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## List of Abbreviations

AC	Advisory Committee
AL	Accelerated Learning
ADB	Asian Development Bank
BAMC	Batken Methodological Center
BMO	Bishkek Mayor's Office
CEATM	Center for Education Assessment and Teaching Methods
CLP	Coefficient of Labor Participation
DED	District Education Department, in Bishkek City only; e.g. Leninski DED
EFWG	Education Finance Working Group
FA	Formative Assessment
HMU	Head of Methodology Unit
IC	International Consultant
IR	Intermediate Result
ITTI	In-Service Teacher Training Institute
ITT	In-Service teacher Training
JASU	Jalalabad State University
JAP	Jalalabad Program, a part of QLP/KR Strengthening tasks
KAE	Kyrgyz Academy of Education
LC	Local Consultant
MC	Methodological Center, e.g. Jalalabad MC
M&E	Monitoring and Evaluation
MOES	Ministry of Education and Science
MOF	Ministry of Finance
MSBF	Minimum Standards of Budget Financing
MTA	Municipal Territorial Administrations
MU	Methodological Unit
NGO	Non-Governmental Organization
NALG	National Agency on Local Government
NSED	National Strategy for Education Development
OshSU	Osh State University
PCF	Per Capita Financing
PEAKS	Participation Education and Knowledge Strengthening Project (USAID) 2003-07
PISA	Program for International Student Assessment
PLM&M	Pedagogical Leadership, Mentoring and Monitoring
PTT	Pre-Service Teacher Training
PTTI	Pre-Service Teacher Training Institute
QLP	Quality Learning Project
RayFO	Rayon Finance Department, under MOF
RayOO	Rayon Education Department
SG	Syllabus Guide
SIR	Sub-Intermediate Result
SM	Supplementary Material
SP	Social Pedagogue/Pedagogy
SWAP	Sector-Wide Approach
TE	Technical Expert
YAP	Youth Aid Program for Education, part of QLP/KR Strengthening

# Tajikistan

## IR1 Improved Quality of Teacher Training in Student Centered Methodologies

### SIR 1.1 Improved Quality of In-service Training

#### 1.1.1 Support Dushanbe and regional TTIs (Kulob, Kurghonteppa and Soghd) to review teacher training curriculums

Revision of state teacher training curriculums started with an orientation workshop conducted on April 5, 2011, where twenty seven representatives from RTTI, Dushanbe TTI and Regional TTIs including rectors and deputy rectors gathered to discuss and agree upon revision of the regional TTI curriculum to reflect modern teaching and learning approaches. As the result of this workshop, QLP supported RTTI to invite twenty six subject specialists from republican and regional TTIs and six master trainers to revise regional TTIs curriculum during May 10-15.

The participants recognized that it was the first time when all the TTI representatives from the different regional TTIs were gathered together to review their curriculums and be responsible for their finalization and further presentation to the MOE for approval. Before, curriculums were developed centrally by individual specialists and then sent to the regions for implementation, and this made those curriculums with less focus on regional needs for teacher in-service development. Now when they were given a chance to review their curriculum they were able to reflect those local needs.

The five elements of the teacher training curriculum that were revised reflect the following modern teaching and learning concepts, as well as setting minimum standards for participants to achieve during the training:

- Learning Outcome Based Lesson Planning;
- Higher Order Thinking;
- Skills Based Formative and Summative Assessments;
- Student Centered Teaching and Learning;
- Interactive Methodologies.

**Irina Kholovna Karimova, President of the Tajik Academy of Education**

*"I am really happy to work with the QLP staff. Especially this year, we have made a great step forward in developing general standards and competencies for key subjects. For many years Rectors of all TTIs and RTTI Rectors did not have opportunity to meet together. USAID/QLP made it possible and those institutions shared their best practice in Khorog, Badakhshon and where the QLP sessions for instructional design were introduced and learned. The AOE is very proud of its Printing House with the new Rezograph and other hardware delivered by the project.*

*So, I should admit It was very productive work of a great team both AOE and the QLP. It was a successful cooperation which was made possible because the QLP project really knows how to move forward education in Tajikistan to achieve better results for schools."*

Revised in-service teacher training curriculums were submitted to the MOE for review and approval. The MOE reviewed the revised curriculums and sent a request back to RTTI to revise the other twenty one in-service curriculums according to the QLP proposed format in order to have a single/unified format, and to resubmit the complete package to the MOE collegium.

#### 1.1.1 Capacity building for RTTI and regional TTIs

QLP supports RTTI and regional TTIs not only for professional capacity building but also to improve and strengthen an institutional cooperation among the MOE and the Academy of Education affiliated agencies in implementation of modern teaching and learning concepts, so there can be greater consistency in the continuum from in-service training through mentoring support and inspection from Rayon education Departments. Thus, QLP supported AOE to conduct a series of capacity building workshops in regional TTIs. This included a two day capacity building workshop in Sughd TTI (May 20-21) and a four day workshop in GBAO hosted by TTI Khorog. The workshops were aimed at building the professional capacity of about 70 teacher trainers and methodologists in the following aspects:

- Effective Learning Outcome Based Lesson Planning;

- Revised Curriculum Implementation through Reflective Teacher Development;
- In-service Teacher Training Material Development and Course Design.

Participants evaluated these workshops highly in terms of sharing experiences and implementation of innovative teaching and learning concepts cooperatively.

As noted by Irina Karimova, the President of the Academy of Education, and cited in Khovar, National Information Agency (<http://khovar.tj/rus/>) *“These workshops are a series of events supported by USAID/QLP aimed at supporting Government of the Republic of Tajikistan to strengthen initiated education system reforms. Main events are to strengthen and develop capacity of in-service teacher training institutions and development and implementation of innovative methodologies”.*

During the workshops, participants learned about modern in-service course design, explored innovative lesson planning and improved learning techniques focused on clear assessment of lesson objectives. In addition, project staff facilitated training and discussion on the modified teacher training curriculum that has been improved together with the Academy of Education and Republican

In-service Teacher Training Institute.

### **Purchase Rezograph for RTTI**

RITTI had submitted to QLP a written proposal on requesting QLP’s support in strengthening their newly established Science and Innovation Department by setting up a mini publication center. The request entails a purchase of a risograph, which will enable RITTI to provide their participants with training materials and encourage the trainers to be innovative and context specific when designing courses that better meet the needs of training participants. Possession of their own risograph will promote quality training by RITTI methodologists and the dissemination of appropriate materials for training participants.

#### **1.1.2 Cohort 2 Teacher Training Target school delivery (second phase)**

In cooperation with the RTTI and MOE, the Quality Learning Project conducted the second phase of three rounds of six-day Cohort 2 teacher trainings, delivered from January 2 to 27 for Asht, Isfara and Vakhsh target school teachers. In total, 535 Primary, Math and Tajik language teachers were involved in the trainings that covered 189 teachers in Vakhsh, 175 teachers in Isfara and 171 teachers in Asht rayons.

The significant aspect of this phase of training was to discuss the successes and challenges that teachers faced after the first phase of trainings conducted in August 2010. Teachers shared their experiences of implementation of learned modern teaching and learning concepts; both advantages and disadvantages of seeking support from trainers and peers. This helped them build their confidence in implementation of innovative teaching approaches.

According to Mr. Murtazoev Safar, teacher of Tajik Language in Vakhsh district, *“I did not expect that trainings would be conducted in such an effective way, I assumed that there would be a series of lectures that sometimes do not reflect our real teaching needs, but we enjoyed every session”.*

The training was also monitored by MOE representatives who were satisfied with the quality of training delivery and professional skills of the trainers.

QLP hired a LC to do an analysis of the evaluation forms of the in-service teacher training courses. A total of 437 completed evaluation forms were collected in the end of trainings with the following distribution among the three geographical locations: Asht - 147 responses, Isfara – 158 responses, and Vakhsh – 132 responses.

Overall, the organization and content of the training courses received very positive evaluation from the trainees in all three locations. Perhaps, the most important conclusion that is drawn from evaluation analysis is – similar training courses should be organized in the future, i.e. the first QLP experience in delivering subject-specific trainings for school teachers proved to be successful and is advised for continuation by direct beneficiaries of the trainings (For more details see Annex 1.1 – In-service Training Course Evaluation Analysis Report).

## ***SIR.1.2 Improved Quality of Pre-Service Teacher Training***

### **1.2.1 Support Tajik State Pedagogical University (TSPU) and Kurghon-Teppa State University (K-TSU) to restructure their current courses syllabi and curriculum at target departments**

There are two factors that delayed and actually forced modification of the tasks of this component. The TSPU has officially assigned a working group on education standards and curriculum development issues (under supervision of Professor Mr. Bandaev S.G), and therefore the technical assistance of the QLP was not recognized as a priority. The other factor is low capacity of the existing University target department staff to fulfill tasks under the component. QLP at this stage considered it better to work with the target universities using a bottom-up approach to be more effective; first provide intensive capacity building workshops for the university specialists - carrying out trainings, develop training modules, additional teaching and learning materials, carrying out in-service training for teachers, organizing training on issues of development of the new materials, step-by-step preparation for teachers in introducing changes in plans and curriculum by themselves in case of need, etc. As a result in Year 4, three round table discussions were conducted with participation of the relevant specialists from the target institutions to raise awareness of target departments on innovative teaching methodologies and to introduce worldwide experience on the issue.

Consequently, a joint action plan was designed with stated target departments to support in-service center under TSPU to incorporate new teaching approaches into the in-service courses curriculum. This activity is underway and to be continued in Y5 of QLP.

### **1.2.2 TSPU and KTSU develop training approach for target subject specialists**

QLP is planning to conduct training for relevant specialists following the complete program. The program will include materials and training modules. Several important issues for future teachers that will be taken into account include: child-centered approaches in teaching, use of interactive methodologies organizing the end result oriented teaching, teaching and learning objective development, criteria development, formative assessment of student achievements, etc. The critical approach that will feature in this training process will be having a clear pathway from the university teaching to the outcomes in the student practicum that the students will participate in later in the academic year.

The development of the training was due to take place in September, but had to be delayed due to both the preparation for the national holiday to celebrate the 20<sup>th</sup> anniversary of Independence, and because regional consultants who were to initiate the training development process did not accept the contract terms that had been approved by USAID. The five day training is planned to be conducted in October, 2011 for specialists of Dushanbe and Kurgan-Tyube Pedagogical Universities. After this training the QLP Program team and local consultants (master trainers) will support the process of selection nominees for trainers and developers from among targeted departments and chairs.

### **1.2.3 Support TSPU and KTSU to conduct trainings for university subject specialists**

These trainings will be conducted directly within the activities of the Centre for in-service-training of the Pedagogical Universities' teachers. This will support the process of restructuring and improving of in-service training courses for different subjects.

### **1.2.4 TSPU and KTSU develop learning materials (handbooks) on methodology for university subject specialists of target departments**

The Handbook for Practicum can only be developed finally after the Practicum Regulation (Polojenie) is approved by the Scientific and Methodological Board (SMB). The draft Practicum Regulation is under editing before submission to SMB.

Work on the development of a) Handbook on student-centered methodology, b) Handbook on formative assessment, c) Handbook on classroom management, and d) Handbook on the curriculum development is postponed to Y5 due to delay in the in-service trainings for the university faculty staff. Elaboration of the current handbooks will be initiated along with the development of supplementary material for 5 target subject teachers – Primary, Math, Tajik language, Chemistry and Biology.

Following the plan, QLP has to support TSPU and KTSU in development of additional materials. Some attempts have been done in this issue too that were planned in IR 3 of the project (Teachers' guideline for Tajik language and literature teachers, for Primary teachers, Math, Biology and Chemistry teachers) In 2010, additional teaching materials for Tajik language and literature and for Primary teachers—"Cooperative methodologies in teaching Tajik language and literature" was developed, published and distributed among targeted schools. It would be a good idea to make this Guideline accessible for Higher Pedagogical Education teachers for their practical use.

### **1.2.5 Strengthening of TSPU and KTSU capacity in Student Practicum and PTI-school linkage**

Two round table discussions and seminars have been carried out on the issue with participation of the targeted Universities representatives. As a result, research study has been conducted. At the final stage of this task, a round table was carried out to present the results of the research.

There are a number of factors supporting the process of effective work of the future teachers but the other urgent issue is the real opportunity to prepare highly educated, committed to their future specialty teachers. In addition to raising awareness of the organization there is a need for the development of the standards focused on aims and objectives of education, meeting modern requirements and appropriate organization of the practicum. The first draft of Students Practicum Regulations is developed already and is planned to make it relevant to requirements of the Credit system introduced recently. The work is ongoing and will be completed by the end of September.

It is also planned to develop guidelines for teachers and students of TSPU and KTSU on pedagogical practicum and distribute it among teachers and students in Year 5

#### **Outcomes/Results**

- *Modifications and improvements made to 5 teacher training curriculums, including School Principals' In-Service Training Curriculum, Math, Tajik , and Geography Teacher Training Curriculum (funding for this subject was shared with Save the Children) on the basis of the QLP and RTTI developed training concepts and modules.*
- *TTIs nationwide received revised teacher training curriculums, developed jointly under RTTI and QLP supervision both in hard and soft copies, including supplementary materials, such as Training Modules and Teachers' Guidelines, were disseminated among TTIs.*
- *Increased capacity of 535 Primary, Math and Tajik language teachers from Cohort 2 Target district on innovative teaching techniques and modern student learning approaches;*
- *Preliminary review of the QLP and RTTI joint trainings conducted and Training Courses Evaluation Analysis report developed that served as one basis for capacity building of the government partner institutions staff.*
- *Capacity of 70 representatives from AOE, RTMC, RTTI, Regional TTIs and Target District Education Department strengthened a pool of trained specialists prepared for the partner government agencies to take forward the innovations and modifications in the teacher training system;*

### **SIR 1.3 Improve Capacity of State Authorities in Mentoring, Monitoring and Pedagogical leadership**

#### **1.3.1 TOT for Cohort 1 and 2 trainers on QLP revised Mentoring program**

Joint visit of Tajik and Kyrgyz team of specialists and local consultants to IPD Khorog and schools in GBAO became a basis for full development of mentoring program. After consultations and discussions it was decided

that QLP mentoring program will be based in Republican Teaching and Methodological Center (RTMC) as this institute has legal obligations on delivering and ensuring teacher mentoring support at a national level. Therefore, a local expert team was composed from QLP master trainers and RTMC experts.

This mentoring program was aimed at rehabilitation of a mentoring support system by helping DEDs and schools to establish mentoring delivery mechanisms through school-based Methodological Units. Thus, the mentoring program covered organization and management of School Methodological Units, creation and strengthening of methodological support communication that links National, District and school level stakeholders, such as RTMC, DED and Schools. Building capacity of methodologists at those levels, provide guidance of how to manage mentoring support for young teachers and how to maintain coaching of implementation of innovative teaching and learning approaches.

The mentoring program was field tested by involving more than 30 methodologists from target DEDs and adjustments/comments received from field testing were incorporated into the program.

In order to institutionalize a mentor training program, the RTMC scientific board reviewed and approved mentoring program. This allowed QLP to develop mentor trainers from DEDs who in turn would deliver mentoring programs at district and school levels.

Mentoring TOT conducted in February 18-27, 2011 in RTMC played a leading role in the training of trainers. 33 primary, secondary Math and Tajik Language specialists/methodologists from target districts who participated in mentoring field testing were trained as mentor trainers to deliver target school mentor trainings.

### 1.3.2 Target schools delivery of mentoring program for Cohort 1 and Cohort 2

In order to make the mentoring training delivery more effective, RTMC and QLP decided to split trainings into three periods. This splitting approach was aimed at smooth step-by-step transition from traditional inspection-based approach into real mentoring support system. The first phase was devoted to rehabilitation a of mentoring support system, where training was focused on mentoring structure, TORs, types of documents and their management. The second phase was mainly focused on refreshing of participants' knowledge on innovative methods and coaching those at district and school levels. The third phase was a reflection period where Head of HMUs and Deputy Principals came together to reflect on successes and challenges they face while implementing the new mentoring support system. This also helped them to share their experience and seek help from mentor trainers. The mentoring program was delivered mainly by District Education Methodologists and this supported creation of real professional based communication between district and school methodologists. This was mentioned by almost all participants. Head of Tajik Language MU from school No. 19 in Kulob said "Before any DED visitor to school was observed as a controller and assessor, now we realized that we have to accept those as supporters and specialists who come to assists us in solving certain teaching and learning problems".

For most mentors this series of trainings provided real opportunity to understand their responsibilities as mentors, as they mostly used to act as inspectors. As Mavjuda Ruzieva a primary methodologist in Kulob DED mentioned "I was just assigned as methodologist and I didn't know how to help teachers. Most teachers had more teaching experience as I did. After this training I feel myself confident and can support teachers with different level of experience".

The mentoring program that was supported by QLP had been disseminated in other parts of the country by RTMC which requested for 500 additional copies of the mentoring program.

Muhiddinov Kutbiddin, QLP mentor trainer and Deputy Director of RTMC communicated the concepts behind the mentoring program through the professional newspaper "Omuzgor", where he presents ideas of how mentoring support could be established and ensured during August Seminars.

In order to provide more support to newly trained mentors QLP conducted mentoring support visits to target district and schools. For this aim, special mentoring support teams were composed from RTMC and QLP Master

Trainers who visited schools, observed and helped MUs and DEDs to implement mentoring support more effectively.

### **1.3.3 Capacity building of Cohort 1 and 2 target School Principals on implementation of Pedagogical Leadership**

Following the mid-term evaluation results conducted in November – December 2010, QLP involved two LCs to develop additional training modules for the school directors on the issues identified as challenging.

The additional training module was shared with all the 86 Cohort 1 and 2 school directors in a 3-day refresher seminar that was delivered during March 2011. The analysis of the 3-day refreshing training evaluations indicates that the training participants – school directors’ understanding of the additional pedagogical leadership aspects improved by between 17-21%.

Another factor that will have strong impact in Mentoring training delivery and implementation is the MOE decision to raise and develop the MU status and methodological support at school level. Mrs. Mahmadova Tojinisso, Deputy Minister of Education visited mentor training in Kulob city and appreciated QLP intervention in this field, she stated: “Methodological units are crucial in supporting quality teaching and learning development at school level and this training is supporting this to happen”.

#### ***Outcomes/Results***

- *Mentoring program, aligned with the improved teacher training curriculum and modules, developed and approved by RTMC for further nationwide implementation; ;*
- *Pedagogical leadership skills of the target school principals developed and improved through additional 3-day refreshing trainings;*
- *Under the facilitation of the RTMC, capacity of 37 representatives of the target DED methodologists strengthened as mentor trainers and teacher supervisors;*
- *School principals, deputy directors, HMUs and DED methodologists in target districts received on the job mentoring support.*

## **IR2 Improved Quality of Student Assessment**

### ***SIR 2.1 Incorporate Formative Assessment into Regional TTI Courses***

During revision of Regional TTI curriculums under SIR 1.1 teacher trainers adapted 12 hours of general theories of formative and summative assessments and 12 hours of subject-based assessment tools, such as reading, writing, grammar and vocabulary assessments. In total 24 training hours out of 144 were allocated for assessment, both formative and summative. Formative and summative assessment were also incorporated in training delivery approach. For more information see 1.1.1.

Formative Assessment Guidelines were reviewed by ICs and their comments were accepted by QLP and local consultants. The final revision of these guidelines, including the MOE Collegium approval is planned in Year 5.

### ***SIR 2.2 Develop Formative Assessment Guidelines for Chemistry and Biology***

While developing of syllabus guides LCs and other experts decided not to have separate guidelines on Formative Assessment for Chemistry and Biology to avoid duplication. Therefore, it was decided to use resources, both human and financial to strengthen the Assessment section in the Chemistry and Biology Syllabus guide. This will support teachers to have single source of information and will reduce printing costs for several separate guidelines.

The syllabus guides final drafts currently submitted to AOE and RTMC revision and QLP expecting to receive comments and feedback in October, 2011. Improved and modified version of the syllabus guides with a Formative Assessment section included will be presented to MOE Collegium in second half of the Q2 Year5.

### ***SIR 2.3 Support target DEDs to implement Formative assessment through mentoring***

After printing and dissemination of the final draft formative assessment guidelines for Tajik Language, Primary and math teachers QLP specialists provided mentoring support and orientation workshops at district and school levels. However, in order to ensure quality implementation of skilled based assessment, QLP supported RTMC to conduct a three day capacity building workshop for thirty two specialists from RTMC and target districts on how to observe, evaluate and support teachers implementing formative and summative assessments during May 5-7, 2011. The training was conducted by RTMC specialists who have been involved in mentor development.

Participants learned and practice how to observe teachers' following assessment principles and provide feedback, how to support teachers to provide constructive and focused feedback, and how to better question to enhance pupils' self and peer-assessments.

### ***SIR 2.4 Incorporate formative and summative assessment elements into QLP target school Olympiads***

It is widely accepted that educational Olympiads held in various levels in the country are a powerful tool to increase motivation of the students, teachers and institutions involved and the process of selection of strong students and can have an impact on improving the quality of teaching in schools. However there are some issues that call into question the objectivity and clarity of the process of the Olympiads at all levels. Some of the main problems existing in the process are the lack of transparency, and the quality of the questions, identification of evaluation criteria and subjective marking of students' scores, which undoubtedly has a negative effect motivation of students and teachers, and public trust to the entire process of Olympiads. Thus, QLP was happy to support MOE in their request (see attached MOE letter) to provide an analysis of the current Olympiad process.

The study was held in six locations where QLP is already working with cohort schools: Dushanbe (Ismoili Somoni rayon), Varzob, Kulob, Vakhsh, Asht and Khorog. Such dispersed geography ensured a nation-wide coverage and allowed for grasping certain region-specific peculiarities of the process. Together the locations represent both rural and urban areas, thus making equal representation of both categories (Dushanbe, Kulob, and Khorog – urban; Varzob, Asht and Vaksh – rural areas). The study was conducted during May-June 2011 and covered the two QLP target subjects at secondary level – Tajik language and Mathematics.

The study involved two schools and a Rayon Department of Education (DEd) from each location making 12 schools and six DED in total. The proposed number of schools covered by the survey demonstrates a compromise of the research scale and time constraints on one hand and on the other hand to provide the validity of the data for analysis and interpretation. At this stage, the research will implement a survey based on questionnaires, interviews and focus group discussions to collect sufficient, reliable and valid data from various groups and subjects involved in the process of educational Olympiad.

The research team consisted of five local consultants: a leading and four assisting consultants, who are at the same time subject specialists. Recalling one of QLP's primary objectives of building national capacity in education and taking into account numerous positive practices of engaging specialists from education administrations at local and national levels, it is suggested that four assisting consultants be hired from among staff members of the MOE's specialized body overseeing Olympiads – Republican Teaching and Methodology Center (RTMC). The assisting consultants helped the leading consultant during research instruments design and data collection phases. Their main tasks include: (a) provide debriefing to the leading consultant on existing procedure of Olympiads; (b) give short feedback on research instruments; (c) conduct field research in each location, i.e. complete interviews with respondents and observation of the process; (d) submit collected data to the leading consultant in a clear and understandable format.

The review of the Olympiads is currently under finalization by the Leading consultant. IC has been involved to support the consultant and QLP to make necessary adjustments and prepare a policy-oriented document that will be shared in with MOE and responsible affiliates in a Round table scheduled in Q1 of Year5.

**Outcomes/Results**

- *RTTI and Regional TTI modified in-service curriculum for school principal and teacher training for teaching Math, Tajik language and Geography includes aspects of formative assessments;*
- *Biology and Chemistry Syllabus Guides incorporates formative and summative assessment sections that help teachers to develop learning outcome based lesson plan;*
- *All target schools and districts provided with Math, Tajik Language and Primary Formative Assessment Guidelines;*
- *DED and school based mentors trained on how best to support teachers from the target schools to effectively use the Formative assessment techniques;*
- *Olympiads in QLP target rayons and schools reviewed and a policy oriented report/analysis drafted for MOE review and consideration.*

*“Truly saying I have been working with USAID Quality Learning Project since its first activities. I’m happy and satisfied with this cooperation. Especially we worked effectively with QLP staff during development, revision and editing of Primary Education Standards. We also had chance to learn and apply world best experiences through working with International Consultants. The result of this cooperation was approval of Primary Education Standards in the Ministry of Education Collegium. This was a great moment. The project supported the Academy of Education to meet teachers from different regions of the RT to discuss the contents of the Standards and to reflect their feedback in the revised Standards. This is new and effective work. The project printed and disseminated the Primary Education Standards to schools. The Primary Education Standards implementation was also incorporated into In-service Teacher Training Syllabi. AoE and QLP jointly monitored the implementation process. The Primary Standards will be further developed and Secondary Education Standards will be developed based on this document. This work is continuing.*

*We also reviewed, analyzed and provided feedback for other QLP developed materials, which will provide great support to teachers and educators. We also actively participated in the workshops and seminars conducted by QLP and it are to mention that these workshops were very useful.*

*As the Head of the Department of Pedagogy and Psychology of Qurghonteppa State University named by Nosiri Khusrav I want to note USAID/QLP support to the university and provision of two computers with internet access and a printer”. **The Academician of the Academy of Education of Tajikistan, Head of Pedagogy and Psychology Department of Qurghonteppa State University named after Nosiri Khusrav , Professor, Lutfulloev Mahmaddullo***

**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 Support AOE to restructure Basic education standards**

QLP supported the Academy of Education to review and arrange discussion of the draft State General Education Standards (SGES) through capacity building workshops and by involving local and international experts. As a result, QLP provided AOE with feedback and comments on the content of the document and conducted orientation workshop on learning outcome based standard design. This revision and discussion lead to support Academy of Education to develop sample format of state standards that reflected students’ outcomes by subjects.

**3.1.2 Support AOE to develop Basic education standard guidelines**

The Government of the Republic of Tajikistan postponed transition of twelve-year education to 2017 – 2020. According to the updated transition conceptual framework, the existing syllabi for secondary subjects will be used until 2020. This made QLP to adjust and follow the original plan related to syllabus guide development. In June 2011 QLP initiated Syllabus Guideline development for Secondary Math, Secondary Tajik Language, Chemistry and Biology.

One International consultant and 10 local consultants were involved in developing Syllabus guides for Tajik Language, Math, Biology and Chemistry. Syllabus Guides were revised by subject related academicians who

provided comments and feedback which were incorporated accordingly. The syllabus guides also were edited and designed.

QLP submitted Syllabus Guides to the Academy of Education for revision and feedback. It is planned to receive AOE comments and probably approval of the Guidelines in First Quarter of Year 5.

The development of syllabus guides requires revision of all training materials developed during four QLP years to support syllabus guide implementation.

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

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

QLP initiated development of lesson planning guidelines for Math, Tajik language and Primary teachers with RTMC. First draft of Lesson Planning Guidelines were developed, translated and shared with International Consultants who provided constructive feedback and comments. It was also recommended not to have separate guidelines for lesson planning. The content of Lesson Planning Guidelines can be presented in Syllabus Guides and training modules. The first draft of Lesson Planning Guidelines was field tested during capacity building workshops conducted in Khujand and Khorog and comments and feedback received from this field testing will be also considered while revising training modules and guidelines during first quarter of QLP Year 5.

IC reviewed Lesson Planning Guideline and LCs incorporated feedback and comments received from IC. However, it was decided both by IC and LCs that these guidelines will be incorporated to Syllabus Guide, Mentoring Toolkit and will also be presented as a module within the Subject Teachers supplementary materials that will be developed based on revisions and recommendations done by ICs. Lesson Planning Guides will be presented to the MOE as part of set of supplementary materials for target subject teachers.

### ***SIR 3.3 Increased Opportunities for Professional Exchange and Policy Dialogue through Subject Teacher Groups***

#### **3.3.1 MU support implementation of QLP developed material Standards**

Representatives of Republican Methodological and Teaching center teamed with IPD GBAO specialists had mentoring visits to QLP target district and schools. During these visits mentoring support teams observed teachers and head of HMU activities related to implementation of QLP developed teaching and learning materials. District methodologist also practiced new approaches in identifying teachers' challenges and how to provide feedback through a specifically designed mentoring instrument. This activity also supported RMTC and representative from IPD GBAO exchange experience on district and school level mentoring support.

According to the mentoring and monitoring results, most QLP target schools and districts are implementing modern approaches in teaching, learning, mentoring and assessment. However, in some cases teachers and district methodologists face challenges. Another negative factor that impacts sustainability of QLP interventions, as it was defined by monitoring and mentoring visit, is teachers leaving school due to labour migration. For example, 17 out of 24 QLP trained teachers in school No. 19 in Vahdat left teaching and migrated to Russia. Thus, according to the mentoring and monitoring visit, this already had negative impact on sustainability, mentors had to conduct workshop for newer assigned teachers and Head of MUs.

#### **3.3.2 Participation at policy dialogue with MOE/AOE, Republican Methodological Center representatives**

In Year 4, QLP was actively engaged in supporting the MOE and its affiliates to engage as many teachers, and subject specialists into the review and discussions of the policy oriented documents, like Basic education standards. RTT/TTI and DED methodologist along with target school teachers attended a 2 day capacity workshop in Khujand, where the draft version of the state standards and the plans for transition to 12 year

education were discussed. The outcomes of the discussions and review laid in the final version of the documents presented to MOE for review.

### **Outcomes/Results**

- *Through the International consultant involvement the capacity of the Academy of Education was strengthened in development and modification of the State Education Standards;*
- *Target subject teachers actively involved in review and discussion of the State Education Standards and the plans for transition to 12-year education;*
- *New mentoring and monitoring instrument field tested and final version presented to RMTC after thorough discussions in the teacher trainings and orientation workshops in QLP target schools;*
- *Target subject methodologists from QLP target districts received on-the-job mentoring support;*
- *QLP developed training material and teaching concepts discussed and shared through Methodological Units to all the target school teachers;*
- *Target school Methodological Units received on-the-job mentoring support from DED methodologists.*

## **IR4 Increased Effectiveness of Education Finance Systems**

The Per-Capita Financing (PCF) model applied in Tajikistan is designed to distribute resources more equitably and fairly, increase management autonomy in schools, improve efficiency, and increase access to basic education for all. The model envisioned that if these objectives were met, the quality of teaching and of the overall learning environment would improve.

The key elements of the education financing and management reform model includes:

Improving education financing by:

- allocating school budgets from the national education budget equitably across the country according to the number of pupils and types of schools in each rayon
- Formulating school budgets using an output measure (the number of students) rather than rigid input norms, and funding schools through global budgets with fewer line item (chapter) restrictions;
- Pooling funding at rayon level (if possible) to improve equity and allow reorganization and consolidation of the network of schools.

Improving school management by:

- Increasing transparency in school budgeting and management;
- Increasing parent and community participation in these processes;
- Training school administrators and accountants;
- rationalization of school network if possible, or number of classes in each school

This is aimed at increasing efficiency and accountability in the use of education resources, with the ultimate goal of increased quality of education overall. In 2010 the whole country has rolled out to new form of management and financing that was piloted by USAID. QLP focuses its activities under this component to assist the Government of Tajikistan on effective national implementation of school financing reforms.

### **SIR 4.1 Supporting the Policy Process**

An inter-sector working group on education financing (EFWG) was established in 2008. Three meetings of EFWG took place in 2010-2011. The USAID COTR participated at these meetings. Participants have discussed numerous issues, namely analysis of budget execution in 2010 and procedures of budget planning for 2011 and draft budget for 2012 for schools of Tajikistan, further utilization of the Automated Expenditure Tracking

System developed by QLP, coordination and partnership in conducting of analysis of legal-normative basis for PCF as well as on review and introduction of amendments to the formula of PCF.

The results of analysis of normative-legal base for PCF and new model for labor remuneration for education sector of Kyrgyzstan, which has been developed by QLP, were presented in an EFWG meeting. The training modules on "Practical Accounting" and "Involvement of PTAs in the process of increasing transparency and accountability of the school resources", which were improved and developed by QLP, have been officially handed over to MOE/RTTI. The results of monitoring on implementation of per capita financing in the several districts of Khatlon oblast and the reform process in QLP targeted areas of Vakhsh and Kulob were presented by MOE and QLP representatives.

#### ***Outcome/results***

- *PCF implementation issues discussed at EFWG meetings and corresponding decisions made to effective address the problems of education financing in the country and coordinate the activities of all stakeholders.*

QLP provided technical support to the group of representatives from the MOE, MOF as well as other stakeholders to conduct three monitoring visits of per capita financing's implementation in schools of Shahritus, Qabodiyon, Jilikul, Kulob, Hamadoni, Farkhor, Vose, Muminobod, Khovaling, Temurmalik and Baljuvon districts. Reports and recommendations based on the results of these monitoring trips were submitted to MOE and discussed at EFWG meetings.

The group of consultants has completed the analysis of normative-legal base for PCF with FTI funds. The groups' recommendations and proposals have been submitted to the government for approval. QLP was not able to participate in the process as MOE/FTI/WB led it and they declined any support from USAID in that issue. QLP has provided technical support to MOE to organize and conduct the regional conference on PCF in December 2010. Two key specialists from Ministry of Education and Science of Kyrgyzstan have participated in this event. QLP specialists have participated in discussion and joint drafting of policies and regulatory documents such as analysis of legal-normative basis for PCF, new PCF instruction and coefficients for mountain region and unified normative.

At the 10<sup>th</sup> EFWG meeting MOE and RTTI officially adopted the training modules on "Practical Accounting" and "Involvement of PTAs in the process of increasing transparency and accountability of the school resources". MOE/FTI will be delivering nationwide trainings on PTA module following its revision.

#### ***Outcome/results***

- *Technical support provided to MOE to conduct the joint site visits to monitor the implementation of PCF at national level*
- *Changes and amendments of education related law and legislations for improvement of education financing in schools developed based on the results of conducted analysis of legal-normative basis for PCF and will be introduced following government endorsement*
- *Technical support provided to MOE to conduct regional conference on PCF that served as effective forum for exchange of the best practices and experiences as well as discussion of common problems*
- *Delivery of nationwide training for PTA members and school administrations based on PTA module, developed by QLP*

### ***SIR 4.2 Implementing school financing reforms***

In Year 4 QLP has lessened its activities for Kulob rayono/rayfo specialists and school administrations to provide support only on school data analysis, tariff system and budget analysis. Main support was provided by the local resource person. QLP specialist formulated the draft budgets of Kulob schools for 2012-2014. The

recommendation report based on Kulob field visit was discussed at EFWG meeting. Two monitoring visits were conducted by QLP specialist together with rayono and rayfo specialists in eighteen schools of Kulob city.

Two meetings were held with Kulob Hukumat to update local authorities about PCF implementation in 2011. The USAID COTR participated at these meetings. Participants have discussed QLP activities to increase the transparency of usage of school resources, public discussion of school budget and improving capacity of local specialists for PCF implementation. Also, Kulob Hukumat met with the evaluation team that has assessed QLP interventions in Kulob.

#### **Outcome/results**

- *Capacity of Kulob schools accountants as well as rayfo and rayono specialists to monitor implementation of education financing reforms and accounting skills sufficiently increased.*
- *Kulob schools principals and accountants have been provided with technical support and consultancy by local resource person on every day basis.*
- *Kulob City State Administration updated about PCF implementation progress and expressed their commitment to continue support QLP activities that is a vital component for successful reform of education finance.*

QLP staff compiled and produced a reference manual “Reference book for School Principals on School Finance Management” for school principals that will be disseminated among school principals of Kulob and Vakhsh.

QLP has continued its support of PCF implementation in Vakhsh district in PY4. QLP conducted numerous technical workshops and consultative meetings for school principals, accountants and rayono/rayfo specialists, in formulation of school budget based on per capita formula, on school data analysis, tariff classification to develop statistical reports and on analyzing of school budget based on new financing mechanism on a quarterly basis. After conducting the analysis of school data QLP undertook the second restructuring of Vakhsh schools that increased the number of schools from 49 to 54. The local resource person provides technical assistance to school principals on a daily basis. QLP conducted four joint monitoring visits to 40 schools in three jamoats of Vakhsh district together with rayono and rayfo specialists. The progress reports based on these visits were presented at EFWG meetings.

Three meetings with Vakhsh Hukumat and local authorities together with MOE representatives were organized in 2010-2011 to update on PCF progress. Meetings provided sharing of opinions of the government and regional levels and discussion of education financing reform. The Deputy Chairman of Vakhsh district, representatives from MOE, Khatlon Regional Hukumat, Heads of Education and Finance Departments of Vakhsh district and USAID COTR have participated in these meetings. The participants have discussed the issues of improving capacity of local specialists, appropriate and correct allocation of budget funds as well as issue of salary revision for school administration, teachers and other personnel at these meetings.

**Mahmadali Samadov, the principal of school #24 of Vakhsh district**

*“Obviously the transition to new financing and management mechanism was very difficult process, however thanks to trainings and regular technical assistance of the USAID/QLP, the accountant of our school and I have obtained an adequate knowledge and skills to manage it appropriately. Through the project’s trainings the school principals and accountants have learnt about the formation of the school budget, proper allocation of expenditures, the balance sheet of financial statements and concluding of contracts with service providers”* says the principal.

*“If we were told to move back to the old model of financing the school administration and teachers would not agree at any terms. After all, before we had to beg jamoat for several months even to buy low-cost items, such as washcloth or a broom”* concluded Samadov.

**Zikriyo Rajabov, FTI coordinator at RTTI**

RTTI has conducted nationwide training on Finance Management for school principals with FTI funds. USAID/QLP has provided training module, trainer's guide and trainers to deliver these trainings and they conducted ToT and delivered trainings to school principals of Sughd, Khatlon and GBAO regions.

*"Before I didn't know how difficult it would be to organize and deliver the training on Finance Management. But, when we started the process I found out that RTTI can't do it alone. Without important support of USAID/QLP specialists and its trainers it would have been impossible for us to deliver these trainings successfully. RTTI thanks USAID/QLP for development of the complete training module on Finance Management, preparation of trainers and assistance in conducting of nationwide trainings. I personally expressed my gratitude to Abdurahim Karimov (education specialist), Shodibeg Kadirov (team leader of module developers) and other trainers prepared by USAID/QLP"-said Rajabov.*

***Outcome/results***

- *Capacity of Vakhsh school principals, accountants and specialists of rayono and rayfo strengthened through provided technical support and consultancy*
- *Joint monitoring of PCF implementation conducted together with rayono and rayfo specialists that proves to be a more effective way of monitoring and providing technical support to school administration*
- *Khatlon Regional and Vakhsh Hukumats and local authorities updated about QLP interventions in the district*
- *Good working relations has been developed with Vakhsh Hukumat and other local authorities*

***SIR 4.3 Improving school management***

QLP conducted a three-day Personal Computer (PC) training for the Vakhsh school accountants and rayono and rayfo specialists with a total of fifty four participants on December 2010 and January-April 2011.

