

# USAID Quality Reading Project (QRP) - Kyrgyzstan & Tajikistan

## Quarterly Report

October 2014 – December 2014



January 2015

A partnership with:

American Institutes for Research and Save the Children

Contract No.: AID-176-C-13-00001-00

**USAID Quality Reading Project (QRP) - Kyrgyzstan &  
Tajikistan**

**Quarterly Report**

**October 2014 – December 2014**

Submitted by:

American Institutes for Research

31 January 2015

The author's views expressed in this document do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

## DEC Submission Requirements

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## Acronyms

AIR	American Institutes for Research
AOE	Academy of Education (Tajikistan)
COP	Chief of Party
DCOP	Deputy Chief of Party
DED	District Education Department
EGRA	Early Grade Reading Assessment
GGPAS	Good Governance and Public Administration Strengthening Program
GPE	Global Partnership for Education
HMU	Head of Methodology Unit
IED	Institute for Educational Development
IST	In-service Teacher Training
KAE	Kyrgyz Academy of Education
KG	Kyrgyzstan
MOC	Ministry of Culture
MOES	Ministry of Education and Science
MOU	Memorandum of Understanding
M&E	Monitoring and Evaluation
NSTR	National Steering Committee on Reading
NTC	National Testing Center
QRP	Quality Reading Project
SC	Save the Children
TJ	Tajikistan
TOT	Training of Trainers
TTI	Teacher Training Institute
RTTI	Republican Teacher Training Institute (Tajikistan)
USAID	United States Agency for International Development

## I. Activity Summary

Lead Implementing Partner	American Institutes for Research (AIR)
Other Implementing Partners	Save the Children (SC)
Activity Name	USAID Quality Reading Project (QRP)
Activity Objective	The primary objective of this contract is to improve student-reading levels among students in grades 1-4 in Kyrgyzstan and Tajikistan. The contract focuses on the following results: 1) Improved reading instruction in grades 1-4; 2) Increased availability of reading materials; 3) Increased out-of-school reading time; and 4) Increased government support to improve reading.
Life of Activity	June 28, 2013 to June 27, 2017
Total Estimated Contract/Agreement	\$14,906,184
Obligation to date	\$14,362,145
Total expense at beginning of the quarter (September 30, 2014)	\$2,908,433
Expenses during the current reporting period (October – December 2014)	\$1,887,023
Pipeline at the end of the quarter (December 2014)	\$9,566,389
Estimated expense burn rate for next quarter (January - March 2015)	\$2,130,450

## II. Executive Summary

The main activities for the United States Agency for International Development (USAID) Quality Reading Program (QRP) in Kyrgyzstan and Tajikistan the October – December 2014 Quarter are rolling out the In-Service Teacher (IST) package at the school-level through the trained Master Trainers, conducting one-day trainings for Master Trainers on mentoring skills, promoting a mix of reading materials used in both schools and communities and activities to promote out-of-school reading, and disseminating baseline and Early Grade Reading Assessment (EGRA) findings at national conferences.

In Kyrgyzstan, a series of five-day workshops on the Improvement of Early Grades Reading Skills were conducted in Bishkek and three oblasts (Talas, Jalal Abad, and Chui), reaching 1,364 Cohort 1 teachers. The selection of participants for Cohort 2 National level Training-of-Trainers (TOT) from the Teacher Training Institutes (TTIs), Methodological Centers, universities, Deputy Directors of schools, and advanced primary school teachers was completed in October and November with the training conducted in December. In October and November one-day TOT workshops on mentoring skills for early grades reading were conducted for twenty-eight Cohort 1 National Trainers, followed by the National Trainers conducting one-day trainings on mentoring skills for a total of 1,224 Cohort 1 teachers.

In Tajikistan, trainings at school-level started in November in 938 Cohort 1 schools. The Master Trainers who received ten-days of intensive training in August began rolling out the school-level trainings. The trainings are conducted for three hours on Saturdays, the Methodological Union Day. Currently, 6,078 primary teachers from Kurgantube, Kulob, four districts of Sughd, and Dushanbe are receiving the Saturday IST in their schools.

Throughout the reporting period, Saturdays (Methodological Union Days) in Tajikistan and one-day per week in Kyrgyzstan were allocated to conducting three-hour workshops with the primary grade teachers at the schools level. In addition to the Tajik IST at schools-level, the Russian IST was pilot tested in December 2014 at the national level training and submitted for final approval to Ministry of Education and Science (MOES).

Following the IST on methods for making supplementary low-cost reading material, observation from a number of school visits conducted shows encouraging signs that some teachers in both countries have started creating and using such materials along with establishing reading corners in their classrooms.

To stimulate children and parents' interest in out-of-school reading, a number of activities were conducted in Kyrgyzstan during this reporting period, including child-focused celebrations on the Kyrgyz Day of National Literature. In addition to special literature-focused activities in classrooms, activities outside the schools included displays in public libraries and in two large shopping malls, with actors dressed as life-size puppets representing familiar characters from literature, competitions for reading and drawing illustrations of characters from well-known books with prizes and the distribution of picture books. The events were accompanied by a press release and gained media coverage in print and on national television.

