resources for training	In progress	Materials being adjusted for the Tajik context

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
1.2.3 Develop training approach for target subject specialists	1. Contract 10 LCs, Regional Consultant and IC	Complete	3 Master trainers and IC contracted. Approach is now to contract INSET Master trainers to establish PRESET and school linkage
	2. Develop training material to give detailed understanding of school level changes	In progress	Master trainers contextualized the training material provided by IC
	3. LCs conduct 6-day workshop in two target universities	Incomplete	Master trainers, jointly with IC support will conduct half-day seminars for university subject specialist in early October and on an ongoing basis
	4. Subject Specialists develop summaries of all new training materials to include in their working plans	Incomplete	Will be initiated after several sessions with the subject specialists. This task was delayed due to resignation of Program Specialist.
	5. Present summaries of new subject specialists to HoD and get approval	Incomplete	Will be presented after the training material get finalized
1.2.4 Strengthen Student Practicum and PTTI-school linkage	1. Contract 2 LCs to conduct Research study	Complete	
	2. Develop study structure and research questions and research instruments	Complete	
	3. LCs conduct research and develop draft report and recommendations (including new structure of PTTI-School linkage)	Complete	The draft report is being reviewed by QLP and comments will be shared for LCs for finalization
	4. IC supplies info as necessary on practice elsewhere and review draft and help with report	In progress	Draft report has been submitted for translation into English for IC review and recommendations
	5. Conduct Round table to share findings of the results and present recommendations	Incomplete	After the report gets finalized
	6. Round table suggestions to be incorporated into report	Incomplete	
	7. Present revised document and guidelines on "formalized" PTTI-school linkage to Academic Council of target universities for approval	Incomplete	
	8. LCs draft "Polozhenie" for practicum for University staff, students and schools	Incomplete	
SIR 1.3. Improve Capacity of State Authorities in Mentoring, Monitoring and Pedagogical leadership			
1.3.1 TOT for Cohort1 and 2 trainers	1. Print 10 copies of Mentoring program developed under FTI2	Complete	
	2. Conduct 10 day TOT	Complete	Jointly with FTI
1.3.2 Target schools delivery of Mentoring program for cohort 1	1. Conduct 2-day orientation workshop for 6 contracted mentor-trainers	Complete	
	3. Print Mentoring package for mentors	Complete	FTI Mentoring program
	4. Conduct 10-day Mentoring training for cohort1 districts	Complete	Only for Kulob target schools as pilot of FTI program

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
	5. 2- follow up support visits to 285 trained mentors	Complete	Only Kulob DED methodologists and trained mentors from 6 selected target schools in Kulob
1.3.3 Target schools delivery of Mentoring program for cohort 2	1. Contract 6 trainers	Incomplete	Mentoring program that responds to QLP vision of mentoring concept is under finalization
	2. Identify and select 185 potential mentors from Target area		
	3. Print mentoring program materials		
	4. Conduct 10-day Mentoring training for cohort2 rayons/schools		
	5. Training follow up support for trained mentors 6 master trainers and 72 half-day visits to each 36 target schools		
1.3.4 TOT for Management module for Principals (Pedagogical leadership component) For cohort 1 and 2 target schools	1. Contract 1 LC and local 6 trainers	Complete	
	2. Print 40 copies of modules and 40 copies of Trainers Guide	Complete	
	3. Conduct 10-day ToT for 30 trainers	Complete	
1.3.5 Training on Pedagogical Leadership and Finance Management for Principals ,of cohort 1 and 2 target schools	1. Contract 10 Trainers on Finance Management) and 12 trainers for Pedagogical Leadership trainers	Complete	6 trainers on Finance Management and 4 trainers for Pedagogical Leadership
	2. Conduct 7-day (1 st round) workshop for target district school principals in each target area for cohort 1	Complete	
	3. Conduct 8-day (2 nd round) workshop for target district school principals in each target area for cohort 1	Complete	
	4. 50 follow up visits by 2 master trainers and FTI representatives	Incomplete	
IR.2 Improved Quality of Student Assessment			
2.1 Institutionalization of formative assessment guidelines	1. Submit formative assessment to the Methodological and Teaching Center of the MOE to review guidelines and approve	Complete	
	2. Incorporate feedbacks received from the MOE reviewers	Incomplete	Second draft sent with comments incorporated
	3. Finalize FA Guidelines	In progress	
	4. Conduct one day presentation of FA Guideline set in the Target education institutions	Incomplete	To be conducted when guidelines approved
	5. Print and distribute 300 copies to the Target TTIs, PTTIs, DEDs and target schools MUs		
2.2 Development of FA kit	1. Publication of articles on usage of FA practices articles	Complete	
	2. Develop a CD on demonstration of FA elements	Incomplete	Will be jointly developed with QLP Kyrgyz team and based on the their existing version