QLP conducted a three-day refresher training for Vakhsh school accountants and rayono and rayfo specialists with a total number of forty one participants in January 2011.

QLP conducted a three-day refresher training for Vakhsh school principals and rayono and rayfo specialists with a total number of fifty seven participants in February 2011.

QLP conducted a three-day Personal Computer (PC) training for the Kulob school accountants and rayono and rayfo specialists with a total number of forty five participants in February and May 2011.

QLP conducted a three-day refresher training for Kulob school accountants and rayono and rayfo specialists with a total number of forty four participants in March 2011.

***Outcome/results***

- *Capacity of 142 school principals, accountants and rayono and rayfo specialists of Kulob and Vakhsh on financial management and accountancy strengthened through conducted refreshing training*
- *88 school accountants and rayono and rayfo specialists of Kulob and Vakhsh learnt handling of MS applications – Word and Excel and have practiced all accounting and financial forms on specially developed MS Excel spreadsheets*

The improved automated expenditure tracking system (AETS) was handed over to the MOE in May 2010 and installed in the budget, planning and forecasting department of the MOE. However, the MOE did not use it and its further utilization was repeatedly raised during numerous meetings with MOE/FTI/WB. The decision was finally accepted at the EFWG meeting in January 2011. QLP presented graphics generated from AETS based on analysis of Kulob and Vakhsh data in this meeting. Based on agreements reached in the technical meetings of QLP and MOE, IT specialists were arranged to discuss the compatibility of AETS and MOE ISO module. As a result of these meetings, the MOE adopted only the graphic module of AETS.

#### ***SIR 4.4 Increasing transparency and accountability for school resources***

QLP conducted a two-day training for PTA members and school principals of Vakhsh, rayono specialists and parents with a total number of ninety two participants in November and December 2010. In addition, QLP conducted two one-day workshops for PTA members of Vakhsh in June and September 2011 (in total ninety-nine participants).

QLP provided technical support to 15 PTAs of Vakhsh schools with juridical registration. Obtaining juridical status enables PTAs to extend their operation as well as to perform their activities in compliance with the laws and legislation of the Republic of Tajikistan

##### ***Outcome/results***

- *Capacity of 99 PTA members and school principals of Vakhsh rayon on PTA establishment and strengthening and involvement of PTA to the process of increasing transparency and accountability of the school budget improved*
- *15 PTAs of Vakhsh schools have obtained legal status of independent entity with their own chapter, stamp and bank account*

130 copies of practical manual about PTA establishment have been produced and distributed to schools and rayono of Kulob and Vakhsh as well as MOE/RTTI and other stakeholders

In Year 4 QLP provided technical support to PTAs and school administrations in conducting three budget hearings in schools of Kulob city with participation of rayono and rayfo representatives, school administration, community representatives, PTA members of these schools as well as neighboring schools (in total 170 participants) in January, May and September 2011.

Four budget hearings were conducted by QLP technical support to PTAs and school administration in schools of Vakhsh district with participation of Hukumat, rayono representative, school administration, community representatives, PTA members of this school as well as neighboring schools (in total 215 participants) in November 2010 and March, June and August 2011.

##### ***Outcome/results***

- *All Kulob and Vakhsh schools have received the copies of practical manual for PTA establishment*
- *385 PTA members, school administration and parents of Kulob and Vakhsh participated in 7 budget hearings that becomes a visible and effective tool to increase involvement of communities to school management and to ensure transparency of usage of school resources*

## **2. Implementation challenges**

- There is no clear strategy from the MOE on the implementation of the twelve-year education proposal. This was initially introduced in the beginning of QLP Year4 and then rescinded towards the end of year 4. The concept of starting children at school aged 6 years is retained in the national Strategy for Education Development, although with no clear timetable. This affected workplan delivery.
- Lack of interest and motivation amongst the majority of University faculty staff to consider changes to their teaching program or their lecture approach to teaching is causing little change in the preparation of new teachers, which means the modernization of teacher preparation is lagging behind the progress of the in-service training
- The reluctance of FTI to consider compromise in compiling or merging the two Mentoring training packages (QLP and FTI), so that schools throughout the country would receive one jointly agreed upon approach and resources;

- Lack of available resources and normative/regulatory basis for teaching of 6-year-old children on local language – Tajik and Russian.
- Usage of the Automated Expenditure Tracking system by MOE, while this was introduced to the MOE in 2006 and adopted formally by Ministry Prikaz in 2009 this useful package was marginalised by the FTI EMIS program without any consultation with USAID or QLP
- Institutionalization of Accounting and PTA training modules is still awaiting an institutional ‘home’
- High turnover of school accountants (ten) and principals (six) in Vakhsh and seven and six respectively in Kulob schools (In Year 4)

### **3. Cooperation with local government counterparts**

- QLP supported AOE in review and improvement of State Education Standards and make them more teacher friendly and learning outcome oriented;
- QLP provided technical assistance to RTMC to develop a school needs-oriented Mentoring program and prepared a group of Mentor-Trainers from among DED methodologists;
- QLP provided opportunity to AOE and its affiliates (RTMC, RTTI, Regional TTIs) to have joint working sessions in different parts of the country (Khujand, Khorog and Dushanbe) to learn from each other’s experience and share their best practice on teacher training and development;
- Target Pedagogical universities and colleges received ICT equipment (computer, printer, LCD) and internet connection to work with each other and the similar counterparts from the other countries, like Kyrgyzstan;
- AOE and target Pedagogical colleges supported by QLP to develop training package for preparing teachers for six-year-old children;
- TSPU Center for university staff in-service assisted by QLP to develop a plan for capacity building of the target faculty staff and strengthen their skills and knowledge on modern pedagogy/psychology and methodology of teaching in Primary, Math and Tajik language faculties.
- QLP has provided consultancy and assistance to RTTI/FTI on revision of the Finance Management Training Module
- QLP has prepared twenty-five trainers from RTTI/TTIs specialists and school administrations to conduct future trainings on financial management with funds of FTI-3.
- QLP specialists and local resources in Kulob along with other trainers trained by QLP have delivered nationwide trainings on Financial Management with RTTI
- The deputy chairman of Vakhsh Hukumat and specialists of rayono and rayfo have been provided with computers and multifunction devices.
- QLP specialist has conducted workshop on per capita financing on Dushanbe TTI for principals of Dushanbe schools
- QLP provided technical support to conduct joint monitoring of PCF implementation with MOE and MoF specialists
- QLP provided assistance in conducting of the regional workshop on PCF
- QLP provided technical support for organization of the meetings of the inter-sectoral EFWG

### **4. Activities for next year**

Since the next year (PY5) is the final, fifth year for the QLP project, most of the activities are focused on finalizing the project tasks and making efforts on sustainability of the project. Particularly, the project products should be finalized, printed out, distributed to the target schools and organizations through activities that will instruct/encourage for using the materials. Thus, the main activities for the upcoming year are focused on “Close Out” and “Institutionalization” events. The following are some activities to achieve the close out activities’ goals: National Conference, Exhibition and Press Conference.

Although the main activities of the project will focus on sustainability issues, some components have specific activities that should be noted; they are the following:

- **SIR 1.1:** (1) Assist RTTI and regional TTIs to implement MOE approved target subject teacher training curriculum and modules; (2) Support TSPU and KTSU to conduct trainings for university subject specialists; (3) Support in-service Center under TSPU to incorporate new teaching approaches into the in-service curriculum; (4) Strengthening of TSPU and KTSU capacity in Student Practicum and PTTI-school linkages.
- **SIR 1.2:** (1) Support TSPU and KTSU to conduct trainings for university subject specialists; (2) Support in-service Center under TSPU to incorporate new teaching approaches into the university staff in-service curriculum; (3) Strengthening of TSPU and KTSU capacity in Student Practicum and PTTI-school linkages; (3) Support target Pedagogical Colleges to develop learning materials for students of Pedagogical Colleges Primary Department staff for elective course; (4) Support target Pedagogical Colleges to finalize the elective course package (program, teaching and learning material) (5) In-service Teacher Training for Target Pedagogical College Teachers (6) Incorporate new parts of teacher training curriculum and materials into target pedagogical college program.
- **SIR 1.3:** (1) Final revision, approval and dissemination of mentoring training program; (2) Monitoring and mentoring visits to target districts ; (3) Support teachers' implementation of innovative teaching through advanced monitoring and evaluation; (4) Institutionalization of the School Directors training package (Pedagogical Leadership and Finance Management).
- **IR 2:** (1) Support target TTIs, RMTTC and DEDs to implement Formative assessment through mentoring; (2) Support RTMC to modify Olympiad regulations on the basis of the analysis conducted in Year 4.
- **IR 3:** (1) Support AOE to set up implementation of syllabus guides (Math, Tajik Language, Primary, Chemistry and Biology) ; (2) S Support AOE to reflect learning outcome based approach for other basic education subject standards (3) Support AOE to develop Standard and guidelines focused on 6-year pupils; (4) Revise QLP teaching and learning materials i.e. modules, guidelines and handbooks to reflect concepts presented in syllabus guides; (5) Support AOE and the relevant stakeholders to implement the syllabus guides.
- **IR 4:** (1) Provide technical assistance to EFWG in stewardship of the PFC implementation ; (2) Strengthen central government capacity in implementation of new mechanism of school financing and management (3) Monitoring of PCF implementation in Kulob rayon; (4) Support implementation of PCF in Vakhsh rayon; (5) Increase school administration capacity in Vakhsh and Kulob; (6) Strengthening PTAs in Vakhsh and Kulob); (7) Strengthening PTAs participatory and transparent approach to school management and financing.
- **QLP – TJ STRENGTHENING:** (1) Publication of the QLP developed material; (2) Orientation workshop for target RED and DED subject specialists

## 5. Achievements of targets

- QLP developed Mentoring program approved at the RTMC level and used as a basis for preparing Mentor – trainers;
- MOE Directorate of the primary, secondary and vocational education (responsible for Pedagogical colleges) recommended including the elective course into the program of Pedagogical Colleges.
- Ninety-eight school accountants and rayono and rayfo specialists of Kulob and Vakhsh have been trained on MS Word and Excel applications
- 108 school principals and rayono and rayfo specialists have been re-trained on finance management
- Eighty-five school accountants and rayono and rayfo specialists have been re-trained on practical accounting

- Ninety-two PTA members have been trained on PTA establishment and increasing involvement of community to school administration
- 130 copies of practical manual about PTA establishment has been disseminated among schools and other education institutions
- Delay: Institutionalization of Accounting and PTA training modules

## 6. Proposed changes to Work Plan/operational arrangements

Academy of Education and specialists from Pedagogical colleges in Dushanbe, Khujand, Kulob, Kurgan-Tube and RMU representatives proposed to develop elective course to prepare future teachers in pedagogical colleges to work with six year old pupils.

## 7. Support from USAID required

Participation in PCF formula and revision of government instructions to schools/Rayon administration

## 8. Analysis of the project's contribution to Education development in the country

- Review and improvement of the NSED;
- Technical assistance in modification of the State Education Standards;
- Providing opportunity for target Pedagogical university and colleges to use modern ICT and have possibility to contact their colleague in other countries via the Project installed internet;
- Assisting the MOE/AOE and their affiliates to share experience and learn from each other's best practices through several QLP organized capacity building workshops on teacher development and in-service training issues;
- Modified Mentoring program developed and methodological support enhanced through a joint RTMC-QLP trainings and school-based visits;
- Thirty teachers upgraded knowledge on innovative methodologies and ten colleges' teachers got skills to develop teaching and learning materials.
- Logical and technical support to conducting EFWG meeting
- Technical support to MOE on conducting the regional conference on PCF
- Increasing of capacity of 206 school principals, accountants and rayono and rayfo specialists
- Support of PCF implementation monitoring process on national level
- Prepared twenty-five trainers from RTTI/TTI specialists, school principals and accountants on Finance Management
- Trained 323 school principals, accountants, PTA members and rayono and rayfo specialists
- PTA training module is adopted by MOE; nationwide training will be delivered following its revision

## 9. Meetings/Travel/Staff changes Analysis of the project's contribution to Education development in the Country

### A. Meeting with USAID and partners [QR-4 only]

Data	Organization	Responsible staff of organization	The main issues discussed
July 05,11	UNICEF	Hongwei Gao	National Round Table on girls' education
July 07, 11	RTTI	Rajabov Z., Qadirov Sh.	Conducting ToT on Finance Management and delivery training in Sughd oblast and GBAO

July 08, 2011	USAID; Creative Associates International, Inc	Mavjuda Nabieva, Semere Solomon	Sustainability framework: concept note discussion
July 21, 2011	MoE	Ismonov F.	Discussion of joint monitoring of PCF implementation in the districts of Khatlon oblast
August 15, 2011	MoE	Ismonov F., Khojaeva S.	Discussion of plans for conducting nationwide trainings on PTA module

***B. Change in Staff [QR-4 only]***

None

***C. Consultants [QR-4 only]***

None

***D. Major Procurements [QR-4 only]***

1 Desktop, 4 LCD and a screen under Safe School Program (1 LCD and a screen to RED Khatlon office; 1 LCD to TTI Khujand, 2 LCDs to Safe school target schools in Khujand and Dushanbe)

2 printers and 4 computers with internet connection to target universities under ICT (2 computers with internet connection and a printer to each target university)

***E. Staff Travel/Visitors [QR-4 only]***

<b>Dates</b>	<b>Name</b>	<b>Purpose</b>
18-20 August	Fayziddin Niyozov, Program Specialist Akbarali Choriev, Program Specialist	Attend 2-day Regional Conference in Turkestan, Kazakhstan on Literacy including teaching reading.

## **QLP Strengthening Tajikistan; 2010-2011**

### **IR1 Improved quality of teacher training in student centered methodologies**

#### ***SIR.1.2 Improved Quality of Pre-Service Teacher Training***

##### **1.2.6 Review and analysis of current courses at Primary departments of Dushanbe, KT, Kulob, Khujand Pedagogical Colleges for teaching of 6 year old pupils.**

To implement this objective Regional (one) and national Consultants are selected from among Heads of the Primary Education Departments and Chairs of the four targeted pedagogical colleges of Dushanbe, Khujand, Kulob and Kurgon-Teppa. They conducted the analysis of the content of existing materials and courses of Primary Education and used the results of the analysis and recommendations for determining specific features reflecting or not reflecting the process of the teaching of 6-years-old children and submitted a report. A round table with the participation of all interested institutions and stakeholders organized to discuss results of the analysis of the plan and curriculum. The need for organizing training on “Innovative technologies in preparation of primary grades teachers” for Pedagogical Colleges’ teachers was one of the recommendations of the round table discussion, which later was included into the Year 4 plan and was conducted under the task 1.2.8

##### **1.2.7 Support Pedagogical Colleges to develop additional teaching program focusing on 6 year old pupils**

To introduce and involve the Pedagogical Colleges teachers in developing additional teaching resources focusing on working with six-year-old pupils, several activities were conducted: workshop on development of modules of the general competencies of the Primary Teachers; training on “Issues related to preparation of teachers for teaching 6 years old pupils”.

As a result of the analysis conducted by local consultants under the point 1.2.6, development of the special course on “Teaching six years old children in Grade one” under supervision of the Regional Consultant was included into the working plan. For that, ten Local Consultants from among teachers of Pedagogical Colleges and Universities were used. The Training for Teaching Course developers was conducted. With the technical support of QLP and collaboration of representative-specialists of MOE, Academy of Education, Republican Methodological Centre, RTTI, Dushanbe PU and Khujand PC the preliminary analysis of the course was conducted and their suggestions and recommendations were taken into account.

##### **1.2.8 Incorporate the new parts of teacher training curriculum and materials into target pedagogical college program**

Collaboration with the Pedagogical Colleges identified that teachers feel great need in learning the innovative technologies. Thus, two circles of training for Pedagogical Colleges teachers were planned and conducted on “Innovative technologies in preparation of primary grades teachers”, 28-31 July 2011 and a second training on “The main features of communicative abilities of 6-year-old children” carried out on 16-19 September 2011. Twenty seven college teachers received certificates for participating in the training.

Following the changes and the above need of the target Pedagogical colleges (please specify and provide more details) the tasks like: One day presentation, Approval of new resources in Colleges Scientific Boards have been moved to the next project year.

##### **1.2.9 Support target Pedagogical Colleges to develop teaching materials for additional parts of the teacher training curriculum**

After development of the special Teaching course (curriculum), the process of detailed development of the content with teaching and methodological recommendations including the work plan, teaching resources,

assessment methods, collaboration methods, individual activities of the students and additional resources focused on working with six-year-old pupils started. With the aim to initiate the start of development the necessary materials, the three days training was conducted for the developers.

### **1.2.10 In-service Teacher Training for target Pedagogical College Teachers**

Taking into consideration changes introduced to points 1.2.7 and 1.2.8, additional training on “Issues related to preparation of teachers for teaching 6-yearold schoolchildren”, “Innovative technologies in preparation of primary grades teachers”, “The main features of communicative abilities of 6-year-old children” has been planned and conducted and implementation of the activities planned for point 1.2.10 moved to the next (fifth) year of the project.

### **1.2.11 Strengthen Pedagogical Colleges’ capacity in implementing modified curriculum and teaching resources**

The changes noted in points 1.2.10 have impacted this task as well, so due to the elective course package along with the curriculum being still under review and modification and the final version is due to be completed end of Q1 of Year 5, development of monitoring and self-assessment tools that will support implementation of the elective course will be also moved to the final year of the Project.

## **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***

#### **3.1.3 Support AOE to develop Standard and guidelines focused on 6-year pupils**

The support to develop state standards for the grade covering six-year-old children was originally proposed for QLP when the plan for transition to 12-year education cycle was decreed by the government. The plan is postponed to Y5 and will focus more specifically on supporting the elective course being developed for the pedagogical colleges (see 1.2.7-1.2.10), but will also serve to support the Academy of Education to use state standards when the Ministry assigns them to develop such standards.

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

#### **3.2.3 Printing of QLP material, developed under initial contract**

QLP provided the Academy of Education with a Risograph printing machine to give them the capacity to publish and disseminate state standards and curriculum documents so teachers have access to them.

In Year 5, QLP developed supplementary materials on 5 target subjects will be edited and a profession designer will make sure that the material is interactive and relevant to teachers and students' needs and demands. QLP will ensure that these resources are printed and are available for general use by all the schools throughout the country and not only the target teachers; around 4000 copies of each developed supplementary material will be published with USAID Branding and Marking requirements and distributed to each Rayon/City Education Department for onward distribution to schools in their respective Rayon/City.

The Risographs handed over to the RTTI and AOE as well as the one placed in QLP will be used to make the required number of copies, thus reducing printing costs.

### ***Outcomes/Results***

- *Report on analysis of curriculum and teaching resources of four targeted Pedagogical Colleges developed;*
- *First draft of Teaching Course on “Teaching six years old children in Grade one” is completed;*
- *college teachers, participants of the training, received certificates;*
- *First draft of the Teachers guidelines based on Teaching Course special materials is developed.*
- *Risograph handed over to AOE*

## **IR4 Increased Effectiveness of Education Finance Systems**

### **4.1.2.1 Support national roll-out of PCF**

- TOT training for school principals, accountants, rayono and rayfo specialists and RTTI/TTI specialists on finance management was conducted from 19 through 26 December (totally twenty-five participants)
- Two learning resource centers were established in Vakhsh and Kulob education departments and equipped with furniture, board and educational-informational materials (modules, manuals, booklets, etc) developed by QLP along with PCF instructions, regulations and other related documents.

### **4.1.3.1 Increase school administration capacity in Vakhsh and Kulob**

- Refresher training for Kulob school principals and rayono and rayfo specialists on finance management was conducted from 28 through 30 March (totally fifty-one participants)

## *Kyrgyzstan*

During the period October 2010 and September 2011, the Quality Learning Project implemented the following activities.

The presentation of activities completed, however, does not necessarily give a clear impression of the outcomes that have been achieved by the project during this period, and so some overall results and their impact is provided in the next section, as well as some more specific impacts in text boxes within the reports of activities under each IR.

### **Teacher's Salary Re-structuring in the Kyrgyz Republic**

In May 2011 the Kyrgyz Republic restructured its salary system for teachers. The overall basic salary was more than doubled and teachers were to be paid both for teaching and non-teaching hours. The category system was discontinued, which created opportunities for teachers to be valued and rewarded for performance rather than just seniority and the increased salary created conditions where qualified teachers who had left the profession because of low salaries were considering returning to teaching and of course possibility of low salary being the reason for teachers to leave the profession were mitigated. The Quality Learning Project contributed to this new system of salary payment in a number of ways. Initially the project has carried out research as to why young teachers who graduated from pedagogical University did not take up teaching as a career; low salary was a key reason. This research was further developed, in coordination with UNICEF, into a draft policy document and a round table was held to discuss the associated issues. In parallel component 1.3 was developing good practice in mentoring at school and rayon level, an important factor in achieving improved quality of teaching and supporting the effective implementation of in-service training. A key barrier to effective and systematic mentoring, however, was that senior and experienced teachers were not paid or rewarded for mentoring. Under the new salary structure up to 2 hours per week can be allocated and paid for mentoring for different teachers in a school, for the purpose of both supporting new and inexperienced teachers and generally mentoring all teachers to improve their classroom teaching, and additionally for support to new/young teachers. During the first half of 2011 QLP staff, notably those working on the education financing component, but senior management staff as well, played a key role in both developing the structure and detail of the new salary payment system but also providing technical support to the Ministry to implement the changes and provide support to local education officials to understand and apply the new payment system. The per-capita financing system (see IR4), introduced into 3 Oblasts of Kyrgyzstan with significant technical support from USAID/QLP, is enhanced by the new payment system as the amount of incentive available to school managers to reward teachers for good performance and improved quality of education is significantly increased. In recognition of the valuable input and support that QLP staff made to the salary restructuring process the Minister of Education personally made awards to three staff members.

### **Mentoring**

Mentoring existed during the soviet time, though in a fairly formal way and was more of a monitoring function than a support one. With the shift to a more student-centred teaching approach in order to meet the demands of 21st Century, to foster and develop skills and competences that encourage higher order thinking and cooperative learning there is a requirement for improved mentoring, partly because training follow-up is needed to help teachers develop these new practical skills in the classroom and partly because cooperation between teachers is needed to foster whole school quality improvement.

QLP has developed a relevant mentoring approach for the country and tested it in its target schools (see IR 1.3), as well as developing methodological materials to support this process. The Rayon Education Departments have also been involved in this development as they supervise and organize twice-yearly events that create opportunities for sharing experience and learning of these new approaches. A key problem that QLP encountered when trying to formalize this is that there was no incentive for a system wide approach, as mentoring support largely relied upon teachers' goodwill and spare time. QLP was able to make proposals during the consultation for the salary restructure that was taking place in 2010-2011 that enables teachers who were assigned to do mentoring to be paid for 2 hours each week. In addition QLP worked with the Ministry of Education to revise the job descriptions of Rayon education staff and teachers to formalize mentoring as a responsibility.

### **Role of Social Pedagogue**

In early 2010 the Ministry of Education created an additional job responsibility in the school staff establishment of a 'Social Pedagogue', after some earlier piloting of the approach in Alamudun Rayon, Chiu Oblast. The overall task of this position was to work with children and families of vulnerable or marginalized children attending school or within the school catchment (who may not be attending school or who are due to enter school in the near future) to give a better opportunity for those children to attend school and to be successful.

Through its work in both Jalalabad Oblast (Creation of Positive Socio-Psychological Atmosphere in Schools During Post-Conflict Period in Jalalabad Oblast) and in the new settlements ('novostroikas') around Bishkek QLP has been able to develop good practice in this aspect of school outreach and provide training to those teachers and other professionals who are involved in the support of vulnerable and marginalized children in relation to education. The role of the Social Pedagogue is particularly important when it relates to children and families who, for different reasons, do not qualify for state benefits under the Ministry of Labour and Social Protection. This is particularly true for families who are internal migrants and do not have all relevant documents or 'propiska' (a registered address). When families face multiple hardships and marginalization it can often be the children's education that suffers, even for purely bureaucratic reasons such as a lack of a complete set of documents. QLP has also been able to support the Kyrgyz Academy of Education to improve a training program for social Pedagogues, informed by the experience of this work over the last year.

### **Access to Education in the New Settlements around Bishkek**

When the change of power occurred in Kyrgyzstan in April 2010 there was significant violence, and protests from different groups leading to dangerous instability. One source of the people participating in this was the new settlements (or 'novostroikas') situated around Bishkek, inhabited largely by internal migrants looking to participate in the economy of the capital city and the large regional market 'Dordoi'. These settlements had varying levels of legality and services and multiple hardships often led to multiple marginalization and vulnerability of children from families living there. USAID requested the Quality Learning Project to identify what could be done from the point of view of education and engagement with young people, possibly to offer more constructive and community building actions focused on skills training and leadership.

QLP engaged with NGOs working in these locations and the Bishkek mayor's office as well as the Ministry of Education. QLP designed education focused activities in three phases, initially focusing on short term engagement with youth, offering training, leadership and sports activities and community

development ideas. Success in creating a positive focus for some of the youth living in these locations prompted an analysis of school access and drop-out, and surveys showed significant under-attendance at school, largely driven by harsh economic realities, but also lack of documentation and parents' undervaluing the longer term opportunities that education can offer their children. Actions then focused on ensuring all children who were due to enter school in September 2010 had school readiness programs and that low income was not an obstacle for school attendance.

During October 2010-September 2011 the focus remained on access to school for the first class age cohort, but also understanding the level of school drop-out and long term non-attendance. This was done in a way that fostered cooperation between the local authorities in the new settlements, NGOs and schools through engagement with the school social pedagogue, so that together they had up to date information about the needs of children living in their locality and joint action to ensure that children were prepared for school and that children who had dropped out from school were identified and activities organized to raise their interest, and that of their parents, for them to return to mainstream education, both through education and social programs. QLP worked with the Ministry of Education to create opportunities for children who had dropped out from school to either return to school, attend evening school or to become enrolled in accelerated learning programs that would enable them to return to school at a future date. By facilitating the cooperation of the different stakeholders in these activities to understand the real situation and designing activities to bring about access to education by dealing with potential obstacles the project created the conditions for this type of approach to be repeated each year once the project is completed.

## **IR 1: Improved Quality of Teacher Training in Student Centered Methodologies**

### **SIR 1.1: In-Service Teacher Training**

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

#### **SIR 1.1.1 Establish cooperation relations with regional ITTIs (Naryn ITTIs and Talas Methodological Center)**

QLP signed multilateral agreements with Kyrgyz Academy of Education (KAE), Project and Naryn ITTI, Talas MC (Talas MC on Nov. 19, 2010 and Naryn ITTI Nov. 26, 2010). QLP set up the basic fundamentals of partnership stating the responsibility of each party in a clear and concise way to guarantee high quality of outputs and consistent cooperation.

#### **Outcomes/results**

- *Agreed cooperation between KAE-QLP-Naryn ITTI, KAE-QLP- Talas MC.*

#### **SSIR 1.1.2 Strengthen capacity of in-service teacher training instructors**

##### *1.1.2.1 Training of instructors to teach modified courses in Talas Methodological Center and Naryn ITTI*

QLP conducted two capacity building training programs for instructors in Talas MC (TMC) and Naryn ITTI. The sessions focused on student-centered methodology, student assessment, and curriculum. A seven-day TOT for instructors of the same TTIs was also conducted as follow-up activities. Twenty five instructors from each regional ITTI/MC were in attendance. All six regional ITTI/MCs and KAE took part on the training program and the instructors started incorporating modified materials into their regular courses.

Those training sessions and partnership gave ITTI instructors the opportunity to train teachers on new programs and materials. Accordingly, the teachers' enhanced professional level is seen to promote the quality of learning. KAE awarded certificates to the participants. The ceremony was featured in the local media including *Kut Bili* – the national newspaper for educators.

#### *1.1.2.2 Policy dialogue with the MOES and Ministry of Finance to ensure funding for regular ITT courses for Jalalabad methodological center (JAMC) and Batken Methodological Center (BAMC)*

Teachers' professional development is critical in Jalalabad and Batken oblasts. There is limited budget to provide teachers with regular ITT courses; supposedly at least once in five years. JAMC and BAMC have no state funding to conduct regular professional development. QLP conducted working meeting with the JAMC and BAMC administrators to assist them to get state funding for their regular courses. JAMC and BAMC discussed the procedure of getting the license, approximate budget of the courses, and at the end of the working meeting they met with the Deputy Minister of MOES in view of ensuring funding for regular ITT courses in JAMC and BAMC. They prepared all necessary documents for getting license and handed them to the MOES.

*Under the leadership of Mr. Joldosh Mambetaliev, Naryn ITTI Director, twenty five instructors participated in four training sessions on student-centered methodology, formative assessment, pedagogical leadership or mentoring, and TOT. The instructors used the QLP provided equipment and methods to make their regular courses effective. They prepared handouts and made PPPs while applying the incorporated modified training materials during the regular ITT courses. The Director made sure the instructors use diagnostic and formative assessments techniques. Another important success is the use of self-monitoring methods.*

#### **Outcomes/results:**

- *Increased capacity of 50 instructors from Naryn ITTI and Talas MC by TOT;*
- *Documents for conducting regular ITT courses and funding from the state budget developed and submitted to MOES;*
- *Licenses obtained to conduct ITTI courses;*

### **SSIR 1.1.3 Mentoring within ITT system**

#### *1.1.3.1 Conduct training on monitoring and mentoring for Issyk-Kul, Naryn ITTIs and Talas MC*

QLP provided four-day training sessions on mentoring and monitoring to Talas MC and Issyk-Kul, Naryn ITTIs to improve mentoring skills of instructors. These sessions helped participants (twenty four instructors from Talas MC, twenty six instructors from Naryn, and twenty five instructors from Issyk-Kul ITTI) acquire a much broader understanding of mentoring, monitoring, and leadership principles. Participants indicated that mentoring existed before but did not work properly. They discussed the practical application of mentoring materials including drafts of regulation on mentoring developed by KAE with QLP's support. This regulation will be used to further institutionalize mentoring within ITTI. The knowledge acquired on mentoring and monitoring will help ITTI instructors to provide mentoring support not only to young instructors but also others who are in need of such support.

*Chinar applies interactive trainings, mentoring of other instructors, and effective lesson planning with her colleagues. She notes: "These activities helped me to expand and strengthen my knowledge in the field of student-oriented learning methodology and student formative assessment. While preparing the lesson, I gather additional information to give it to the participants. I do not limit myself only with materials provided by the QLP. I improved my mentoring skills by attending and observing my colleagues' lessons. I give them my feedback and learn something new from them. One more important thing is joint planning of lessons with my colleagues. Now, I plan my lessons with my co-instructor."*

#### *1.1.3.2 Requirement of experts*

This activity was cancelled.

### 1.1.3.3 Observation of ITT courses

To support regional ITTIs and KAE to incorporate and use modified programs, QLP conducted observations on regular courses on target subjects in Osh, Naryn, Issyk-Kul ITTIs and KAE. QLP, KAE and M&E specialist conducted joint mentoring and monitoring visits. QLP supported KAE to build its capacity to acquire monitoring and mentoring skills. Monitoring visits revealed that ITTI instructors are following modified courses and are using project materials in their regular courses. It was also noted that instructors faced problems such as misunderstanding of materials, lack of additional information and resources. The instructors pledged that they need more feedback from QLP. In addition, they recommended sharing of experience with other ITTIs, and organizing additional workshops for the instructors.

### 1.1.3.4 Development of recommendations for future work

QLP supported KAE to conduct working meeting with administrators of regional ITTIs/MCs. KAE and the administration of regional ITTIs discussed mentoring system within ITTI and recommended further improvement on the system for PY5. QLP will collaborate with KAE in conducting monitoring/mentoring visits to each ITTI in PY5. KAE specialists are expected to acquire skills to conduct monitoring visits and provide consultations. KAE also discussed how to capture data of regular course participants in a unified database. The project will support KAE to modify and update that program and install it in each ITTI/MC.

#### **Outcomes/results:**

- *Capacity of Issyk-Kul, Naryn ITTIs and Talas MC instructors to provide mentoring/monitoring of their institutions strengthened;*
- *KAE, Osh, Naryn and Issyk-Kul ITTs regular courses on target departments observed by QLP;*
- *KAE leading role recognized by with regional ITTIs/MCs as the result of the working meeting;*
- *Strategy and plans for a new 2011-12 academic year developed*

### **SSIR 1.1.4 Improvement of the project deliverables**

The project held a few working meetings with the KAE. As a result of the meetings KEA agreed to dedicate forty hours to project developed basic program - *Quality Learning Management* - and also included about twenty hours for additional modules developed with QLP support.

*"I have been involved in the project since 2010 as a local consultant and a trainer. Working with the QLP I have gained experience not only as an instructor but also as a trainer of instructors. I used this opportunity to look at my work from another perspectives and to reflect on my instruction. Moreover, I started to use Bloom Taxonomy and high order thinking skills while working with my students, using different approaches to involve students more in the learning process." says Meilikan.*

The Academic Council of KEA approved the Regulation on Mentoring and Monitoring within ITT system. This was incorporated into the *Instructors' Toolkit on Mentoring & Monitoring*. ITTI/MCs instructors' comments on the toolkit were relevant and were incorporated in the toolkit. In addition, QLP revised and modified evaluation tests on target departments. Updated tests are compliant with modified and revised ITT programs.

The project in collaboration with KAE specialists updated all the programs and training module on *Quality learning management*. Upon ITTIs instructors' request, handouts were developed. Training module with handouts were printed out and distributed to all ITTIs. These materials will help instructors improve their facilitation skills.

All key materials updated and developed under SIR 1.3, IR2 and IR 4 were included into the training module.

#### **Outcomes/results:**

- *Six training programs of target departments updated and printed out;*
- *Handouts finalized and printed out for each course;*

- *Regulation on mentoring and monitoring approved by KAE;*
- *Training evaluation tests reviewed and renewed.*

### **SSIR 1.1.5 Purchase equipment and literature to the partner ITTIs**

QLP provided JAMC, BAMC, Talas MC and Naryn ITTI equipment such as MFD (Multifunctional Device: “three in one”), LCD projector, screen for projector, whiteboards, blackboards and photo-camera and methodological literature. QLP plans monitor the use of the equipment provided to the ITTIs.

#### **Outcomes/results:**

- *Naryn ITTI, BAMC, JAMC, Talas MC six subject area departments equipped with literature and equipment to deliver regular in-service trainings more effectively.*

## **SIR 1.2: Improved Quality of Pre-Service Teacher Training**

### **SSIR 1.2.1: Support new teacher retention**

The Kyrgyz government approved a new teacher payment system in spring 2011 developed with the support of QLP. The new salary structure enhanced teacher retention as a result of increased remuneration and improved teachers’ status. The new salary structure enables young teachers to rise up the salary ladder more quickly. QLP also developed *Guidebook for Young Teachers* and will distribute them to target schools and three PTTIs graduates.

Nurjan Kubanuchbek - fifth year student, Arabaev Kyrgyz State University (KSU), Department of Primary Education, says: I

*“I have noticed that our teachers’ ways of teaching have changed, and it is very good. We now work individually, in pairs and in small groups. Now, we have more opportunities to express our ideas than before. It would be really great, if the rest of the instructors teach in this way, but unfortunately they do not yet.”*

#### **Outcomes/results**

- *Guidebook for Young Teachers helped young specialists introduced into the teaching profession;*
- *300 copies (Kyrgyz and Russian) to be disseminated to three PTTIs graduates and QLP target schools.*

### **SSIR 1.2.2: Improve PTTI curricula on three target specialties**

QLP modified, printed out, and distributed standard programs of three PTTIs. The final products were approved the Academic Councils. Local consultants conducted eight training sessions on the delivery of the standard programs to OshSU and JASU.

Piloting of the standard programs at Arabaev KSU process included activities such as observing instructors’ lessons, administration of questionnaire on students, and collection and analysis of data. Furthermore, Arabaev KSU instructors *Methodological Guidebook* that includes the lesson plans (lecture plans, questions for seminars, practical sessions, tasks for practical sessions) on student centered teaching methodology was also prepared (Attachment #1.2.1). QLP will test Modified Programs in OshSU/JASU beginning of 2011/12 academic year. Local consultants will conduct a survey, analyze the data, write the report, conduct workshop for university instructors, and propose lessons learned and recommendations for improvement I 2011-12.

Shaimkulov Oljobai, co-trainer with Meilikan for QLP activities says, *“I think it was really beneficial for me to participate in the trainings that are based on student-centered teaching methodologies and effective classroom management. The key points of those trainings were; to set learning objectives from the students perspectives using techniques of formative and summative assessment. The challenge for me was to try myself as a co-trainer.”*

#### **Outcomes/results**

- *Standard programs of three PTTIs were modified, approved, printed out and distributed to target departments.*
- *Arabaev KSU methodological guidebook developed and distributed to target departments*

### **SSIR 1.2.3 Strengthen linkages between universities and schools**

QLP revised Student Practicum Regulation by organizing working groups discussions at OshSU and JASU. The *Student Practicum* documents were approved by the Academic Council. The *Mentor’s Handbook* for university supervisors was also developed and master copies were distributed to the supervisors of three PTTIs.

Piloting of revised model of Student Practicum started beginning of 2011/12 academic year in three partner universities. Orientation meetings for student-teachers (5<sup>th</sup> year/level) on State Practicum took place in three universities’ target departments. The training for university instructors and school mentors will be conducted in the next quarter.