In Tajikistan, the 'reading buddies' concept has been introduced in project schools and has so far been well received by teachers and school authorities. In addition, plans have been developed for producing materials for parents to stimulate their children's reading. A consultant was hired to develop a guide for parents; the guide has now been drafted and is going through revision and editing prior to submission to the relevant official ministry bodies for review and approval. The USAID Quality Reading Project in Tajikistan also co-sponsored a Literacy Day Event in Sarband with the Aga Khan Foundation.

The USAID Quality Reading Project held a baseline and EGRA dissemination conference in both Kyrgyzstan and Tajikistan in December. In Kyrgyzstan, the Deputy Minister of Education Ashimbaeva Toktobubu Abasovna and the USAID Mission Director Michael Green provided encouraging remarks on the use of assessments in policy decisions. In Tajikistan, the Deputy Minister of Education Tojinniso Mahmudova and USAID Country Director Kathleen McDonald provided opening remarks. The American Institutes for Research (AIR) Senior Vice President Mark Kutner, Principal Researcher Dr. Abdullah Ferdous, and Monitoring and Evaluation (M&E) Advisor Amy Todd participated in the conferences in both countries. The EGRA and baseline information was received as a beginning point

in Kyrgyzstan with the MOES supporting the findings and discussing steps forward. In Tajikistan, there is still much work in educating MOES personnel on EGRA and the use of data.

Regional USAID Quality Reading Project offices are being established within the government structure. The regional teams are flexible based upon where space can be provided by the government and are being established in the regional TTIs, Regional Education Bureaus, District Education Offices, or at schools. The USAID Quality Reading Project Regional Teams are building relationships with the regional MOES structures to support the Level 3 IST, out-of-school activities, and following up on mentoring activities.

During this reporting period, government officials and other relevant stakeholders have supported and became actively involved in USAID Quality Reading Project activities, which include trainings, monitoring visits, providing feedback on the IST packages, and mentoring support. Taken together, these activities contributed significantly to the improvement of the IST packages in Tajikistan and Kyrgyzstan. In Kyrgyzstan, four key meetings were held with government partners (two at national level and two at sub-national) and two meetings were held with USAID officials. In Tajikistan, three meetings were held with education authorities at the national level. In addition, a USAID delegation visited project schools in Kulob in December and provided valuable feedback that noted both successes and challenges, including a recommendation for improving coordination with local partners in the future, which will be a priority for the program to address throughout the life of the project.

### III. Description of Accomplishments and Program Objectives (October 2014 – December 2014)

#### Introduction

The United States Agency for International Development (USAID) Quality Reading Project (QRP) is a four-year project implemented by the American Institutes for Research (AIR) and Save the Children (SC). The project works to improve reading skills among primary grade students in Kyrgyzstan and Tajikistan. By drawing on existing structures in both countries, the USAID Quality Reading Project is building capacity from the national level down to the classroom, all supporting the common goal of improving student reading skills. The project uses a competency-based standards approach grounded in reading skills to inform teacher training, reading material dissemination, community activities, and strengthening government capacity around primary grade reading education.

Schoolteachers receive In-service Teacher Training (IST) through a cascade model, with Level 3 taking place at the school-level throughout the school year. Presently, there are three Cohorts for training, Cohort One is targeted throughout the 2014/15 school year, Cohort Two is brought into the program December 2014 to December 2015, and Cohort Three will start 2015/16 school year. Cohort One and Two are receiving training this quarter.

Out-of school activities are delayed and the groundwork for next quarter roll out of these activities is underway.

The USAID Quality Reading Project works with the Ministry of Education and Science (MOES) of both countries and we are pleased to see the MOES providing support for the IST.

The following provides activity detail as per sub result.

#### **OVERALL GOAL: READING LEVELS INCREASED AMONG GRADES 1-4 STUDENTS**

##### **Intermediate Result 1: Improved reading instruction in grades 1-4**

###### ***Sub Result 1.1: Conduct a baseline qualitative analysis***

COMPLETED – Report submitted March 2014

###### ***Sub Result 1.2: Design in-service training (IST)***

Grades 1-4 Reading Standards:

#### **KYRGYZSTAN**

The Reading Standards for Grades 1 – 4 and the IST packages were designed and printed during the first year of the project and then revised and approved by the Kyrgyz Academy of Education (KAE) in May 2014. In mid-2014, the MOES passed a new law on standards, thus Reading Standards for Grades 1-4 developed under this project will need to be revised to match the new law and guidelines.

#### **TAJIKISTAN**

The approval of Reading Grades 1-4 Reading Standards is still on hold by the MOES. The IST package for Tajik primary schools was reviewed by a specialist from the Republican Teacher Training Institute (RTTI) and the Academy of Education (AOE) and was approved by the MOES after editing by the Professor of Tajik language, Mr. Kamoliddinov Bahriddin.

Meanwhile, the Russian IST package, which was developed in Kyrgyzstan, was adapted by the Tajikistan USAID Quality Reading Project program team and reviewed by AOE and RTTI specialists. The materials were tested during the orientation training for National Trainers in December 2014. Suggestions and feedback from the AOE, RTTI, and National Trainers were incorporated into the materials that will be sent for the final review and approval to MOES institution, and then they will be sent for approval at the Education and Collegium Board of the MOES. The MOES plans to review (and approve) all of the new competency-based standards for all grades and subjects in April 2015, this includes the standards developed through the USAID Quality Reading Project.