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
	3. Prepare further information on use of FA Kit	Incomplete	
	4. Print and disseminate 150 FA toolkits to Target districts, schools and TTIs, PPTIs.	Incomplete	Guidelines will be printed upon their completion and finalization.
2.3 Target school delivery of formative assessment guidelines and FA Kit for cohort 1 and 2 target schools	1. Contract 6 local trainers	Incomplete	See point 2.2
	2. Print 300 FA guidelines	Incomplete	
	3. 2 day training for mentors on use of guideline and Toolkit	Incomplete	
2.4 Incorporate formative and summative assessment elements into QLP Olympiads	1. Contract 2 local consultants	Incomplete	Approach to Olympiads will be adjusted in Year 4 work plan
	2. Regulation of the Olympiads reviewed	Incomplete	
	3. New approaches/structures developed to replace traditional approach in conducting Olympiads	Incomplete	
	4. Support QLP target rayons/schools to conduct Olympiads based on recommended approaches	Incomplete	
	5. Conduct Round table to share the outcomes of QLP Olympiads	Incomplete	
	6. Incorporate suggested changes into new approaches/structures	Incomplete	
IR3. Greater Involvement of Teachers in Curriculum Reform			
SIR 3.1 New Skill-based standards guidelines in target subject-matter curricular as a result of discussions and feedback from subject teachers and teacher groups			
3.1.1 Development of primary standards guidelines	1. Contract IC and 4 local consultants	Complete	2 LCs contracted
	2. Conduct three day orientation workshop	Complete	Remaining activities under review based on Contract modification
	3. Develop Primary Standards Guidelines for primary subjects	Complete	
	4. Field test Primary Standards Guidelines for all primary subjects with 100 teachers for Target District schools	Complete	Conducted during Cohort2 first phase training
	5. Incorporate feedback\comments received during field test	Complete	
	6. Contract guideline 6 reviewers	Incomplete	
	7. Editing and design of Guidelines	Incomplete	
	8. Get approval from the Academy of Education	Incomplete	

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
	9. Print and distribute 400 copies of Guidelines to Target district schools and TTI, RTTI, PTTIS	Incomplete	
3.1.2 Review and modify Secondary education standards	1. Develop TOR for IC	Complete	
	2. Conduct two day orientation workshop	Complete	
	3. Develop review criteria for assessments	Complete	
	4. Review and modify of the Secondary Education Standards according to the criteria set	In progress	
	5. Conduct cross curricular review to establish the linkage and consistency of the standards	In progress	
	6. Field testing of the re-structured standards at the target school delivery trainings	Incomplete	
	7. Get approval from the National Curriculum/MOE	Incomplete	
3.1.3 Development of secondary education standards guidelines	1. Contract IC and 20 local consultants	Complete	IC and 4 LCs representing QLP target subjects – Math, Tajik language, Chemistry, Biology contracted. The 4 LCs will help AOE and authors of the rest of the secondary subjects to develop guidelines
	2. Conduct 3-day orientation workshop	Complete	
	3. Develop Secondary Standards Guidelines for all basic subjects	Incomplete	
	4. Field test Basic Standards Guidelines for all primary subjects	Incomplete	
	5. Incorporate feedback\comments received during field test	Incomplete	
	6. Contract 6 Reviewers for reviewing (teachers/trainers), editing and design of guidelines	Incomplete	
	7. Get approval from the Academy of Education and Method Center	Incomplete	
	8. Publication of 600 copies of guidelines for Target district schools and TTI, RTTI, PTTIS	Incomplete	
	9. Translation of the of secondary education standards guidelines into Russian	Incomplete	
SIR 3.2 Development of high quality, affordable supplementary subject-based curricular materials			
3.2.1 Institutionalization of supplementary materials developed in Y2	1. Contract 6 local consultants	Complete	7 LCs contracted
	2. Develop supplementary materials	Complete	
	3. Conduct field test of Supplementary materials	Complete	Conducted during Cohort2 trainings

