

CR 4394-AZ

ANNEX

Supplemental Letter No. 2

REPUBLIC OF AZERBAIJAN

International Development Association
1818 H Street, N.W.
Washington, D.C. 20433
United States of America

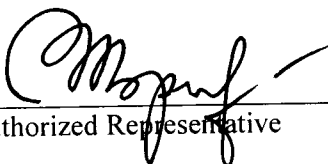
Re: Credit No. 4394-AZ
(Second Education Sector Development Project)
Performance Monitoring Indicators

Dear Sirs and Mesdames:

Referring to the provisions of Section II.A.1 of Schedule 2 to the Financing Agreement between the Republic of Azerbaijan (the Recipient) and the International Development Association (the Association) for the above-captioned Project, the Recipient hereby confirms to the Association that the indicators set out in the attachment to this letter shall serve as a basis for the Recipient to monitor and evaluate the progress of the Project and the achievement of the objectives thereof.

Very truly yours,

REPUBLIC OF AZERBAIJAN

By 
Authorized Representative

Attachment

Attachment to Supplemental Letter No. 2

**Second Education Sector Development Project
Performance Monitoring Indicators**

Project Development Objective

To enhance the effectiveness of teaching and learning conditions in general education schools through curriculum reform and teacher in-service training.

Project Development Objective Indicators

Status	Indicator Name	Core	Unit of Measure	Value	Baseline	Actual(Current)	End Target
Revised (to reflect new target date under extension)	Increased proportion of teachers using active methodologies in the context of the new curriculum.	<input type="checkbox"/>	Text		2010: 10.6% of teachers used active learning; 64% used mix of both active and traditional lecture mode teaching; and 26% used all traditional.	28% of classes observed in 2012 reflect active methodologies, as compared to 10.6% in 2010.	30% percent or above
				Date	21-Apr-2008	15-Jul-2013	31-Dec-2015
				Comment	Baseline updated to reflect 2010 data, which	This is based on an observation of 1,014 classes in 2012 as part of a	Target value was not set originally. At least 30% end

Status	Indicator Name	Core	Unit of Measure	Value	Baseline	Actual(Current)	End Target
New	Technically adequate sample-based student assessment is implemented	<input type="checkbox"/>	Yes/No	Value	was earliest available.	qualitative survey.	target should be expected
				Date	21-Apr-2008	30-Sep-2013	31-Dec-2015
				Comment		Assessment is implemented in Grade 4.	Additional assessment is implemented
New	New curriculum officially adopted in Grade 1-8	<input type="checkbox"/>	Yes/No	Value	Yes	Yes	Yes
				Date	21-Apr-2008	30-Sep-2013	31-Dec-2015
				Comment	New curriculum was only rolled out at Grade 1	New curriculum implemented in Grade 1-6	New curriculum implemented in Grade 1-8

Intermediate Results Indicators

Status	Indicator Name	Core	Unit of Measure	Value	Baseline	Actual(Current)	End Target
Revised (Target was made more specific; new target date under extension)	% of population that recognizes the importance of pre-school for a child's school readiness.	<input type="checkbox"/>	Text		Limited understanding of the importance of pre-school and no surveys conducted to measure parent's	In 2010, 96.4% of school principals, 85.7% of teachers and 82.9% of parents valued the importance of preschool education. In 2011 the level of	Above 97% for school principals; Above 86% for teachers; Above 83% for parents

	<p>school principals who agreed on importance of preschool program did not change. In 2011 this indicator went up to 93% among teachers-respondents and 87.2% among parents-respondents.</p>			
<p>understanding.</p>				
<p>Date</p>	<p>21-Apr-2008</p>	<p>15-Jul-2013</p>	<p>31-Dec-2015</p>	
<p>Comment</p>				<p>Clarify quantitative targets; new target date reflecting project extension. Given that the current awareness level is already high, there may be limited scope to see significant</p>

		Value			increase during extension.		
<p>Revised (New target date under extension)</p>	<p>% of population understanding and supporting education reforms.</p>	<p><input type="checkbox"/></p>	<p>Text</p>	<p>PR office does not measure its effectiveness by such surveys.</p>	<p>In both 2010 and 2011, 94% of parents positively evaluated the impact of new curriculum on pupil's development. In 2010, 72.4% of teachers were partly or completely satisfied with education reforms. In 2011 that total rose to 89.8%, although those who answered that they were "completely satisfied" declined from 43.7% to 24.7%.</p>	<p>Percent support the same or improved compared to baseline.</p>	<p>in 2010, 99.2% of principals were</p>