#### **Outcomes/results**

- *Regulation, Program and Diary on Student Practicum were revised and approved by Academic Council of three target universities;*
- *Mentor’s Handbook for university supervisors was developed and master copies were distributed*

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

#### **SSIRs 1.3.1/1.3.2/1.3.3: Training of HMUs, zavuches, directors and RaiOO specialists in Pedagogical leadership, Mentoring, and Monitoring Technologies**

*Continue monitoring and providing methodological support in Mentoring, Pedagogical leadership, and Monitoring for 14 target schools in Chui and Osh oblasts (Tasks 1.3.1.1/1.3.2.1/1.3.3.1).*

PY4 was concluded with conferences on *Mentoring as a Tool for Improving Teaching and Teachers’ Professional Growth*. These events were held in Osh and Chui oblasts. They focused on the importance of mentoring in schools and the practice of supporting teachers to improve their teaching skills in the classroom through continuous advice and support. Participants came from MOES, KAE, specialists from seven target RayOOs, school principals (50 target schools zavuches mentors, mass media, *Kut Bilim, Bilim Bulagy*, and QLP staff. 109 people attended the conferences.

**Sovetbek Amatov; Osh Oblast In-Service Teacher Training Institute, Specialist:** *“I have been working with the QLP as a trainer, developer, and a LC on pedagogical leadership and mentoring for two years. I have learnt many things. As I am working in ITTI and mainly with the school principals I try to teach them to act as pedagogical leaders to create an enabling environment for teachers and students and be responsible for their learning and growing. I realized that pedagogical leadership invests in capacity building by developing academic capacity of students and intellectual and professional capital for teachers.”*

QLP conducted a series of workshops and training sessions for school administrators, HMUs, teachers (Math, Kyrgyz, Primary class), and RayOO specialists on leadership and mentoring at fifty schools in Kyrgyzstan. Monitoring visits were organized and methodological support was given to the stakeholders following the workshops. During the visits informal talks, discussions, and reflective dialogues took place. The workshops and meetings focused on school leadership and management, student-centered methodology, use of syllabus guides, student assessment, effective use of existing textbooks, and professionalization of mentor’s role. Principles of learning such as mutual trust and respect, relationships, self-esteem, self-responsibility, and accountability for learning were employed during the workshops and meetings. The following are some of the successes that QLP intervention on school leadership and mentoring:

*First*, mentoring was perceived as an alternative approach to in-service teacher training. It is an effective on-going developmental process not only for young teachers but it can be equally effective for experienced teachers who need to further improve their content knowledge, pedagogical skills, and classroom management. The gap between experienced teachers and young teachers can be narrowed down by supporting and helping each other. Teachers are now conducting workshops for other teachers from other schools to help them improve their teaching skills. It is noticeable that changes are according in the teaching learning process.

*Secondly*, interactive workshops and meetings provided access to school administrators and teachers to enhance their knowledge and skills in leadership, teaching and learning, counseling, and modeling and listening. School mentors were able to create conditions for mentoring. Their level of commitment and motivation was also seen to have improved. Mentoring helped develop and promote team work among mentors and mentees. Mentoring has created a culture of togetherness among the teachers and school administrators and RayOO. *Moreover*, the best practices identified in mentoring were shared through the newspapers *Kut Bilim* and *Bilim Bulagy* and the Mentoring conference by best mentors.

#### **Outcomes/results**

- *Mentoring Conferences conducted in Osh and Chui oblasts (106 participants);*
- *Two articles on mentoring published in Kut Bilim and Bilim Bulagy;*
- *Four workshops on Pedagogical Leadership, Mentoring, and Monitoring conducted;*
- *About 300 school administrators (principals, zavuches, HMUs) and RayOO specialists improved their capacity in Leadership, Mentoring, and Monitoring;*
- *About 20 monitoring school visits and visits conducted to provide methodological support to target schools paid in Osh and Chui oblasts.*

#### **Task 1.3.1.2/1.3.2.2/1.3.3.2: Update Module on Pedagogical Leadership, Mentoring, and Monitoring**

QLP developed a training module on PLM&M to support mentoring in schools. The module was approved by the Academic Council of KAE. This module was also recommended to all basic education schools use it in order to create effective leadership and mentoring in schools. This document was printed in 100 copies and distributed to all fifty target schools and seven target RayOOs in Chui and Osh oblasts.

**Zamira Atakulova; School after Kalinin/Primary grades, Kara-Suu, Osh Oblast, HMU:** *"The project [QLP] helped me to enhance my content knowledge and pedagogy. I can say that I am a successful HMU and a mentor for two young teachers in my school. Being a mentor I have learned to perform several roles such as a facilitator, moderator, counselor, and a critical friend. I developed my personal and professional relationships with my mentees based on mutual respect, understanding, and trust."*

#### **Outcomes/results**

- *Training Module on PLM&M was updated, incorporated in ITT regular courses in KAE, approved by KAE, printed in 100 copies (Kyrgyz);*
- *The Module distributed to 50 target schools, 7 target RayOO, Osh ITTI, and KAE.*

#### **Tasks 1.3.1.3/1.3.2.3/1.3.3.3: Support in the development of Toolkit on Pedagogical Leadership, Mentoring, and Monitoring**

One of the great achievements of the project was the development of the Toolkit on PLM&M for school leaders (RayOO specialists, school administrators, HMUs, and mentors). It is a practical document which will assist schools to create a better teaching learning environment. The toolkit was approved by the Academic Council of KAE and was recommended for use by all schools. At present the document is being translated from Russian to Kyrgyz and will be printed out in early PY5. The Toolkit will be distributed to all schools.

#### **Outcomes/results**

- *Toolkit on PLM&M developed in Russian and Kyrgyz, approved by KAE and recommended to all schools in the country*

#### **Task 1.3.1.4: Review of existing Regulation on job description for directors, zavuchas, and social pedagogues and support in the development of Regulation on job description for HMUs**

The project supported the review and modification of the existing documents on *Job Description* of school administrators and social pedagogues. It also supported the development of *Regulation of School Methodological Units*. All those documents will help schools in the organization and distribution of workload among school administrators under the new system of salary payment. The set of documents were submitted to MOES for approval.

**Maria Achahmatovna Uzdenova; Kara-Jygach School, Alamudun rayon, Chui oblast, Director:** "I thought I was an experienced Director and that I did not need any further exposure. But looking at the different management practices and by observing the best practices of other directors shared during the QLP supported activities, I started questioning my leadership style. I think a director must be caring and role model. A director should have professional autonomy to work with teachers on new ideas, which can help improve students' learning outcomes. Pedagogical leader should have both general and educational qualities of leadership. I enjoy my new role as a pedagogical leader that helps my school improve."

#### **Outcomes/results**

- *Regulation on job description for principals, zavuchas, social pedagogues reviewed and modified;*
- *Regulation on school methodological units developed;*
- *Regulation on job description for HMUs developed;*
- *Documents submitted to MOES for approval.*

#### **Task 1.3.1.5: Support in the development of 'Polojenije' (Regulation) on Mentoring**

QLP supported the development of the *Mentoring Regulation* in view of strengthening mentoring practices in schools. The regulation was translated from Russian into Kyrgyz and submitted MOES for approval. During the Mentoring Conference the document was presented to target schools and RayOO specialists.

#### **Outcomes/results**

- *Regulation on Mentoring in schools developed and submitted to MOES for approval*

## **IR 2: Improved Quality of Student Assessment**

### **SIR 2.1: Support in developing subject specific Student Assessment Guide book, video training module. Support in improvement training session on Student Assessment**

#### **2.1.1. Support in developing subject specific FA Guide Books (primary school subjects – Motherland Studies and Math, Secondary School subjects – Kyrgyz language and Math).**

QLP developed subject oriented practical guide for teachers of Primary Grades, Math, and Kyrgyz language and held discussions with the teachers. The Academic Council of KEA approved the Guides. The guides were translated into Kyrgyz. The print outs are now being distributed to fifty schools, seven RayOOs, seven ITTIs, and three universities. This work will continue in PY5.

#### **Outcomes/results:**

- *Developed and approved subject specific Student Assessment Guidebook in Russian and Kyrgyz for primary grades (1 – 4);secondary grades (5 – 9)– Kyrgyz language; secondary grades (5 – 9) – Math; printed 800 copies (Russian);*
- *500 copies of General Guide Book on FA (Kyrgyz) printed and distributed to project partners. 800 copies (Russian), 1,500 copies (Kyrgyz)*

**Gulnara Sulaimanova; Chui School # 1, Chui Oblast, Teacher of Kyrgyz Language:** *“Before using formative assessment techniques, I did not believe that it might positively impact the quality of education. Regularly using of formative assessment techniques improved not only the results of teaching/learning but also relationship between the students. Formative assessment allows in early stages of learning and the students are not afraid of ‘assessment’ any longer thanks to the new approaches.”*

### **2.1.2. Support in improvement of Student Assessment (including Formative Assessment) training session in line with SSIR 1.1. 1.2**

QLP developed a two-day training module for university instructors for use by SIR 1.2 in Arabaev KSU, OshSU, and JASU. The total number of the participants was seventy two (72) and came from Arabaev KSU, OshSU and JASU.

#### **Outcomes/results:**

- *Improved training session on “Student Assessment” for ITTI courses (for primary grades teachers, Math, and Kyrgyz language) conducted*
- *Increased capacity of 72 instructors from three universities through trainings by developed one-day training program;*
- *Increased capacity of 18 specialists of seven target RaiOOs through trainings by developed one-day program for RayOO specialists.*

### **2.1.3. Support in improvement of Formative Assessment (FA) video training for teachers.**

QLP developed seven new techniques on Formative Assessment two completed lessons on the use of FA techniques. Filming of new video training fragments was completed. On the basis of new fragments a workbook for video training was finalized. The training session will be delivered for approbation in the schools, and then, adjusted and distributed to all project partners.

#### **Outcomes/results:**

- *Prepared seven new fragments of the video training;*
- *Improved Work Book for finalized video training.*

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

QLP prepared articles on Formative Assessment and were published three times in *Kut Bilim*.

#### **Outcomes/results**

- *Increased awareness on Formative Assessment through publication of three articles in Kut Bilim*

### **2.1.5. Support in developing module to train teachers to develop questions for assessment of higher order thinking skills.**

QLP developed, tested and completed training materials for teachers on to assess higher order thinking skills for three project directions; Math, Kyrgyz language, and Primary school teachers. The materials were adapted for the ITT regular courses. The training sessions were translated into Kyrgyz and incorporated in IR 1 (SIR 1.1/1.2/1.3) for further usage.

#### **Outcomes/results**

- *Training session on “Developing questions to assess higher order thinking skills” for teachers of Math, Kyrgyz language and Primary Grades conducted*
- *Training included into the materials of ITTI courses.*

### **SIR 2.3: Influence system of Olympiads and other competitions to include measures of higher order thinking skills**

#### **2.3.1. Support in developing of Methodological Guide on development of tasks and assessment of higher order thinking skills in Republican School Olympiad**

QLP developed a *Methodical Guide for Republican School Olympiad* (1 – 4 stages) on natural science–Mathematic subjects. The Guides were simultaneously developed in Kyrgyz and Russian. The Guides were submitted by MOES to KAE for testing and approval. The approval depends on KAE procedures and it may need more support from QLP in PY5.

**Samargul Umralieva, Department of School, Pre-School, and out-of-school Education, MOES, Specialist:** “While I was developing the documents of School National Olympiad and working on their tasks and questions, I started thinking about higher order thinking, quality of testing questions, and assessment technology.”

#### **Outcomes/results:**

- *Methodological Guide on tasks and assessment of higher order thinking skills in National School Olympiad developed in two languages and submitted to KAE for approval.*

### **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. Support in improvement Syllabus Guide (SG) on focus subjects**

QLP technical experts with the support of an international consultant developed a set of four syllabus guides on foci subjects and were approved by KAE. MOES considered the set as essential methodological materials for teachers and requested QLP to develop additional guides for Reading and Kyrgyz language for primary grades. QLP developed the first draft of the syllabus guides in Kyrgyz language for 1<sup>st</sup> – 4<sup>th</sup> grades and will be piloted in PY5. Work of Reading for grades 2 – 4 will start soon. Furthermore, the MOES requested technical assistance to develop a set of methodical guidelines for the 5<sup>th</sup> grade. An international consultant is expected to provide the technical support.

The first two introductory seminars for the developers of methodical guidelines for 5<sup>th</sup> grade was held. Twenty experts attended the seminars. Following the seminars, group leaders made a decision to use the format of guidelines. A three-day seminar was also conducted for thirty four syllabus guides developers. A draft of the syllabus guides for five subjects (Math, Russian language, Nature Studies, Literature, and Music) were developed. Consultative support on this task will continue in PY5. It is also worth noting that the project developed the first draft of SG on Kyrgyz language for 1<sup>st</sup> – 4<sup>th</sup> grades.

#### **Outcomes/results:**

- *KAE approved developed four SGs (on QLP target subjects)*
- *Draft syllabus guides developed for testing on Kyrgyz language for the 1<sup>st</sup> – 4<sup>th</sup> grades.*

##### **3.1.2. Supplementary Materials (SM) developed by teachers.**

QLP developed, published, and distributed supplementary materials to the partners. These include: *Classroom management: Positive discipline*, and reading book *We and the World on Motherland Studies*. A set of maps were also developed and are currently being printed. The maps will be distributed to the schools and institutions in PY5. Furthermore, QLP developed the first version of supplementary materials on Kyrgyz language for 5<sup>th</sup> – 9<sup>th</sup> grades. These include a set of posters, and a *Workbook on Math* for 1<sup>st</sup> – 4<sup>th</sup> and 5<sup>th</sup> – 9<sup>th</sup> grades. The materials will be tested, published, and distributed to the QLP partners.

500 copies of *We and the World* were printed out and distributed to the project partners. QLP received feedback from KAE and Osh ITTI specialists on *Collection of Math Problems* for 1<sup>st</sup> – 4<sup>th</sup> grades and 5<sup>th</sup> – 9<sup>th</sup> grades. QLP also supported the development a set of posters for Kyrgyz language.

**Outcomes/results:**

- “Classroom management; Positive Discipline” developed and distributed to 50 target schools, seven ITTIs, seven RayOOs, and three QLP target universities;
- Motherland Studies – reading book “We and the World” developed and distributed to 50 target schools, seven ITTIs, seven RayOOs, and three universities.
- Sixty five copies of a set of maps were produced;
- Testing version of *Collection of the Math Problems* for 1<sup>st</sup> – 4<sup>th</sup> and 5<sup>th</sup> – 9<sup>th</sup> grades developed;
- A set of poster on Kyrgyz language for the 5<sup>th</sup> – 9<sup>th</sup> grades developed

### **SIR 3.2: Increased Opportunities for Professional Exchange and Policy Dialogue**

#### **3.2.1. Involving teachers in discussion through Mass media**

QLP published eight articles in the *Kutbilim Sabak*. In collaboration with *Kut Bilim*, QLP organized a competition on *Best Lesson Plans* among teachers of the country. From amongst the twelve winners, seven were from the QLP target schools.

QLP conducted one-day seminar for mass media representatives on instructions how to feature QLP events. The regional mass media specialists published several articles on QLP in the regional publications following the seminar. QLP also published an article in *Kutbilim Sabak* (please attachment # 3.1.)

**Outcomes/results:**

- Eleven mass media specialists trained in featuring QLP events;
- National Teacher competition on “Best Lesson Plan” motivated schools to improve the quality of teaching learning;
- Five articles published in the *Kut Bilim Sabak*

### **IR 4: Increased effectiveness of Education Finance Systems**

The Per-Capita Financing (PCF) model is designed to distribute education budget resources more equitably and fairly at school level, increase management autonomy in schools, improve efficiency, and increase access to basic education for all. The model envisions that if these objectives are met, the quality of teaching and of the overall learning environment would improve.

The key elements of the education financing and management reform model include:

- Improving education financing by:
  - Establishing annual “minimum standards” required to educate students in order to determine the overall funding needs for the education sector;
  - Formulating school budgets using an output measure (the number of students) rather than rigid input norms, and funding schools through global budgets with fewer line item (chapter) restrictions;
  - Pooling funding at rayon level (if possible) to improve equity and allow reorganization and consolidation of the network of schools.
- Improving school management by:
  - Increasing transparency in school budgeting and management;

- Increasing parent and community participation in these processes;
- Training school administrators and accountants;
- Registering schools as independent legal entities to increase school management autonomy;
- Introducing an incentive payment system for teachers with rates depending on performance results

## **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 to Education Financing Working Group (EFWG) in oversight of per capita financing (PCF) implementation**

QLP provided technical assistance to three EFWGs in PY4. The first EFWG meeting was conducted in the MOES. Agenda included (i) discuss the process of Per Capita Financing (PCF) implementation in the schools of Chui, Batken and Issyk-Kul oblasts, (ii) present and discuss the analytical document “The results of transferring schools of Chui oblast to PCF” prepared by QLP, (iii) share information from Chief of Monitoring and Strategic Planning Department of MOES KR about the Regional Conference “Tajikistan Republic’s Achievements’ on Transferring Schools on Per Capita Financing”.

The second EFWG meeting coincided with budget hearings in Don-Aryk School and was conducted in Chui oblast. The main objective of the meeting was to observe the school budget hearing, which was initiated by school Advisory Committee (AC) and organized jointly with school administration based on experience and trainings provided by QLP last year.

The third EFWG coincided with the second annual Forum of Advisory Committees and was conducted in Issyk-Kul oblast. The meeting was focused on implementation of the community involvement strategy. The following issues were discussed: (i) the results of monitoring of Chui ACs activities; (ii) the presentation of project’s work plan on implementation of the community involvement strategy in schools of Issyk-Kul and Batken oblasts, (iii) the results of the second annual Forum of ACs. 150 people participated in the meeting.

All EFWG meeting minutes in Russian and English were prepared and submitted to MOES and EFWG members. (see Attachment # 4.1)

*The EFWG becomes a sustainable platform to (i) review and summarize the progress of PCF implementation countrywide, (ii) discuss main challenges and opportunities, (iii) develop and improve MOES policy in PCF and community involvement issues.*

#### **4.1.1.2. Support the institutionalization of automated expenditure tracking system in MOES in terms of PCF in Chui oblast**

On the basis of database collected in automated expenditure tracking system and indicators of monitoring the PCF implementation in Chui oblast schools, QLP published the statistical bulletin “Indicators Review for 2009”. This data includes information about school capacity, number of students, number of teachers, and their qualification, planned/approved budget and executed budget. Fifty color copies of this bulletin were printed and distributed among key partners and international

organizations. QLP provides constant technical support to MOES KR in maintenance work on automated expenditure tracking system in Chui oblast.

The second annual statistical bulletin contained data for 2010 is printing for further distribution among key partners. The Minister of Education and Science signed the order # 617/1 from September 6, 2011. According to this the monitoring of education financing and management process in schools of Issyk-Kul and Batken oblasts should be done using QLP automated expenditure tracking system. The system should be installed in each RayOO of Issyk-Kul and Batken oblasts to further collection of necessary data. In parallel with this project is discussing with UNICEF the opportunities for collaboration in creating of unified informational database.

*QLP Automated expenditure tracking system contains a wide range of various data regarding to school financing and management from schools of Chui oblast. Expansion of database for two more PCF oblasts will make the program more informative and useful. Automated expenditure tracking system will help to specialists on high and local levels to see the process of PCF implementation in the schools and will help in analytical work and decision-making process.*

#### **4.1.1.3. Increased central government officials' capacity in PCF implementation**

QLP conducted four monitoring visits with MOES specialists in PY5.

The first monitoring visit was conducted in Jayil rayon together with MOF specialist, Mayor of Kara-Balta city and Head of Rayon Financial Department. The main objective of this meeting was non observance of Government regulation on PCF and closing accounting departments at schools of Jayil rayon which contradicts to the regulation.

The second monitoring visit was organized jointly with MOES KR to QLP target schools. The objective of visit was (i) analyze financial management skills of school principals and accounting skills of school accountants, (ii) monitor activity of ACs, (iii) identify problems and challenges in PCF and community involvement issues.

The third monitoring visit was conducted in Kemin rayon of Chui oblast. The main objective of the visit was (i) analyze and discuss the main problems of school financing with Head of RayOO and school principals, (ii) donate two computers to Kemin RayOO for collecting data on a utomated expenditure tracking system. These computers were donated to QLP by USA Embassy.

The last monitoring visit was conducted in Moskovskii rayon. Nineteen school principals participated. The main purposes of visit was (i) monitor and collect information about activities of ACs, (ii) chose the best one that will be presented on the second Forum of ACs. (see Attachment # 4.2)

*This monitoring meeting is helping to identify the financing and management issues on local level. Also these visits give the real picture of PCF implementation in rayons to MOES KR and QLP staff for further decisions and activities. After every visit all financial and management issues presents to EFWG.*

#### **4.1.1.4. Increase public awareness on PCF and community involvement in school management**

In PY4 the following articles and news were presented by mass media: (i) one TV video-clip on PCF and financial management trainings were presented in “Zamana” program by First National Broadcast Company; (ii) one article on P CF, described the main advantages of new system, history of implementation in Chui oblast, what is Minimal Standard of Budget Financing and what it include, was published in theoretical and practical journal “Mektep”; (iii) three articles about new system of labor remuneration and school budget hearings were published in “Kut Bilim”, MOES newspaper. These articles devoted to most frequently asked questions about new system of labor remuneration and answers from QLP specialists; one article described conducted budget hearings in Don-Aryk and Onbirjylga Schools of Chui oblast; (iv) press-conference in Kyrgyz National Informational Agency “Kabar” relating the new system of labor remuneration was given by Deputy Minister of Education and Science and QLP representative; (v) four articles on new system of labor remuneration and school budget hearing were presented on internet websites “Kabar”, “Aki-Press” and “24kg”; (vi) one TV program called “Otkryti Kyrgyzstan” devoted to state budget transparency using the education sector as an example was done with participation of QLP representatives; (vii) the TOT training focused on new system of labor remuneration was reported in evening news of TV channels “5 kanal”, “ELTR”, “NBT”, “Stan TV” and “NTS” and one article was published in “Kut Bilim”. The Advisor of Minister made opening remarks and gave interview about MOES policy and strategy regarding the remuneration system in education sector.

For the last quarter one article in “Slovo Kyrgyzstana” newspaper and TV video-topic on “KTR” channel will be devoted to the second Forum for Advisory Committees. (see Attachment # 4.3)

*These articles and TV-video increase public awareness about school education financing and management reform, new system of labor remuneration for Education sector as a part of this reform and QLP/USAID’ role and activities in supporting Kyrgyz Government developing of Education and improving quality of education .*

#### **Outcome/results:**

- *Three EFWG meetings held;*
- *Fifty copies of Statistical bulletin for 2009 distributed among key partners;*
- *Fifty copies of Statistical bulletin for 2010 prepared;*
- *Four monitoring visits held;*
- *Two computers donated to Kemin RayOO;*
- *Several articles and TV news provided to increase public awareness on PCF and Community Involvement Strategy.*

#### **SSIR 4.1.2: Improving School Management**

Zoya Alekseevna is one of the key people at the MOES with whom QLP collaborates and who has full information about PCF implementation in Chui oblast. *“During the last four years that I have been working with QLP, I got a great deal professionally, as well as our school principals. As a MOES specialist I have all information about PCF implementation and Community Involvement Strategy because QLP always involves me in all activities and events and provide with necessary information. And as Supervisor of Chui oblast schools, I am very glad that our principals are getting timely and necessary help and support from the project in the shape of trainings, consultations and materials”.*

##### **4.1.2.1. Roll-out six-day training module “Financial Management in School Education” for the school principals of Chui oblast**

QLP printed 225 copies of training module “Financial Management for School Principals” for trainees and trainers. Ten copies were given to Book Chamber according to procedure. QLP conducted seven six-day training workshops for school principals of Panfilov, Jayil, Moskovskii, Sokuluk and Alamedin rayons during

November 2010 – March 2011. In total 194 school principals participated in these trainings including six specialists of Issyk-Kul ITTI.

The trainings are the part of capacity building strategy which the project is undertaking jointly with MOES and Kyrgyz Academy of Education in order to improve managerial and financial skills of school principals.

#### **4.1.2.2. Roll-out of six-day training module “Accounting in school” for school accountants of Chui oblast**

QLP printed 130 copies of training module “Accounting in School” for trainees and trainers. Ten copies were given to Book Chamber according to procedure. QLP conducted four six-day training workshops for school and Ayil-Okmotu accountants of Panfilov, Jayil, Moskovskii, Sokuluk and Alamedin rayons in PY4. In total 114 school and Ayil-Okmotu accountants participated in these trainings.

*This training will help to increase the capacity of school accountants and accountants of Ayil-Okmotu in bookkeeping and accounting at schools.*

#### **4.1.2.3. Support of school administration in improving of school teacher incentive system (CLP)**

The content of practical manual – “How to improve the quality and effectiveness of teachers’ work: new opportunities in terms of PCF at school” - was amended and updated according to new Resolution of Kyrgyz Government (Postanovlenie #270 from May 31, 2011) that affected on the New system of labor remuneration for Education sector. Updated manual was translated on Kyrgyz language.

At present time, the 900 copies of manual – “How to improve the quality and effectiveness of teachers’ work: new opportunities in terms of PCF at school” are under printing.

*This practical manual provides school administration with detailed methodological guides focused on content of bonuses, recommendations how to assess teacher’s performance and how to calculate the teachers’ bonuses correctly and in a fair manner. According to New system of labor remuneration all schools will have bonuses regardless PCF.*

#### **4.1.2.4. Mentoring of school principals, accountants and RayOO specialists**

In PY4, QLP conducted seven mentoring visits to Alamedin, Kemin, Moskovskii and Chui rayons of Chui oblast. Main discussed issues were devoted to (i) work of accounting departments in school; (ii) generation of school savings; (iii) accuracy of calculating of teachers’ bonuses; (iv) provision of transparency of school budget. During the meetings the problems and difficulties on local level were revealed and discussed with school administrations and AC chairmen. Consultations, commentaries, copies of normative documents and practical manual “Planning Joint Activities between School and Advisory Committee” were distributed.

*On-job consultations were provided to school principals and accountants which is the important part of QLP strategy on capacity building on school level. Mentoring visits helps to project staff to identify the weaknesses and needs of school administration in finance and management issues in order to develop more learning materials, recommendations and practical manuals.*

#### **4.1.2.5. Increasing capacity of national trainers on calculating new system of labor remuneration**

QLP responded to MOES KR request to provide financial and technical assistance on conducting three-day TOT for thirty six national trainers from whole republic on new system of labor remuneration. This training was designed as the first (at national level) of two-level training campaign. The second level will be supported by UNICEF through local trainings across the oblasts using trainers prepared by QLP. It was agreed with UNICEF that project would provide one more updated orientation session for trainers directly before local trainings started.

This event was not a part of annual workplan and was done using the annual budget savings of IR4 component after getting official approval from USAID.

*This TOT increased the capacity of Education's specialists in calculating of salary according to new system of labor remuneration and demonstrated QLP/USAID' commitment of in supporting of the Education Financing and Management reforms.*

#### **Outcome/results:**

- *Seven training on financial management held, 194 school principals were trained, 225 copies of training module "Financial Management in School Education" were printed and distributed;*
- *Four training on accounting held, 114 school accountants were trained, 130 copies of training module "Accounting in School" were printed and distributed ;*
- *Manual "How to improve the quality and effectiveness of teachers' work: new opportunities in terms of PCF at school" was refined and updated, and 900 copies are printing;*
- *Seven mentoring visits organized in Chui oblast;*
- *National TOT on new system of labor remuneration was conducted, thirty six people trained.*

### **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 of three-day training module "Community Involvement in School Management"**

QLP printed fifty five copies of training module "Community Involvement in School Management" for trainees and trainers. Ten copies were given to Book Chamber according to procedure. QLP conducted two three-day training workshops for school principals and ACs chairpersons of Panfilov, Jayil, Moskovskii and Sokuluk. In total forty five school principals and ACs chairpersons participated in these trainings.

*This training module will help to increase capacity of school principals and AC chairmen in school management, financing, social partnership and how to plan and implement joint activities between school and ACs.*

##### **4.2.1.2. Monitoring of ACs activities**

Four monitoring visits were organized to Alamedin, Moskovskii, Chui and Kemin rayons in Chui oblast. QLP observed and discussed the activities done by ACs and their joint work with school administration in improving school and education quality. However, majority of AC's chairmen complained on parental and community's misunderstanding, on frequent inspections from public prosecutor's office and low incomes of local population, therefore members of ACs could not pay even member fees. Consultations and advises on right manner of bringing needed information to parental community; what is the essence and role of AC; how to improve their activities and on how to attract new members or investments were given to ACs chairmen.

*The monitoring visits and meetings helps to identify problems and challenges in ACs functioning and provides timely information needed for solving problems.*

#### **4.2.1.3. Increase of public awareness about community involvement in school management on rayon level in Chui oblast**

Fifty four ACs (one more AC registered in Alamedin rayon) provided reports to the project. These reports include (i) work done during last years; (ii) financial report for last years; (iii) joint plans of school and ACs for the next academic year; (iv) challenges in daily work, (v) success and achievements of AC. QLP analyzed all reports to identify the most active Advisory Committees in Chui oblast.

QLP had seven monitoring meetings in each rayon of Chui oblast with school administration, ACs and RayOO representatives. This meetings and AC's reports helps to identify the weakness and problems which project can help to address : (i) strength ACs capacity in writing and submitting proposals for local and international grants, (ii) increase ACs skills in community involvement and mass-media (how to advertise themselves and attract more members in committee), (iii) increase ACs knowledge in legal issues (who can inspect and control ACs, how many times they could do this, what government bodies has right to inspect them); (iv) provide sustainability of ACs in future. (see Attachment # 4.4)

QLP conducted the second Forum for Advisory Committees in Issyk-Kul oblast. 150 people participated. Participants included the Minister and main specialists of the MOES KR, representatives from Jogorku Kenesh (Parlament), Chairperson of Public Supervisory Council under MOES, representatives from NALG, Heads of Chui, Batken and Issyk-Kul RayOOs, school principals and ACs' chairpersons. The purpose of the Forum is to review and share the experience of how communities can have a role in improving the quality of education by supporting the school administration to effectively utilize budget resources available to them. Seventeen ACs were awarded by MOES' appreciation letters for significant input in Education development (see Attachment # 4.5)

This event was done extra annual work plan using budget savings of IR4 component after getting official approval from USAID.

*The second Forum helps to consolidate efforts undertaking by state and community in order to improve education quality. ACs and schools has a perfect chance to share experience and best practices, to increase skills and capacity. Forum demonstrated the positive experience of cooperation. ACs were awarded from MOES, it motivates them to effective work in future.*

#### **4.2.1.4. Increased of transparency and accountability in school financing and management**

Practical manual - “Planning of Joint Activities between School and Advisory Committee” - was the second manual devoted to community involvement issues and prepared using materials of the first AC Forum which was conducted in September 2010. This manual includes the more than ten practical examples of joint plans between school and community, including (i) improvement of school environment; (ii) strengthening of students’ and teachers’ health; (iii) organizing of cultural and sport events and others. 300 copies of this manual were printed and distributed to schools of Chui oblast.

*Karaev Beishkul is successful man, who own a security company and at the same time works as Chairperson of AC of Chui School #1. He supports the school by donated 123,810 soms (\$2750), conducts school budget hearings together with school administration, purchase furniture, literature and dishes for the school, support school Olympics, helps students from low-income families, and provides school with subscription on teaching magazines and newspapers, and so on. He says: “The Influence of QLP project on my job is great, because thanks to their trainings I learnt to organize my work: how to communicate with community, school administration and local government, how to be more open and transparent to parents and gain their trust, how to help to school and students in their everyday work.” At present time, Karaev Beishkul developed his skills in professional area so now he consults and trains other ACs and schools on how to organize the work of AC. He also took part in QLP informational workshops in Issyk-Kul and Batken oblasts on the implementation of community involvement strategy to share with his experience of work with schools and parents.*

The third practical manual “Preparation and Conducting of School Budget Hearings” was aimed at helping school principals (i) prepare and organize open budget hearings, (ii) make school budget more transparency for parental community. The 300 copies of practical manual on “Preparation and Conducting of School Budget Hearings” (in Russian) were printed and distributed to schools of Chui oblast. This manual was translated into Kyrgyz for further distribution in Batken and Issyk-Kul oblast.

470 copies in Kyrgyz/Russian were printed for schools and ACs of Issyk-Kul and Batken oblasts, and will be distributed during training module “Community Involvement in School Management” in PY5.

This year, fifteen schools (Lebedinovka School #2, Chui School #1, Onbirjylga School, Don-Aryk School, Dur School, Progress School, Kara-Djigach School, Kara-Balta School #7, Orlovka School #2, Orlovka School #1, Kemin School #1, Shabdan-Ata School, Sretenka School, Gavrilovskaya School and Sokuluk School #2) of Chui oblast conducted public school budget hearings. Remarkable the fact that ACs initiated the hearings and organized them jointly with school administration without direct support from QLP side using knowledge and skills received during trainings/consultations and manuals provided by project. More than 1000 people participated on these hearings. These include school administration, local government, and parental community. During the hearings, schools presented the analysis of their budget and expenses of previous academic year to parental community, but also prepared the school budget for the upcoming year on basis of school needs and with appropriate calculations. This budget was presented by school principal to the Head of Local Government (Ayil-Okmotu) for further consideration and approval.

*These practical manuals will help ACs and school principals to improve skills and knowledge in building partnership between school, community and local government; to make budget transparency and also to use resources more effective. Conducting of school budget hearings shows that school administrations becomes more accountable and ACs have a role in deciding how best to use the budget resources to provide quality education for the children from the local community.*

**Outcome/results:**

- Two training on community involvement held, forty five school principals and ACs’ chairpersons were trained, fifty five copies of training module “Community Involvement in School Management” were printed;
- Four monitoring visits organized in Chui oblast;

- Seven meetings on rayon level with school principals, ACs chairpersons and RayOO were conducted;
- The second Forum for Advisory Committee was conducted;
- 300 copies of “Planning of Joint Activities between School and Advisory Committee” distributed to schools of Chui oblast;
- 300 copies of “Preparation and Conducting of School Budget Hearings” distributed to schools of Chui oblast;
- 470 copies of “Preparation and Conducting of School Budget Hearings” printed and ready for distribution to schools of Batken and Issyk-Kul oblasts;
- Fifty schools of Chui oblast conducted School Budget Hearings.

## 2. Implementation Challenges

### SIR 1.1

- ITTI instructors have no motivation to provide mentoring support;
- Not all ITTI instructors use the project materials in their regular courses;
- Teachers turn-over is still an issue. Non-trained instructors may have difficulties in using the QLP supported materials.

### SIR 1.2

- Higher education system is transitioning to Bologna Process system (4+2 years vs. existing 5 years program) while QLP is supporting modification of five-year program Student Practicum Handbook
- Challenge encountered to replace a Program Specialist who left without completing tasks at hand

### SIR 1.3

- Lack of time for experienced teachers that should mentor the other specialists;
- Some Heads of RayOOs ( Kara-Suu and Kemin( are not always supportive to QLP’s initiatives;
- Some school administrators create obstacles for implementing the QLP assignments in mentoring.

### IR 2 and IR 3

- Time limitation and shortage of local experts did not allow meeting the deadline e.g. video material on FA;
- Lack of adequate feedback from on supplementary readers. QLP has started involving specialists from KAE, Osh ITTI, school teachers, and university instructors in developing supplementary readers. Some tasks were moved to PY5 due to the sudden death of an expert

### IR 4

- October 2011 presidential elections could result in the changes within MOES. New person will require time to understand the essence Education financing and management reform.
- High turnover of school principals and Heads of RayOO. (Example: In Kemin rayon three school principals changed during last nine months and three Heads of RayOO in Sokuluk, Tokmok and Kemin, changed during this year. In Batken oblast the Head of Kadamjai RayOO changed).
- The non-reasonable inspections by fiscal police of school advisory committees (Example: the chairperson of AC of Nijnaya-Alarchinskaya School complained on fiscal police that pressured him by frequent and non-reasonable inspections).

- Misunderstanding and non-execution of Government Regulations at local level by local government (Example: Closing accounting departments in schools of Kara-Balta city in Jayil rayon. Non-execution of school financing commitments by local government of Panfilovka rayon and moreover local government do not give approved estimate to school, so they do not know their budget for this year).

### 3. Cooperation with local counterparts

MOES of the KR: QLP involves TEs and LCs from the MOES for developing/modifying the basic and higher education (PTTIs) standards. The Ministry also plays the key role in implementing the QLP tasks that are related to the financial reform; e.g. PCF, school and community involvement etc. Also, MOES supports all activities conducted on PLM&M for school administrators, HMUs and RayOO specialists. Moreover, the QLP involve the MOES representatives in participation in various activities that are assigned by the QLP.

KAE: QLP works closely with KAE while implementing with regional ITTI/MCs. Technical experts and consultants are involved in the modification of the ITT standards, materials, etc. Through KAE, the project organizes different activities for the instructors of KAE and regional ITTI/MCs. Also KAE is the key partner in conducting workshops on mentoring in target schools in Chui oblast, conducting monitoring school visits, and giving feedback on developed document on mentoring and giving approval to those documents; e.g. Training Module and Toolkit on PLM&M.

Regional ITTIs and MCs: Regional ITTI/MCs play important role for cooperation between MOES, KAE, and the schools. The regional ITTI/MCs are: (i) Osh and Issyk-Kul ITTIs; (ii) Naryn ITTI under the Naryn State University; (iii) Jalalabad and Batken Oblast MCs. Although JAMC and BAMC have limited state support for conducting the regular ITT courses, QLP support them both methodologically and technically.

RayOOs (Rayon Education Departments): RayOOs are the important links between MOES and schools. There are seven QLP target RayOOs that include: Alai, Kara-Suu, Kara-Kulja RayOOs in Osh oblast; and Alamudun, Kemin, Chui, and Moskovski RayOOs in Chui oblast. The target RayOOs cooperates with QLP in implementing mentoring, monitoring, and school leadership tasks of the project.

Ministry of Finance: MOF is the key ministry responsible for the implementation of Education Finance System component. Particularly, its support is highly needed in the implementation of PCF system in Chui Oblast and reforms in school financial systems.

Three key PTTIs: Arabaev KSU, Osh SU, and JASU: Arabaev KSU is one of the key teacher training school of the country. Through the Arabaev KSU, QLP modified key teacher training materials such as *Student Practicum*, *Guidebook for Young Teacher* and teaching materials for student-centered learning methodologies. Accordingly, the two regional pedagogical universities -Osh SU and JASU - use the developed materials. Moreover, through these partner universities, QLP tests the materials on target schools in the regions and Bishkek city.