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
	4. Approve supplementary materials in MOE – Methodological Center	Complete	
3.2.2 Development of subject-based, high-quality, affordable materials for teachers and students	1. Contract IC and 6 LC	Complete	
	2. Three day orientation and target setting workshop	Complete	
	3. Develop 5 target subject supplementary package	Incomplete	In progress/linked to secondary standards finalization
	4. Conduct field testing	Incomplete	
	5. Incorporate field testing feedbacks	Incomplete	
	6. Design and editing of the Supplementary packages	Incomplete	
	7. Get approval (from the Academy of Education MOE)	Incomplete	
	8. Publication and dissemination (8345 copies)	Incomplete	
SIR 3.3. Increased Opportunities for Professional Exchange and Policy Dialogue through Subject Teacher Groups			
3.3.1 MU support implementation of Primary and Secondary Education Standards	1. Develop TOR for Local Consultant	Incomplete	
	2. Contract 2 Local consultants	Incomplete	QLP had conducted the review in-house, through the training follow up visits and monitoring
	3. Review of the current situation with Methodological Units in Target districts	Completed	
	4. Develop report on current situation with Methodological Units in Target districts	Completed	Draft version is under review and finalization
IR 4: Increased Effectiveness of Education Finance Systems			
SIR 4.1. Increased Government Capacity in the Implementation of Education Finance Reform			
SSIR 4.1.1. Supporting the policy process			
4.1.1.1. Provide technical assistance EFWG in stewardship of PCF implementation	1. To provide logistical support, for conducting meetings of EFWG to review pilot progress, methodology and instructions for calculation of per capita formula develop policies, and discuss next generation education financing issues, coordinate donor's efforts etc.	Incomplete	The 9th EFWG meeting was re-scheduled to October 2010 due to delay on conducting of joint monitoring
	2. Provide development of EFWG meeting 's protocols in English and Tajik, passed to the MoE and distributed to the EFWG members	Completed	
4.1.1.2 Strengthen central government capacity in PCF implementation	1. Conduct monitoring site visits with MoE specialists, develop reports and recommendations based on monitoring results, discuss results with the EFWG	Completed	
	2. Contribute to analysis of existing normative-legal base to support PCF in Education led by the WB/FTI	Incomplete	MoE/FTI-3 has developed TORs for consultants, submitted to WB and waiting for approval. MoE/FTI-3 is leading this process

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
4.1.1.3 Increase public awareness of PCF and PTA	1. Publish articles about PCF and PTAs activities in national newspapers	Completed	
SSIR 4.1.2. Implementing School Financing Reforms			
4.1.2.1 Continue monitoring of PCF implementation in Kulob rayon	1. Continue assistance with school data analysis, tariff system, and budget analysis to rayon school directors and accountants, and education and finance specialists	Completed	
	2. Provide technical support to rayon education and finance department's specialists (2) on quarterly and annual school budget	Completed	
	3. Provide regular technical support to school directors (46) and accountants (35) on monthly basis	Completed	
	4. Develop recommendation reports based on Kulob field trips for discussion and submission to MoE, MoF and EFWG	Completed	
	5. Regular meeting with Hukumat and local authorities together with specialists from MoE and MoF to update on PCF implementation	Completed	
4.1.2.2 Increase local capacity to better implement PCF in Kulob schools	1. Continue technical assistance to a local resource person	Completed	
4.1.2.3 Support national roll-out of PCF	1. Collection of existing and latest normative-legal PCF and school management documents to develop a reference manual "Handbook for School Principal" (to be published in PY 4)	Completed	
	2. Monitoring of school management trainings (20 trainers)	Completed	
	3. Conduct refreshing seminars for school management trainers	Completed	
4.1.2.4 Introduce PCF in Vakhsh rayon	1. Analysis of schools' situation and their restructuring based on new financing mechanism	Completed	
	2. Conduct orientation meeting for school directors (80), education (2) and finance (2) specialists on proper data collection	Completed	
	3. Conduct consultative meetings with school directors (49) and accountants (44), rayono and rayfo specialists (4) in formulation of school budget based on per capita formula	Completed	
	4. Conduct consultative meetings with school director (80) and accountant (44), rayono and rayfo specialist (4) on school data analysis, tariff classification to develop statistical reports	Completed	
	5. Conduct technical workshops with rayon education (2) and finance department's specialists (2) to analyze school budget based on new financing mechanism on a quarterly basis	Completed	
	6. Develop progress report based on site visits to Vakhsh and submission to MoE, MoF, EFWG and USAID	Completed	
	7. Print and disseminate instruction materials for schools accountants (49)	Completed	