### **Sub Result 1.3: Conduct in-service trainings for teachers and other educators**

#### **KYRGYZSTAN**

**Selection of participants for the National trainers' training:** With support from the Regional and District Education Departments (DED), the list of National Trainers was identified for Cohort 2 (Osh and Batken oblasts) in October and November 2014. The participants were selected based their skills and experience including: previous trainer skills, staff of regional TTIs, primary grade teacher or language specialists, lecturer from universities or other education institutions, or staff from oblast/rayon education departments. The final list of National trainers was officially approved by the KAE.

**Training of Trainers at National level:** The MOES signed an official order for conducting a ten-day TOT for Cohort 2 National Trainers on "Improving Reading Skills of Primary School Children". This training was held from 15-25 December in Batken and 15-26 December in Osh city. There were 71 participants in total, including the Batken and Osh Oblasts DEDs, the staff of the TTIs/Methodological Centers, lecturers from universities, Deputy Directors of schools, and advanced primary school teachers. The participants split into three groups: two groups on Kyrgyz language of instruction and one group on Russian language of instruction.

**Table 1. Training of Trainers at National level, by gender and region**

Regions	# of participants	Female	Male	Positions
<b>Russian Language Group</b>				
Osh oblast	15	14	1	Teachers, staff of the TTIs/Methodological Centers
<b>Kyrgyz Language Groups</b>				
Osh oblast	28	23	5	Teachers, staff of the TTIs/Methodological Centers
Batken oblast	28	19	9	NCT, staff of the TTIs/Methodological Centers, Teachers, Deputy of education departments, and teachers from universities.
<b>TOTAL</b>	<b>71</b>	<b>56</b>	<b>15</b>	

The purpose of the TOT was preparation for National Trainers on "Improving Reading Skills of Primary School Children". The sessions were conducted to provide the opportunity for participants to become trainers, improve their training skills, and to learn to use interactive methods for the training. At the end of the TOT, all participants received certificates signed by Dr. Mamytov, President of the KAE and Barbara Greenwood, Chief of Party (COP) of the USAID Quality Reading Project to confirm their attendance at this training.

**Workshop on "Improvement of Early Grade Reading Skills":** During the month of November, a 5-day training course was conducted for teachers of early grade students in Bishkek and Oblasts of Chui, Djalal Abad, and Talas. These courses were aimed at improving teaching skills for early grade reading. The heads of municipal and regional educational centers supported the training workshops. At the trainings, handouts, guidelines and the basic reading requirements (standards) were disseminated.

In Chui Oblast, 296 teachers were trained: 221 being Russian language teachers and 75 Kyrgyz language teachers. In Bishkek, 147 teachers were trained: 64 Kyrgyz language teachers and 83 Russian language teachers. In Talas, additional trainings were conducted for those teachers who were not able to attend the prior trainings in August for various reasons (e.g. due to leave periods). In total, 58 teachers in Talas Oblast were trained in November.

In order to ensure inclusion of the Deputy Head Teachers and heads of the Methodological Units in target schools in Bishkek who did not attend the trainings in November, an additional training was provided from 16-20 December 2014. These trainings were conducted for 34 participants in two groups: 20 for Kyrgyz language and 14 for Russian language.

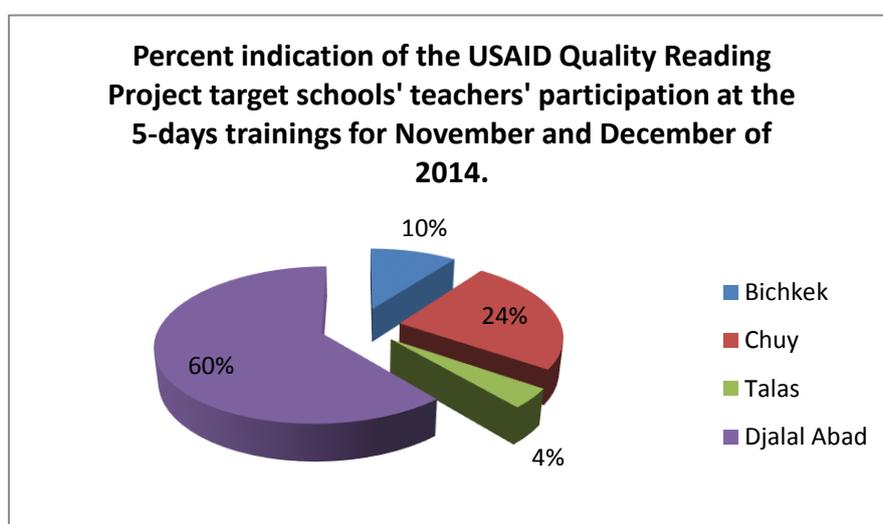
The trainings in Djalal Abad Oblast were conducted in three stages: Stage 1 was in Suzak and Kok Djangag Rayons, from 3-7 November, for teachers from 78 schools; Stages 2 and 3 – in Aksy Rayon, from 10-14 November and from 17-21 November, respectively, for teachers from 98 schools. The trainings in Djalal Abad Oblast covered 829 teachers, 785 where Kyrgyz language teachers and 44 Russian language teachers.

During the period under review, 1,364 teachers were trained in Bishkek and in Chui, Talas and Djalal Abad Oblasts, as indicated in Table 2.