Fifty (50) target schools in Chui (29) and Osh (21) oblasts: Through these schools, QLP implements the tasks of *School Leadership*, *Mentoring and Monitoring* components. The main stakeholders are school principals, vice-principals or *zavuches*, HMUs, and target subject teachers; i.e. Math, Kyrgyz language, and Primary grades;

'Kut Bilim': The *Kut Bilim* is the key national newspaper that targets schools and the education system in general. Through this newspaper teachers have opportunities to share their best teaching and learning practices. QLP officially collaborates with the newspaper in spreading out project materials, activities, successes, and other issues. Thus, *Kut Bilim* publishes lesson plans on target subjects; Math, Kyrgyz, and Primary classes that are developed by the QLP target school teachers.

Rayon Financial Departments or RayFO: They are the important link organizations between MOF and schools in coordinating the accounting process.

National Agency on Local Government and Ayil-Okmotu: School funds goes through local government.

Central Trade Union of Education: The member of EFWG that deal with discussion of PCF issues.

School Advisory Committees: The ACs play a big role in implementing the tasks of Education Finance management component that includes community involvement in Chui, Issyk-Kul and Batken oblasts.

UNICEF: QLP cooperates with other international organizations in Kyrgyzstan that focus on education development in the country. Through UNICEF, QLP managers participate in Education Cluster meetings that coordinate the donor organizations' activities in education reforms. MOES representatives take part in these meetings. Moreover, QLP collaborated with UNICEF in Jalalabad oblast that where the focus was on creating positive atmosphere at schools in post-conflict situation.

WB Rural Education Project: QLP cooperates with WB REP in the development of materials on formative assessment.

ADB, Second Education Project: QLP and ADB's second education project cooperated while they developed the Curriculums for the 5<sup>th</sup> – 9<sup>th</sup> and 10<sup>th</sup> – 11<sup>th</sup> grades. Also QLP cooperated while developing Curriculum for the 1<sup>st</sup> grades and improving its Methodological Guide for the teachers.

CEATM: The project closely cooperates with CEATM activities that relates with the changing the quality of education in the country. Also, CEATM cooperates with QLP/CAR M&E team and Program specialists in sharing reports, research results and developing materials on testing, *Testology*.

#### **4. Activities for next year**

QLP will focus on finalizing the project tasks and making efforts to sustain them. Particularly, the project products should be finalized, printed out, distributed to the target schools and organizations through activities that will encourage the use of the materials. Main activities will focus on close-out and institutionalization. Through the close out events the project will deliver the finalized materials to the target and non-target schools and institutions.

The following are some of the planned activities to support the above objectives: (i) two Regional Conferences with QLP Partners and all Ray/GorOOs and ITTI/MCs of the country; (ii) National Event with target Ministries, Institutions, Universities and other key partners; and (iii) QLP/KR products Exhibition with following by the Press Conference. Ultimately, the QLP will finalize the project materials and deliver them to the project partners that accompanies with instructional activities.

SIR 1.1: QLP jointly with KAE will conduct monitoring visits to the Regional ITTIs. Monitoring visits will help to identify progress and challenges the Regional ITTI instructors face during regular courses and to support them with mentoring. It will hold one-day workshops for Osh, Issyk-Kul and Naryn ITTIs, and TMC as a part of the mentoring support and will distribute modified modules and Instructors’ Toolkit to all regional ITTI/MCs to be used by the ITTIs. Finally, QLP will update data base program and install it in each ITTI and conduct refreshing workshops for newly come instructors.

SIR 1.3: The project will continue providing Methodological support for target schools and RayOOs on PLM&M in Chui and Osh oblasts and will provide trainings and collaborative mentoring for all RayOO/GorOO in the country to increase their ownership for mentoring. It will review and modify teachers’ job description and conduct micro-research on the impact of the project on efficiency of organization of mentoring in target schools of Chui oblast. Finally, it will publish Mentoring Regulation in Kut Bilim newspaper and will deliver Toolkit on PLM&M to all schools in the country.

IR 4: QLP will provide technical support to MOES in the maintenance work of the automated expenditure tracking system in Chui oblast. It will conduct monitoring visits with MOES specialists in PCF rayons of Chui oblast. It will translate in English all policy-briefs and policy related documents issued by QLP. Furthermore, it will conduct two six-day trainings on *Financial Management in School Education* for school principals of Issyk-Ata rayon.

The project will conduct two six-day trainings on *Accounting in School* for school and Ayil-Okmotu accountants of Issyk-Ata, Chui and Kemin rayons, will prepare compilations for school accountants, and distribute 160 copies of the manual for school principals and ACs chairpersons based on the results of the second ACs Forum conducted in PY4. Finally the it will complete the registration of thirty ACs in Batken oblast and will organize four three-day training programs *Community Involvement in School Management* for school principals and ACs chairpersons of Issyk-Kul and Batken oblasts.

## 5. Achievement of targets (including M&E Report)

### IR 1

#### SIR 1.1

- Six in-service teacher training modules/courses for primary, Math and Kyrgyz language teachers, HMU, deputy principals and principals approved and integrated into the regular curriculum of five ITTIs (JAMC and BAMC have no state funding);
- ITTIs instructors deliver modified program and use developed materials for teaching;
- KAE as the key institute was the initiator of the annual working meeting with all regional ITTIs/MCs;
- KAE conducted monitoring visits to regional ITTIs;
- Naryn ITTI, Talas MC, JAMC and BAMC are supplied with equipment and literature for providing effective regular courses;
- Academic Council by KAE approved Regulation on Mentoring and monitoring within ITT system on May 2011.
- 1,362 educators indirectly trained by the modified modules in four ITTIs. The following table shows the details distributed by the institutions:

Organisation	School administrators (principals, HMUs) zavuch,	Primary school teachers	Math teachers	Kyrgyz Language teachers
KAE	57/17/33	62	59	98

Osh ITTI	54/35	253	126	202
Issyk-Kul ITTI	49	140	76	63
Naryn ITTI	0	25	13	0
<b>Total: 1,362</b>	<b>245</b>	<b>480</b>	<b>274</b>	<b>363</b>

- Talas MC will incorporate new modules into their curricula in a new academic year.
- Naryn ITTI incorporated new modules into the regular courses for Primary school and Math teachers in June 2011.

#### SIR 1.2

- Student-centered and practical classroom management methods for instructors incorporated in three PTTIs: Arabaev KSU, Osh SU and JASU;
- Two training modules for PTTIs instructors were developed: (i) student-centered and practical classroom management methods for instructors, (ii) training for university instructors on the process of delivery of material to university students;
- In PY4 20 workshops, trainings and consultative meetings conducted on new teaching methods and Student Practicum issues at three PTTIs;
- 75 instructors from three PTTIs were trained in innovative teaching methodologies, they in their turns instruct 824 students ;
- Piloting of new model of Student Practicum started in more than 20 partner schools of three PTTIs in 2011-2012 academic year;
- 160 student teachers are participating in project-promoted PTTI-school linkage programs during Student Practicum;
- *Kut Bilim* published one article on target PTTI event (see the Attachment 1 above)

#### SIR 1.3

- School administrators, HMUs, RayOO specialists of all target rayons and schools have improved and strengthened their capacity on School Leadership, Mentoring, and Monitoring;
- They demonstrated good performance in mentoring according to impact assessment results (33% of principals, deputy principals and MU heads in the target schools met or exceeded the minimum standard on mentoring and monitoring for 2011. This is an increase of 33% overall from 0% in 2009);
- Mentoring provided a medium through which professional development activities were available to teachers on a continual basis;
- The quality of teaching and learning process in schools has improved due to effective mentoring work in school level;
- Closer cooperation between target schools, RayOOs, and ITTI created a mentoring culture.
- Toolkit on PLM&M developed and approved by KAE;
- Training Module on Pedagogical Leadership, Mentoring, and Monitoring approved by KAE and delivered to all target schools, target RayOOs, Osh ITTI and RAE;
- Regulation on Job description for directors, zavuches, HMUs, and social pedagogues, Regulation on Methodological Units were delivered to 50 target schools and 7 RayOOs; at present these documents are passed to MOES for approval;
- Mentoring Regulation was passed to MOES for approval.

#### IR 2

- Four subject specific Guidebooks on Formative Assessment A (1) General Guide on FA (2) Primary grades (Mathematics and Motherland studies), (3) Mathematics, (4) Kyrgyz Language (Sec. School)

- developed and approved by KAE. Three of them (1.General Guide, 2. Primary grades Guide, and 3.Guide on Mathematics) will be published in two languages (Kyrgyz and Russian).
- General Guide on FA (Russian). Printed 800 copies;
  - General Guide on FA (Kyrgyz). Printed 2,000 copies. Distributed 500 copies to the partners; and
  - Subject specific Guide “FA for mathematics”. Printed 800 copies.
  - Conducted three TOTs on FA for seventy two instructors of Arabaev KSU, OshSU, JASU. (jointly SIR 1.2.);
  - Conducted seminar on Student Assessment and FA for fifty specialists of Naryn and Talas ITTIs (jointly SIR 1.1.);
  - Prepared and conducted seminar on FA according the next scheme;
  - *Kutbilim* published three articles on FA.
  - Developed and made shooting of seven new fragments for FA video training.
  - Developed three training-sessions on “Developing module to train teachers on development of questions to assess higher order thinking skills” (Russian and Kyrgyz languages).
  - Developed methodological guide on development of tasks and passed to MOES (KAE) for approval. The Guide includes five subjects of natural-mathematic cycle; Physics, Mathematics, Biology, Chemistry, and IT. Prepared in Russian and Kyrgyz languages.
  - Conducted twelve work meetings with TEs.
  - School administrators demonstrated better understanding about formative assessment(based on impact assessment)

### IR 3

- 40 copies of four SGs draft versions published and handed over for piloting into fourteen schools. KAE approved four developed SGs;
- Supplementary readers on *Classroom management; Positive discipline* developed;
- 610 copies printed and distributed to 50 target schools, 7 ITTIs, 7 RayOOs, and 3 universities;
- Supplementary readers on Motherland Studies developed and 500 copies printed and distributed to 50 target schools, seven ITTIs, seven RaiOOs, and three universities;
- A set of maps and supplementary readers on Motherland studies (4 maps and teacher guides) developed and 65 copies of map sets (in Kyrgyz and Russian languages) printed;
- 11 Mass Media specialists attended a seminar;
- Competition on lesson plans conducted and twelve teachers-winners selected;
- Five best Lesson Plans were published;
- 11 working meetings conducted with the support if an IC and local experts.

### IR 4

- Kyrgyz Government approved New System of Labor Remuneration developed by direct participation of QLP by the Resolution (Postanovlenie # 270 from May 31, 2011);
- The Minister of Education and Science KR signed the order # 617/1 from September 6, 2011 on organization the monitoring of education financing and management system in Issyk-Kul and Batken oblasts;
- Three EFWG meetings held;
- Almost all school principals and school accountants of Chui oblast trained on financial management and accounting except Issyk-Ata rayon;
- Fifteen schools of Chui oblast conducted budget hearings with participation of local government and parental community;
- Thirteen informational workshops were organized on community involvement strategy in Issyk-Kul and Batken oblasts;

- Thirty five Letters of Interest was collected in Batken oblast from schools and parental community that want to register legal Advisory Committees instead of thirty planned;
- Forty five Letters of Interest was collected in Issyk-Kul oblast from schools and parental community that want to register legal Advisory Committees instead of thirty planned;
- Seven meetings on rayon level were conducted with participation of school principals, ACs chairmen and Heads of RayOO in Chui oblast. QLP collected success stories of all fifty four ACs for further publishing them in manual;
- The second annual Forum for Advisory Committees was conducted in Issyk-Kul oblast to share the best activities of ACs, train chairpersons to attract additional funds and work with community and mass media; discuss sustainability question.

## **6. Proposed changes to the work plan and operational arrangements**

Since the fiscal year of 2011/12 is the project's final year, there were some changes introduced to the work plan. The proposed changes were discussed with USAID and QLP/CAR key officers in spring and summer of 2011. The changes are reflected in the workplan which is currently under the finalization.

The following are some of the key proposals for the changes in the upcoming year (i) Based on Letter of MOES on possibilities of Guidelines developing will be developed two additional SGs on Kyrgyz language for the 1<sup>st</sup> – 4<sup>th</sup> grades and Reading for the 2<sup>nd</sup> – 4<sup>th</sup> grades, and (ii) since the other components use the developed materials ineffectively, it is planned for three trainings in three target universities how to use training sessions, “Developing module to train teachers on development of questions to assess higher order thinking skills” in the new PY. Both proposals are under the components, IR 2 and 3.

## **7. Support from USAID required**

Since there are some changes in work plan for the PY5, QLP/KR may need some support in flexibility while applying these changes. Moreover, some additional funding may be needed in the coming year, due to the finalizing the project.

## **8. Analysis of the project's contribution to education development in the country**

SIR 1.1: QLP strengthened the capacity of seven ITTIs/MCs instructors by providing training. Modified modules will help increase quality of teaching in all oblasts of the country. Students will be assessed by new assessment approaches and methods, which can in turn create open relationships between students and teachers. QLP will motivate teachers to use more active learning techniques and methods.

To improve the technical base of the ITTIs, QLP provided equipment and internet access. The project raised the need of mentoring and monitoring support as young teachers need help from the more experienced colleagues. Mentoring support is helpful not only to young teachers but also to experienced teachers. To improve mentoring and monitoring system, Regulation on mentoring that includes the duties and procedures of providing mentoring support was developed and approved in May 2011. KAE as the key institute among all ITTIs/MCs will continue to support the mentoring culture in regional ITTIs/MCs.

SIR 1.2: The development of *Standard programs* of three PTTIs enabled instructors of target departments teach students using student-centered methodology, helped them to acquire and practice modern pedagogy that is

highly focused on students' learning needs during the teaching-learning process, defined student learning objectives, and encouraged higher order thinking skills amongst students.

*A Guidebook for Young Teachers* on the introduction into the teaching profession was developed and will be disseminated among target universities three specialties and target schools of QLP.

*QLP trained trainers from Arabaev KSU, OshSU and JASU* to conduct sessions, to observe instructors' lessons and to provide feedback, to build capacity at target universities.

*Revised model of Student Practicum* was developed and approved by three Universities' Academic Council, is being tested at three PTTIs with 20 target schools of PTTIs.

*Mentor's Handbook for university supervisors* was developed and will be disseminated among target universities, to improve mentoring and supervising students during Student Practicum.

SIR 1.3: The project was able to help improve and strengthen capacity of school administrators, HMUs and RayOO specialist of target schools on PLM&M. It offered to the system – mentoring- as alternative approach to in-service teacher training courses provided by KAE/ITTI only once in five years. Mentoring was perceived as on-going professional development not only for young teachers but for the whole school staff. It helped make mentoring - part of the school development plan.

Literature on school leadership and mentoring is lacking in the country. The project could develop an array of documents to support and further develop mentoring practices in schools; e.g. Toolkit on PLM&M and Training Module on School LM&M were developed to support school administrators, HMUs, mentors, and RayOO specialists to make their schools successful. Also, QLP supported in reviewing and modifying documents such as Job description and developed job description for Heads of Methodological Units. These documents will assist the school administrators to improve the teaching-learning process in schools and distribute responsibilities effectively among the staff under new scheme of salary payment. Moreover, for mentoring to sustain in schools, the project developed Regulation on Mentoring. Now the mentors are paid for their work.

The project worked closely with all stakeholders (target schools, RayOOs, ITTIs, KAE, and MOES) by creating a supportive learning culture among all stakeholders. It contributed towards creating a culture of togetherness among the teachers, school administrators and education officers. When mentoring is embedded in an organizational culture that values continuous learning, it increases the likelihood of sustainability.

To highlight the mentoring process to be visible in schools, the project organized a Mentoring Conference – a platform for sharing the best mentoring practices and issues in schools giving opportunity for the teachers to talk about how mentoring has changed their school.

IR 2&3: In the strategy of development of Education system of Kyrgyzstan for 2012-2020, implementation to the system of FA sets as one of the task. Due to this, all materials developed by QLP will be needed by the system and will influence on realization to those plans. It is important, that all materials approved by KAE Academic Council, and developed in Russian and Kyrgyz. Also, methodological guides, video trainings give a great opportunity to teach and learn their own these theme and improve skills in the school level. All materials will be printed out and transmitted to the each school.

Methodological Guidebook and three subject-specific practical guides on FA developed by QLP will provide strong support in PST and IST system.

QLP developed training modules that train teachers on developing questions to assess higher order thinking skills. The training materials were submitted to KAE, regional ITTI/MCs, and three universities for further using. Thus, teacher gradually will use assessing the higher order thinking skills at the schools.

The Syllabus Guides will influence teachers activities in implementing student-centered learning in schools. The Guides will help teachers to develop learning objectives from the students' point of view rather than teachers. The same materials will be used as supplementary materials for teacher training universities. MOES requested to develop new SGs on other subjects; Primary School Kyrgyz and Reading and the 5<sup>th</sup> grade all subjects.

QLP supported the development of supplementary readers that focus on subjects needed by the Education system of the Kyrgyz Republic. A brochure on *Class-room management. Positive Assessment* was used for publication in the magazine *Education Management* in Bishkek city although not a project target. Specialists of non-target schools have decided to make set of maps themselves.

IR 4: Capacity of MOES KR in PCF and community involvement issues increased sufficiently, consistency in implementation of Education Financing reform becomes more clear and precise based on positive experience in Chui, Issyk-Kul and Batken oblasts (the last strategic MOES plans includes periods of PCF implementation nationwide - Bishkek and Osh cities during 2011-2012, Osh and Talas oblasts during 2012-2013, Naryn and Djalal-Abad during 2013-2014).

The new model of labor remuneration includes payment for teachers mentoring (which was never paid before) and ten percent of teachers' bonuses included in salary fund and guaranteed by state budget. This percent will increase to twenty percent starting from September 2012. Bonuses will be distributed according to performance results. Both payments for mentoring and bonuses for results will lead to increasing of quality of education. Refusal from payments for category will attract young teachers to schools.

Training workshops *Financial Management in School Education* are bringing knowledge, practical benefits and skills in financial management to school principals.

Training workshops *Accounting in school* is expected to bring a lot of practical benefits in increasing school accountants' qualification and establishing and strengthening of independent accounting departments at schools according to PCF model of financing and management.

Training workshops "Community Involvement in School Management" increased the capacity of school principals and ACs chairpersons on partnership collaboration between school and community.

Spreading the community involvement strategy to other two oblasts of PCF, Batken and Issyk-Kul, showed that majority of schools in these oblasts have already worked with parents; have good relationships and positive results. So, QLP came in these oblasts on time, when they really need legal support and legalization of their relationship. It is explained the large quantity of Letters of Interests and desires of school principals and parents.

The monitoring the activities of Chui ACs showed that during last two years much work done by them. The main directions of their work are (i) improving school environment; (ii) support children from low-income families; (iii) improving the quality of education; (iv) involvement in school budget process (fifteen school conducted budget hearings independently).

## 9. Meetings/Travel/Staff changes Analysis of the project's contribution to Education development in the Country

### A. Meeting with USAID and partners [QR-4 only]

Date	Organization	Key representatives of the organization	Key agenda items
<i>QLP/KG</i>			
July 14 – 15, 2011	USAID	Mavjuda Nabieva COTR Lesley Duncan, USAID/CAR	Discussion the Work Plan and budget for PY5
During the quarter	USAID	Erkin Konurbaev, USAID/KR COTR	Discussions on QLP program tasks implementations. Some meetings were devoted to QLP/KR Strengthening (YAP) specifically.
July 8 – 14, 2011	Creative Associates Int'l, Washington DC	Semere Solomon, Sen. Associate, Edu, Mobilization, Communication Division	Development of sustainability matrix, discussion on work planning schedule and frame
July, 14-15	MOES	Key specialists of MOES, representatives of international organizations	National Conference on Education Strategy 2020
August 2, August 16, 2011	WB	Aisulu A. Sulaimanova Mr. Dingyong Education Sector Human Development Network, World Bank	Discussion on QLP foarmative assessment approach and collaboration on this issue with WB READ program
August 22, 2011	USAID	Elise Brown, IC M&E	Discussion the results of M&E by IR4 component
August 30, 2011	USAID, all staff	Elise Brown, IC M&E	Presentation of QLP IA results that comes from M&E team
<i>SIR 1.1</i>			
August 15, 17-18	KAE	Abakir Mamytov, President of KAE	Working meeting with administrators of regional ITTI/ MCs
<i>SIR 1.2</i>			
August 27, 2011	Arabaev university	Konurbaev Tuuganbai-first vice rector of Arabaev university	Trainings for Arabaev instructors, working meeting
<i>IR2&amp;3</i>			
July-Sep. 2011	MOES, Soros foundation, KAE	Soronkulov G, Deputy of MOES, Marchenko L. MOES	Developing subject Curriculum for grade 5
July 27	KAE	Mamytov A, Musaeva V.	Developing subject Curriculum for grade 5
<i>IR 4</i>			
8 July, 2011	MOES, MOF, DPI	Key specialists of MOES and MOF, DPI, representatives of international organizations, NGOs	Discussion the community involvement in budget process on the example of MOES. Discussion the mechanisms of community involvement on national level.
14-15 July, 2011	MOES, EU	Key specialists of MOES, representatives of international organizations	Conference devoted to Strategic plan of MOES on 2012-2014.
18 July, 2011	UNICEF, QLP	Alvard Poghosyan, Education and ECD Specilaist	Discussion the further collaboration of international organizations on development automated database for MOES
Sep. 5, 2011	MOES	Advisor of Minister, Moldoev Edil Esenovish	Discussion the program of second Forum for ACs.
Sep. 8, 2011	The Kyrgyz Parliament, <i>Jogorku Kenesh</i>	Karamushkina I., Deputy of Parliament	Providing information on community involvement strategy, QLP activities in its implementation, upcoming Forum

## B. Change in Staff [QR-4 only]

n/a

## C. Consultants [QR-4 only]

Dates of consultancy	Name of consultant	Tasks
<i>SIR 1.1</i>		
June 01- July 01, 2011	Esengulova Mirkul	Update teacher training modules/courses for primary, math and Kyrgyz language teachers, HMU and deputy principals.
June 15- July 10, 2011	Imankulova Makil	Update teacher training modules/courses for principals
<i>SIR 1.2</i>		
August 27, 2011	Alikova Aida Asekova Jyldyz	Conduct working meeting and training for Arabaev KSU instructors
July-September	Alikova Aida Asekova Jyldyz	LCs worked on finalization of modified standard programs of OshSU and JASU
July-September	Alikova Aida Asekova Jyldyz	LCs worked on finalization of Arabaev KSU instructors' methodological guidebook
July-September	Alikova Aida Asekova Jyldyz	LCs worked on finalization of; (i) Training modules on the process of delivery material to university students, (ii) Training modules on the methodology of teaching
<i>SIR 1.2</i>		
July-August, 2011	Tynarkul Ryskulova	Editing the training module on Pedagogical leadership, Mentoring, and Monitoring in Kyrgyz.
August- Sep., 2011	Valentina Gribinyuk	Editing Toolkit on PLM&M and Training Module on PLM&M.
August-September, 2011	M. Imankulova, L. Marchenko, Pak Zoya, R.Toibolotova, T. Ashimbayeva, M. Uzdenova, S. Ismailova, and S. Amatov	Conducting Mentoring Conference in Chui and Osh oblasts.
September, 2011	Alimjan Masayev	Publishing articles on best mentoring practices in Kut bilim.
<i>IR 2&amp;3</i>		
July-September 2011	Venera Musaeva	Develop Syllabus guide on focus subjects (2 subjects 1-4 grades), (2 subjects 5-9 grades)
July-August 2011	Samarkul Umralieva	Develop Methodological Guide on development of tasks and assessment of higher order thinking skills in Republican School Olympiad
July-September 2011	Nadira Djusupbekova	Develop Formative Assessment video for teachers
July-September 2011	Masaev Alimjan	Involving teachers in discussion through Mass media

## D. Major Procurements [QR-4 only]

Dates	Name	Component
August	Equipment for Batken MC	SIR 1.1
August	Literature for Naryn ITTI, Talas MC, JAMC, BAMC	SIR 1.1

### **E. Staff Travel/Visitors [QR-4 only]**

<b>Dates</b>	<b>Name</b>	<b>Purpose</b>
<i>QLP/KR</i>		
August, 2011	Akylbek Joldoshov, PM; Yusupova Aikynai , PS	Kazakhstan, Turkestan city; participating in Conference focused on Reading.
August 23 – 27, 2011	Saule Khamzina, CD; Nurgul Toktogulova, DCOP; Akylbek Joldoshov, PM; Anara Dolotova, QLP/CAR M&ES	Regional meeting for finalizing workplan for PY5.
<i>SIR 1.3</i>		
October, 2010-May, 2011	Aikynai Yusupova- Program Specialist	One day workshops, monitoring school visits to target schools in Osh oblast.
June 26-30,2011	Yusupova Aikynai - Program Specialist	Tajikistan, Dushanbe: to present the Toolkit on PLM&M. Share best practices in Mentoring.
September 19-22	Yusupova Aikynai - Program Specialist	Osh. Participation in mentoring conference for target schools
<i>IR 2&amp;3:</i>		
July 27-30	Rashid Shakirov, PS IR 2, 3.	Seminar for SG (5 grade) developers. Jointly with MOES
August 24 – 26, 2011	Rashid Shakirov, PS IR 2, 3.	Osh. Participation in August conference (presentation of QLP collaboration with Osh ITTI)
September 19-22	Rashid Shakirov, PS IR 2, 3.	Osh. Participation in mentoring conference for target schools, mentoring visit to Osh ITTI and OshSU regular courses.

## QLP Strengthening Kyrgyzstan

### Task 1: Youth Aid for Program Education (New Settlements around Bishkek)

**Overview:** The goal of the Youth Aid for Education Program (YAP) is to support for MOES, Bishkek City Mayor's Office, Rayon Education Departments (Alamudun, Sokuluk) identify and respond to problems relating to school attendance of children from families living in the Novostroikas around Bishkek. YAP has successfully implemented several activities to meet this goal in partnership with Bishkek Mayor's Office, MOES, NGOs, Bishkek City Development Agency and ILO.

#### **1. Provide Accelerated Learning (AL) Programs for children who have dropped out of school and enable them to return to school at the appropriate grade level for their age**

YAP completed scheduled tasks of providing Accelerated Learning programs (AL) that target drop-outs. A Working Group (WG) comprising representatives from MOES, schools, and independent experts was set up to develop AL program. The WG coordinated different structures and organizations in a bid to resolve issues of access to education. The WG developed and piloted AL Program training materials in Russian and Kyrgyz. The International Labor Organization (ILO) was involved in the implementation of the program. ILO selected the teachers that were trained by QLP and will conduct pilot AL course for twenty five (25) dropouts in early PY5.

QLP in collaboration with NGOs and Municipal Territorial Administrations (MTAs) conducted a household survey in forty five new settlements. The survey identified 2,746 preschool children. 2,096 of them missed 240 hour preschool courses and wanted to take part in 100 hour training sessions. Other findings of the survey include: 612 preschool children were identified taking 240 hour state course for school preparation; 1,171 preschool children are from low income families; and 76 children within the aged 7 – 15 age range dropped out of school.

**Small Grant Programs:** YAP in partnership with Bishkek Mayor Office and Bishkek City Development Agency (CDA) managed to select ten NGOs following a competitive bid to administer the Small Grants Program. The ten NGOs are working in forty five new settlements targeted by QLP. The goal of SGPs is the socialization and promotion of the youth (school ages) by involving them in educational and other community development/improvement activities. The NGOs closely work with the local governments and Social pedagogues. Most of the SGPs have been implemented and they were closely monitored by QLP, Bishkek CDA, and QLP.

#### **Outcomes/ results**

- *Developed Accelerated Learning course in Kyrgyz and Russian languages;*
- *2,746 preschool children identified after household survey in 45 new settlements;*
- *612 preschool children identified taking 240 hour state course for school preparation;*
- *1,171 preschool children of 6-7 ages identified as from low income families*
- *76 dropouts (7 – 15) identified;*
- *25 teachers trained on AL Program in Kyrgyz and Russian languages*

#### **2. Ensure the group of children who are due to enter school (1st class) in September 2011 are identified and given support to enter school**

**Gulnaz Mokisheva; Orok School, Bishkek, Social Pedagogue:** "After QLP conducted training focused on working with vulnerable population I have been continually working with the community. The QLP training and its materials taught me how to address certain situations and questions. Currently, I can easily write requests and for instance, since September 2011 I can formally address the questions to resolve to the local authorities, the Police, NGOs, and also communicate with them professionally. Fortunately, the local government and the community in general support and appreciate my initiatives. I also organize community and school activities; e.g. we have established a local soccer team that participates in competitions"

YAP involved several NGOs in a bid to forge collaboration with school Social Pedagogues and Social Workers from the local government. The parties involved ensured children's school registration after training 100 hour preschool courses. Since most of the children come from low income and immigrant families, they needed support from NGOs to enroll to schools. Out of 1,429 preschool children 866 come from low income families. Out of 866 children with low incomes 626 received school supplies. Also 216 children from poor families received stationeries, shoes and school uniforms.

Social Pedagogues play a key role in supporting the children from low income families in new settlements. As such, QLP organized two training sessions for sixty two social pedagogues Unlike the traditional KAE ITT courses, the two training sessions involved other parties that social pedagogues should work with: local and international NGOs, international experts, local government representatives, Bishkek City District Education Department, the Police, the Ministry of Social Protection, and Family Medical Center.

#### ***Outcomes/ results***

- *1,429 children of 6 – 7 ages prepared for schooling through 100 hour state course for school preparation*
- *836 children from low income families received school supplies and enrolled in schools and educational establishments.*
- *626 children out of 836 received school supplies left from 100 hour state preschool preparation course*
- *210 out of 836 children of 6-7 ages from low income families supported with school stationary, school shoes or uniforms*
- *49 dropouts within the age range 7-15 enrolled in school or education establishments*
- *62 social pedagogues trained professionally through fifty eight hour training social pedagogy*
- *16 social pedagogues participated at the workshops with IC*

### **3. Undertake advocacy and information campaigns to ensure the educational needs of children and young people who live in the Novostroikas are met by the government of the KR**

YAP developed an advocacy campaign document to leverage recourses to ensure better access to education in new settlements. The main goal of this advocacy campaign is to support the children who have poor access to education in forty five new settlements around Bishkek. The local media was involved in this exercise. The campaign ensured smooth implementation of the program in the new settlements and increased public awareness in the community, decision making bodies, NGOs and other interested groups. Media coverage include: (i) 14 TV news broadcasted (*ELTR, Channel 5, National TV, NTS, MIR TV, Stan TV*); (ii) 35 online publications were in different sources as [www.kabar.kg](http://www.kabar.kg), [www.akipress.kg](http://www.akipress.kg), [www.24.kg](http://www.24.kg), [www.vesti.kg](http://www.vesti.kg), [www.report.kg](http://www.report.kg), [www.photo.kg](http://www.photo.kg), [www.times.kg](http://www.times.kg), [www.novosti.kg](http://www.novosti.kg), [www.kushkabar.kg](http://www.kushkabar.kg), [www.knews.kg](http://www.knews.kg), and [www.for.kg](http://www.for.kg); Eight (8) newspaper articles were published in *Vecherniy Bishkek*, and *Slovo Kyrgyzstana*; thirteen (13) radio programs aired through *Baldar FM, Kabarlar, Birinchi radio, Europa+*, and *Manas FM*; three TV shows in *Zamana, Azattyk+* programs; two (2) radio programs through *Kyrgyz National Radio*, and *Azattyk*.

Most of the journalists are highly enthusiastic and supportive in providing media coverage for these events.

YAP also developed a 'Social clip' that will give rise to public awareness about the importance of education despite the socio-economic situations of the population in new settlements.

#### ***Outcomes/ results***

- *14 TV news; 35 online sources articles; 8 newspaper articles; 13 radio news; 3 TV shows; and 2 radio programs broadcast:*

- *A social clip developed*

## **Task 2: Creation Positive Socio-Psychological Atmosphere in Schools during Post-Conflict Period in Jalalabad Oblast**

**Overview:** This task aims at improving the capacity of school administration in creating positive psychosocial school environment, increasing capacity of RaiOO/GorOO and Jalalabad Methodological Center in mentoring and monitoring on reconciliation school communities, and training of social pedagogues in Jalalabad Oblast.

### **1. Training of Social Pedagogues in Jalalabad Oblast**

QLP developed training module and handouts for social pedagogues. It provided methodical support to school social pedagogues planned to develop cases which would be presented to SP through Ray/GorOO Methodists.

QLP conducted TOT for independent trainers to attract them to attend one day and two-day training sessions for social pedagogues. Social pedagogues who participated in previous training programs took part in one-day training, and the recently hired ones participated in a two-day training session.

QLP hired trainers to conduct twelve training sessions for 352 social pedagogues. Toktogul, Toguz-Toro rayon and Kara-Kul SP did not participated at the trainings as they were not in the center of summer conflict. The social pedagogues actively participated at the trainings.

#### **Outcomes/results**

- *Nine independent trainers trained;*
- *Capacity for 352 social pedagogues built by providing of twelve trainings for them;*
- *Training module with handouts developed.*

### **2. Increase capacity of Ray/GorOO and Jalalabad Methodology center in mentoring, monitoring on reconciliation in schools and their communities**

The Head of the Jalalabad Methodological center (JAMC) was involved as a Local Consultant to support the QLP new task implementation. While being involved in QLP, Mr. Toktosunov learned lots of new skills and knowledge. He learned better analytical report writing. For the first time he started using e-mail communication, social pedagogy development, and monitoring of social pedagogues. He says: *"Thanks to the QLP I have opened a new page in my professional life. I deeply learned about the Social Pedagogy and its importance in the schools, especially after the conflict period. Moreover, JAMC specialists conducted a series of monitoring to support social pedagogues, which helped me and my colleagues to identify the problems of social pedagogues' activities, consequently that reflected on JAMC activity. The results of the monitoring gave me opportunity to understand the necessity of social pedagogy in each school, especially in creating an enabling inter-ethnic environment among students. To call the MOES attention, I developed an analytical report on status of Social Pedagogy in Jalalabad oblast and organized a Round Table that gathered together MOES, KAE, Schools, Ray/GorOOs, Police, local government, and the community leaders. All above-mentioned activities were supported by the QLP."*

To increase capacity of Ray/GorOO and Jalalabad Methodology center in monitoring, QLP developed a two-day training module and handouts for Ray/GorOOs and Jalalabad MC and conducted for them two day training on social pedagogy. QLP included into the training module general information on social pedagogy, functional duties, documentations of social pedagogues, and information how to conduct monitoring and provide methodological consultation support to social pedagogues. After trainings Methodological Center jointly with Ray/GorOO Methodists developed the schedule of the monitoring of the social pedagogues and conducted them. Project supported them in the process of the monitoring.

The project hired LCs to finalize handbook for social pedagogues and training modules for further distribution them to all ITTIs and MCs. Handbook was finalized but not printed. It will be printed out in October, 2011 and presented in National Forum in November.

#### **Outcomes/results**

- *Trainings on SP for fifteen Ray/GorOO specialists;*

- *LCs jointly with of Ray/GorOO Methodists monitored forty nine schools;*
- *Handbook for social pedagogues and training modules were finalized.*

### **3. Improving capacity of school administration in creating positive socio-psychological school environment**

QLP collected and analyzed information of the monitoring in the Progress Report. The report captures data on social pedagogues in oblast schools, activity of social pedagogues, problems methodological support Ray/GorOO jointly with JAMC provided to social pedagogues and recommendations to improve social pedagogues' activity.

The project conducted one three-day workshop for social pedagogues and Ray/GorOO Methodists. To hold this event QLP invited an international consultant from Lithuania. The IC provided consulting services on Social Pedagogy to experts and participated at the three day workshop and Round Table. The IC also shared international experience on developments in social pedagogy and discussed and analyzed with workshop participants some cases. Participants were able to compare developments of SP in Kyrgyzstan with international experience.

Representatives of MOES, KAE, social care, police, local government, heads of Ray/GorOO, and some SP participated at the roundtable. Participant discussed the best practice of SP, results of the project activity and at the end they developed the Resolution on SP improvement. Results and resolution of the roundtable will be presented at the national Forum in November, 2011.

The social pedagogues will become familiar with Resolution in newspaper *Kut Bilim* (see attachment#J.1). Head of JAMC presented Analytical Report on SP activity in Jalalabad oblast in post- conflict period at the Round Table on August 3, 2011 with the participation of MOES and KAE representatives (see the full version of the Report in Attachment#J.2).

Analytical Report with recommendations was handed to the MOES.

#### **Outcomes/results**

- *Ray/GorOO representatives and some social pedagogues participated at the three day workshop;*
- *Round Table for Representatives of MOES, KAE, social care, police, local government, heads of Ray/GorOO, and some SP organized*
- *Resolution of the Round table developed and published in state newspaper “Kut Bilim”;*
- *Analytical Report with recommendations handed to the MOES.*

### **Task 3: (IR 4+) Increased effectiveness of Education Finance Systems in Issyk-Kul and Batken Oblasts**

#### **SIR 4.1: Increased Government Capacity in the Implementation of Education Finance Reform**

##### **SSIR 4.1.2: Improving School Management**

##### **4.1.2.1. Strengthening capacity of national trainers prepared with the QLP**

One two-day TOT “Financial Management in School Education” was conducted for specialists of in-service education institutes on November 2010. Twelve specialists from Kyrgyz Academy of

Education, Issyk-Kul ITTI and Osh ITTI participated. QLP printed and distributed 134 copies of the “Financial Management in School Education” (in Russian) to library funds of Osh ITTI, Issyk-Kul ITTI and KAE. At present time, 170 copies of this updated module on Kyrgyz and Russian are being printed for them.

*This training module and replenishment of ITTI’s libraries helps to strengthen capacity of national trainers and state institutions on financial management issues.*

#### **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. Strengthening capacity of national trainers prepared with the QLP**

One two-day TOT “Community Involvement in School Management” was conducted for specialists of in-service education institutes on November 2010. Twelve specialists from Kyrgyz Academy of Education, Issyk-Kul ITTI and Osh ITTI participated.

QLP printed and distributed 134 copies of the “Community Involvement in School Education” (in Russian) to library funds of Osh ITTI, Issyk-Kul ITTI and KAE. At present time, 170 copies of this updated module on Kyrgyz and Russian are being printed for them.