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
	8. Regular meeting with Hukumat and local authorities together with specialists from MoE and MoF to update on PCF progress	Completed	
	9. Selection of local consultant on accounting in Vakhsh	Completed	
4.1.2.5 Support infrastructure development of local organizations for PCF implementation	1. Procure and provide computers to education and finance departments of Vakhsh	Incomplete	Procurement process is initiated and the process will be completed in PY4
SSIR 4.1.3. Improving School Management			
4.1.3.1 Support institutionalization of accounting and PTA training modules	1. Continue discussions on institutionalization of the revised school accounting module with MoE and MoF	Incomplete	Improved School Accounting Module is developed, tested and submitted to MoE for institutionalization
	2. Editing and official hand over of the revised school accounting module to MoE	Completed	
	3. Continue discussions on institutionalization of the PTAs training module by MoE	Incomplete	PTA training module is developed, tested and submitted to MoE for institutionalization
	4. Editing and official hand over of the PTAs training module to MoE	Completed	
	5. Editing and official hand over of the improved school management training module to MoE	Completed	
4.1.3.2 Increase school administration capacity in Vakhsh and Kulob	1. Conduct training in Vakhsh for schools' accountant (44) and education (2) and finance (2) specialist	Completed	
	2. Conduct training in Vakhsh for school's director (49) and education (2) and finance (2) specialist departments on finance	Completed	
	3. Conduct training in Kulob for school's director (46) and education (2) and finance (2) specialists on finance management	Completed	
	4. Interview of potential trainers (25)	Completed	
	5. Conduct 5 - day ToT for trainers on improved accounting training module	Completed	
4.1.3.3 Ensure effective usage of the Automated Expenditure Tracking System (AETS)	1. Provide technical assistance to MoE IT specialists (4)	Completed	
	2. Monitoring of efficient usage of AETS	Incomplete	Data from districts of the country are not collected and MoE IT Specialist has not entered them into AETS. Monitoring will be started as soon as MoE get the data entered.
SIR 4.2. Increased Involvement of Community Stakeholders in School Financial Oversight			
SSIR 4.2.1. Increasing transparency and accountability for school resources			
4.2.1.1 Increase transparency in resource utilization in schools	1. Support school administration in development of demonstration stands on PCF mechanism in Vakhsh schools	Completed	
	2. PTA participated in discussion on school budgeting in Kulob	Completed	
4.2.1.2 Support formal registration of PTAs in Kulob	1. Provide support to PTAs with registration in Kulob	Incomplete	This activity is delayed due to changing procedures of registration of PTAs in Ministry of Justice. Will be completed in October 2010.

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
4.2.1.3 Support establishment of PTAs in Vakhsh	1. Conduct orientation workshop for school directors (49), DED specialists (2) and parents (5)	Completed	
	2. Provide consultations to school community on establishment of PTAs, Vakhsh	Completed	
	3. Monitoring of potential PTAs schools	Completed	
	4. PTAs exchange experience between Kulob and Vakhsh	Completed	
4.2.1.4 Increase public awareness on PTAs activities	1. Develop practical manual for schools (how to establish PTAs, role, functions, legal base etc.)	Incomplete	Draft manual is developed. This activity will be completed after review and revision of the draft manual
	2. Organize public educational events about PTA activity	Completed	
4.2.1.5 Increase PTAs capacity to be involved in financial oversight	1. Interviewing potential trainers	Completed	
	2. Conduct 2-day ToT for trainers on training module for PTAs on per capita issues	Completed	

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Safe Schools

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
1. Reviewing and adapting the DOORWAY materials to the country's needs and circumstances in collaboration with key government stakeholders			
Personnel	1. Hire key staff	Completed	
	2. Identify and hire IC	Completed	
Develop M&E plan	1. Develop an M&E plan for the program	Completed	
Obtain buy-in from government counterparts	1. Organize meeting with government stakeholders to introduce the project	Completed	
	2. Devise a roadmap in collaboration with government counterparts	Completed	
	3. Meet with other development partners to coordinate efforts	Completed	