**Table 2. Teachers that participated in the 5-day IST training, by region**

Region	Participants in 5 days IST training
Talas	58
Jalal Abad	829
Chui	330
Bishkek	147
<b>TOTAL</b>	<b>1364</b>

**Figure 1. Percentage of participation from each region at 5-day IST training**



Exit interviews with teachers regarding the training workshop indicated that the training program was found to be very useful and substantive. The teachers stated their willingness and interest to participate in similar trainings in other subjects. Many of teachers highlighted the importance of paying attention to reading comprehension, not just children’s reading fluency. As said by Ms. Sonunbu Asanova, teacher from school No 5 named after B. Osmonov, Djalal Abad:

*“As I see, there is a problem because we pay big attention to the children’s reading fluency. It is very important and it is necessary to pay attention to children’s reading comprehension and to their reading awareness”.*

Also, Ms. Saltanat Talaeva, Grade 2 teacher at the K. Nanaev School, Talas Oblast, said: *“We would like to say VERY thanks to the USAID Quality Reading Project, as starting from the point when our school was assigned as a project targeted school some changes occurred: we started working closely with parents; before that the parents knew a little about how to read to children, now the parents express an interest in reading and visit their children’s lessons. Before the project*



*Ms. Saltanat Talaeva, Grade 2 Teacher, K. Nanaev School, Talas Oblast*

*we didn't have library books in classrooms, after the USAID Quality Reading Project trainings the teachers, who attended the training, organized libraries in early grade classrooms together with parents; for example, as for my class, it can be seen that children in my class used to spend their break for running or playing before, and now they take books for reading, and it is so delightful for me".*

## TAJKISTAN

Master Trainer level (Level 2) was conducted in August 2014 for 2,610<sup>1</sup> Master Trainers of Cohort 1 schools, followed by the Level 3 trainings school-level that began in November. All the Master Trainers in their schools were provided with the stationery and materials to conduct the trainings at school-level on Saturday, Methodological Union Day, for the primary teachers who did not participate in the Level 2 training. The teachers receive 3-hours of IST from their colleagues during these Saturday sessions. In the beginning of the IST at school-level, a sampling of schoolteachers filled in the pre-test questionnaires to be used to measure their knowledge acquisition through the IST process. When they complete the IST program, a posttest will be administered. During monitoring and field visits teachers, complained about not having personal copies of the IST materials for Level 3 trainings. This was due to delay in the approval of the Tajik IST package by the MOES. Upon approval, the IST materials will be made available to all early grade teachers in project schools.



*School-level (Level 3) Training, Kulob*

The Level 3 trainings are held on Saturdays as a way to revitalize the Methodological Union Day during which teachers historically received continuing professional development. After the collapse of Soviet Union, the MOES was unable to re-establish the Methodological Union Day due to the lack of methodological trainers and resources, even though the teachers are required to attend the schools on Saturdays. Currently with the IST trainings at school-level in the project schools, teachers are keen to obtain this professional development. Since November 6,078 primary teachers from Kurgantube, Kulob, four districts of Sughd, and Dushanbe are receiving Saturday IST in their schools, as per Table 3.

**Table 3. Number of Master Trainer and teachers that have received IST to date**

Region	# of Master trainers	# primary teachers receiving IST at school-level
Kurgantube	1313	3029
Kulob	946	1944
Sughd	233	925
Dushanbe	105	180
<b>TOTAL</b>	<b>2597</b>	<b>6078</b>

### Visit of USAID delegation

On 10 and 11 December, a USAID delegation represented by Mavjuda Nabieva and Amy Scott visited USAID Quality Reading Project schools in Kurgantube and Kulob. In Kurgantube they met with the School Director, the Head Methodologist, and the head of the DED. In their conversation, the Director expressed his gratitude to the project. He stated, after the teachers received the IST, reading in primary classes seems to be improving. The Head of DED mentioned that he noticed high enthusiasm in the teachers on receiving the new teaching methods delivered through the IST. He is very supportive of the

<sup>1</sup> This number includes 2596 trainers from project schools and an additional 14 from non-project schools who were sent by the DEDs and it was decided to allow them to complete the training since they had already arrived and started and it was the DED's wish, and there were no adverse consequences to the project.

IST and wished to cooperate and help in the implementation of the USAID Quality Reading Project activities in the Jomi district. The Head Methodologist of the DED said he regularly provides mentoring support to the primary teachers of the project schools during his school visits. He said he was also planning to conduct IST workshops with DED resources in non-project schools. This initiative will be discussed before the trainings with the USAID Quality Reading Project program team to ensure quality of delivery and to prevent any confusion related to the USAID Quality Reading Project research methodology. After this meeting, the USAID delegation observed classes taught by teachers who had received school-level IST.

The following day, the same USAID delegation visited project schools in Kulob and had a meeting with the Head Methodologist of the Kulob DED and the Head of the Regional TTI. As the USAID Quality Reading Project team was not able to accompany the delegation on the Kulob trip, the Education Management Specialist of USAID/Central Asia reported on some of the findings and observations, noting both successes and important lessons learned.

#### IST planned for January 2015

Based on the IST Work Plan for training of Master Trainers, training for Cohort Two schools is planned for January. See Table 4 for January 2015 Cohort Two Training Plan.