*This training module and replenishment of ITTI’s libraries helps to strengthen capacity of national trainers and state institutions on community involvement in school management issues.*

###### **4.2.1.2. Informational support of Issyk-Kul and Batken oblasts in creating Community Involvement in School Management**

600 copies of practical manuals “How to start” and “Planning of Joint Activities between School and Advisory Committee” (AC) in Kyrgyz language were printed for providing informational support in creating Community Involvement in School Management in schools of Issyk-Kul and Batken oblasts. 450 copies of “How to start” were distributed to school principals of Batken and Issyk-Kul oblasts during the informational (orientation) workshops on community involvement strategy. 150 copies “Planning of Joint Activities between School and Advisory Committee” will be distributed to newly registered ACs during trainings in PY5.

*These practical manuals provided needed basic information about the process of community involvement in school management starting from establishing /opening of AC, areas in which AC can cooperate/support school, and samples of joint plans in different directions of joint cooperation in order to improve education.*

###### **4.2.1.3. Informational workshops for schools in Issyk-Kul oblast schools and communities**

QLP provided seven orientation workshops to school principals and parental community of Issyk-Kul oblast. 213 people participated on these workshops. Specialist of MOES KR and chairperson of Chui #1 School Advisory Committee participated on these workshops together with QLP. The MOES specialist shared information about ministry’s strategy and vision of community involvement issues. QLP presented information about (i) project and its work in Chui oblast on implementation community

involvement strategy, (ii) further steps of project on implementation community involvement in Issyk-Kul oblast, (iii) social partnership and international experience in this issue, what kinds of social partnership we have in Kyrgyzstan, what advantages and disadvantages they have and so on. Chairperson of Chui #1 School Advisory Committee shared with his practical experience on creation and work of AC in Chui oblast, what kind of problems and success he experienced (see Attachment # 4.6).

QLP collected forty five Letters of Interest from schools of Issyk-Kul oblast against thirty planning. It was decided that to thirty schools QLP will provide technical and financial support in juridical registration of ACs as planned, other schools will receive technical/consultative/training support.

*These informational workshops increased the awareness of school principals and parental community of Issyk-Kul oblast on social partnership and community involvement issues. Letters of Interest showed that schools and parental community already cooperated in order to improve school environment and quality of education. Cooperation need to be formalized in legal way.*

#### **4.2.1.4. Informational workshops for schools in Batken oblast schools and communities**

QLP provided six orientation workshops to school principals and parental community of Batken oblast. 236 people participated on these workshops. Specialist of MOES KR and chairperson of Chui #1 School Advisory Committee participated on these workshops together with QLP. The MOES specialist shared information about ministry's strategy and vision of community involvement issues. QLP presented information about (i) project and its work in Chui oblast on implementation community involvement strategy, (ii) further steps of project on implementation community involvement in Batken oblast, (iii) social partnership and international experience in this issue, what kinds of social partnership we have in Kyrgyzstan, what advantages and disadvantages they have and so on. Chairperson of Chui #1 School Advisory Committee shared with his practical experience on creation and work of AC in Chui oblast, what kind of problems and success he experienced (see Attachment # 4.7).

QLP collected thirty five Letters of Interest from schools of Batken oblast against of thirty planning. It was decided that to thirty schools QLP will provide technical and financial support in juridical registration of ACs as planned, other schools will receive technical/consultative/training support.

*These informational workshops increased the awareness of school principals and parental community of Batken oblast on social partnership and community involvement issues. Letters of Interest showed that schools and parental community already cooperated in order to improve school environment and quality of education. Cooperation need to be formalized in legal way.*

#### **4.2.1.5. Registration of ACs in Issyk-Kul oblast**

QLP hired lawyer for accomplishment the process of registering of new established Advisory Committees of Issyk-Kul oblast in justice department. At present time lawyer is providing technical support to forty five ACs. This includes (i) collection all necessary forms and applications; (ii) review the legislation on c reation and registering of non-commercial organization; (iii) work with justice department in Issyk-Kul oblast; (iv) preparation all needed legal documents as regulations, charters, protocols.

#### ***Outcome/results***

- *One TOT on financial management held, twelve specialists of in-service education institutes were trained, 134 copies of training module “Financial Management in School Education” were printed for replenishment of library fund;*
- *One TOT on community involvement held, forty twelve specialists of in-service education institutes were trained, 134 copies of training module “Community Involvement in School Management” were printed for replenishment of library fund;*
- *600 copies of practical manuals – “How to start” and “Planning of Joint Activities between School and Advisory Committee” - were printed;*
- *Seven informational workshops on community involvement with school principals and parental community were conducted in Issyk-Kul oblast;*
- *Six informational workshops on community involvement with school principals and parental community were conducted in Batken oblast*

## **2. Implementation Challenges**

### Task 1: YAP

- Delay in the approval process of the work plan contributed to challenges during the implementations;
- Forging necessary cooperation between the NGOs and the local government (MTA) was a challenge;
- Weekly report requirements from the QLP was time consuming, especially during the tight scheduled activities of YAP

### Task 2: JAP

- Some social pedagogues still do not clearly understand their responsibilities and the responsibilities and roles of the social institutions in the community;
- Lack of methodological materials on social pedagogy;
- Some school administration still do not clearly understand the roles and responsibilities of SPs and zavuch;
- Social pedagogues of the oblast need in full/regular 72 hours ITT courses;
- Shortage of human resources in Ray/GorOOs that would coordinate the Social Pedagogues activities properly

## **3. Cooperation with local counterparts**

MOES of the KR: The QLP involves TEs and LCs from the MOES for developing/modifying teaching and learning materials.

KAE: QLP works closely with KAE while implementing the project assignments that are focused on other regional ITTI/MCs. Technical experts and consultants are involved in the modification of the ITT standards, materials, etc. Through KAE, the project organizes different activities for the instructors of KAE and regional ITTI/MCs.

MOF of the KR: MOF is needed in implementing the PCF system in Chui Oblast and reforms in school financial systems;

'Kut Bilim': The *Kut Bilim* is the key national newspaper that targets schools and education system in general. Through this newspaper teachers have opportunities to share their best teaching and learning practices. QLP officially cooperates with the newspaper that helps to spread out the project materials, activities, successes, and the issues. Thus, *Kut Bilim* publishes lesson plans on target subjects; Math, Kyrgyz, and Primary classes that are developed by the QLP target school teachers.

Rayon Financial Departments or RayFO: are the important linking organizations between MOF and schools in coordinating the accounting process.

Central Trade Union of Education: The member of EFWG that deal with discussion of PCF issues.

School Advisory Committees: the ACs play great role in implementing the tasks of Education Finance management component that includes community involvement in Chui, Issyk-Kul and Batken oblasts.

Bishkek Mayor's Office and Local Governments (MTA): Task 1, YAP cooperated with Bishkek Mayor's Office while organizing/conducting household survey in 45 new settlements. Also, in implementing the Small Grant Programs (SGP) for the NGOs and MTAs.

Bishkek City Development Agency (CDA): CDA and QLP jointly worked on implementing the SGPs for NGOs and MTAs. Also, CDA supported to develop and run the social clip.

NGOs: NGOs and YAP worked together on Household Surveys for identifying children of pre-school ages and drop outs; cooperation between the local government, NGOs, and Social Pedagogues in supporting the access to education for children; and SGPs implementation in 45 new settlements.

World Youth Assembly (WYA): Supported some children in needs from low-income families of new settlements with school supplies that QLP could not cover.

International Labor organization (ILO): ILO cooperated with QLP in implementing the tasks related to the Accelerated Learning (AL) program; particularly, in development of AL program, conducting training on AL, and piloting of the AL courses.

#### **4. Activities for next year**

##### Task 1: YAP

- Approval and publication of the accelerated learning course in Kyrgyz and Russian languages
- Publication of the Handbook for Social Pedagogues
- Publication of 58-hours training module on social pedagogue
- Organize National Forum/ Round Table on social pedagogy with involvement of IC
- Organize Media Tour and Press- Conference
- Monitoring of NGOs that work with SGPs new settlements
- Monitoring of NGOs that support the children who were trained in preschool and drop outs with access to education
- Develop Analytical Report of overall activities YAP with recommendation to key state partner organizations

- Organize De-Briefing of overall YAP 2010/11 activities where NGOs/INGOs and stakeholders will take part in

#### Task 2: JAP

- QLP will update 72 training modules on social pedagogy. Training module will include all recommendations gathered from the trainings and handouts for participants will be supplemented to the training module;
- KAE will approve 72 training module on social pedagogy with handouts at the Academic Council, thus approved training module will be recommended to all regional ITTIs/ MCs to incorporate into their regular courses;
- QLP will support 6 ITTIs'/MCs (Osh, Naryn, Issyk-kul, Jalalabad, Batken, Talas) instructors to participate at the National Forum on social pedagogy in Bishkek. Representatives of ITTIs/MCs can share their experience and get necessary information on social pedagogy and develop recommendations of SPs' activity improvement;
- Project will develop Practical Guide on the basis of the case study, it will be methodological support to the SPs. As there are a few literature on social pedagogy in Kyrgyzstan compliant to the SP needs it is worth to develop such kind of Guide, which will include information on SP, Methods, cases from the real life and ways of their solving;
- QLP will support JAMC to conduct 72 hour training on SP by observing regular courses and giving feedback. JAMC will conduct trainings for its SP in their regular courses and QLP with KAE specialists will observe these trainings. Upon the results of the observations project experts will provide feedback and recommendations of course improvement, or training skills improvement.

### **5. Achievement of targets for the Quarter (including M&E Report)**

#### Task 1: YAP

- 1,429 preschool ages children were trained in 100 hour preschool courses by the QLP support;
- 62 social pedagogues were trained professionally through the regular ITT courses (58 hours). Sixteen (16) out of 62 SPs come from schools that serve the population of 45 new settlements;
- 2,000 flyers on QLP YAP were developed and distributed to the target schools, NGOs, and QLP partner institutions

#### Task 2: JAP

- SPs in each school are hired;
- about 352 SPs participated at the QLP trainings;
- Provided trainings to the SPs and Ray/GorOO specialists helped schools to systemize SPs activity. After the training SPs could work with different NGOs, local authorities and other social institutes to make work more effective and essential.
- The presence of the SPs in each school could help student of risk groups to get over their problems and begin active life, without any deviations.
- MOES interested in development of SP in Kyrgyzstan, so they will support SPs activity. KAE is ready to support project to update 72 hour training module and recommend all regional ITTIs/MCs to incorporate into their regular courses approve training module.
- SPs expressed their need to organize some informative meetings among the SPs and share their experience, discuss some problems and find together ways of solving the problems.

## 6. Proposed changes to the work plan/operational arrangements

n/a

## 7. Support from USAID required

Support JAMC to get state financing to provide regular courses to SPs/8. Analysis of the project's contribution to education development in the country:

### Task 1: YAP

NGOs have established good relationship with MTAs and social pedagogues at the local level. This will guarantee community involvement in the future to resolve problems on access to education in the new settlements. It is also expected that the approved Accelerated Learning course in Kyrgyz and Russian languages will be used in the near future by Kyrgyz education system.

Handbook for social pedagogues will be the first publication of its kind in Kyrgyzstan for professional development of social pedagogues and will contribute to the development of this profession in the future.

YAP activities that include advocacy and information campaign attracted attention of the community and with regard to problems access to education in new settlement and community awareness is growing by the day. Bishkek Mayor's Office will have to work closely with MOES in providing children with access to education in new settlements.

### Task 2: JAP

Involving MOES and KAE to the Round Table in Jalalabad generated a "Resolution" that will be one of the key sources for further improving Social Pedagogy in the region. Accordingly, MOES and KAE - the key policy and decision makers in the education system - will support the introduction of Social Pedagogy in the oblast. This initiative will require the support of international consultants to further improve its application.

## 9. Meetings/Travel/Staff changes Analysis of the project's contribution to Education development in the Country

### **A. Meeting with USAID and partners**

Date	Organization	Key representatives of the organization	Key agenda items
<i>Task 1: YAP</i>			
July 26, 2011	MOES	Kudaibergenova D.K.	Media Tour / Presentation of the second draft of the accelerated learning course
July 26, 2011	Education Department of Bishkek City	Suhadubova N.A.	Presentation of the second draft of the accelerated learning course/ working group
July, 2011	Ala Too Center of Development	Omurakonova Narynkul	Handing school stationary for 59 children in new settlement of Ak Ordo
July 30, 2011	World Youth Assembly	Tashbaev Kanat	Handing school stationary for 59 children in new settlement of Ak Ordo
August 8, 2011	City Development Agency	Chokiev M.T.	Commission Board on selection of the company for social clip development
July 1, 2011	USAID	Konurbaev Erkin, COTR	Monitoring of small grant project

<b>Date</b>	<b>Organization</b>	<b>Key representatives of the organization</b>	<b>Key agenda items</b>
July 29, 2011	UNDP	Keneshbek Sainazarov	
July 27, Aug. 12, July 2011	Bishkek City Development Agency	Musuraliev K.N.	Media Tour / Commission board on selection of the company for social clip development / Monitoring of small grant projects
July 6, 2011	ILO	Kurbanova A.	Presentation of the first draft of the accelerated learning course
	MOES	Burnhina V.A.	
August 10, 2011	Eurasia Foundation	Diykanbaev M.	Working group
		Nadirbekova A.	
July 6, 2011	MOES	Baltieva V.	Presentation of the first draft of the accelerated learning course
August 5, 2011	Ministry of Social Protection	Horoshman E.G.	Workshop for Social Pedagogues
August 10, July – Sep. 2011	NGO, Agerkech	Temirova I.O.	Working group meeting/ Small grant project
	NGO, Budushee Detey	Tilenbaev Ch.	
	NGO, Sovet po pravam cheloveka	Sultanalieva G.	
	NGO, SBDC Consult	Kenjeebaeva J.	
	NGO, Prodvijeniye	Ormokeeva N.	
	NGO, Kokjarskiy	Keneshova Bermet	
	NGO, Kainar	Akmatova A.	
	NGO, Dialog	Kendirbaeva N.	
	NGO, Child Protection Center	Itikeeva Mira	
	NGO, Arysh	Ajimamatova R.	
	NGO, Erayim	Kanybaev Mukan	
	NGO, Ashar	Myrzakulov Sapar	
	NGO, Childhood Institute	Abduvalieva A.	
	MTA # 4	Bariev K.	
MTA Chon Aryk	Sydykov M.		
MTA # 14	Toichiev N.		
July – Sep,	Buchur	Ergeshova Kumar	SGPs/ Working group/ Media Tours/ providing children with access to education n / Handing school stationary for 59 children of Ak Ordo new settlement
July- Sep., 2011	NGO, Child Protection Center	Alybaeva Nurgul	Providing children with access to education n
<i>Task 2: JAP</i>			
August 3,2011	MOES	Damira Kudaibergenova	Round Table
August 3,2011	KAE	Makil Imankulova, Kaliman Djunushalieva	Round Table
August 3,2011	JAMC	Akylbek Toktosunov, Head of the JAMC	Round Table

## **B. Change in Staff**

n/a

## C. Consultants

Dates of consultancy	Name of consultant	Tasks
<i>Task 1: YAP</i>		
July 25-27, August 10,	Djakubova N.I.	Development of the agenda of the workshop for social pedagogues/ Working group meeting
July 25-27, 2011	Ashymbaeva T.A.	Development of the agenda of the workshop for social pedagogues
August 10, 2011	Amerhanova S.A.	Development of the handbook for SP/ working group meeting
July 6, 2011	Trofimenko L.N.	Presentation of the first draft of the accelerated learning course
July 6, 2011 August 10, 2011	Eralieva Ch.K.	Presentation of the first draft of the accelerated learning course/Working group meeting
August 8-12, July 6, July 26, 2011	Fadeeva G.N.	Development of the agenda and training module in Russian on accelerated learning course for teachers / Presentation of the first/ second draft of the accelerated learning course
August 8-12, July 6, 2011 July 26, 2011	Dudkina O.I.	Development of the agenda and training module in Russian on accelerated learning course for teachers / Presentation of the first/second draft of the accelerated learning course
August 8-12, 2011	Attakurova Ch.A.	Development of the agenda and training module in Kyrgyz on accelerated learning course for teachers
August 8-12, July 26, 2011	Turusbekova A.E.	Development of the agenda and training module in Kyrgyz on accelerated learning course for teachers Presentation of the second draft of the accelerated learning course
July 6, 2011 July 26, 2011	Sultanova G.K.	Presentation of the first/second draft of the accelerated learning course
July 6, 26, August 10, 2011	Orusbaeva T.A.	Presentation of the first/second draft of the accelerated learning course/ working group meeting
July 6, 19, 26, 2011	Abdraeva N.E.	Presentation of the first/second draft of the accelerated learning course
July 6, 2011	Segizbaeva N.K.	Presentation of the first draft of the accelerated learning course
<i>Task 2: JAP</i>		
July 25- August 7, 2011	Nurjamal I. Djakubova	Develop training modules and handouts for three day workshop for social pedagogues. Develop program for the Round Table in Jalalabad. Conduct three day workshop for SPs in Jalalabad oblast. Conduct three day workshop for SPs in Bishkek oblast.
July 25- August 7, 2011	Toktobubu Ashimbaeva	Develop training modules and handouts for three day workshop for social pedagogues. Develop program for the Round Table in Jalalabad. Conduct three day workshop for SPs in Jalalabad oblast. Conduct three day workshop for SPs in Bishkek oblast.
July 25- August 7, 2011	Violetta Vaicekauskienė	Develop training modules and handouts for three-day workshop for SPs. Develop program for the Round Table in Jalalabad. Conduct three day workshop for SPs in Jalalabad oblast. Conduct three day workshop for SPs in Bishkek oblast. Make presentation on international experience of the SP development at the Round table. Involving in the handbook development.

## D. Major Procurements

n/a

## E. Staff Travel / Visitors

<b>Dates</b>	<b>Name</b>	<b>Purpose</b>
<i>Task 2: JAP</i>		
July 31- August 4, 2011	Akylbek Joldoshov, Program Manager	Observation of three day workshop on social pedagogy for Ray/GorOO specialists, Independent trainers and SPs. Participation at the Round Table on discussing results of the SP activity for the 2010-11 academic year period in Jalalabad
July 31- August 4, 2011	Alia Burkitova, JAP Task Local Consultant.	Observation of three day workshop on social pedagogy for Ray/GorOO specialists, Independent trainers and SPs. Participation at the Round Table on discussing results of the SP activity for the 2010-11 academic year period in Jalalabad
July 31- Aug. 4, 2011	Sevara Mirzaeva, Program Assistant	Financial assistance of the three day workshop for social pedagogues and Round Table.
August 2-4, 2011	Saule Khamzina, CD	Participation at the Round Table on discussing results of the SP activity for the 2010-11 academic year period in Jalalabad
July 31- August 4, 2011	Alimzhan Masaev	Participation at the Round Table on discussing results of the SP activity for the 2010-11 academic year period in Jalalabad and make publication.
<i>Task 4: ICT</i>		
Sep. 20 – 22, 2011	Akylbek Joldoshov, Program Manager	Delivering the ICT equipments to JASU and OshSU. (SIR 1.1: Literature and equipments to Osh ITTI and Batken MC. And SIR 1.3: Participation in Mentoring Conference in Osh ITTI on Sep. 22, 2011)

# *Turkmenistan*

## **Improved Quality of Teacher Training and Student-Centered Methodologies**

### **A. Goal**

The primary goal of IR1 is to improve the quality of teacher training programs emphasizing student-centered methodologies. In the context of education development in Turkmenistan, QLP targeted support to teachers and educators to utilize ICT technologies in support of the teaching and learning process. QLP developed plans to actively engage teachers, administrators and staff from in-service training institutions and structures to upgrade the quality of in-service teacher training programs; thereby better equipping teachers to deliver higher quality classroom teaching utilizing interactive methods, using Interactive Whiteboards (IWB) effectively, and using modern pedagogy.

QLP has focused on the three sub-objectives to achieve the IR1 objective:

- 1) improving the quality of teacher training in student-centered methodologies;
- 2) supporting teachers and educators to utilize ICT technologies to support the teaching learning process; and
- 3) seeking engagement with formal education structures to introduce impacts under 1) and 2) more systematically.

In PY4, QLP took part in the Government International Exhibitions on 24-26 November and 12-14 June. During Exhibitions, QLP presented informational material for teachers on multimedia technologies (November) and presentation of USAID innovative proposals. This presentation has attracted interest of high level representatives of the Ministry of Foreign Affairs (MFA), Academy of Science (AOS) and Ministry of education (MOE).

During the International Educational Conference (June), held in parallel with the exhibition, the QLP COP presented a report 'Learning and the use of Information and Communications Technologies in the Classroom' to support further acceptance of USAID's Education strategy in the country. This report was very important both politically and programmatically and attracted the attention of scientists and methodologists. Sixty-five copies of the report text (English/Turkmen/Russian) were distributed largely to Professors, teachers and students from the Higher education system, and officials from the Academy of Science and the Ministry of Education.

These kinds of exhibitions and conferences provide a good opportunity to present USAID's strategy in Education and QLP's ideas and materials to officials (MFA, MOE, and AOS) and to establish contact with them, because the usual channels for USAID projects to approach Ministry and other government officials is only through the diplomatic notes, thus these official activities create the opportunity for direct contact with officials and to demonstrate and show materials first hand.

In PY5 QLP is planning to take part in further exhibitions and conferences organizing by the MOE and AOS.

### **B. Strategies**

#### **IR 1 Improved Quality of In-service Training**

##### ***SIR 1.1 Improving the Quality of Teacher Training in Student-Centered Methodologies***

###### **1.1.1 Develop training programs relevant to the Turkmen context.**

Teachers in Turkmenistan tend to use teaching approaches based upon the legacy of the Soviet Union even though some parts of the curriculum were redeveloped based upon Turkmenistan's policy and ideology developed following independence. The government has adopted a policy of modernizing the education system,

but this has largely been one of upgrading infrastructure and introducing modern ICT technology into schools and classrooms without a parallel skills training process. The existing in-service training system is very traditional and has limited reach, both geographically and in terms of modern pedagogy. Teachers have experienced great difficulty in integrating this technology into the teaching process not only because of a lack of IT skills but also significantly due to a lack of understanding on how to use such technology in a pedagogically effective way. This relates to the traditional teaching approaches that exist in the education system. Without an understanding of a wide range of pedagogical approaches, it is extremely difficult to work out how to utilize technology to bring about specific learning if a teacher tended to only use memorization as their approach to student learning.

In order to implement the second sub-objective i.e. supporting teachers and educators to utilize ICT technologies to support the teaching learning process (which is on paper a Turkmenistan government policy), QLP has developed a five-day training, of which four are devoted to effective pedagogy and assessment, and one to the technical use of the interactive whiteboard. The training has already been tested in training centers in Lebap Velayat, Ashgabat City and Mary Velayat and was well received.

Following the extensive round of training performed in the summer of 2011, training materials are being updated on the basis of teachers' proposed additions and comments, with reference to their knowledge of MOE requirements.

It should be noted that the training materials developed by QLP on 'Student Learning Objectives' (the First Module) are relevant not only for Educational centers but are also used by the local organization "Alma Mater" who received a grant from the US Embassy for carrying out training of secondary school teachers in Turkmenistan

### **1.1.2 Trainers' capacity building**

In PY4, QLP provided training of trainers (TOT) for staff and local teachers at the training centers. These officially recognized education centers in Lebap, Mary and Ashgabat have provided a good opportunity for QLP to support the training of trainers involving specialists from these centers, as well as from school teachers invited by the centers. In Lebap at the 'Dil' center were prepared twenty-one trainers. In Ashgabat and Mary, at the base of 'Hemayat', centers were trained eighteen people (ten and eight respectively).

QLP developed and provided Trainer Manuals for the First and Third Module. In addition, there additional training was carried out on the second module using the interactive whiteboard to reinforce trainers' skills on working with IWB.

#### **Outcomes:**

- *Increased capacity of Ashgabat, Lebap and Mary training centers involving staff and local teachers by providing TOT.*

### **1.1.3 Support training centers to develop a systematic training approach**

One of the aims of this sub-component is to support independent training centers to implement a systematic training program and approach in order to demonstrate effective training delivery that supports in-service training of teachers, and to do so in such a way that can be adopted by the state in-service training structures at the national and Velayat level.

'Dil' – a center for such purposes - is used by the Lebap Velayat education department to deliver in-service teacher training programs. During PY4, at 'Dil' center, 280 school teachers of Lebap Velayat were trained on 'Information and Communication technologies – joint activity of the teacher and students'. The training was

Teachers who participated in QLP trainings said that trainings helped them:

- ✓ To put lesson objectives from student's position;
- ✓ To use multilevel questions to increase and activate student's cogitative activity;
- ✓ To use open-ended questions and problems;
- ✓ To focus on practical application of school knowledge for students not only on remembering factual knowledge;
- ✓ To agree lesson objectives jointly with students and demonstrate to them which kinds of activity enables them to be achieved;
- ✓ To work out assessment criteria;
- ✓ To use active methods of teaching;
- ✓ To use self-assessment and self-analysis of students.

organized into three stages. In January, February and March 2011 training sessions were conducted on the first, second and third modules, respectively. This allowed QLP to prepare training materials and immediately to test them in practice. It should be noted that the second module 'Interwrite PRS - the system of operational control of knowledge' has been in great demand by Lebap Oblano. Using this material developed by QLP, the Head of "Multimedia Laboratory" of Lebap Velayat indirectly trained an additional 200 teachers. After the suspension of USAID activity in Turkmenistan, because of the diplomatic note from MFA in April/May 2011, QLP helped to organize and conduct training for 150 teachers on three modules, but without the direct USAID visibility.

In Ashgabat and Mary, the training organization 'Hemayat' works with schools and the education authorities to provide training for teachers. In Ashgabat, Hemayat received requests directly from schools to train teachers and register the training plans with the authorities.

In July-September, 222 teachers were trained on 'Information and Communication technologies – joint activity of the teacher and students'. Forty-five teachers from Geok-tepe Etrap of Ahal Velayat were trained indirectly, using QLP materials, but without funding from the project.

In Mary, Hemayat has a close working relationship with the Velayat education department who assigns groups of teachers to be trained based upon a training plan submitted by Hemayat. During July –September 2011, trainers of 'Hemayat' center trained 325 school teachers on 'Information and Communication technologies – joint activity of the teacher and students'. Materials and the training program were received well; teachers and school principals thanked the organizers of the training for the timely and very necessary training giving not only new approaches to modern pedagogy but demonstrating their applications to IWB and how to use IWB pedagogically (**Attachment 1**).

### **Outcomes**

- QLP directly supported the training of 827 teachers in *Ashgabat, Lebap, and Mary, while an additional 395 teachers received training indirectly using the QLP materials*
- *Training materials updated based upon participant and trainers feedback and prepared as final product*
- *Training model delivered by training centers in three locations (Lebap, Mary and Ashgabat)*

### **Institutionalization and Sustainability**

- *Teacher training programs (Math, Geography, Biology) using modern pedagogy and applied to ICT technologies distributed to government (NIE) and Non-government training organizations*
- *Trainers from both government and NGO organizations trained in modern training approaches*

## **SIR 1.2 Support Teachers and Educators to Utilize ICT Technologies to Support the Teaching and Learning Process**

### **1.2.1 Develop training materials**

QLP, with the support of Regional and Local Consultants, developed and updated training materials on ‘Information and Communication technologies – joint activity of the teacher and students’.

QLP translated (into Turkmen) and distributed all training materials to Educational centers and schools.

QLP developed and is implementing one-day training on the technical use of the interactive whiteboard as part of the integrated five-day training package. A Trainers Guideline on IWB for teachers was developed. This material was updated, consolidated and translated into Turkmen.

**Impact of QLP trainings on teachers and their teaching:**

- 55% of teachers who participated in trainings started to study computer literacy
- 35 % of teachers who participated in trainings have decided to buy computers or to update their computer programs;
- 65 % of teachers who participated have urgently obtained USB flash drives to record electronic materials and the information from the trainings and other sources;
- Teachers have started actively work on IWBs;
- over 90 % of participants said that was the first training the participated in
- QLP trainings gave an opportunity for schools to activate their Interactive White Boards (IWB) (before trainings a lot of IWBs were not used by teachers);
- Now teachers include in their lessons plans the purpose of using an IWB, therefore they ask the school director to include their multimedia lesson in the schedule (timetable) to be allocated a classroom with an IWB;
- Before the QLP training only 5% of participants used during IWBs, after QLP trainings near 100 % started to use IWBs;

A Trainers Guideline on the First (‘Defining learning objectives from the perspective of the activity approach’) and Third (‘Pedagogical testing technology as a way of effective control of students' knowledge’) modules was developed and translated into Turkmen.

Teachers have understood the potential impact and opportunities offered by the Internet and started to use it for their work.

- Teachers started to develop model lessons including the specific use of IWBs and electronic assessment methods;
- Participants of training started to plan their lessons using cross-subject communication with other colleagues;
- Teachers started to give new forms of homework for students including new kinds of activity, focusing on students’ creativity, initiative, joint activity, etc;
- Teachers involve their students in the creation electronic materials for the IWB (video lessons, pictures, animations, photos, films, cards, music ...)
- QLP trainings gave new opportunities for teachers’ cooperation and mutual support and not only within school, but also between schools;
- QLP/TOT trainings gave an opportunity to organize in-service teachers’ trainings at schools not only for teachers but also for school administrators;

**1.2.2 Develop supplementary materials for teachers**

Supplementary materials (in digital format) were developed for teachers. These materials are provided during the training session so that teachers have resources to help them when they are back in their classrooms. These include lesson plan formats, model lesson plans, digital resources, and links to useful websites.

QLP will continue to develop these resources based upon the needs of teachers. By the end of the project, a set of hyperlinked CD ROMs will be produced and handed over to project partners and counterparts.

***SIR 1.3. Work with Government Institutions (MOE & NIE) to Implement the Outputs of 1.1 and 1.2 Systematically***

**1.3.1 Training in modern pedagogy and its role in effective use of ICTs in the classroom**

The project submitted two diplomatic note through USAID/US Embassy during the year to propose trainings involving International Consultants in this area (including 1.3.2). Each time the Ministry of Education responded (through the Ministry of Foreign Affairs) that they did not refuse the proposal, but required some changes in the approach/proposal, despite informal contact with the National Institute of Education (NIE) showing that they support the plans. This suggests that there are political considerations from the Government of Turkmenistan that is creating barriers for technical cooperation between the project and the National Institute of Education.

For a period of time (April-June) the US Embassy requested projects not to make proposals for the Government due to difficulties in the government to Government relations. This coincided with the refusal of a visa for the Chief of Party to visit Turkmenistan.

In August 2011 visas for the proposed trainers and International consultant (including COP) were approved and full preparations were made for a workshop with the National Institute of Education, but an official response was not received from the MFA until September, after the International Consultants had left the country. The consultant's time was used to support capacity building of QLP staff and a review of training materials.

### **1.3.2 Support the National Institute of Education to develop ICT content (software) for the classroom**

Following discussions during a workshop held with the National Institute of Education in August 2010 the project proposed a skills training study tour to Moscow for NIE staff and other education department technical staff in order to build capacity to create the proposed digital library/archive (see 1.3.3) in the year four work-plan. While the national Institute of Education have feedback that they are very interested in this plan, official responses to diplomatic notes have not given this proposal a green light, though the proposal has not been rejected. QLP will repeat the proposal in early year five.

### **1.3.3 Support the NIE and Velayat education departments to develop an ICT Digital Library for Turkmenistan**

The proposed skills training to set provide the capacity building for this activity has not yet taken place (see 1.3.1/1.3.2). It is hoped this can be approved in early year five.

### **1.3.4 Support the National Institute of Education to deliver trainings at Velayat level**

This activity follows 1.3.1 and so is not able to be started until approval from the Ministry of education is received to conduct the activity planned under 1.3.1.

## **2. Implementation Challenges**

### SIR 1.3

- The central bureaucracy, inertia and political considerations of the government of Turkmenistan, allied with some worsening of the bilateral relations during year 4 have severely hampered the projects ability to work directly with the National Institute of Education. This is despite clear informal feedback from the National institute of Education that they are interested in what the project is offering, but also shows that the NIE has no real influence on the decisions taken by the Ministry of Education.
- Visa refusal hampered the COP's ability to manage the program on the ground

## **3. Cooperation with local counterparts**

- The project has had a successful year working with the 2 local training partners and through this cooperation more than 1200 teachers have received the benefit of the training developed by the project
- Collaboration with the government counterpart, the National Institute of Education, has been problematic for political reasons

- The project has provided technical support and training indirectly with Velayat education departments (Lebap, Mary and Ahal) and teachers through its cooperation with its local training partner organisations.

#### **4. Activities for next year**

In the fifth and last year the project will continue to seek to cooperate with the government and the Ministry of Education in order to provide technical assistance to the National Institute of Education in order to create digital resources for teachers and a systematic and modernised in-service training approach, based upon the needs of Turkmen teachers. Should this prove to be a challenge as it has in year four the project will create some digital resources directly and provide them to teachers trained through its local training partners.

The project will continue through the year to work with its local training partners and extend the coverage of teachers trained. This may include broadening the geographic coverage, based upon discussions and agreement with USAID Turkmenistan.

#### **5. Achievement of targets (including M&E Report)**

##### SIR 1.1/1.2

- The project achieved its targets for training materials development
- The project surpassed its targets for training of teachers

##### SIR1.3

- The project was not able to achieve its outcomes with the government cooperation for reasons described in this report

#### **6. Proposed changes to the Work Plan/operational arrangements**

Based upon the disappointing level of government cooperation in year four, and the need for teachers to have digital resources to enable them to deliver the outcomes of training sustainably (something that was planned to be delivered through the government cooperation) the project may create a limited set of such materials directly, in order that these can be distributed by local training partners before the end of the project. This has been discussed in principle with the COTR, but will be discussed in detail further in order to request a more firm decision once progress during the first quarter of year five is assessed.

#### **7. Support from USAID required**

USAID support is required to enable the project to engage with the Government of Turkmenistan.

#### **8. Analysis of the project's contribution to education development in the country**

The project has demonstrated some of the technical approaches that would be useful for the country to adopt in order to make the hardware currently being installed in schools much more effective in bring improvements in educational achievement of students. This has been recognized informally by the National Institute of Education but sadly the offers of technical assistance have proved politically difficult for the government to accept to date.

The project has been successful in developing relevant training materials, in local languages, and has provided capacity building to two key local training centres, who cooperate with education department locally, who in turn have trained more than 1200 teachers already. This approach offers a locally appropriate model that can be taken up more systematically at government level.

## 9. Meetings/Travel/Staff changes Analysis of the project's contribution to Education development in the Country

### A. Meeting with USAID and partners [QR-4 only]

Date	Organization	Responsible staff of organization	The main issues discussed
01.07.2011.	Meeting with the IC	Jeff Paul Carpenter, Terry Giles	Discussion on future workshop in NIE
04.07.2011	Meeting with the Head of NGO 'Hemayat'	Senem Nurnazarova	Discussion on starting training activity in Ashgabat and Mary Velayat
08. 07.2011	Meeting with the Head of 'Hemayats' branch in Mary	KurbanBugrayev	Discussion on starting training activity in Mary Velayat
11.07.2011	USAID partners meeting	Andrew Segars	Discussion on Programming strategy
11.07.2011	Meeting with COD USAID CAR/Turkmenistan	Andrew Segars	Discussion on the Dip Note
14.07.2011	Conference call	Andrew Segars, VepaBerdiyev	Pipeline discussion
19.07.2011	Meeting with trainers of Hemayat in Mary	KurbanBugrayev	Discussion on training activity
27.07.2011	Meeting with participants of TOFEL program	JahanAllaberdiyeva Alumni Coordinator Public Affairs Section US Embassy in Ashgabat	Presentation of QLP activity
03.08.2011	Meeting with trainers of Hemayat in Mary	KurbanBugrayev	Delivery of certificates to trainers
06.08.2011	Meeting with trainers of Hemayat in Ashgabat	Jennet Hallyeva, Tatyana	Discussion on challenges of the second Module
12.08.2011	Meeting with the Head of NGO 'Hemayat' and participants of trainings on three Modules	Senem Nurnazarova	Discussion on training outcomes, Delivery of certificates to teachers
16.08.2011	Meeting with USAID/EPMS	VepaBerdiyev	Discussion on QLP activity
16-18. 08.2011	Meeting with teachers of Ashgabat schools		Discussion on "hard spots" of curriculum

<b>Date</b>	<b>Organization</b>	<b>Responsible staff of organization</b>	<b>The main issues discussed</b>
17.08.2011	Meeting with the Head of Innovative technologies Department of AOS	OrazCharyyev, Aleksey Komolsev, VepaBerdiyev	Discussion on developed QLP/USAID training Modules
25.08.2011	Meeting with the GSP (Government Strengthening Project ) COP, Deputy director of the Center of technologies of the electronic government	JerenHakiyeva, TrutnevDmitriy	Presentation “Introduction in the electronic government ”
05.09. 2011	Meeting with the Head of NGO ‘Hemayat’	Senem Nurnazarova	Discussion on trainings activity
09.09.2011	Meeting with the teachers and school textbooks’ authors		Presentation of new textbooks
21.09.2011	US government programs meeting with the Ambassador of the USA	Robert E. Patterson	USAID program implementation

***B. Change in Staff [QR-4 only]***

No staff changes

***C. Consultants [QR-4 only]***

11-20 August	Jeff Carpenter	Planned training workshop with NIE
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***D. Major Procurements [QR-4 only]***

No major procurements

***E. Staff Travel/Visitors [QR-4 only]***

11-21 August	Terry Giles, COP	Planned training workshop with NIE
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## Monitoring and Evaluation: Annual Report

### Monitoring and Evaluation Indicators, Reporting and Operations

The main activity in year four was the first Impact Assessment. Data collection was made in April, with data entry and analysis taking place through September. The other activities were the monitoring of ITTI activity and the work with social pedagogues in Jalalabad, Kyrgyzstan. Additions to the database were made for data collected from the Turkmenistan program where activity got underway in 2010. There follows some brief information about those completed activities.