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
	4. Meet with members of the Gender Working group led by President, Academy of Education	Ongoing	Regular Meetings held with the Gender Working Group
	5. Coordinate gender pedagogy practices with Gender Working Group	Ongoing	Gender pedagogy practices discussed on a regular basis with Gender Working Group
	6. Identify members of the working group to be involved in the design of the program		Responsibility of AOE
Review materials	1. Review DOORWAYS material to assess content relevance, cultural appropriateness and methodology	Completed	
	2. Review existing teacher training modules on gender-based violence developed by either by the government or other international development partners	Completed	
	3. Incorporate the principles of comprehensive Safe Schools' approach into national extracurricular program	Completed	
	4. Present restructured SRGBV training materials to (MOE), Academy of Education (AOE), Republican Teacher Training Institute (RTTI), Methodological Curriculum Center (MCC), representatives from school and community and international organizations to obtain feedback	Completed	
Incorporate feedback	1. Incorporate all local concerns and needs in the training materials	Completed	
	2. Localize Doorways materials ready for testing in four pilot schools	Completed	
Policy dialogue	1. Start dialogue to address SRGBV at a policy level	In progress	Dialogues started to address SRGBV at a policy level
2. Piloting of training materials in four schools			
	1. Identify four pilot schools in collaboration with local government counterparts	Cancelled	No need for piloting as UNICEF has successfully launched similar program (Healthy life style program) for students, SS identified strategic approach how to use Doorways materials II and III
	2. Conduct field visit to four schools to prepare them for piloting	Implementing	No need for piloting – immediate intervention

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
	3. Identify members of the community to be involved in the training for community	Completed	
	4. Identify TOTs	Completed	
	5. Conduct TOT , Doorways III Manual for Teachers	Completed	
	6. Pilot the training materials	Completed	
	7. Conduct a small scale survey to collect information on the type of gender-based violence practiced in and around the schools	In process	
3. Translation, publication and distribution of learning training materials on SRGBV to responsible educational institutions and target schools			
Identify translators and translate training materials		Completed	
Printing and distribution of training materials	1. Print 1000 copies of the translated material	In process	Requiring additional funds
	2. Distribute translated materials to 20 target schools	In process	Continue activity – 9 remained schools
Meet with government counterparts to incorporate element of the reviewed material in the curricula	1. Organize meetings with TTIs to discuss how elements of the reviewed material could be incorporated in the existing curricula	Completed	
	2. Work closely with TTIs to incorporate elements of reviewed materials to their curricula	Completed.	
Develop criteria and select schools	1. Develop criteria for the selection of target schools in collaboration with government counterparts	Completed	
	2. Select 20 target schools in collaboration with government counterparts	Completed	
	3. Develop a database of 20 target schools selected	Completed	
	4. Develop training design (organization, timing, and delivery of the training programs)	Completed	

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
	5. Agree on training design with government counterparts	Completed	
Develop instruments to assess target groups behavior before exposure to program	1. Develop tools to assess pre-training behavior of target groups: teachers, and community members	Completed	
	2. Decided on a representative samples of two target groups to be tested before program inception	Completed	
	3. Administer test to representative samples	Completed	
	4. Develop a base-line data	Ongoing	Input ongoing
Conduct training	1. 20 teachers and 20 community counselors		220 school teachers in 11 schools and 240 community members in 12 schools were trained. Continue training for 340 teachers and community counselors
Conduct final study on program effectiveness			Dates for final study to be determined
Institutionalization	1. Draft of a Code of ethics for teachers	In process	Activity rescheduled due to members of a Code ethics group being on annual leave.
	2. Print out 140 copies of Code of ethics		
4. Monitoring the implementation and progress of the Safe Schools materials in 20 QLP target schools providing reports on the input/outcomes			
Select project performance indicators		Completed	
Develop quarterly reporting format (matrix and narrative)		Completed	
Train government counterparts on monitoring tools		N/A	
Agree on the frequency of monitoring exercises		In process	
Develop program progress check list		Completed	
Conduct bi-annual project review exercise with government counterparts			Dates to be determined

Tasks	Activities/outputs planned for Oct. 2009 – Sept. 2010	Outputs achieved in Oct. 2009 – Sept. 2010	Comments
Program conclusion and reporting			Dates to be determined