**Table 4. Proposed Cohort Two/Level 2 IST training plan for January 2015**

Districts	Schools	Participants	Groups	Trainers	Mentors	Date
Hisor	58	174	7	14	1	06-17.01.2015
Rudaki	59	177	7	14	1	06-17.01.2015
Shahrinaw	10	30	1	2	0	06-17.01.2015
Tursunzoda	32	96	3	6	1	06-17.01.2015
Vahdat	44	132	5	10	1	06-17.01.2015
Duhanbe	53	159	6	12	1	06-17.01.2015
Dushanbe, DRS, Khatlon (Rus IST)	35	105	4	8	1	06-17.01.2015
Jabor Rasulov	17	51	2	4	1	19-30.01.2015
Spitamen	24	72	3	6	1	19-30.01.2015
Istaravshan	54	162	7	14	1	19-30.01.2015
Sughd (Rus IST)	20	60	2	4	1	19-30.01.2015
Shahriston	5	15	1	2	0	19-30.01.2015
<b>TOTAL</b>	<b>411</b>	<b>1233</b>	<b>48</b>	<b>96</b>	<b>10</b>	

Note: From 53 Dushanbe Tajik schools, 34 schools did not attend Tajik IST training conducted in Dushanbe; therefore, the program team was requested to conduct IST training for this group as well.

#### **Sub Result 1.4: Strengthen systems for teacher mentoring/coaching**

##### **KYRGYZSTAN**

Modules on mentoring/coaching were developed as part of the IST package and approved by the KAE. The TOT on Mentoring for National Level trainers, and training on Mentoring at the District level for Deputy Directors and Heads of Methodological Units of target schools were conducted since October 2014 in Cohort 1 schools. On 25 October 2014, a 1-day TOT was conducted on the theme “Organization of Mentoring for Early Grade Students on Reading Skills Development” in Bishkek, and on 01 November 2014 in Djalal Abad.

The training in Bishkek involved 12 participants (eight from Bishkek and four from Talas Oblast) in the Kyrgyz language teaching group and six participants in the Russian language teaching group. In Djalal Abad Oblast, 10 people participated with three participants from Russian language teaching and seven from Kyrgyz language teaching.

Preliminary preparations for the TOT included:

1. Developing the content of the module for trainers, handouts for participants, and the development of presentations.
2. A consultative meeting was conducted with the trainers.

The TOT was conducted with the following aim:

- For participants to learn the modern mentoring techniques and their use in the classroom to improve early grade reading skills.



Parents and Grade 2 students, K. Nanaev School, Talas Rayon, Talas Oblast

During the training workshop, the following topics were covered:

- Participants were presented with the main ideas on the role of mentors and the mentoring process;
- Participants learned how to plan their mentoring, observe lessons and draw conclusions from the lessons on reading skills development for early grade students based on the mentoring tools;
- Practical use of the mentoring tools;
- Completing the portfolio structure and content with materials and data on reading skills development for early grade students; and
- Updates to the training module and handout content.

The training was conducted in accordance with the tested and MOES approved program. The participants showed active and effective work and willingness to learn the new information and methods. Each practice session was carried out with passion, discussion, and sharing of pedagogical experience. During the workshop, participants were provided with useful recommendations for improving the mentoring content. Participants received handouts for four mentoring sessions.

Upon finishing the workshop, participants completed an evaluation questionnaire. All participants gave positive responses about the workshop and its usefulness. Participants made the following recommendations:

1. Increase workshop time from one-day to two-days due to the large amount of information in the modules.
2. Include in the workshop content video tutorials on the different themes for structured analysis.
3. Include in the handouts a sample of a School Methodological Unit model meeting, a sample of teaching-editorial plan, and training program of Pedagogical Council.
4. Establish a list of prizes and develop criteria for defining prizes (“Best Mentor”, “Interesting Portfolio”, “Best out-of-school activity” etc.). Distribute this information among all project schools.

Ms. Aizada Atambaeva, Director of Suzak Rayon School No. 96, Djalal Abad Oblast, said: *“The mentoring gives Deputy Head Teachers and Heads of Methodological Units the possibility to combine theory and practice, give a real picture of what is going on in school on reading skills improvement, and how this is realized by teachers after completing practical work.”*

After these mentoring TOTs, the National Trainers conducted 1-day trainings on mentoring for Deputy Directors and Heads of the Methodological Units for the early grades of Chui Oblast and Bishkek, which were held on 8, 15, 22 and 29 November.

The 1-day trainings were also conducted in Talas, where 148 teachers took part.

- Lists of participants were completed
- Trainers were appointed and contracts signed
- Meetings were conducted with the Oblast Methodological Center and Rayon Educational Units in preparations for training (order, schedule, and venue).