D). The Impact Assessment followed the following steps: April- field data collection; April-June –data entry and developing analytical tables; July-August - data analysis, August –September- drafting the report with the International consultant E. Browne and presenting the findings to the program staff in Dushanbe and Bishkek. The Impact Assessment was conducted along with CEATM, sub-contractor of the QLP project, responsible for student testing. QLP researchers conducted interviews of target beneficiaries, lesson observations for the data collection. In total 12 different questionnaires were used, 316 lesson observations were made, 532 interviews, and 1622 student questionnaires for 4th and 7<sup>th</sup> grades in two countries (table 1).

	# of Lesson observation	#Teachers	#MU heads	#Deputy	#Principals	#School budget form	#Principals /accountant	#AC/ PTA	#DED	#Ray OO
Kyrgyzstan	156	124	40	20	20	20	20	10		10
Tajikistan	160	120	40	20	20	20	20	20	8	0
Total	316	244	80	40	40	40	40	30	8	10

	Students 4 <sup>th</sup> grade questionnaires	Student 7th grade questionnaires	Testing students grade 4	Testing students grade 7
Kyrgyzstan	679	703	679	703
Tajikistan	943	878	943	878
Total	1622	1581	1622	1581

Table 1. Types and # of interviews and observations in Kyrgyzstan and Tajikistan.

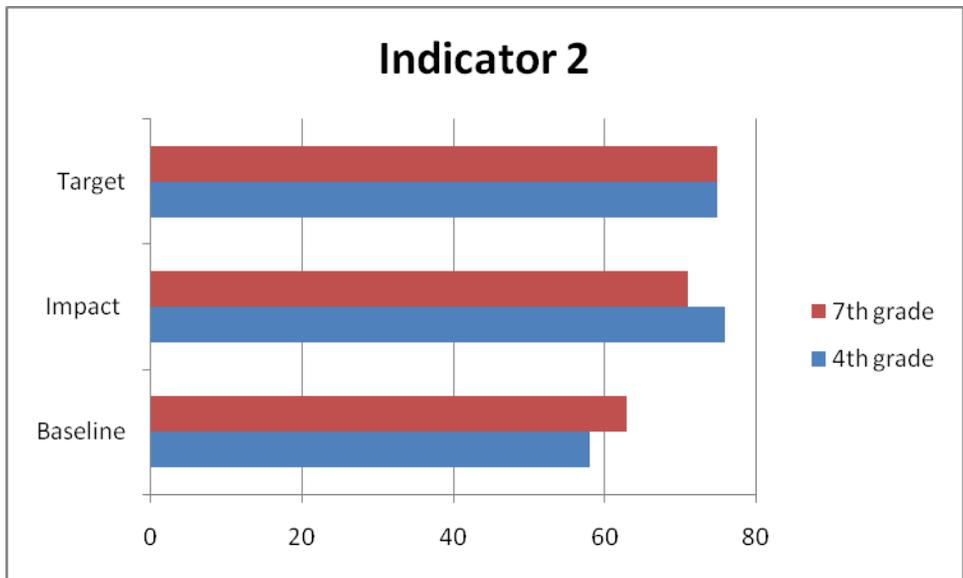
The results of the first Impact assessment were discussed and presented to both project staff in Dushanbe and Bishkek with the focus on difference between the baseline and impact data as well as impact and target indicators. Below are some key findings based on target indicators: Indicator 2 (Student Responsibility), Indicator 4 (Teacher Performance), Indicator 15 (Mentoring/Leadership), Indicator 22 (Formative/ Summative Assessment), Indicator 38 (Finance: Savings), Indicator 39 (Finance: Management Index), Indicator 40 (Finance: Budgetary Oversight), Indicator 5 (Quality), Indicator 1 (Student Testing).

## KYRGYZSTAN

### Indicator 2: Student responsibility

*Demographic:* The student sampling size decreased slightly between cycles, from 1104 in 2009 to 1018 in 2011. Grade 7 sampling representation decreased by 2%, resulting in a 50% division between primary and secondary level representation for 2011. Overall male and female representation in 2011 evenly proportioned, as male representation increased by 4% from 46% in 2009 to 50% in 2011.

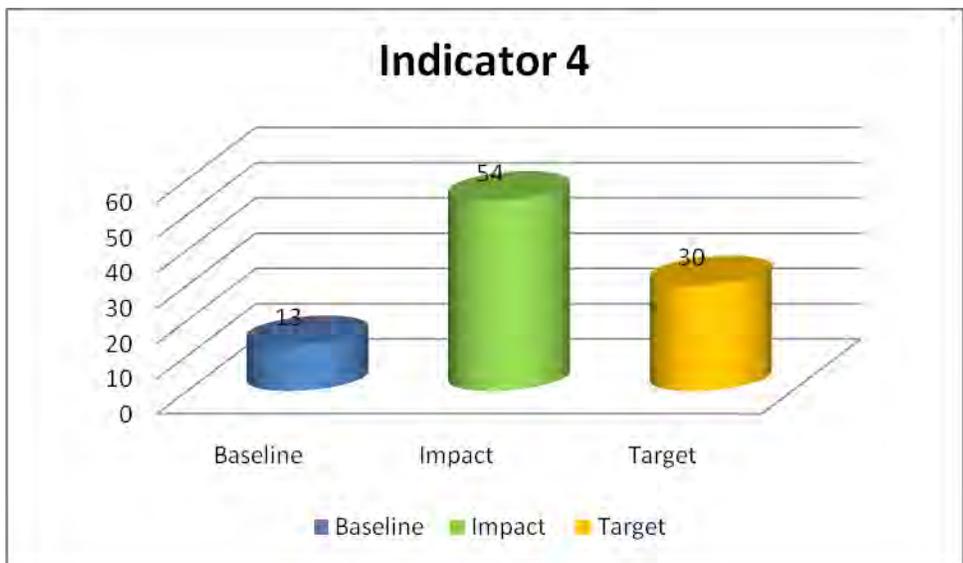
Grade 4 students meeting or exceeding the minimum performance standard increased to 76% (2011) from 58% (2009). The PMP target of 75% is exceeded by 1% for primary level. Grade 7 students meeting or exceeding the minimum performance standard increased to 71% (2011) from 63% (2009). However, QLP still requires a further 4% to achieve the PMP target of 75% at the secondary level.



**Indicator 4: Teacher performance**

*Demographic:* In target schools 96 teachers were interviewed and 156 lessons observed in 2011. Several of the interviewees teach multiple classes (e.g 2 classes). Approximately 92% of the sample was female and 8% male.

*Target Performance:* There was a dramatic increase in the number of primary and secondary teachers meeting or exceeding standards between sampling years. Overall, there was a gain of 41% from 13% in 2009 to 54% in 2011. QLP exceeds the PMP target of 30% by 24%.



**Indicator 15: Mentoring; Methodological Units**

*Demographic:* In 2011 30 MUs were interviewed, the same figure as the baseline. As in 2009, females comprised 97% of the sample. Approximately 21 MUs, or 70%, affirmed receipt of trainings specific to their professional category.

*Target Performance:* There was an overall performance gain in the average score for MUs of approximately 10.4 points between 2009 and 2011, from 24 to 34.4 respectively.

#### **Indicator 15: Mentoring: Deputy Principals**

*Demographic:* Approximately 15 Deputy Principals were interviewed in 2011. Females represent 87% of the sample, a slightly higher margin than the 80% in 2009. 12 DPs, or 80%, confirmed receipt of trainings specific to their professional category.

*Target Performance:* There was an overall performance gain in average score for DPs of approximately 10.9 points between 2009 and 2011, from 36.1 to 47.0 respectively. Overall, 33% of DPs in target schools met (27%) or exceeded (7%) the minimum standard on mentoring and monitoring for 2011. This is a substantial achievement, as 100% of DPs fell below standard in 2009. QLP exceeded its PMP target performance rate of 30% by 3%.

#### **Indicator 15: Mentoring: SPs**

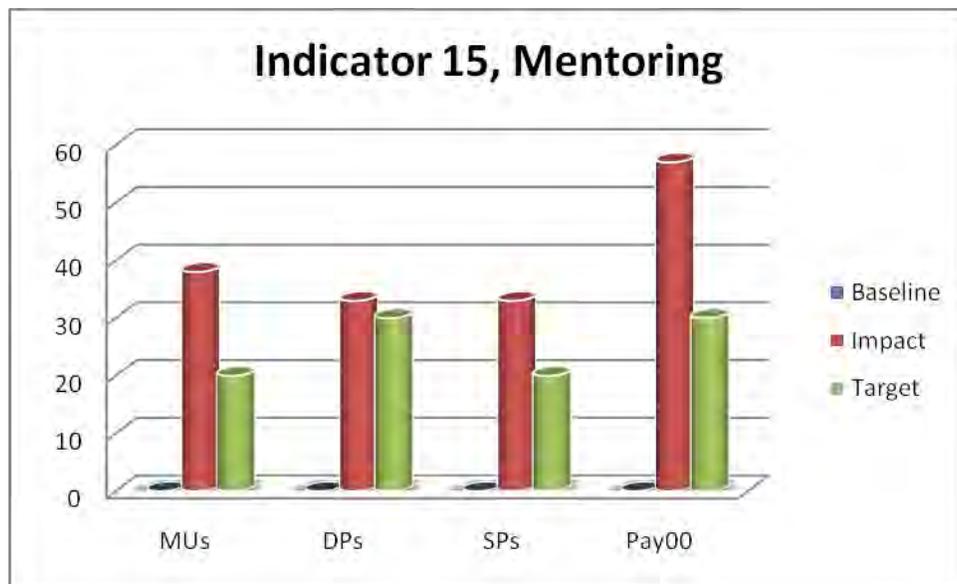
*Demographic:* In 2011, 15 School Principals were interviewed. Females were the majority at 73% or 11 principals. Of all respondents, 13 SPs, or 87%, confirmed receipt of trainings specific to their professional category.

*Target Performance:* There was an overall performance gain in average score for SPs of approximately 14.9 points between 2009 and 2011, from 43.1 to 58 respectively. Overall, 33% of SPs in the target schools met (27%) or exceeded (7%) the minimum standard in 2011. This is a substantial achievement, as 100% of SPs fell below standard in 2009. QLP exceeded its PMP target performance rate of 20% by 13%.

#### **Indicator 15: Mentoring RayOOs**

*Demographic:* A total of 7 RayOO representatives were interviewed in 2011, similar to 2009. All rayons were represented. Females maintained a majority of the sample at 57%, or 4 representatives in 2011.

*Target Performance:* There was an overall performance gain in average score for RRs of approximately 8.6 points, from 7 in 2009 to 15.6 in 2011. Overall, 57% of RRs in the target schools exceeded the minimum standard in 2011. This is a maximal achievement, as 100% of RRs fell below standard in 2009. QLP exceeded its PMP target performance rate of 30% by 27%.



#### **Indicator 22, Formative/Summative Assessment: Methodological Units**

*Demographic:* In 2011 30 MUs were interviewed, the same figure as the baseline. Females comprised 97% of the sample. Approximately 21 MUs, or 70%, affirmed receipt of trainings specific to their professional category.

*Target Performance:* There was an overall performance gain in average score for MUs of approximately 2.5 points, from 2.6 to 5.1 respectively. 27% of MU heads in the target schools met (23%) or exceeded (3%) the minimum standard for 2011. This is a 24% gain overall from 3% in 2009. QLP exceeded its PMP target of 20% by 7%.

#### **Indicator 22 Assessment: Deputy Principals**

*Demographic:* Approximately 15 Deputy Principals were interviewed in 2011. Females represent 87% of the sample, a slightly higher margin than the 80% in 2009. 12 DPs or 80% confirmed receipt of trainings specific to their professional category.

*Target Performance:* There was an overall performance gain in average score for DPs of approximately 1.8 points, from 3.5 in 2009 to 5.3 in 2011. Overall, 20% OF DPs in the target schools met (20%) the minimum standard for 2011. QLP met its PMP target performance rate of 20% exactly.

#### **Indicator 22 Assessment: School Principals**

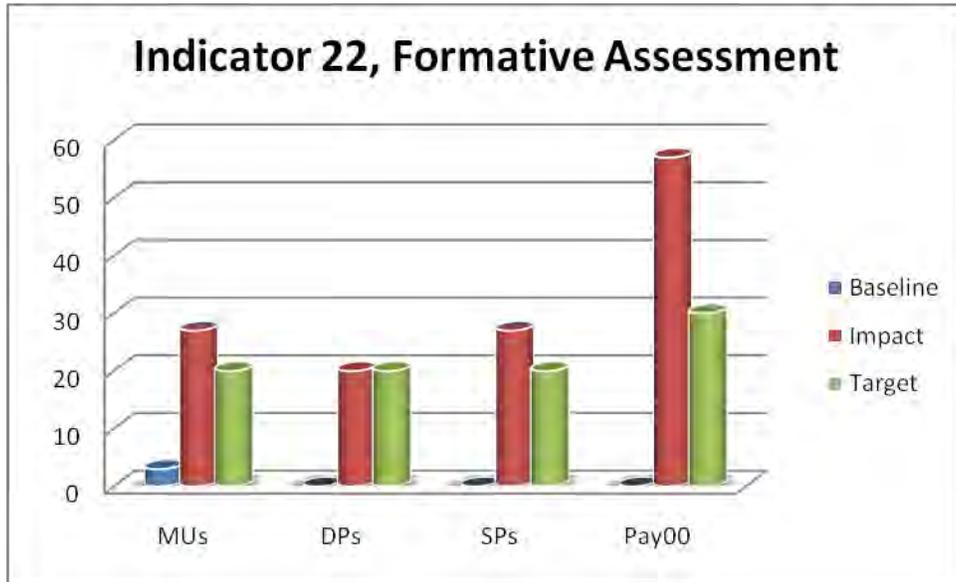
*Demographic:* In 2011, 15 SPs were interviewed. Females carried the largest majority at 73% or 11 principals. Of all respondents, 13 SPs, or 87%, confirmed receipt of special trainings specific to their professional category.

*Target Performance:* Performance gain in average score for SPs of approximately 2.5 points, from 3.2 in 2009 to 5.7 in 2011. Overall, 27% of SPs in the target schools met (13%) or exceeded (13%) the minimum standard in 2011. QLP exceeded its PMP target performance rate of 20% by 7%.

#### **Indicator 22: Assessment: Ray00s**

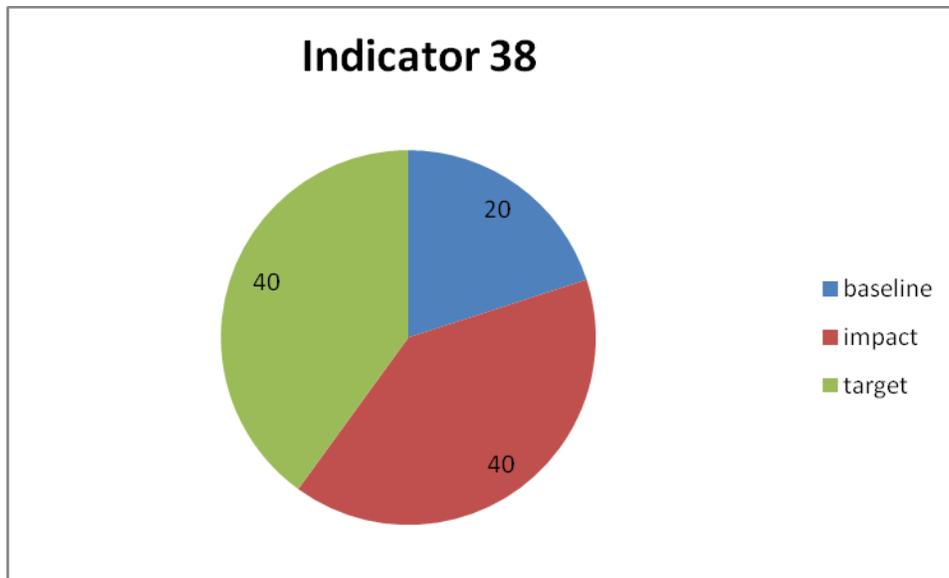
*Demographic:* A total of 7 RayOO representatives were interviewed in 2011, similar to 2009. Females maintained a majority of the sample at 57%, or 4 representatives in 2011. 5 RRs, or 71%, confirmed receipt of special trainings specific to their professional category.

*Target Performance:* Performance gain in average score for RRs of approximately 5.4 points, from 3.0 in 2009 to 8.4 in 2011. Overall, 57% of RRs in the target schools exceeded (57%) the minimum standard in 2011. QLP exceeded its PMP target performance rate of 20% by 37%.



**Indicator 38 Finance Management: Savings**

Between 2009 and 2011, schools reporting real savings increased from 20% in 2009 to 40% in 2011. This is a gain of 20% between sampling years. Percentage of schools acquiring "extra funds" from outside sources also increased from 40% in 2009 to 60% in 2011. This is another gain of 20%. Investment ratios: 1) Salaries, incentives and bonuses= up 20.1% (26.6%; 46.7%); 2) Professional development of staff= down 6.6% (13.3%; 6.7%); 3) Teaching quality= up 26.6% (6.7%; 33.3%); 4) Student Support= up 20% (6.7%; 26.7%) QLP achieved its PMP target of 40% real savings acquisition as well as achieved its PMP target of 40% programming of savings for quality.



**Indicator 39 Finance Management: Quality**

Of the 15 target schools sampled, 60% are QLP PCF target schools in Chui oblast versus 40% are non-QLP target schools in Osh oblast. Overall, target schools meeting or exceeding the minimum standard on finance management increased from 0% in 2009 to 13% in 2011. However, QLP is behind achieving the PMP target of 30% by 17%. Similar to 2009, all rayons of Osh oblast to include Alay, Kara-Kulja and Kara-Suu failed to meet or exceed the minimum standard for finance management. Within Chui oblast, 22%, or 2, of target schools met the minimum standard on finance management. All gains are attributed to the Chuy rayon, which achieved 100% of schools meeting the minimum standard.

**Indicator 40, Finance Management: Budget Oversight**

Between 2009 and 2011, the percentage of available ACs in target schools grew by 67% (10 governing bodies), from 0% in 2009. Of the 10 active governing bodies in Kyrgyzstan target schools, only 1 school body or approximately 10% engaged in budgetary oversight. According to the PMP, QLP is behind achieving the PMP target of 30% by 20%.

Among the target schools, 60% (9 governing bodies) were operating in Chui oblast. Overall, 100% of the target schools in Chui oblast had active Advisory Committees. The remaining 7% (1 governing body) operated in Osh oblast. Overall, 17% (1 school) of the target schools in Osh oblast had an active Advisory Committees.

**Indicator 5. Schools meeting minimum quality, enhancing standards and practices**

The Indicator 5 is based on 7 criterrias (65% or more teachers at school meet or surpass standards; Principal meets or surpasses standards; Vice principal meets or surpasses standards;50% or more MUs meet or surpass standards; School has programmed savings (or self-generated funds) for quality purposes; School meets or surpasses cut score for financial management quality index ; PTA at school meets or surpasses cut score for budgetary oversight and decision-making . The Number of standards met increase from 3 in 2009 to 39 in 2011 (105 is a maximum) and gain 33 points.

**Indicator 1: Highlights from Student Testing**

Despite losses in average scores across primary and secondary levels, for both math and language, students in target schools performed notably better overall in 2011 than 2009 as measured by the distribution of academic skills. Most significantly, Grade 7 Language achieved the highest gain in academic skills with 16.2% more students meeting or exceeding the baseline level from 42.8% in 2009 to 59% in 2011. Thus, more than half of sampled 7th graders are performing well in the subject. Grade 4 Language also demonstrated strong performance with a 9.7% increase in students meeting or exceeding the baseline level from 32.4% in 2009 to 42.1% in 2011. Math results were more moderate with a 3.5% and 2.4% increase for Grade 4 and Grade 7 respectively.

	<b>2009 (Average scores in points)</b>	<b>2011 (Average scores)</b>	<b>Differential</b>
Grade 4 Language	495.7	499.7	+4.04
Grade 4 Math	508.78	501.79	-6.989
Grade 7 Language	516.27	503.10	-13.17
Grade 7 Math	501.77	501.36	-0.409

**Performance Summary 2011 Results**

Target met to date: Indicator 2 (Grade 4), 4, 15 and 33 (MU, DP, SP, RayO0), 38.

*Target unmet to date:* Indicator 2(Grade 7), 39,40,1 (Grade 4&7)

## **II. Other M&E activities in Kyrgyzstan:**

The monitoring of regional in-service teacher training institutions (ITTI) and KAE was held from 5 May to 15 July. In total 4 Focus Group Discussions, 13 lessons observation, 107 participants' questionnaires were completed. The overall goal of the activity was providing mentoring support to regional institutions in quality teaching; conducting needs assessment; building capacity of KAE in monitoring skills; strengthening of coordination between KAE and regional ITTIs. Report was provided with the analysis of observation check-lists, conclusion and recommendations.

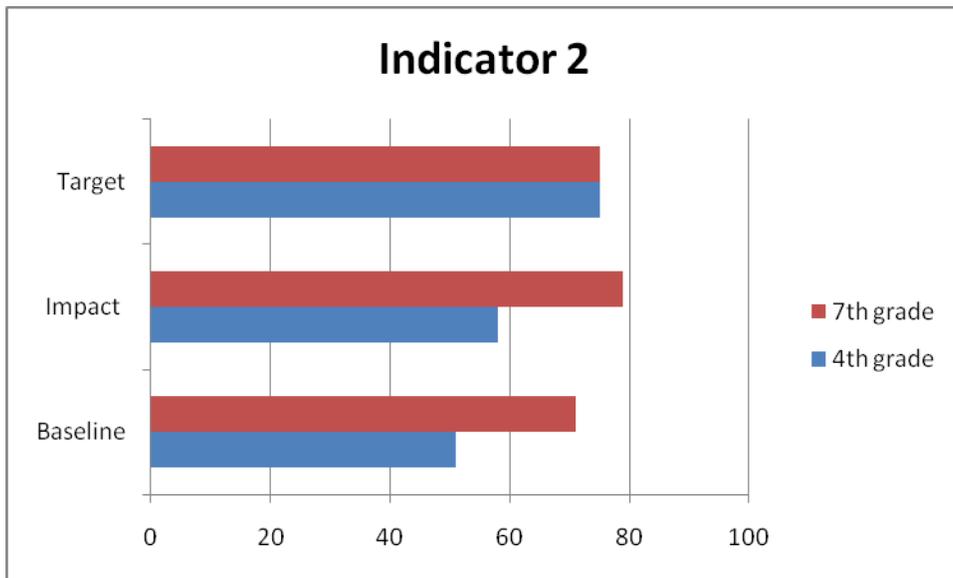
From 13 to 17 June a further activity was held in the South of Kyrgyzstan. The monitoring team (social pedagogues experts from Bishkek and Osh along with M&E representative undertook monitoring of 19 social pedagogues of Jalalabad Oblast . The monitoring was held in six urban schools (3; Jalalabad, 2; Kok-Jangak city, 1; Kochkor-Ata city) and 13 rural: 5; Suzak, 4; Nookan, 4; Bazar Korgan districts. The goal of the activity was to evaluate Social Pedagogue's performance in post-conflict situation, identify possible problems, challenges and successes. In total 211 interviews were held: SPs; 19, 18; School Principals, 22; deputy principals, 50 class teachers, 60 school students and 34 parents. In addition monitors met with the Director of Jalalabad Methodological Centre and Methodists, District and City Educations heads and curators. Report provides the monitoring results with recommendations to QLP and partners how to strengthen social pedagogues work performance.

## ***TAJIKISTAN***

### **Indicator 2: Student Responsibility**

*Demographic* The quantity of students sampled remained relatively close in range between 2009 and 2011, approximately 1265 (2009) & 1296 (2011). Grade 4 maintained a majority of the sample representation, increasing from 51% in 2009 to 53% in 2011. Females maintained a majority representation overall in 2011 with 51%, consistent with 2009 figures.

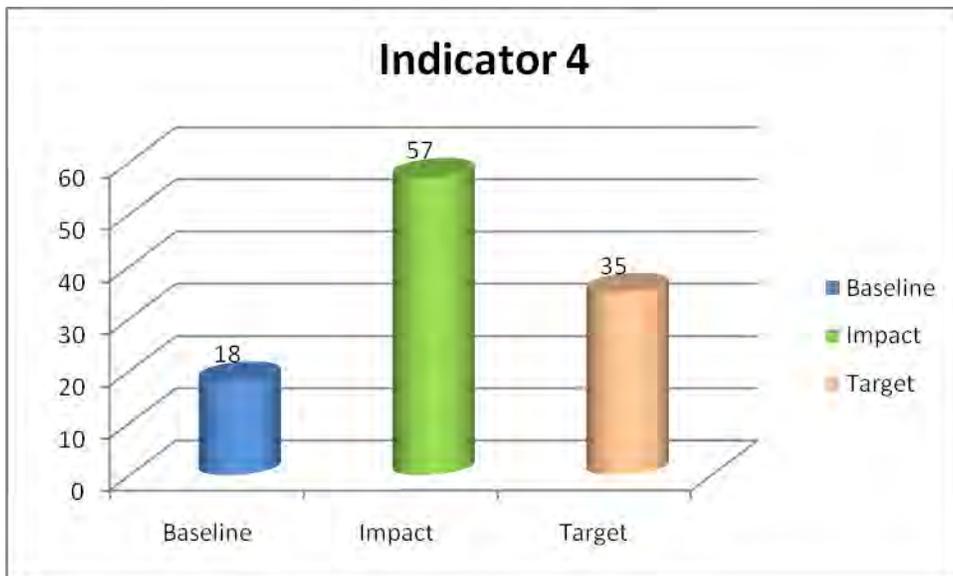
Grade 4 students meeting or exceeding the minimum performance standards increased to 59%. This is a gain of 8% points from 2009. QLP is behind achieving the PMP target of 75% by 16% at the primary level. Grade 7 students meeting or exceeding the minimum standard increased to 79%. This is up 8 points from 2009. QLP exceeds the PMP target of 75% by 4%.



#### Indicator 4 Teacher Performance

*Demographic:* In 15 target schools 120 teachers were interviewed and 160 lessons observed in 2011. Several of the interviewees teach multiple classes (e.g 2 classes). Females comprise the sample majority in 2011 with 77%. This is a slightly lesser proportion than the 81% majority maintained during the 2009 baseline.

*Target Performance:* Overall, there was a gain of 36% between 2009 (18%) and 2011 (57%) of teachers at the primary and secondary level meeting or exceeding the minimum performance standard. QLP exceeds the PMP target of 35% by 22%.



#### Indicator 15 Mentoring: MUs

*Demographic:* There was a gain of interviewees between 2009 and 2011, totaling 29 and 30 respectively. Females comprised 79% in 2009 versus 80% of the sample in 2011. Of all respondents, 10 or 33% affirmed receipt of special training specific to their professional category.

*Target Performance:* There was an overall performance gain in average score for MUs of approximately 3.5 points between 2009 and 2011, from 35.2 to 38.7 respectively. Overall, 53% of MU heads in the target schools met (30%) or exceeded (23%) the minimum standard for 2011. This is a 15% increase from 38% in 2009. QLP exceeds the PMP target of 45% by 8%.

#### **Indicator 15 Mentoring: Deputy Principals**

*Demographic:* An equal number of Deputy Principals were interviewed in 2009 and 2011, totaling 15. Males were a majority in 2009 and 2011, representing 60% and 67% respectively. Approximately 93% of DPs taught at the secondary level whereas 20% taught at the primary level. Of all respondents, 10 DPs or 67% affirmed receipt of trainings specific to their professional category.

*Target Performance:* There was an overall performance gain in average score for DPs of approximately 1 point between 2009 and 2011, from 43.6 to 44.6 respectively. Overall, only 33% of DPs in the target schools met (27%) or exceeded (7%) the minimum standard on mentoring for 2011. This percentage is constant for both sampling years. Hence, the incidence of DPs failing to meet the minimum standard for mentoring remains notably high at 67% after QLP inputs. With only 33% meeting or exceeding the minimum standard for mentoring, OLP is behind achieving the PMP target of 45% by 12%.

#### **Indicator 15 Mentoring: School Principals**

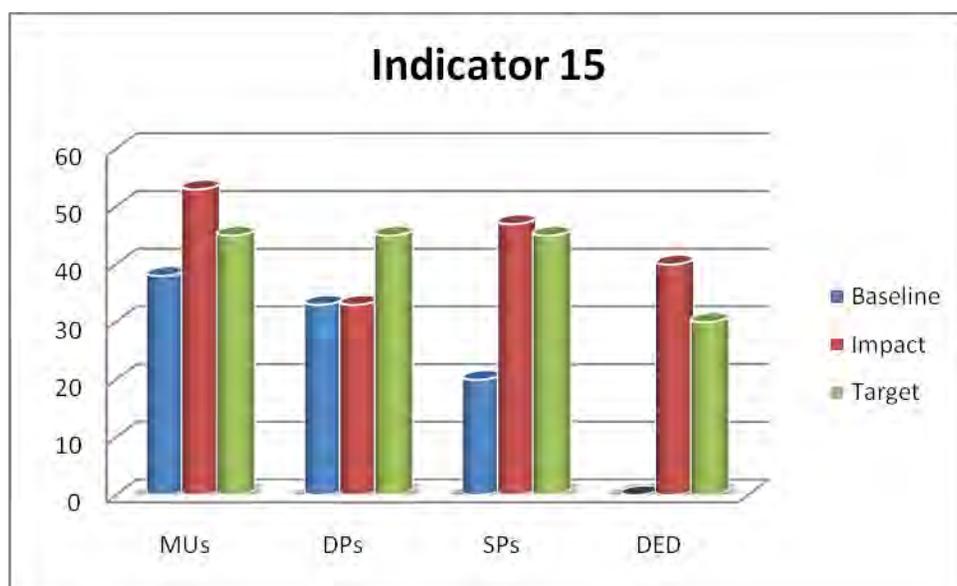
*Demographic:* Both sampling cycles in 2009 and 2011 interviewed 15 principals. Each year females represented a greater percentage of the sample at approximately 53%. Of all respondents, 14 SPs or 93% verified receipt of trainings specific to their professional category.

*Target Performance:* There was a nominal performance gain in overall average score for SPs of 0.6 points between 2009 and 2011, from 62.3 to 62.9 respectively. Overall, 47% of SPs in target schools met (33%) or exceeded (13%) the minimum standard for 2011. This represents a performance gain of 27% from 2009. Accordingly, QLP exceeded its PMP target performance rate of 45% by 2%.

#### **Indicator 15 Mentoring: DEDs**

*Demographic:* Between 2009 and 2011 the quantity of DED methodologists interviewed decreased from 7 to 5. Each rayon was evenly represented with 1 DED in 2011. Males maintained the majority between assessment intervals, with 57% in 2009 and 80% in 2011. Of all respondents, 40% affirmed receipt of trainings specific to their professional category.

*Target Performance:* There was an overall performance gain in average score for DEDs of 5.2 points between 2009 and 2011; from 44.6 to 39.4 respectively. Overall, 40% of DED methodologists met (0% exceeded) minimum performance levels. This is an increase of 40% from 2009 when all (100%) 7 interviewed methodologists fell below minimum standard. Accordingly, QLP exceeded its PMP target performance rate of 30% by 10% in 2011.



#### Indicator 22 Assessment: MUs

*Demographic:* There was a slight gain of interviewees between 2009 and 2011, totaling 29 and 30 respectively. Females comprised 80% of the sample in 2011 versus 79% in 2009. Of all respondents, 10 or 33% affirmed receipt of training specific to their professional category.

*Target Performance* There was an overall performance gain in average score for MUs of approximately 0.8 points between 2009 and 2011, from 5.7 to 6.5 respectively. Overall, 30% of MU heads in the target schools met (17%) or exceeded (13%) the minimum performance standard for 2011. This is a 6% increase overall from 24% in 2009. However, QLP is behind achieving the PMP target of 40% by 10%.

#### Indicator 22 Assessment: Deputy Principals

*Demographic:* An equal number of Deputy Principals were interviewed in 2009 and 2011, totaling 15. Males were a majority in 2009 and 2011, representing 60% and 67% respectively. Of all respondents, 10 DPs or 67% affirmed receipt of trainings specific to their professional category.

*Target Performance* There was an overall performance loss in average score for DPs of approximately 0.4 points between 2009 and 2011, from 4.7 to 4.3 respectively. Only 7% of DPs in the target schools met (7%) the minimum standard for 2011. This is a performance decline of 13% from 20% in 2009. Hence, the incidence of DPs failing to meet the minimum performance standard for mentoring remains notably high at 93% after QLP inputs. OLP is behind achieving the PMP target of 35% by 28%.

#### Indicator 22 Assessment: School Principals

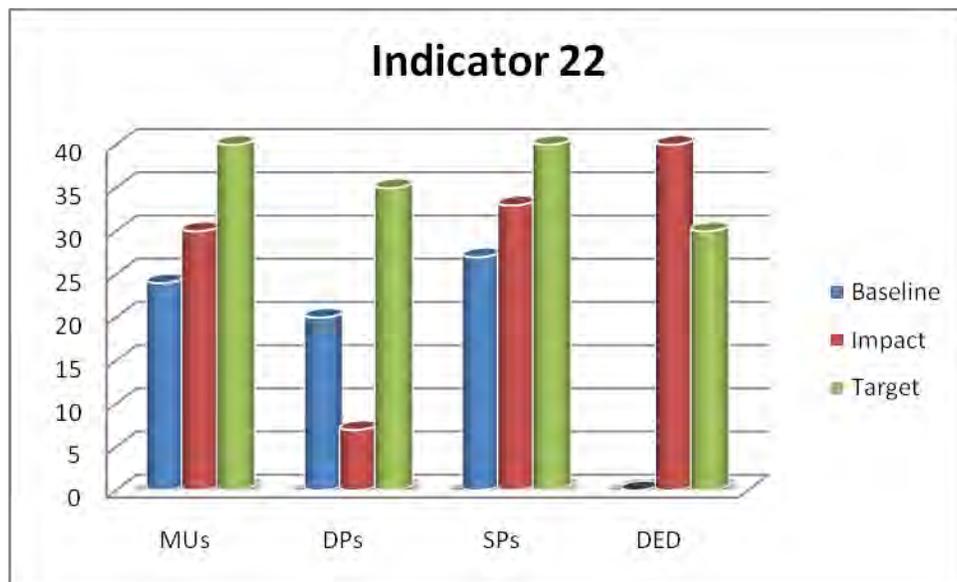
*Demographic:* Both sampling cycles in 2009 and 2011 interviewed 15 principals. Each year females represented a greater percentage of the sample at approximately 53%. Of all respondents, 14 SPs or 93% verified receipt of trainings specific to their professional category.

*Target Performance:* There was no performance fluctuation for SPs performance in overall average score between 2009 and 2011. The average score remained constant at 5.7 points. Overall, 33% of SPs in target schools met (13%) or exceeded (20%) the minimum standard for 2011. This represents a performance gain of 6% from 2009. QLP is behind achieving the PMP target of 40% by 7%.

#### Indicator 22 Assessment: DEDs

*Demographic:* Between 2009 and 2011 the quantity of DED methodologists interviewed decreased from 7 to 5. Each rayon was evenly represented with 1 DED in 2011. Males maintained the majority between assessment intervals, with 57% in 2009 and 80% in 2011. Of all respondents, 40% affirmed receipt of trainings specific to their professional category.

*Target Performance:* Between sampling years, the average score increased by 1.7 points from 4.3 in 2009 to 6.0. Overall, 40% (2) of the DED methodologists met (20%) or exceeded (20%) the minimum performance standard. This is an increase of 40% from 2009 when all 100% or 7 interviewed methodologists fell below minimum standard. QLP exceeded its PMP target performance rate of 30% by 10% in 2011.

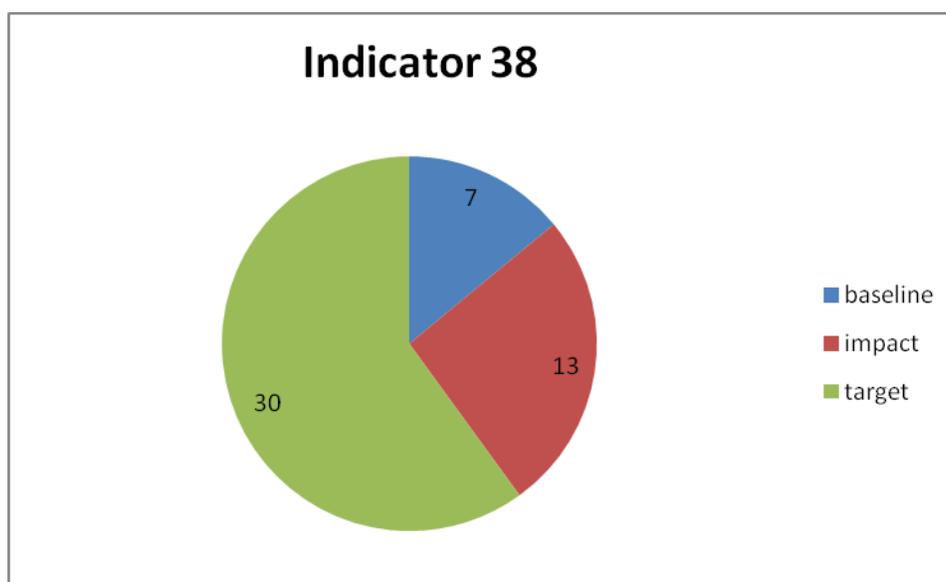


### Indicator 38 Finance Management: Savings

*Demographic.* A total of 15 principals and/or accountants were interviewed in target schools where financial information on school budget was collected. Approximately 9 schools, or 60%, were concentrated in Kulob and subject to QLP Per Capita Financing (PCF). The remaining 6, or 40%, were without QLP PCF and include Kurgan-Tube, Sarband, Varzob and Vahdat

Between 2009 and 2011, schools reporting “real savings” increased from 7% in 2009 to 13% in 2011. On the contrary, the percentage of schools acquiring “extra funds” from outside sources declined from 27% in 2009 to 7% in 2011. Between the 12 schools reporting “real savings” or “extra funds”, investment ratios are as follows: Salaries, incentives and bonuses= down 6.7% (6.7%; 0%). Professional development of staff= down 6.7% (6.7%; 0%). Teaching quality= constant 6.7% (6.7%; 6.7%). Student Support= up 13.3% (0%; 13.3%).