In Djalal Abad Oblast, the 1-day trainings were conducted in accordance with the following schedule:

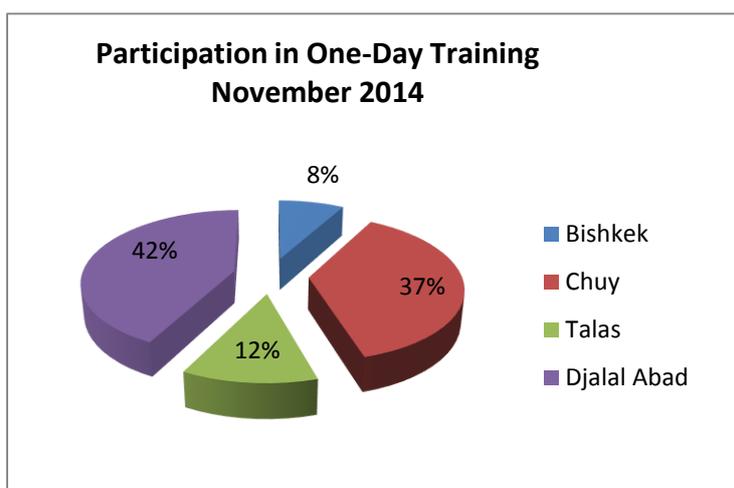
- November 8, 2014 – Suzak Rayon and Kok Jangak Rayon, Djalal Abad city
- November 15, 2014 – Ala Buka Rayon and Chatkal Rayon
- November 22, 2014 – Aksy Rayon and Tashkomur Rayon
- November 25, 2014 – Bazar-Korgon Rayon, Nooken Rayon and Mayлуу Suu Rayon
- November 27, 2014 – Toktogul city and Kara Kol city

**Table 5. Number of participant in 1-day mentor training, by region**

Region	Participants in 1-day training on Mentoring
Talas	148
Jalal Abad	521
Chui	455
Bishkek	100
<b>TOTAL</b>	<b>1224</b>

The 1-day trainings covered 521 teachers in Djalal Adab Oblast, where 491 were Kyrgyz language teachers and 30 were Russian language teachers. The 1-day trainings on mentoring covered a total 1,224 mentors in Bishkek, Chui, Talas, and Djalal Abad Oblasts, as shown in the Table 5.

**Figure 2. Participants in 1-day Mentor training by region**



After the trainings, the mentors of the targeted schools completed their plans for conducting the 90-minutes trainings and methodological meetings at their schools to improve early grade students’ reading skills. In addition, the teachers started to prepare their own portfolios and establish classroom-reading corners. The perspective plans of mentoring were collected from each school. In accordance with this schedule, the USAID Quality Reading Project will be visiting the schools in order to observe and support the mentors and teachers.

## TAJIKISTAN

In order to strengthen the mentoring and coaching system, in addition to the mentoring guide and mentoring sessions at Master Trainer level, a 1-day mentoring training was conducted with the primary education methodologists from the DEDs. For smaller



*Tajik Education Field Coordinator Conducting Mentoring Session, Kulob*

districts, only one methodologist was responsible to oversee the mentoring system, while in bigger districts two methodologists were responsible to conduct mentoring sessions in their respective districts. One of the main objectives of the training was to enable primary education methodologists to conduct the same training with the Master Trainers who are considered as mentors at school-level; in addition, to plan and provide regular mentoring support to primary teachers during the school year. During the training mentors created their mentoring schedule at district level.

**Intermediate Result 2: Increased availability of reading materials**

**Sub Result 2.1: Conduct a comprehensive review of primary grade-level reading material**

**KYRGYZSTAN**

A comprehensive review of primary grade level reading material was completed and the report submitted to USAID. USAID Good Governance and Public Administration Strengthening Program (GGPAS) may fund the purchase of some of the books identified for community libraries and schools.

**TAJKISTAN**

The book review was completed in 2014; with the draft shared with the MOES. The report is being edited in Tajik and English. The primary-grade reading materials identified will be used for the book banks and mobile library activities.

**Sub Result 2.2: Ensure a mix of reading materials are used by schools and communities**

**KYRGYZSTAN**

Since learning how to make different types of books from low-cost materials teachers, it has been observed that some teachers have started to produce such reading materials in order to support student reading in their classes. The program staff, during school visits, observed that in some schools the materials were prepared not only by the teachers, but also by children and parents. Such work helps promote reading at home as well as promoting increased communication between children and parents at home.



*Primary School Teacher is telling a story from a book she created, Kulob*

**TAJKISTAN**

During the IST, teachers were trained on how to create storybooks from low-cost materials for primary grades students. During visits to project schools, primary teachers were observed to have created storybooks and are using them during their lessons. Teachers were also encouraged to mobilize parents to contribute story in order to create a reading corner in the classrooms. In some of the project schools,

parents already contributed and donated a significant number of story to the school.



*Poet and author Azizi Aziz talking with kindergarden and grade 1 students about the joy of reading, poetry and literature*

The USAID Quality Reading Project in partnership with the USAID-funded Aga Khan Foundation’s Reading for Children Project hosted a Literacy Day event in Sarband at school #1 in Kurgantube. The celebration of reading and literacy was attended by students, parents and teachers, Ms. Khadijat Mojidi, Acting Country Director USAID/Tajikistan, Ms. Shahnoza Kholova, Head of the District Educational Department, and Mr. Kholmurudov Abdusator, Representative of the Sarband District. Pre-school and primary school children performed songs and dances, a puppet show, and role-played based on the books they read. Teachers were pleased to present the storybooks

that they developed for their pupils, using low cost materials available in rural areas. A key moment for teachers and students was the open-dialogue with children’s book writers, Ms. Latofat Kenjaeva, Mr. Azizi Aziz, and Mr. Haibatov Hamad, who explained how they create the books, adjusting stories from Tajik tradition and developing new stories.

### **Intermediate Result 3: Increased out-of-school reading time**

#### ***Sub-Result 3.1: Increase public awareness about the importance of reading as a cornerstone of education and life-long success***

##### **KYRGYZSTAN**

###### *Develop reading information cards and Parents program*

It was decided to hire a local consultant for a period of one month to develop reading information cards and the parents’ program. The hiring process was completed at the end of December 2014. The local consultant will start on 16 January 2015 and will work in close collaboration with KAE, MOES, and Save the Children’s Education Adviser, Colin Alfred.

##### **TAJKISTAN**

###### *Product placement*

In accordance with the work plan, products were identified that are bought by the majority of the population, including children. However, most of the products that children buy are harmful for their health and the rest are produced outside Tajikistan, so MOES was not supportive of the product placement idea. Therefore, the MOES proposed that these funds be used for cartoon development with the focus on reading. The USAID Quality Reading Project is exploring a collaboration with UNICEF and the Open Society Institute who are already working on the development of cartoons on early childhood development with the MOES. Such a collaboration would increase the coverage of cartoon and reading topics.

###### *Develop reading information cards*

It was planned from the initial stage that information cards will be developed. On the recommendation of Save the Children’s Education Advisor, Colin Alfred, it was decided that the reading information cards will be developed based on the messages given in the Flip Book (Parents’ Guide). Materials will be developed after the Parents’ Guide is reviewed by MOES and approved for printing and implementation. The bullet points will be used for the information cards.

###### *Parents’ program*

One of the well-known writers of children’s books was hired to adapt the Save the Children Flip Book for Parents and Communities and develop a parents’ guide on how to help children with their reading at home. A draft of the parents’ guide is ready and now going through revision and editing. MOES, AOE, and RTTI were informed about the Parents’ Guide and they were very excited about the material due to the recent government law on the “responsibility of parents in educating their children”. As soon as the review and editing is complete, it will be sent for review to MOES, AOE, and RTTI.

###### *Reading Buddies*

During the IST trainings and field visits, it was highly recommended to the participants and project schools to promote Reading Buddies in their schools. As the number of students in primary grades classrooms is very high, reading and giving attention to every student who needs additional support is a major problem for teachers. The Reading Buddy approach is valuable in supporting students who are struggling with basic literacy. Teachers received the idea as it was in place during the Soviet time



*Student from an upper grade reads a story to younger students from a storybook made with low cost material*

but was forgotten since then. During field visits it was observed that in some schools the idea has already been implemented.

### **Sub-Result 3.2: Implement out-of-school reading activities**

#### **KYRGYZSTAN**

On 12 December 2014, in close collaboration with Ministry of Culture and local authorities, the project celebrated the Day of National Literature in Kyrgyzstan. In Bishkek City and Chui, Talas, and Djalal Abad Oblasts, the activities of the USAID Quality Reading Project were conducted with participation of early grade students and teachers from project schools.

A contest on best illustration of Ch. Aitmatov's books was organized among early grade students in School No. 15, Bishkek city. The contest winners were awarded prizes. Additionally, there was an organized book exhibition dedicated to Ch. Aitmatov. A contest for best reader of passages of the Kyrgyz poets and writers was conducted in Kara Jygach school.

In the shopping centers ZUM and Bishkek-Park, there was an activity "Aitmatov and Reading" as a part of the USAID Quality Reading Project. Visitors to these centers were invited to read passages from Ch. Aitmatov's book "The First Teacher" in Kyrgyz and Russian languages.



*Toktogulov Library*

The project team from Talas Oblast together with local partners (including the Talas Oblast library) carried out several joint activities to direct the public's attention to the importance of reading. In four Rayon centers and in Talas city, Talas Oblast, activities dedicated to the National Literature Day were organized.

The aims of these activities were to highlight the merits of the well-known writers Ch. Aitmatov and Alykul Osmonov, to make students familiar with the works of these writers, and to increase public interest in reading among both children and adults.

Program schedule	12 December 2014
9.00 – 10.30	Talas Oblast Library named after A. Toktogul, Talas city
11.00 – 12.00	Talas Rayon Library, Kok-Oy village
12.30 – 13.30	Bakay-Ata Rayon Library, Bakay-Ata village
10.00 – 11.00	Kara-Bura Rayon Library, Kyzyl Adyr village
13.00 – 14.00	Manas Rayon Library, Pokrovka village

The total number of participants in this activity was 219

- Bakay-Ata Rayon – 52 participants
- Talas Rayon – 25 participants
- Talas city – 56 participants
- Kara-Buura Rayon – 44 participants
- Manas Rayon – 42 participants

Representatives of the Rayon administrations also participated at this activity as well as representatives from clubs, Rayon public organizations, and mass media (Oblast TV and radio broadcasting company and representatives of local media).



*Participants in the activity "Kelgile Birge Okuyлуу"  
Djalal Abad City*

The USAID Quality Reading Project staff from Talas Oblast presented information about the USAID Quality Reading Project at this event for the public and the media. On 12 December, the project team from Jalal-Abad took part in an event at the Oblast Library dedicated to National Literature Day. After



Grade 4 students, M. Toromamatov School 96, Djalal Abad City

a presentation of the project aims, jointly with representatives of the Oblast Library and with actors of Theater Barpy, who were dressed as life-size puppets, visited project schools for an activity called, “Kelgile Birge Okuyлуу” (“Lets read together”) in the villages Yntymak, Kyrgyzstna of the Suzak Rayon and Taygaraev of the Djalal Abad Oblast. From 450 to 480 of early grade students attended this activity, as well as teachers, school directors, deputy directors, and methodologists.