QLP is behind achieving the PMP target of 30% real savings acquisition by 17%. Also, QLP is behind achieving the PMP target of 30% programming savings for quality by 30%. All generated funds reported were reinvested into student support. It is evident reinvesting funds into student support takes precedent over other activities.



### Indicator 39 Finance Management: Quality

*Demographic:* A total of 15 principals and/or accountants were interviewed in target schools where financial information on school budget was collected. Approximately 9 schools, or 60%, were concentrated in Kulob and subject to QLP Per Capita Financing (PCF). The remaining 6, or 40%, were without QLP PCF and include Kurgan-Tube, Sarband, Varzob and Vahdat.

*Target Performance:* Overall, target schools meeting or exceeding the minimum standard on finance management increased from 47% in 2009 to 53% in 2011. However, QLP is behind achieving the PMP target of 65% by 12%. Only two rayons represented achievement, 25% (2) were located in Vahdat schools while 75% (6) were within Kulob. Within Kulob, 67% exceeded the minimum performance standard. This is consistent with its 2009 achievement percentage, although 44% elevated in performance from meeting to exceeding the minimum standard. Within Vahdat, 100% of its schools met the minimum standard. This is an increase of 50% from 2009.

### Indicator 40 Finance Management: Budget Oversight

*Demographic:* Parent-Teacher Association (PTAs) are set up at schools as public-government management bodies, to ensure transparency and efficiency in distribution and use of funds with increasing autonomy and independence at schools.

*Target Performance:* Between 2009 and 2011, the percentage of available PTAs in target schools grew by 53% from 47% (7) in 2009 to 100% (15) in 2011. Kulob encompasses 60% of all PTAs throughout the target schools. Of 15 PTAs, 26% met (13%) or exceeded (13%) the minimum performance standard on budgetary oversight and school-decision making. However, QLP is behind achieving the PMP target of 40% by 14%. All achievement was demonstrated in Kulob. Furthermore, 100% of Vahdat, Kurgan-Tube, Sarband, and Varzob PTAs failed to meet minimum standard in both 2009 and 2011.

### Indicator 5. Schools meeting minimum quality-enhancing standards and practices

The Indicator 5 is based on 7 criterrias (65% or more teachers at school meet or surpass standards; Principal meets or surpasses standards; Vice principal meets or surpasses standards;50% or more MUs meet or surpass standards; School has programmed savings (or self-generated funds) for quality purposes; School meets or surpasses cut score for financial management quality index ; PTA at school meets or surpasses cut score for

budgetary oversight and decision-making . The Number of standards met increase from 19 in 2009 to 46 in 2011 (105 is a maximum) and gain is 27.

**Indicator 1: Student Testing Highlights**

Despite gains in the average scores across primary and secondary levels, for both math and language, students in target schools performed significantly worse overall in 2011 than 2009 as measured by the distribution of academic skills. Grade 7 Math, Grade 7 Language, and Grade 4 Math each saw increases in the percentage of students falling below baseline for academic higher order thinking skills. Contrarily, Grade 4 Language students at or above baseline increased 8% from 28.9% in 2009 to 36.9% in 2011.

Conclusively, QLP inadequately met the target of 5% increase in average aggregate scores of primary and secondary students in each subject category.

	2009 (Average scores)	2011 (Average scores)	Differential
Grade 4 Language	498.33	501.29	+2.96
Grade 4 Math	487.85	501.42	+13.57
Grade 7 Language	483.76	498.01	+14.25
Grade 7 Math	493.51	499.75	+ 6.24

Performance Summary 2011 Results

Target met to date

Indicator 2 (grade 7), 4, 15 (MUs, SPs, DEDs), 22 (DEDs)

Target unmet to date

Indicator 2 (grade 4), 15 (DPs), 22 (MUs, DPs, SPs), 39, 40

**QLP Tajikistan: Annual Report Matrix October 2010 – September 2011**

<b>Tasks</b>	<b>Activities/outputs planned for Oct. 2010 – Sep. 2011</b>	<b>Outputs achieved</b>	<b>Comments</b>
<b>IR 1 Improved Quality of Teacher Training in Student-centered Methodologies</b>			
<b>SIR 1.1 Improved Quality of In-service Teacher Training</b>			
<b>1.1.1 Support Dushanbe and regional TTIs (Kulob, Kurghonteppa and Soghd) to review teacher training curriculums</b>	1. Two – day orientation workshop with LCs and TTI management staff	Completed	
	2. Contract 16 local consultants to review Teacher In-service Training Curriculum	Completed	31 LCs from Republican and regional TTIs were contracted. One-day orientation workshop with LC as an additional activity
	3. Review Teacher In-service Training Curriculum for Primary and Secondary	Completed	
	4. Submit to the MOE for review and approval	Completed	
	5. Presentation of reviewed TT curriculum at regional level	Completed	Revision would take longer time then was planned
	6. Print and disseminate Teacher In-service Training Curriculum	Completed	
	7. Curriculum implementation monitoring and mentoring visit to regional TTIs	Completed	
<b>1.1.2 Capacity building for RTTI and regional TTIs</b>	1. Contract IC and 4 Master trainers	Completed	
	2. Two-day lesson planning workshop	Completed	The workshop was conducted in Sughd TTI with involvement of AOE, RTTI, RMTC and Target DEDs
	3. Two-day workshop on implementation of teacher training curriculum	Completed	Two tasks were merged in one four day workshop.
	4. Two-day workshop on training course design based on reflective approach		This event was conducted in IPD GBAO
	5. Monitoring and mentoring visits to Republican and regional TTIs	Partly completed	Conducted one round of monitoring and mentoring visits
<b>1.1.3 Cohort 2 Teacher Training Target school delivery (second phase)</b>	1. Contract 50 trainers	Completed	
	2. Four-day orientation workshop for trainers	Completed	
	3. Six-day teacher training for Primary and Secondary Math and Tajik teachers (second phase)	Completed	

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
<b>SIR 1.2 Pre-Service Teacher Training</b>			
<b>1.2.1 Support Tajik State Pedagogical University (TSPU) and Kurghon-Teppa State University (K-TSU) to restructure their current courses syllabi and curriculum at target departments</b>	1. Contract 10 LCs, Regional Consultant and IC	Not completed	This task was not completed due to lack of the target university staff capacity in making appropriate changes into their curriculum thus QLP scheduled intensive capacity building trainings in Q1 and 2 of the PY5
	2. Three-day orientation workshop for LCs	Not completed	
	3. LCs develop standards for target departments of two universities	Not completed	
	4. LCs prepare and submit final versions of modified syllabi and curriculum for institutionalization (Primary, Mathematics, Tajik Language, Pedagogy and Psychology)	Not completed	
	5. LCs develop piloting instruments and pilot first drafts of modified syllabi and curriculum (First Semester) (Mathematics, Tajik Language, Pedagogy and Psychology)	Not completed	
	6. Monitoring of piloting of revised syllabi and curriculum	Not completed	
	7. Review revised syllabi and curriculum as a result of piloting	Not completed	
	8. Adjust syllabi and curriculum to submit for university approval	Not completed	
<b>1.2.2 TSPU and KTSU develop training approach for target subject specialists</b>	1. Contract 12 LCs (familiar with school context), Regional Consultant and IC	Partially completed	2 ICs and 2 RC contracted to design training approach
	2. Three-day orientation workshop for LCs	Not completed	Due to delay in obtaining approval for RCs contract and TJ visas Training material of the orientation workshops drafted The workshop will be conducted in Q1 of the PY5
	3. Develop training material for university subject specialists on high education aspects	Not completed	Draft versions of the training material developed with the support of RCs and ICs
	4. Present summaries of revised working plans to Head of subject departments for approval	Not completed	Instead the training material will be presented to Center for university staff in-service under TSPU
<b>1.2.3 Support TSPU and KTSU to conduct trainings for</b>	1. Field-testing of the training material in an ongoing university courses	Not completed	The TOT and training for the university staff has been postponed to Q1 and 2 of the PY5
	2. Five-day TOT for university subject	Not completed	

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
<b>university subject specialists</b>	specialists		
	3. Incorporate recommendations and necessary changes into training material on the basis of field testing outcomes	Not completed	
	4. Two rounds of 6-day trainings for university subject specialists	Not completed	
<b>1.2.4 TSPU and KTSU develop learning materials on methodology (Handbooks) for university subject specialists of target departments</b>	1. Contract 10 Local Consultants and IC	Not completed	
	2. Develop Handbook on student-centered methodology	Not completed	
	3. Develop Handbook on formative assessment	Not completed	
	4. Develop Handbook on classroom management	Not completed	
	5. Develop Handbook on Practicum	Not completed	Handbooks for Practicum and curriculum development will be ready in Q1 and 2 of the PY5, once the training materials are developed, which will include course curriculum and Student practicum Regulations as well
	6. Develop Handbook on curriculum development	Not completed	
<b>1.2.5 Capacity building of TSPU and KTSU in strengthening Student Practicum and PTTI-school linkage</b>	1. Contract 1 LC to conduct research study on Student Practicum and PTTI-school linkage	Completed	
	2. Round table to share the outcomes of the review	Completed	
	3. Contract 2 LCs to lead Student Practicum Working Group (SPWG); IC to oversee the process	Not completed	Due to the Regulations not being developed yet. The SPWG is due to be involved in Q2 of PY5 once the student practicum monitoring and mentoring tools along with the Regulations will be finalized
	4. Identify, translate and disseminate materials on practicum and mentoring	Not completed	Once the Regulation is approved, IC recommended resources and QLP KG material will be translated and used for two universities
	5. SPWG to develop university Regulation / Polojenie (improving practicum policy documents and practice)	In progress	Initiated in PY4 but will be finalized in Q1 of PY5

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
	6. University discussion of Regulation / Polojenie	Not completed	Depends on the final draft of the Regulation to be developed – planned in Q1 of PY5
	7. Revision and presentation of final version of Regulation / Polojenie	Not completed	Revision of the Regulation will be completed in Q2 of the PY5
	8. Development of assessment tools on implementation of revised Practicum	Not completed	Will be initiated after Regulations are finalized
	9. Two-day Mentoring training for university target departments	Not completed	Will be conducted during Student practicum during end of Q1 and Q2 of the PY5
<b>SIR 1.3 Improved Capacity of Education Administrators in Mentoring, Monitoring and Pedagogical Leadership</b>			
<b>1.3.1 TOT for Cohort1 and 2 trainers on QLP revised Mentoring program</b>	1. Contract 6 LCs/Master trainers	Completed	
	2. Six-day field-testing of the draft Mentoring program	Completed	
	3. Incorporate and adjust Mentoring program	Completed	
	4. Conduct Ten-day TOT	Completed	
<b>1.3.2 Target schools delivery of Mentoring program for Cohort 1 and Cohort 2</b>	1. Contract 30 Mentor trainers	Completed	
	2. Two-day orientation workshop for contracted mentor trainers	Completed	
	3. Print mentoring package for mentors	Completed	
	4. Ten-day Mentoring training for 285 Cohort 1 district mentors and 185 Cohort 2 mentors – total 470 participants	Completed	
	5. Two-day follow up support visits to trained mentors	Completed	
<b>1.3.3 Capacity building of Cohort 1 and 2 target School Principals on implementation of Pedagogical Leadership</b>	1. Mentoring visit to target schools	Completed	
	2. Contract 2 master trainers to develop additional training material for 3-day refreshing courses	Completed	3 Master trainers contracted (one specialist on Mentoring from RTMC and 2 on Pedagogical Leadership)
	3. Two rounds of 3 day refresher courses for target school principals	Completed	
	4. Two-day follow up visits to target schools	Completed	Was conducted as part of the 1.3.2 “Two-day follow up support visits to trained mentors” activity
<b>IR 2 Improved Quality of Student Assessment</b>			

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
<b>2.1 Incorporate formative assessment into Regional TTI courses</b>	1. Contract 16 local consultants (please see task 1.1.1 for further info)	Completed	Incorporated to SIR 1.1
	2. Review TTI courses (syllabi and training materials) to incorporate FA.	Completed	
	3. Approve reviewed courses at Regional TTI levels.	Partly completed	The training package was delivered to MOE Collegium for approval
	4. Print and disseminate reviewed training materials.	Completed	TTIs received the training material both in hard and soft copies
<b>2.2 Develop formative assessment guidelines for Chemistry and Biology</b>	1. Contract 6 local consultants.	Completed	This task and its subtasks were integrated into SIR 3.2.1 – Chemistry and Biology Syllabus Guide Incorporated with task 3.2
	2. Develop formative assessment guidelines for Biology and Chemistry	Completed	
	3. Submit FA guidelines for revision to Republican Methodological Center	Completed	Will be submitted to AOE and RTMC as part of the syllabus guide
	4. Received comments and feedbacks incorporated into FA guidelines	Not completed	Comments and feedback from AOE and RTMC were expected on October 2011 (Q1 of the PY5)
	5. Edit and finalize guidelines.	Not completed	Will be completed in Q1 of the PY5
	6. Print and disseminate FA guidelines to Cohort schools and affiliated institutions.	Not completed	Will be completed in Q1 of the PY5
<b>2.3 Support target DEDs to implement formative assessment through mentoring</b>	1. Three-day workshop for target DEDs	Completed	32 Specialist from Target DEDs and RTMC were trained
	2. Follow up visits to target DEDs to mentor implementation process (by QLP Program staff)	Completed	
<b>2.4 Incorporate formative and summative assessment elements into QLP target school Olympiads</b>	1. Contract 2 local consultants	Completed	1 Leading and 4 Local consultants (RTMC subject specialists) contracted
	2. Regulation of the Olympiads reviewed	Completed	
	3. New approaches/structures developed to replace traditional approach in conducting Olympiads	Not completed	Due to the Olympiad review and analysis was finalized in end of PY4, this activity postponed to Q1 of the PY5

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
	4. Conduct round table to share the outcomes of QLP Olympiads	Not completed	Please see comment above
	5. Support Republican Center for Gifted Children to incorporate suggested changes into new approaches / structures	Not completed	Please see comment above
<b>IR 3 Greater Involvement Of Teachers In Curriculum Reform</b>			
<b>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</b>			
<b>3.1.1 Support AOE to restructure basic education standards</b>	1. Contract IC and 5 LCs	Completed	
	2. Two- day orientation workshop for LCs	Completed	
	3. Restructure of the basic education standards according to the criteria set	Completed	
	4. Presentation of restructured basic education standards to MOE/AOE	Postponed	Government changed the plan for transition to 12 year education and Tajikistan will use current syllabus and standards till 2020
	5. Get approval from the National Curriculum Board/MOE	Postponed	See comment above
<b>3.1.2 Support AOE to develop Basic education standard guidelines</b>	1. Contract IC and 5 LC s	Completed	10 LCs contracted (2 LCs for Tajik language, 2 LCs for Math, 3 Biology and 3 for Chemistry) Final drafts of Math, Tajik language, Chemistry and Biology syllabus guide developed, reviewed and edited
	2. Two-day orientation workshop for LCs	Completed	
	3. Develop basic education standards guideline (Math, Tajik language and literature, Chemistry and Biology)	Completed	
	4. Field test of basic education standard guidelines	Postponed to PY5	Revision of the developed guidelines by the MOE affiliates took more time than was envisaged in Year 4 QLP plan
	5. Incorporate feedback/comments received during field testing	Postponed to PY5	See comment above

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
	6. Contract 4 reviewers for reviewing (teachers/trainers), editing and design of guidelines	Completed	
	7. Get approval from the Academy of Education and Method Center	Postponed to PY5	Will be obtained in Q2 of the PY5
<b>SIR 3.2 Development of High-quality, Affordable Supplementary Subject-based Curricular Materials</b>			
<b>3.2.1 Development of subject-based, high-quality, affordable materials for teachers and students</b>	1. Contract IC and 2 LC	Completed	IC and 7 LCs contracted (2 LCs for Tajik language, 2 LCs for Math, 2 Biology and 1 Chemistry)  The number of LCs increased due to the volume of the target subjects and intensity of the workload
	2. Two-day orientation and target setting workshop	Completed	
	3. Develop 5 target subject supplementary package	In progress	Draft supplementary material are due to be developed by the end of PY4 The development of the supplementary material was linked to the syllabus guide development, the draft versions of which were completed in end of PY4 Will be completed in Q1 of the PY5
	4. Conduct field testing	Not completed	Please refer to comment above
	5. Incorporate field testing feedbacks	Not completed	Please refer to comment above
	6. Design and editing of the supplementary package	Not completed	Please refer to comment above
	7. Get approval from the Academy of Education and Republican Center for Methodology	Not completed	Please refer to comment above
	8. Publication and distribution of developed supplementary material to target schools/rayons	Not completed	Please refer to comment above
<b>SIR 3.3 Increased Opportunities for Professional Exchange and Policy Dialogue through Subject Teacher Groups</b>			
<b>3.3.1 MU support implementation of QLP developed material</b>	Follow-up visits to target schools to monitor and mentor Methodological Unit Heads (joint visit of RMTC and QLP Program staff)	Completed	IPD GBAO and RMTC experts were also involved in mentoring and monitoring experience exchange

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
<b>Standards</b>			
<b>3.3.2 Participation at policy dialogue with MOE/AOE, Republican Methodological Center representatives</b>	1. Regular meetings and discussions with MOE/AOE/RMC	Completed	
	2. Round table with donor community to raise issues for improving MU function	Completed	Two mentoring and monitoring round table discussions were conducted by FTI
<b>IR 4 Increased Effectiveness of Education Finance Systems</b>			
<b>SIR 4.1 Increased Government Capacity in the Implementation of Education Finance Reform</b>			
<b>4.1.1 Supporting the Policy Process</b>			
<b>4.1.1.1 Provide technical assistance EFWG in stewardship of PCF implementation</b>	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.	Partial	The last EFWG meeting is re-scheduled to October based on MOE request
	2. Provide development of EFWG meeting's protocols in English and Tajik, passed to the MOE and distributed to the EFWG members	Completed	
<b>4.1.1.2 Strengthen central government capacity in PCF implementation</b>	1. Conduct monitoring site visits with MOE specialists, develop reports and recommendations based on monitoring results, discuss results with the EFWG	Partially completed	The last monitoring visit is re-scheduled for October based on MOE request
	2. Contribute to analysis of existing normative-legal base to support PCF in Education led by the WB/FTI	Incomplete	The analysis is done by MOE/WB/FTI and recommendations submitted to the government for approval
	3. Provide support to MOE on conduction of regional conference on PCF implementation	Completed	
	4. Discussions of and joint drafting of policies and regulatory docs	Completed	
	5. Continue discussions on institutionalization of the improved accounting and PTA training module	In process	
<b>4.1.2 Implementing School Financing Reforms</b>			

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
<b>4.1.2.1 Continue monitoring of PCF implementation in Kulob Rayon</b>	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. Joint monitoring of Kulob schools on quarterly and annual base together with Rayon education and finance departments	Completed	
	3. Provide regular technical support to school directors (46) and accountants (38) 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	Completed	
<b>4.1.2.2 Methodological support of PCF implementation</b>	Compose, produce and distribute a reference manual “Handbook for School Principal” (existing and latest normative-legal PCF and school management documents)	Completed	
<b>4.1.2.3 Support implementation of PCF in Vakhsh Rayon</b>	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 execution of quarterly and annual school budget	Completed	
	3. Provide regular technical support to school directors (49) and accountants (44) on monthly basis	Completed	
	4. Joint monitoring of Vakhsh schools on quarterly and annual school budget together with Rayon education and finance departments	Completed	

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
	5. Develop progress report based on site visits to Vakhsh and submission to MOE, MOE and EFWG USAID	Completed	
	6. Conduct regular meeting with Hukumat and local authorities together with specialists from MOE and MOF to update on PCF progress	Completed	
<b>4.1.3 Improving School Management</b>			
<b>4.1.3.1 Increase school administration capacity in Vakhsh and Kulob</b>	1. Conduct Personal Computer (PC) training in Vakhsh for schools' accountants (44) and education (2) and finance (3) specialists	Completed	
	2. Conduct refreshing training in Vakhsh for accountants (44) and education (2) and finance (3) specialists on practical accounting	Completed	
	3. Conduct refreshing training in Vakhsh for school principals (49) and education (3) and finance (3) specialists on finance management	Completed	
	4. Conduct PC training in Kulob for schools' accountants (38) and education (2) and finance (3) specialists	Completed	
	5. Conduct refreshing training in Kulob for accountants (38) and education (2) and finance (3) specialists on practical accounting	Completed	
<b>4.1.3.2 The Automated Expenditure Tracking System (AETS) database maintenance</b>	1. On-going maintenance, assistance and monitoring of efficient system usage at the MOE as well as mentoring for the data entry	Partially completed	MOE adopted only the graphic module of the AETS for integration to EMIS
	2. Data analysis exercise which will be presented to the EFWG	Completed	
<b>SIR 4.2 Increased Involvement of Community Stakeholders in School Financial Oversight</b>			
<b>4.2.1 Increasing Transparency and Accountability for School Resources</b>			
<b>4.2.1.1 Strengthening PTAs in</b>	1. Conduct PTA module training for PTA members (49), school principals (49) and education specialists (2) in Vakhsh	Completed	

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
<b>Vakhsh and Kulob</b>	2. Provide support to PTAs of Vakhsh schools with juridical registration	Completed	
	3. Conduct two short workshop for PTAs in Vakhsh	Completed	
<b>4.2.1.2 Increase public awareness on PTAs activities in Vakhsh and Kulob</b>	1. Print and distribute PTA manuals (130) in Vakhsh and Kulob schools, DEDs.	Completed	
<b>4.2.1.3 Strengthening PTAs participatory and transparent approach to school management and financing</b>	1. PTA participated in discussion of school budgeting in schools of Kulob	Completed	
	2. PTA participated in discussion on school budgeting in Vakhsh	Completed	

#### QLP Tajikistan – Additional Funds

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
<b>IR 1 Improved Quality of Teacher Training in Student-centered Methodologies</b>			
<b>SIR 1.2 Pre-Service Teacher Training</b>			
<b>1.2.6 Review of current curriculum of primary departments of Dushanbe, KT, Kulob, Khujand Pedagogical colleges for teaching 6-year-old children</b>	1. Contract 1 RC to guide curriculum review process	Completed	
	2. Contract 5 LC	Completed	LCs worked without contracts
	3. Two-day orientation workshop for LCs	Completed	One-day workshop
	4. Review curriculum and teaching resources of target departments and UNICEF ECD standards	Completed	
	5. Develop report on curriculum process and analysis	Completed	
	6. Share report findings in arRound table discussion	Completed	
<b>1.2.7 Support Pedagogical Colleges to draft additional teaching</b>	1. Contract 12 LCs, RC	Completed	10 LCs contracted
	2. Conduct three-day orientation workshop for LCs	Completed	three-day workshop were proposed by RC and conducted with pedagogical college

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
<b>program focusing on 6-year-old pupils</b>			and university staff
	3. Develop elective course for primary teacher training curriculum focusing on 6-year-old pupils, review by RC No planned activity	Completed	
	4. Institutional review of developed parts of teaching curriculum (AOE, Methodological Center, Pedagogical Universities)	Completed	
	5. Incorporate feedback and comments received from related institutions (see activity 4)	Completed	
<b>1.2.8 Incorporate the new parts of teacher training curriculum and materials into target pedagogical college program</b>	1. Presentation of developed teacher training curriculum and supplementary materials (target Ped. Colleges and Pedagogical Universities, AOE, Methodological Center)	Not completed	Was postponed to Q3 of the PY5, when all the training package for the elective course will be finalized
	2. Contract RC and 2 Master trainers to conduct three-day workshop	Completed	
	3. Three-day workshop for all participating Pedagogical Colleges	Completed	
	4. Prepare set of teacher training curriculum and supplementary materials for approval in Methodological and Scientific Board of Ped Colleges and Universities	Partially completed	The package is not completed yet as student guidelines, which is also going to be part of the set is planned to be developed in PY5.
	5. Get approval of teacher training curriculum and supplementary materials from Methodological and Scientific Boards	Not completed	See comment above
	6. Conduct consultative meetings with Pedagogical colleges and Universities to incorporate approved curriculum and into their current programs	Not completed	See comment above
	7. Incorporate the new teacher training curriculum and materials into target pedagogical college program	Not completed	See comment above
<b>1.2.9</b>	1. Contract 10 LCs, International Consultant	Completed	Contracted RC and 10 LCs

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
<b>Support target Pedagogical Colleges to develop teaching materials for additional parts of the teacher training curriculum</b>	2. Develop teaching materials to support delivery of specialized course for 6-year-old pupils	Completed	
	3. Edit teaching materials	Not completed	The final draft is expected to be completed by the end of September, so editing of the document will be conducted in early October, 2011 Planned to be completed in Q1 of the PY5
	4. Field testing of teaching materials	Not completed	The field testing of the teaching material will be conducted once the full package (elective course curriculum, guide for teacher, and guide for students) will be ready. Planned to be completed in Q2 of PY5 Please refer to comment above
	5. Internal review by Pedagogical University associated with each Pedagogical College	Not completed	
	6. Incorporate feedback and comments received from field testing and related institutions (see activities 4 and 5)	Not completed	
<b>1.2.10 In-service Teacher Training for Target Pedagogical College Teachers</b>	1. Contract 1 RC and 3 LCs	Not completed	This task was postponed to PY5 due to the Pedagogical colleges target department staff not being aware of the basic modern teaching concepts that would eventually become part of the training material. Thus, QLP conducted three rounds of three and four-day orientation workshops on “interactive methodologies”. Postponed to PY5
	2. Develop ToT materials for target Pedagogical colleges	Not completed	
	3. Six-day TOT for target Pedagogical colleges	Not completed	
	4. 12-day workshop for subject specialists in target Pedagogical colleges	Not completed	
	5. Set-up self-appraisal system for new teaching delivery	Not completed	
	6. Training follow-up visit	Not completed	
<b>1.2.11 Strengthen Pedagogical Colleges’ capacity in implementing modified curriculum and teaching resources</b>	1. Contract RC and 3 LCs to develop mentoring program for Pedagogical Colleges Primary department staff, to be trained to teach 6-year-old pupils	Not completed	Due to the training package not being developed and ready for use by Pedagogical colleges
	2. Purchase and handover of LCD to Dushanbe, KT, Kulob, Khujand Ped. Colleges	Completed	
<b>IR3 Greater Involvement Of Teachers In Curriculum Reform</b>			
<b>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</b>			

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
<b>1.3.1 Support AOE to develop standard and guidelines focused on 6-year-old children</b>	1. Contract 2 IC and 4 LCs	Completed	RC and 3 LCs contracted First draft of additional part of primary curriculum focused on 6-year-old pupils developed
	2. Four-day orientation workshop for LCs	Completed	Workshops conducted with Zadarozhnaya in Varzob and by Sirmbard in QLP
	3. Develop Standards and Guidelines for 6-year-old children		
	4. Contract advisory group (6 people)		
	5. Incorporate feedback/comments received from reviewers		
	6. Edit and design Standards and Guidelines		
	7. Get approval from the Academy of Education /MOE		
<b>SIR 3.2 Development of High-quality, Affordable Supplementary Subject-based Curricular Materials</b>			
<b>3.2.3 Printing of QLP material, developed under initial contract</b>	Conduct vender analyze (or contest) and purchase Risograph (printing machine)	Completed	No planned activity
	Handover equipment to AOE and install it	Completed	
<b>IR 4 Increased Effectiveness of Education Finance Systems</b>			
<b>4.1 Increased Government Capacity in the Implementation of Education Finance Reform</b>			
<b>4.1.2 Implementing School Financing Reforms</b>			
<b>4.1.2.1 Support national roll-out of PCF</b>	1. Conduct ToT training for school principals (10) and RTTI/TTI specialists (15) on finance management	Completed	
	3. To establish learning resource center in Vakhsh and Kulob education departments	Completed	
<b>4.1.3 Improving School Management</b>			
<b>4.1.3.1 Increase school administration capacity in Vakhsh and Kulob</b>	3. Conduct refreshing training in Kulob for school principals (46) and education (2) and finance (3) specialists on finance management	Completed	

**QLP Kyrgyzstan Annual Report Matrix: Oct. 2010– Sept. 2011**

<b>Tasks</b>	<b>Activities/outputs planned for Oct. 2010 – Sep. 2011</b>	<b>Outputs achieved</b>	<b>Comments</b>
<b>IR 1: Improved Quality of Teacher Training in Student-Centered Methodologies</b>			
<b>SIR 1.1 Improved Quality of In-service Teacher Training</b>			
<b>SSIR 1.1.1. Establish cooperation relations with regional ITTI (Naryn ITTI and Talas Methodological Center)</b>			
<b>1.1.1.1 Reaching agreement with Naryn ITTI, and Talas Methodology center</b>	1. Discuss and sign MOU with Talas MC	Completed	
	2. Conduct consultative meeting with YK ITTI to develop draft action plans and work schedule for PY4	Completed	
	3. Discuss and sign MOU with Naryn ITTI	Completed	
	4. Conduct meeting with Naryn ITTI to develop draft action plans and work schedule for PY4	Completed	
<b>SSIR 1.1.2 Strengthen capacity of in-service teacher training instructors</b>			
<b>1.1.2.1 Training of instructors to teach modified courses in Naryn ITTI and Talas MC</b>	1. Conduct methodological training for Naryn ITTI and Talas MC instructors. Student centered methodology Stud. Assessment & Curriculum. TOT	Completed	
	2. Master trainer observations during trainings of newly trained instructors	Partially completed	Monitoring visit made by QLP M&E specialist in June, 2011 (Naryn ITTI) and will be continued PY 5
<b>1.1.2.2 Policy dialogue with the MOES and MOF to ensure funding for regular ITT courses for Jalalabad and Batken Methodology centers (JAMC and BAMC)</b>	1. Develop SOW and recruit one LC	Cancelled	Since JAMC and BAMC administrators identified the procedure of state funding and prepared all necessary documents for it, involving LC by QLP was not needed.
	2. LC research possibilities and develop an action plan	Cancelled	
	3. Implement action plan and report	Cancelled	
<b>SSIR 1.1.3. Mentoring within ITTI system</b>			
<b>1.1.3.1 Training of instructors</b>	1. Conduct training on monitoring and mentoring for Issyk-Kul ITTI instructors	Completed	
	2. Conduct training on monitoring and mentoring for Naryn ITTI and Talas MC instructors	Completed	
<b>1.1.3.2 Recruitment of experts</b>	Develop SOW and hire four LCs from MGT/ITTI instructors and 1 master-mentor	Cancelled	In the sake of QLP sustainability, the project decided not to hire any LCs and Master-mentor. Since financial support from the QLP would have temporary nature and the ITTI system does not have any further support/motivation for

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
			mentoring, this subtask was cancelled.
<b>1.1.3.3 Observation, review and develop plans</b>	1. Observation of ITT courses. Provide consultation based on self-reporting forms, trainee evaluation forms, LC's and local ITTI mentors' observation.	Completed	KAE, Osh, Issyk-Kul and Naryn ITTIs regular courses were observed by the LC, M&E and KAE specialists.
	2. LC provides observation over local ITTI mentors' mentoring approaches. Provides consultation.	Cancelled	It was cancelled since activity <b>1.1.3.2</b> was cancelled
	3. Based on discussion LCs and local ITTI mentors with system trainer develop a performance improvement plan for the next phase (course).	Partially completed	Relying on joint KAE and QLP (M&E) monitoring visit results, during the working meeting with KAE, regional ITTI/MCs and QLP it was developed new strategy of ITTI system. Due to the newly developed strategy, KAE will play the key role/responsibility for monitoring and mentoring of all regional ITTI/MCs.
	4. LC and local ITTI mentors submit observation results to Master-mentor and TTS. Discuss results. Get guidance from master-mentor.	Partially completed	As the initial plan was changed results were discussed not only by the LCs and ITTI mentors but KAE and all regional ITTI directors, instructors.
	5. Follow-up visit by LC and local ITTI mentors to the mentored ITTI instructors. Progress report from the all parties (instructors, ITTI mentors, LC and Master-mentor)	Cancelled	See comments from subtask <b>1.1.3.2</b>
<b>1.1.3.4 Development of recommendations for future work</b>	1. Wrap up workshop (QLP, Master-mentor, LCs ITTI mentors) to review mentoring system applied in PY4 and develop recommendations for PY5	Partially completed	As initial plan was changed it was not conducted wrap up workshop but working meeting of KAE with regional ITTI/MCs. KAE and regional ITTIs' representatives discussed mentoring system within ITTI and developed recommendations to improve this system for PY5
	2. Develop recommendations to institutionalize the change within the system	Completed	
<b>SSIR 1.1.4. Improvement of the project deliverables</b>			
<b>Improvement of the project deliverables</b>	1. Working meeting with key practicing ITTI instructors to revise ITTI module following results of 2010-11 ac. year	Completed	
	2. Improve Methodic Guide	Completed	
	3. Revise evaluation tests in target subject areas (6) to	Completed	Revised evaluation tests in target subject areas

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
	make them compliant with revised ITT programs		were included into the modified programs
	4. Incorporate final modules to the target ITTIs	Partially completed	Modified programs will be printed out and distributed to all ITTI/MCs in October, 2011) PY5. The main reason for this delay is not finalized/approved Front Page from USAID yet.
<b>1.1.2.5. Purchase equipment and literature for partner ITTIs (JAMC, BAMC, Talas MC and Naryn ITTI)</b>			
	1. Purchase equipment and literature for partner ITTIs (JAMC, BAMC, Talas MC and Naryn ITTI)	Completed	
<b>SIR 1.2 Improved quality of pre-service teacher training</b>			
<b>SSIR 1.2.1 Support new teacher retention</b>			
<b>1.2.1.1 Develop the last draft of the policy paper</b>	1. Improve the policy paper	Completed	This subtask was not fully completed, since the Kyrgyz government accepted new teacher payment system after the teachers' strikes in the country in winter 2011. However, some of the elements from this 'Policy Paper' were taken into consideration while they were developing the new payment system in MOES and MOF.
	2. Prepare the policy paper for publishing	Completed	
	3. Translation for Kyrgyz and English languages	Cancelled	
	4. Publishing policy paper	Cancelled	
<b>1.2.1.2 Providing the policy paper to policy makers</b>	1. Presentation of policy paper	Cancelled	
	2. Round table to present the policy paper	Partially completed	
<b>1.2.1.3 Distribute Guidebook for young teachers to all universities</b>	1. Distribute Guidebook for Young Teachers to all universities	Partially completed	Will be distributed in October 2011 in target Universities
<b>1.2.1.4 Policy action to support new Teacher retention</b>	1. Conduct policy action to support new teacher retention	Cancelled	See the comments on 1.2.1.1 and 1.2.1.2 above
<b>SSIR 1.2.2 Improve PTTI curricula on 3 target specialties</b>			
<b>1.2.2.1 Continue to mentor Arabaev university in implementation of revised curricula</b>	1. Observation of instructors activities	Completed	
	2. LCs collect data/ process it/ analyze it/ prepare summary (on a monthly basis)	Completed	
	3. LCs conduct workshop for university instructors	Completed	
<b>1.2.2.2 Conduct analysis of</b>	1. IC, LCs and TE(D <sup>1</sup> )s analyze content of courses in OshSU	Completed	

<sup>1</sup> TE(D) - 'Technical Expert-Developer'

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
<b>OshSU curricula on 3 target specialties</b>	2. Provide regular consultations to LC and TE(D)s in Osh	Completed	
	3. Develop final report on analysis made	Completed	
<b>1.2.2.3 Modify OshSU curricula on 3 target specialties</b>	1. IC, LC and TE(D)s modify content of courses in OshSU	Completed	
	2. Provide regular consultations to LC and TE(D)s in Osh	Completed	
	3. Develop final modified products	Completed	
	4. Approval of modified documents in university Ucheniy Sovet	Completed	
<b>1.2.2.4 Testing/piloting modified work programs in OshSU</b>	1. University instructors fill in self-report forms every time they deliver lessons integrated by the project	Completed	
	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; submit brief analytical reports (on a monthly basis)	Completed	
	5. LCs conduct workshop for university instructors	Completed	
<b>1.2.2.5 Conduct trainings for OshSU university instructors on the process of delivery of material to university students on a monthly basis</b>	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	
	6. Training 6 “Teacher training and teacher development. Models of training”	Completed	
<b>1.2.2.6 Conduct analysis of JASU curricula on 3 target specialties</b>	1. IC, LCs and TE(D)s analyze content of courses in JASU	Completed	
	2. Provide regular consultations to LC and TE(D)s in JASU	Completed	

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
	3.Develop final report on analysis made	Completed	
<b>1.2.2.7 Modify JASU curricula on 3 target specialties</b>	1.IC, LC and TE(D)s modify content of courses in JASU	Completed	
	2. Provide regular consultations to LC and TE(D)s in JASU	Completed	
	3. Develop final modified products	Completed	
	4. Approval of modified documents in university Ucheniy Sovet	Completed	
<b>1.2.2.8. Testing/piloting modified work programs in JASU</b>	1. University instructors fill in self-report forms every time they deliver lessons integrated by the project	Completed	
	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; submit brief analytical reports (on a monthly basis)	Completed	
	5.LCs conduct workshop for university instructors	Completed	
<b>1.2.2.9. Conduct trainings for JASU university instructors on the process of delivery of material to university students on a monthly basis</b>	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	
	6. Training 6 “Teacher training and teacher development. Models of training”	Completed	
<b>SSIR 1.2.3 Strengthen linkages between universities and schools</b>			
<b>1.2.3.1 Test revised student practicum at Arabaev university</b>	1. Field-test modified student practicum model in target schools/ Monitor, collect and analyze data, develop recommendations and improve practicum model	In process	Testing/piloting are in the process, Student Practicum has just started at Arabaev KSU as a new academic year started
<b>1.2.3.2. Arrange discussion of 1) Regulation on</b>	1. Conduct meeting with Student practicum Working group to discuss revised model of student practicum	Completed	

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
student practicum 2) Program on student practicum level OshSU faculty			
1.2.3.3 Develop final draft of Regulation and programs on student practicum and get it approved by the university Academic Council, Ucheniy Sovet of OshSU	1. Conduct meeting with Student practicum Working group (OshSU faculty) to discuss the final draft of the documents	Completed	
	2. Develop final draft of the documents	Completed	
	3. Official approval of the documents by University “Ucheniy Sovet”	Completed	
	4. Produce and distribute 100 copies of the Mentor’s Handbook to university supervisors, school mentors and students	Completed	
1.2.3.4 Conduct trainings for OshSU supervisors, school mentors on mentoring	1. Conduct one-day training for university supervisors	Postponed	The trainings are re - scheduled for October 2011. to start with student practicum of new academic year
	2. Conduct one-day training for school mentors	Postponed	
1.2.3.5. Test revised student practicum at OshSU	1. Field-test modified student practicum model in target schools/ Monitor, collect and analyze data, develop recommendations and improve practicum model /final model institutionalized	In process	Testing/piloting are in the process, Student Practicum started at OshSU in September 2011
1.2.3.6. Arrange discussion of 1) Regulation on student practicum 2) Program on student practicum level JASU faculty	1. Conduct meeting with Student practicum Working group to discuss revised model of student practicum	Completed	
1.2.3.7 Develop final draft of Regulation and programs on student practicum and get it approved by the university “Ucheniy	1. Conduct meeting with Student practicum Working group (JASU faculty) to discuss the final draft of the documents	Completed	
	2. Develop final draft of the documents	Completed	
	3. Official approval of the documents by University “Ucheniy Sovet”	Completed	
	4. Produce and distribute 100 copies of the Mentor’s	Completed	

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
sovet” of JASU	Handbook to university supervisors, school mentors and students		
<b>1.2.3.8</b> Conduct trainings for JASU supervisors, school mentors on mentoring	1. Conduct 1 day training for university supervisors	Postponed	Will be in a new academic year 2011-12.  The trainings are re - scheduled for October 2011 before starting the new academic year’s student practicum. The last academic year was missed because of staff change.
	2. Conduct 1 day training for school mentors		
<b>1.2.3.9</b> Test revised student practicum at JASU	1. Field-test modified student practicum model in target schools/ Monitor, collect and analyze data, develop recommendations and improve practicum model /final model institutionalized	In process	Testing/piloting are currently in the process, Student Practicum has just started at JASU. It is scheduled in Workplan of PY5.
<b>1.2.3.10</b> Finalize all products developed under SIR 1.2, disseminate to all universities with pedagogical specialties and other stakeholders	1. Finalize all products developed under SIR 1.2 and disseminate to all universities with pedagogical specialties and other relevant stakeholders	In process	Will be finalized and disseminated in PY5. It is scheduled in Workplan of PY5.
<b>SIR 1.3 Improved Capacity of Education Administrators in Mentoring, Monitoring and Pedagogical Leadership</b>			
<b>SSIR 1.3.1 Training of HMUs in Mentoring Technologies</b>			
<b>1.3.1.1.</b> Continue monitoring and providing methodological support for target schools in Mentoring, (Chui and Osh oblasts)	1. Follow up visits to support HMUs and gauge effect - deliver one-day workshop on Mentoring	Completed	
	2. Informal talks and reflective dialogues with HMUs and teachers	Completed	
	3. Collect data, process and analyze it, prepare summary (report) on a monthly base	Completed	
	4. Round table on best practices in Mentoring with zavuches and HMUs	Completed	
	5. Report on successful Mentoring practices in <i>Kut Bilim</i>	Completed	
<b>1.3.1.2.</b> Update Mentoring Module based on the feedback from HMUs, zavuches teachers, and	1. Develop SOW for LCs	Completed	
	2. Working meeting on modification and enhancement of Mentoring Module (1 day)	Completed	
	3. Revision, additions, and updating the content of Mentoring Module	Completed	

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
<b>LCs</b>	4. Prepare for approval and incorporate the final copy of Mentoring Module into regular in-service teacher trainings courses (KAE and ITTI)	Completed	
	5. Print approved copy of Mentoring Module	Completed	
<b>1.3.1.3. Support in the development of Mentoring Toolkit</b>	1. Collecting HMUs and teachers' case studies, reflections, successful mentoring tools	Completed	
	2. Develop SOW for LC, TE and hire them	Completed	
	3. Conduct working group meeting with experts on how Mentoring Toolkit should be designed (2 day workshop)	Completed	
	4. Development of Mentoring Toolkit	Completed	
	5. Modification and enhancement of Mentoring Toolkit	Completed	
	6. Translation of the Mentoring Toolkit (Kyrgyz/Russian)	Completed	
	7. Prepare for approval (KAE) Mentoring Toolkit	Completed	
	8. Publication of Mentoring Toolkit	In process	It will be published in accordance with the "QLP products' publishing" schedule. It is scheduled for PY 5 in WP.
<b>1.3.1.4. Review of existing Regulation on job description (directors, zavuchas, and social pedagogues) and support in development of Regulation on job description for HMUs</b>	1. Develop SOW for local consultants and TEs and hire them	Completed	
	2. Conduct working group meeting on review of Regulation on job description (representatives of MOES, KAE, ITTI, LCs, ICs) (2 day)	Completed	
	3. Develop Regulation on Job description for HMUs (2 days)	Completed	
	4. Submission of the Regulation to KAE and MOES Board for consideration and comments	Completed	
	5. Modification and approval of Regulation by MOES	In process	The document was delivered to the MOES for approval in May, 2011; since that time MOES did not have Collegiums where the Regulations were on discussion in agenda. Thus, it depends on MOES Collegiums that may be in this fall (2011).
	6. Publication, print, and disseminating of Regulation	Completed	
<b>1.3.1.5. Support in the development of</b>	1. Develop SOW for local consultants and TEs and hire them	Completed	
	2. Conduct working group meeting (representatives of	Completed	

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
<b>Polojeniye (Regulation) on Mentoring</b>	MOES, KAE, LCs,) (3 days)		
	3. Develop Regulation on Mentoring in schools	Completed	
	4. Revision, comments, and modification of Regulation on Mentoring (2days)	Completed	
	5. Approval of Regulation on Mentoring to MOES	In process	See comments on 1.3.1.4 above.
	6. Publish and print Regulation on Mentoring in <i>Kut Bilim</i>	In process	As soon as the document is approved by MOES it will be published in <i>Kut Bilim</i> .
<b>SSIR 1.3.2 Training of Directors and Zavuches in Pedagogical Leadership</b>			
<b>1.3.2.1. Continue monitoring and providing support in Pedagogical Leadership to target schools . (Chui and Osh)</b>	1. Follow up visits (cohort1 schools) - Deliver 1 day workshop (Roles and responsibilities of directors and zavuches)	Completed	The follow-up activities will be continued in PY5.
	2. Informal talks and reflective dialogues with directors and zavuches	Completed	
	3. Collect data, process and analyze it, prepare summary (report) on a monthly basis	Completed	
	4. Round table on best practices in Pedagogical leadership with directors and zavuches	Completed	
<b>1.3.2.2. Update training Module on Pedagogical Leadership based on the results of school visits.</b>	1. Develop SOW for LC, TE and hire them	Completed	The follow-up activities will be continued in PY5.
	2. Working meeting on modification and enhancing of Module on Pedagogical Leadership with the principals, zavuches, LCs, and experts (1 day)	Completed	
	3. Revision, additions, and updating the content of the module on Pedagogical Leadership	Completed	
	4. Print approved copy of Pedagogical Leadership Module	Completed	
	5. Write a success story on Pedagogical Leadership in <i>Kut Bilim</i>	Completed	
<b>1.3.2.3. Support in the development of Pedagogical Leadership Toolkit</b>	1. Develop SOW for LC, TE and hire them	Completed	
	2. Conduct working group meeting with experts on how Pedagogical leadership toolkit should be designed (2 day workshop)	Completed	
	3. Develop initial copy of Toolkit on Pedagogical Leadership.	Completed	
	4. Test Toolkit in 14 target schools and gather comments from them	Completed	

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
	5. Conduct 1 day workshop on modification and enhancement of the Toolkit on Pedagogical Leadership	Completed	
	6. Prepare for approval pedagogical leadership Toolkit by KAE	Completed	
	7. Present Pedagogical Leadership Toolkit at Round Table	Completed	
<b>SSIR 1.3.3 Training in Monitoring for Rayon staff, Directors &amp; Zavuches</b>			
<b>1.3.3.1. Continue providing support in Monitoring to target schools. (Chui and Osh oblasts).</b>	1. Follow up visits (cohort1 schools) -Deliver 1 day practical workshop for RaiOO, HMUs, and zavuches on monitoring	Completed	
	2. Reflective dialogues and informal talks with RayOO, Directors, and zavuches	Completed	
	3. Collect data, process and analyze it, prepare summary (report) on a monthly basis	Completed	
	4. Round Table with the stakeholders on the effect of Monitoring intervention	Completed	
<b>1.3.3.2. Update and finalize training Module on Monitoring based on the feedback and results of school visits (14 schools)</b>	1. Develop SOW for LC and TE	Completed	
	2. Working meeting group on modification of Monitoring Toolkit (1 day)	Completed	
	3. Revision, additions, and updating the content of the module on Monitoring	Completed	
	4. Prepare for approval (KAE) and incorporate it in regular in-service teacher training courses	Completed	
	5. Print approved version of Monitoring Module	Completed	
<b>1.3.3.3. Support in the development of Monitoring Toolkit</b>	1. Develop SOW for LC, TE and hire them	Completed	
	2. Conduct working group meeting with experts on how Monitoring Toolkit should be designed (2 day workshop)	Completed	
	3. Develop Initial copy of Monitoring Toolkit	Completed	
	4. Conduct 2 day workshop on modification and enhancement of Monitoring Toolkit	Completed	
	5. Present and approve (KAE) Monitoring Toolkit	Completed	
	6. Print Approved Monitoring Toolkit	Postponed	Currently the Toolkit is being translated from Russian to Kyrgyz and the task will be completed in October 2011.

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
<b>IR 2: Improved Quality of Student Assessment</b>			
<b>SIR 2.1. Support in developing subject specific Student Assessment Guide book, video training module. Support in improvement training session on Student Assessment</b>			
<b>2.1.1. Support in developing subject specific formative assessment Guide Books (primary school subjects homeland and math, Secondary school Kyrgyz language and Math).1.1. Improve Student Assessment (including formative assessment) Guide Book</b>	1. Develop SOW for local consultants and TEs and hire them	Completed	
	2. Conduct working group meeting with LC and TEs to discuss formative assessment practices at schools.	Completed	
	3. Translation of the selected subject specific materials on Formative Assessment into Russian	Completed	
	4. School visit to collect information on teachers' experience in using FA techniques through lesson observation, teacher and student interviews.	Completed	
	5. Support in developing drafts the Guide books on Student Assessment based on collected materials	Completed	
	6. Share draft Guidebook with LC, Program specialists of SIR 1.1, SIR 1.2, SIR 1.3, IR 3 and collect comments	Completed	
	7. Review content of the Guidebook for print-out and desktop layout	Completed	
	8. Translation of Guidebook into Kyrgyz and edit it	Partially completed	The completion of the tasks depend on “QLP Products ‘Publishing’ Schedule, translation and editing procedure in general. It will be completed by October 2011
	9. Print out copies of the Guidebook to partners		
<b>2.1.2. Support in improvement Student Assessment (including formative assessment) training session in line with SSIR 1.1.1.2</b>	1. Develop SOW for local consultant and TEs and hire them	Completed	
	2. Monitoring of ITTI, PTTI sessions on Student Assessment	Completed	
	3. Revise and improve training session “Student Assessment”	Completed	
	4. Pass materials to SIR1.1, 1.2.	Completed	
<b>2.1.3. Support in improvement Formative Assessment video for teachers</b>	1. Develop SOW for 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, teachers recommendations.	Completed	

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
	4. Discuss with the director and the cameraman possibilities of preparing video of the defined content.	Completed	
	5. LC, TEs improve User's Manual on use of video training module on formative assessment techniques	Completed	
	6. Organization of the videoing of the training module.	Completed	
	7. Conduct field test of video training module among teachers of selected schools and analyze results	Postponed	Postponed for Q1 of the PY 5; since it depends on compiling of video material
	8. Revise and improve training module based on feedback collected at the field test		
	10. Preparation of copies of the video training and of the User's manual		
	11. Distribution of the video training module.		
<b>2.1.4. Involving teachers into discussion of Student Assessment practices through Mass Media (under IR.3. component)</b>	1. Develop SOW for local consultants and TEs and hire them	Completed	
	2. Conduct workshop for TEs, LC and Mass Media specialists. 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	Completed	
	3. Collect, develop and select content of the text on student assessment to be published through teachers newspaper <i>Kutbilim sabak</i>	Completed	
<b>2.1.5. Support in developing module to train teachers on developing questions to assess higher order thinking skills.</b>	1. Develop SOW for local consultants and TEs and hire them	Completed	
	2. Conduct workshop for TEs, LC on module development	Completed	
	3. Develop draft module to train teachers on developing questions to assess higher order thinking skills.	Completed	
	4. Support in conducting field test of the training module among teachers of and analyze results	Completed	
	5. Revise and improve training module based on feedback collected at the field test	Completed	
	6. Share training module through SIR 1.1, SIR 1.2, SIR 1.3	Completed	
<b>SIR 2.3: Influence system of Olympiads and other competitions to include measures of higher order skills</b>			
<b>2.3.1.</b>	1. Submission of the Regulation to KAE and MOES	Completed	

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
<b>Support in developing Methodological Guide (MG) on development of tasks and assessment of higher order thinking skills in Republican School Olympiad</b>	Board for consideration		
	2. Identify working group members under MOES. Preparation of the <i>Prikaz</i> (decree) of MOES on the working group and the action plan.	Completed	
	3. Conduct orientation session to introduce action plan	Completed	
	4. LC and TEs develop recommendations on MG	Completed	
	5. Meeting of the working group. Discussion and improvement of the draft MG	Completed	
	6. Revision of the draft MG by LC and TEs.	Completed	
	7. Correction of the text, translation of the MG into Kyrgyz, and Russian languages, preparation of supplementary documents of the Board (KAE comments...)	Completed	
<b>IR3: Greater Involvement Of Teachers In Curriculum Reform</b>			
<b>SIR 3.1: Support in improvement Use of Skill-Based Educational Requirements in Subject Matter Teaching</b>			
<b>3.1.1. Support in improvement Syllabus guide on focus subjects</b>	1. Select 20 teachers in Chui oblast for testing developed syllabus guide	Completed	
	2. Conduct meeting with teachers to pilot Syllabus Guides and develop recommendations	Completed	
	3. Arrange monthly meetings of teachers and developers	Completed	
	4. Making changes in Syllabus guide on focus subjects	Completed	
	5. Publish Syllabus Guide and distribute to target schools and institutions	Partially completed	It depends on printing process and its schedule.
<b>3.1.2. Support in selecting and publishing Supplementary Materials (SM) developed by teachers</b>	1. Develop SOW and hire an expert group on develop of SM for publishing and distribution in target schools	Completed	
	2. Develop criteria of SM	Completed	
	3. Support in development SM	Completed	
	4. Organization of the contest among school teachers to select SM developed by teachers to have them published.	Completed	
	5. Support in selection of SM: (1) Signal versions of Kyrgyz language completed. (2) Developed draft versions of Math for 1-4 grades, discussion with teachers. (3) Discussion with KAE of Math for 5-9 grades.	Postponed	This task was delayed due to the death of a key LC, Abdiev from KAE. It is scheduled for completion in the PY5.

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
	6. Publish SM (select publisher and sign agreement)	Cancelled	There were not any applications on this task
	7. Publication of developed SM and distribute them	Partially completed	SM on Motherland published and now it is in the process of distribution to the partners. Other SM will be developed, printed and distributed in Q1 of the PY5.
<b>SIR 3.2. Increased Opportunities for Professional Exchange and Policy Dialogue</b>			
	1. Conduct workshop for TEs, LC and Mass Media specialists	Completed	
	2. LC, TEs develop format of Mass media space where teachers could exchange information on improvement of subject curricula.	Completed	
	3. Support in contest for best lesson plan in focus subjects	Completed	
	4. Collection and selection of information and publication of it through the <i>Kutbilim Sabak</i> on curriculum Issues.	Completed	
<b>IR 4: INCREASED EFFECTIVENESS OF EDUCATION FINANCE SYSTEMS</b>			
<b>SIR 4.1. Increased Government Capacity in the Implementation of Education Finance Reform</b>			
<b>SSIR 4.1.1. Supporting the policy process</b>			
<b>4.1.1.1. Provide technical assistance to Education Finance Working Group (EFWG) in oversight of per capita financing implementation</b>	1. Provide technical support to EFWG meetings to review the pilot progress, develop policies, discuss education financing issues and coordinate donor collaboration, etc.	In process	Three EFWG meeting were conducted during October 2010 – September 2011. Last meeting coincided with the second annual Forum of Advisory Committees on September 17-18.
	2. Develop EFWG meeting summary reports in English and Russian, share with MOES and EFWG members.	In process	Meeting summary report will be written after September 18.
<b>4.1.1.2. Support the institutionalization of automated expenditure tracking system in MOES in terms of per capita financing in Chui oblast</b>	1. Develop TOR for preparing and issue the PCF informational statistical bulletin for 2009, 2010.	Completed	
	2. Publish the PCF informational statistical bulletin for 2009, 2010 and distribute among partners.	Partially completed	Fifty copies of statistical bulletin for 2009 was printed and distributed. Fifty copies of statistical bulletin for 2010 are being printed.
	3. Provide technical support to MOES in maintenance work on automated expenditure tracking system in Chui, local consultant.	Completed	
<b>4.1.1.3.</b>	1. Conduct monitoring site visits with MOES	Completed	Four monitoring site visits were conducted in

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
<b>Increase central government officials' capacity in PCF implementation</b>	specialists in PCF rayons of Chui oblast; develop reports and recommendations based on monitoring results; present and discuss results with the EFWG.		Chui oblast.
<b>4.1.1.4. Increase public awareness on per capita financing and community involvement in school management</b>	1. Provide information on PCF implementation issues and community involvement in school management to be published in MOES newspaper " <i>Kut Bilim</i> "	Completed	<p>One TV video-clip on PCF was presented in "<i>Zamana</i>" program by First National Broadcast Company.</p> <p>One article on PCF was published in theoretical and practical journal "<i>Mektep</i>".</p> <p>Four articles on new system of labor remuneration, school budget hearings and conducted TOT were published in MOES newspaper "<i>Kut Bilim</i>".</p> <p>Deputy Minister of Education and Science and QLP representative gave press-conference in Kyrgyz National Informational Agency "<i>Kabar</i>" relating the new system of labor remuneration.</p> <p>Four articles on new system of labor remuneration, school budget hearing were presented on internet websites "<i>Kabar</i>", "<i>Aki-Press</i>" and "<i>24kg</i>".</p> <p>QLP participated in TV program called "<i>Otkrytiy Kyrgyzstan</i>" devoted to state budget transparency using the education sector as an example.</p> <p>The TOT training was reported in evening news of TV channels "<i>5 kanal</i>", "<i>ELTR</i>", "<i>NBT</i>", "<i>Stan TV</i>" and "<i>NTS</i>".</p> <p>One article and TV video-topic will be devoted to the second Forum of Advisory Committees.</p>
<b>SSIR 4.1.2. Improving School Management</b>			
<b>4.1.2.1. Roll-out of six-day training module "Financial Management in School"</b>	1. Create database of the module trainees.	Completed	
	2. Coordinate schedule and list of trainees with the MOES, RayOO.	Completed	
	3. Print training manuals.	Completed	225 copies printed
	4. Roll out trainings for school principals in Chui oblast.	Completed	QLP trained 194 school principals and conducted

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
<b>Education” for the school principals of Chui oblast</b>			seven trainings on “Financial Management in School Education”.
<b>4.1.2.2. Roll out of six-day training module “Accounting in School” for accountants of Chui oblast</b>	1. Coordinate schedule and list of trainees with the MOES, RayOO.	Completed	
	2. Print training manuals.	Completed	130 copies printed
	3. Roll out trainings for school principals in Chui oblast.	Completed	QLP trained 114 school and Ayil-Okmotu accountants and conducted four trainings on “Accounting in School”.
<b>4.1.2.3. Support of school administration in improving of school teachers incentive system (CLP)</b>	1. Print practical manuals “How to improve the quality and effectiveness of teachers’ work: new opportunities in terms of per capita financing at school”.	In process	900 copies of “How to improve the quality and effectiveness of teachers’ work: new opportunities in terms of per capita financing at school” are being printed.
	2. Distribute practical manual among Chui oblast schools	In process	Upon <u>completing of</u> printing process
<b>4.1.2.4. Mentoring of school principals, accountants and RayOO specialists.</b>	1. Plan mentoring visit structure	Completed	
	2. Conduct mentoring visits (interview, review of successes and challenges) to Cohort 1 schools.	Completed	QLP conduct seven visits to Chui oblast for discussion main financial and accounting issues.
	3. Summarize findings in reports	Completed	
<b>4.1.2.5. Increasing capacity of national trainers on calculating new system of labor remuneration</b>	1. Coordinate schedule and list of trainees with the MOES, RayOO.	Completed	This event was done extra workplan using budget savings of IR4 component after getting official approval from USAID.
	2. Roll out three-day TOT for national trainers.	Completed	QLP conducted TOT responding on M OES request to support the capacity of national trainers on new salaries issues. QLP trained thirty six trainers from seven oblasts and two cities, Bishkek and Osh.
<b>SIR 4.2. Increased Involvement of Community Stakeholders in School Financial Oversight</b>			
<b>SSIR 4.2.1. Increasing transparency and accountability for school resources</b>			
<b>4.2.1.1. Roll out of three-day training module “Community Involvement in School Management”</b>	1. Create database of the module trainees.	Completed	
	2. Coordinate schedule and list of trainees with the MOES, RayOO.	Completed	
	3. Print training manuals.	Completed	55 copies printed
	4. Roll out trainings for school principals and ACs chairpersons in Chui oblast.	Completed	QLP trained forty five school principals and ACs chairpersons and conducted two trainings on

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
			“Community Involvement in School Management”.
<b>4.2.1.2. Monitoring of ACs activities</b>	1. Plan monitoring visit schedule	Completed	
	2. Conduct monitoring visits	Completed	Six visits were conducted with school principals and ACs chairpersons to monitor their activities
	3. Summarize findings in reports	Completed	
<b>4.2.1.3. Increase of public awareness about community involvement in school management on rayon level in Chui oblast</b>	1. Plan of meetings schedule	Completed	
	2. Conduct seven meetings on rayon level with RayOO, Ayil-Okmotu, ACs, school administration and community representatives to share information about best practices of ACs activities.	Completed	QLP provided seven meetings to identify the best practices of ACs.
	3. Conduct the second Forum of school Advisory Committees	In process	This event was done extra workplan using budget savings of IR4 component after getting official approval from USAID. QLP conducted the second Forum of school Advisory Committees on September 16-18.
<b>4.2.1.4. Increase of transparency and accountability in school financing and management</b>	1. Develop TOR for LC to prepare practical manuals “Preparation and Conducting of School Budget Hearings” and “Planning of Joint Activities between Schools and ACs”	Completed	
	2. Select LC.	Completed	
	3. Print and distribute the manual “Planning of Joint Activities between Schools and ACs” among schools and ACs of Chui oblast	Completed	300 schools of Chui oblast get this manual
	4. Print and distribute the practical “Preparation and Conducting of School Budget Hearings” among schools and ACs in Chui, Issyk-Kul and Batken oblasts.	Partially completed	470 copies were printed for Issyk-Kul and Batken oblasts. Will be distributed during training in PY5.
	5. Provide technical and consultative support to ACs and school administration in preparation and conducting of school budget hearings in Chui oblast.	Completed	Fifteen schools of Chui oblast conducted school budget hearings by the initiative of ACs.

**QLP Kyrgyzstan – Strengthening, Annual Report Matrix: Oct. 2010– Sept. 2011**

<b>Tasks</b>	<b>Activities/outputs planned for Oct. 2010 – Sep. 2011</b>	<b>Outputs achieved</b>	<b>Comments</b>
<b>Task 1: Youth Aid Program for Education (YAP)</b>			
<b>1. Provide accelerated learning programs for children who have dropped out of school and enable them to return to school at the appropriate grade level for their age</b>	1. Form working group from relevant government stakeholders & NGOs & action plan agreed Regular meeting	In process	Will be continued as it is scheduled by the end of program; December 2011
	2. Target group of children identified (social pedagogues from schools involved in this process)	In process	Will be continued as it is scheduled by the end of program; December 2011
	3. Identify appropriate education support activities for dropped out students based upon groups of children/individual children	In process	Will be continued as it is scheduled by the end of program; December 2011
	4. Implement small grant projects with NGOs to support and monitor those children under the accelerated learning programs ( social support, cultural events, sport competitions etc)	In process	Will be continued as it is scheduled by the end of program; December 2011
	5. Work with education authorities and schools to accept children who have completed their accelerated learning programs	In process	Will be continued as it is scheduled by the end of program; December 2011
	6. Monitoring and analysis and report outcomes of this component to offer government information and recommendations for future action	In process	Will be continued as it is scheduled by the end of program; December 2011
<b>2. Ensure the group of children who are due to enter school (1<sup>st</sup> class) in September 2011 are identified and given support to enter school</b>	1. Identify critical stakeholders and form working group, mayor's office, MTA, NGO develop action plan for identifying cohort for grade 1 entry in 2011	Completed	
	2. Monitor MOES state pre-school preparation program and ensure compatibility	Completed	
	3. Support in development of the role of school social pedagogue in this process	Partly completed	Will be continued as it is scheduled by the end of program; December 2011
	4. Training for social pedagogues & school administration	Completed	
	5. Workshop and round table for social pedagogues (under Jalalabad part of QLP strengthening) under tasks of International Consultant	Completed	
	6. Outreach programs to ensure target group are informed and have opportunities to socially integrate	Completed	
<b>3. Undertake advocacy and information</b>	1. Develop analysis and advocacy documents from household survey and NGO feedback	Completed	

<b>campaigns to ensure the educational needs of children and young people who live in the Novostroikas are met by the government of the KR</b>	2. Develop communication plan to provide visibility	Completed	
	3. Outreach and visibility materials	In process	Will be continued as it is scheduled by the end of program; December 2011
	4. Information materials development	Partly completed	Will be continued as it is scheduled by the end of program; December 2011
	5. Media coverage of events	In process	Will be continued as it is scheduled by the end of program; December 2011
<b>Task 2: Creation positive socio-psychological atmosphere in post conflict period in Jalalabad</b>			
<b>1. Training of Social Pedagogues in Jalalabad Oblast</b>	1. Develop cases for reconciliation of communities	Partially completed	Since the cases were not properly developed and they are only in Kyrgyz language, they should be updated.
	2. Presentation of the cases on Ray/GorOO level		
	3. Update materials and handouts of the training for social pedagogues	Completed	
	4. Conduct one day TOT	Completed	
	5. Quarterly meeting with trainers	Cancelled	Since the task was completed within two months, there was no necessity to meet quarterly
	6. Conduct one day catch up training and two day training for social pedagogues	Completed	
<b>2. Increase capacity of Ray/GorOO and Jalalabad Methodology center in mentoring, monitoring on reconciliation in schools and their communities</b>	1. Develop two day training module and handouts for Ray/GorOOs and Jalalabad MC	Completed	
	2. Conduct two day training on social pedagogy for Ray/GorOOs Methodists and JAMC specialists	Completed	
	3. Monitoring and mentoring support of Jalalabad oblast schools by LC, Ray/GorOO Methodists and JAMC specialists	Completed	
	4. Finalize, translate, print and distribute handbook for social pedagogues and training modules for further using	Partially completed	Handbook for social pedagogues will be printed out in Oct., 2011 and presented in Nov., 2011, at the National Forum for SPs
<b>3. Improving capacity of school administration in creating positive socio-psychological school environment</b>	1. Collect, analyze information of the monitoring and preparation report	Completed	
	2. Preparation to the workshop and Round Table where will be presented the good practice and results	Completed	
	3. Conduct two 3-day workshops for social pedagogues and Ray/GorOO methodists	Partially completed	One 3-day workshop was conducted, since another initially planned workshop would not be effective enough. Moreover, it was summer vacation period when it would not be realistic to cover all 435 SPs of JAO.

	4. Support JAMC to present experience at National Forum for social pedagogues and Round Table for officials in Bishkek	Postponed	Due to the National Forum for social pedagogues and Round Table for officials were postponed for PY5 (Nov.)
	5. Submission of materials and progress report to MOES	Completed	
<b>IR 4: INCREASED EFFECTIVENESS OF EDUCATION FINANCE SYSTEMS in Issyk-Kul and Batken Oblasts</b>			
<b>SIR 4.1. Increased Government Capacity in the Implementation of Education Finance Reform</b>			
<b>SSIR 4.1.2. Improving School Management</b>			
<b>4.1.2.1. Strengthening capacity of national trainers prepared with the QLP</b>	1. Create database of the module trainees.	Completed	
	2. Print set of training materials in Russian and Kyrgyz (for education institutes – Osh ITTI, Issyk-Kul ITTI, KAE).	In process	QLP printed and distributed 134 copies of the “Financial Management in School Education” to Osh ITTI, Issyk-Kul ITTI and KAE. 170 copies of this modified module on Kyrgyz and Russian are printing.
	3. Conduct the 2-day TOT on “Financial Management in School Education” training module in Bishkek.	Completed	QLP trained twelve specialists of Osh ITTI, Issyk-Kul ITTI and KAE and conducted one TOT on “Financial Management in School Education”.
<b>SIR 4.2. Increased Involvement of Community Stakeholders in School Financial Oversight</b>			
<b>SSIR 4.2.1. Increasing transparency and accountability for school resources</b>			
<b>4.2.1.1. Strengthening capacity of national trainers prepared within QLP</b>	1. Create database of the module trainees	Completed	
	2. Print set of training materials in Russian and Kyrgyz (for education institutes – Osh ITTI, Issyk-Kul ITTI, KAE).	In process	QLP printed and distributed 134 copies of the “Community Involvement in School Management” to Osh ITTI, Issyk-Kul ITTI and KAE. 170 copies of this modified module on Kyrgyz and Russian are printing.
	3. Conduct 2-day TOT on "Community Involvement in School Management" in Bishkek	Completed	QLP trained twelve specialists of Osh ITTI, Issyk-Kul ITTI and KAE and conducted one TOT on “Community Involvement in School Management”.
<b>4.2.1.2. Informational support of Issyk-Kul and Batken oblasts in creating Community Involvement in School Management</b>	1. Print the practical manuals for ACs “How to Start” and “Planning of Joint Activities between ACs and Schools”	Completed	
	2. Distribution materials among schools.	Partially completed	450 copies of “How to start” were distributed among all schools of Issyk-Kul and Batken oblast during informational workshops. 150 copies of “Planning of Joint Activities between ACs and Schools” will be distributed to newly registered ACs during trainings in PY5.

<b>4.2.1.3. Informational workshops for schools in Issyk-Kul oblast schools and communities</b>	1. Plan the schedule of visits.	Completed	
	2. Conduct 1 day orientation workshops for school principals and parental community.	Completed	QLP provided seven orientation workshops to school principals and parental community. 213 people participated on these workshops.
	3. Collect Letters of Interests for receiving technical and financial support on ACs juridical legalization.	Completed	QLP collected forty five Letters of Interest from schools of Issyk-Kul oblast.
<b>4.2.1.4. Informational workshops for schools in Batken oblast</b>	1. Plan the schedule of visits.	Completed	
	2. Conduct 1 day orientation workshop for school principals and parental community.	Completed	QLP provided six orientation workshops to school principals and parental community. 236 people participated on these workshops.
	3. Collect Letters of Interests for receiving technical and financial support on ACs juridical legalization.	Completed	QLP collected thirty five Letters of Interest from schools of Batken oblast.
<b>4.2.1.5. Registration of ACs in Issyk-Kul oblast</b>	1. Prepare Requirements Specification for the lawyer.	Completed	
	2. Hire a lawyer.	Completed	
	3. Providing technical and financial support in registration of ACs in institutions of justice.	In process	Lawyer is working on registration of 40 ACs of Issyk-Kul oblast in oblast justice department.

**QLP Turkmenistan Annual Report Matrix: Oct. 2010– Sept. 2011**

Tasks	Activities/outputs planned for Oct. 2010 – Sep. 2011	Outputs achieved	Comments
<b>IR 1 Improved Quality of In-service Training</b>			
<b>SIR 1.1 Improving the Quality of Teacher Training in Student-Centered Methodologies</b>			
<b>1.1.1 Develop Training Programs relevant to the Turkmen context</b>	1. Identify and contract Regional and International Consultants	Completed	
	2. Set-up group of local developers (including subject specialists) in NIE	Not completed	Diplomatic note requesting activity with the MOE/NIE was refused
	3. Review in-service teacher training materials that are already available	Completed	
	4. Organize workshop to develop materials in the center “Dil” of Lebap Velayat	Completed	
	5. Review and consolidate materials	Completed	
	6. Conduct 6-day test training in NIE, including participant’s feedback and observation. Improve materials based on field test outcomes.	Not completed	Diplomatic note requesting activity with the MOE/NIE was refused
	7. Translate materials into Turkmen language	Completed	
<b>1.1.2 Trainer’s capacity building</b>	1. Identify and contract Local and International Consultants	Completed	
	2. TOT in the center “Dil” of Lebap Velayat and TOT in NIE	Partially completed	Diplomatic note requesting activity with the MOE/NIE was refused
	3. Develop trainer’s guideline	Completed	
	4. Conduct in-service 7-day training trough 3 phases (2+2+3) TOT in the Center ‘Dil’	Completed	21 trainers were trained
	5. Translate materials into Turkmen language	Completed	
<b>1.1.3 Support Training Centers to develop a systematic training approach</b>	1. Policy dialogue with training centers and agree responsibilities of each party, action plan, etc.	Completed	
	2. Sign Agreement between QLP and local partners in Lebap and Mary Velayats	Completed	QLP signed Agreement with local partners in Lebap, Ashgabat and Mary
	3. Facilitate center ‘Dil’ to run trainings for teachers from Lebap Velayat	Completed	QLP delivered trainings and taught 280 teachers in Lebap Velayat on three modules; 200 teachers were trained indirectly on the second Module because of Lebap Oblano request, 150 teachers were trained indirectly on three Modules within time of suspending activity of USAID in Turkmenistan
	4. Develop monitoring tools	Completed	
	5. Identification of potential for replication ICT program in Mary Velayat	Completed	
	6. TOT process for potential trainers from Mary Velayat	Completed	8 trainers were prepared in Mary and 10 trainers in Ashgabat

	7. Training group from Mary Velayat to develop training plan	Completed	
	8. Training Hemayat in Ashgabat and Mary Velayat to deliver trainings to teachers on 3 modules	Completed	QLP delivered trainings and taught 222 teachers in Ashgabat and 325 teachers in Mary Velayat (and 45 teachers from Ahal region were trained indirectly)
<b>SIR 1.2 Support Teachers and Educators to use ICT Technologies in Teaching and Learning Process</b>			
<b>1.2.1 Develop training materials</b>	1. Hire LC to develop module & IC to support sub-component 1.2	Partially Completed	
	2. Develop training materials for each subject (Geography, Biology, Math)	Completed	
	3. Integration of ICT program in to teaching\learning of three subjects	Rescheduled for the PY5	
	4. Develop Trainer's Guideline on IWB (Interactive Whiteboard) in the Classroom	Completed	
	5. Field testing of IWB training materials and trainer's guide improve materials based on outcomes of field test	Completed	
	6. 2-days TOT on IWB in QLP TM office and in NIE	Partially completed	
	7. Finalization of IWB Trainer's Guide	Partially completed	
<b>1.2.2 Develop Supplementary Materials for teachers</b>	1. Review existing materials and identify gaps	Partially completed	
	2. Develop digital materials that responds to training materials developed in 1.1 and 1.2.1	Partially completed	
	3. Translate into native language and complete formatting	Partially completed	
	4. Publication and distribution during trainings (including branding requirements)	Not completed	
<b>1.2.3 Procure hardware to support QLP and partners to develop trainings in ICT in the classroom</b>	1. Purchase Interactive Whiteboard packages	Completed	IWBs have been installed in "Dil" center of Lebap Velayat, in "Hemayat" center in both Ashgabat and Mary Velayat
	2. Provision Training Center "Dil" in Lebap with additional package of Equipment	Cancelled	<i>The second package was transferred to Ashgabat as Hemayat was able to run trainings in 2 locations, rather than the 1</i>

			<i>location planned</i>
<b>IR 1.3. Work with Government Institutions (MOE &amp; NIE) to Implement the Outputs of 1.1 and 1.2 Systematically</b>			
<b>1.3.1 Training in Modern Pedagogy and its role in effective use of ICTs in the classroom</b>	1. IC and LC's SOW's developed to incorporate training	Rescheduled for the PY5	
	2. IC and LC's develop trainings materials for government stakeholders	Rescheduled for the PY5	
	3. Run 6-day training on modern pedagogy and its role in effective use of ICTs in the classroom	Rescheduled for the PY5	
	4. Develop training materials	Rescheduled for the PY5	
<b>1.3.2 Support the NIE to develop ICT content (software) for the classroom</b>	1. Identify potential software training in Russia - Flash and Java software for specialists of NIE	Rescheduled for the PY5	
	2. Software training for 8 government specialists in Moscow (Russia)	Rescheduled for the PY5	
	3. Hold 4-day workshop on ICT software to set out digital materials to be developed	Rescheduled for the PY5	
	4. Periodic meetings to review software development with subject specialists	Rescheduled for the PY5	
	5. Develop ICT software program for schools and training centers (with MOE)	Rescheduled for the PY5	
<b>1.3.3 Support NIE and Velayat education departments to develop ICT Digital Library for Turkmenistan</b>	1. 6-day TOT workshop for NIE and Velayat specialists	Rescheduled for the PY5	
	2. Development of structure and format of Digital Library	Rescheduled for the PY5	
	3. Support NIE to monitor and evaluate Velayat's capacity in usage of digital archive	Rescheduled for the PY5	
	4. Training program on ICT Digital Library in 5 Velayats with NIE	Rescheduled for the PY5	
	5. Technical support to NIE to create digital archive	Rescheduled for the PY5	
	6. Support NIE to monitor use of digital archive in schools	Rescheduled for the PY5	
<b>1.3.4 Support the NIE to deliver trainings on</b>	1. Run 5-day training on modern pedagogy trough ICT in partnership with NIE in 5 Velayats	Rescheduled for the PY5	

<b>modern pedagogy through ICT at Velayat Level</b>	2. Support NIE to provide quality trainings	Rescheduled for the PY5	
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