During this activity, life-size puppets accompanied children from each group to the bus. The actors held literature contests, asked children to tell rhymes, tongue twisters, and riddles about books, science, or characters. Children also talked about their favorite heroes. The facilitators spoke about Ch. Aitmatov’s works and asked children which books of this writer they knew. Each child who participated in reading rhymes or riddles was given a prize such as little books, coloring books with well-known characters, or pens or

colored pencils.

On the same day, School No. 10, named after T. Koshmatov in Taygaraev village, B. Khalikova, Grade 4 teacher conducted an open lesson on the theme “Ch. Aitmatov is a great writer”. During the activity, the representatives of the Oblast Library talked to the children about books from the exhibition, promoting the importance of reading and encouraging positive attitudes towards books. They also organized selling children’s books to children and their families.

There also was a press release on the mobile activities conducted, which was translated into Kyrgyz and was sent to local media outlets, such as Akyikat, Jalolobot Tongi, Jalalabad Unu, Aymak, and to TV companies: JTR, 7<sup>th</sup> Channel, Sentiabr. Local TV Sentiabr’s covered this activity.



Open Lesson in class conducted by B. Khalikova, Grade 4 teacher, on the theme “Ch. Aitmatov is a great writer”.

Mr. M. Toromamatov, Director of School No. 96 initiated a book week from 16-18 December 2014. On 18 December 2014, during the activity, targeted at Grade 4, the librarian read a story and asked the students comprehension questions. Each of the participants took part in reading two or three sentences, responded to questions, provided their own experiences, and suggested their own ideas about the theme. At the end of the activity, children drew pictures about the story’s characters and told why they imagined them in that way.

## TAJKISTAN

For the Reading Camp activity, an expert assigned by the MOES reviewed the camp program and curriculum. After thorough review, the Reading Camp guide was adapted by the local consultant based on the Reading Camp module from Literacy Boost. This material was sent for review and editing to RTTI and AOE. The finalized materials were sent to MOES for review and approval in July. As the review of camp materials took a long time, there was a delay in conducting summer reading camp activities in 2014. Launching these activities will be a critical focus in the next quarter.

A ‘Jump Start’ program was developed for the 10-day school preparation program called “Before ABC period”. Local consultants selected from RTTI and AOE, based on the new standards for primary education modified under the USAID Quality Reading Project, developed this material. This material was incorporated into the Phonemic and Letter Knowledge Module of the IST package. Jump Start material was used during the IST Master Training workshop and was reviewed again by the teachers and feedback provided. Comments and feedback were incorporated in to the final version and sent to MOES for their approval with the complete IST package.

**Intermediate Result 4: Increased government support to improve reading**

**Sub Result 4.1: Increase dialogue about the existing environment for reading**

**Sub Result 4.2: Increase capacity to use reading assessment results**

**Sub Result 4.3: Strengthen the enabling environment to support improved reading instruction reform**

**KYRGYZSTAN**

In order to achieve a general vision and to develop further cooperative work with project partners in Talas and Djalal Abad Oblasts, meetings were organized with project partners, including representatives of government and other interested parties. The meeting in Talas was conducted on 17 December 2014 with twenty-one participants.



*Work Groups with participation of Deputy Governor, Akim of Talas Rayon*

**Aim of the meeting:** Review the project implementation and results achieved over the first year; develop general vision of the project aims and tasks; analyze current issues; and develop a joint plan for the next quarter.

**Meeting participants:** Deputy Plenipotentiary of the Minister Cabinet of the Kyrgyz Republic in Talas Oblast; Deputy of the Executive District Officer on Social Issues; Director of the Oblast Methodological Education Center; Heads of Rayon Educational Units and City Educational Units; and representatives from NGOs and media.

**Results of the meeting:**

- Presented information about project at the oblast level
- Presented results on EGRA Baseline Study
- Developed joint plan with the meeting participants

- From the local government, the Deputy Governor, promised to support providing free broadcast time on the Local TV channel for giving information about the project in Talas Oblast, as the local TV channel is under the Governor Structure

A similar meeting was conducted in Djalal-Abad on 23 December 2014, in the Oblast Library. The main objective of this meeting was to share information about the USAID Quality Reading Project, including its aims and tasks. The meeting participants included Methodologists and Directors of the Rayon Libraries of Suzak, Bazar-Korgon, Nookan, Ala-Bura, Toktogul, and cities Tash-Kumyr, Kara-Kul, and Kochkor-Ata.

Grades 1-4 Competency-based Reading Standards packages were developed under the title “*The Minimum Requirement for Reading in Elementary School*”. This document was approved at the KAE Academic Council’s meeting on the 30 May 2014. During the training, all the participants received a copy of these standards, since the standards have been developed based on the National Curriculum and all training materials were developed to meet the requirements of these standards. Meanwhile, the project designed a 40-hour training module for primary school teachers as part of an existing course KAE successfully integrated into the TTI curriculum. There is a need to provide all primary grade teachers in the country with these standards, not just the teachers from the USAID Quality Reading Project’s schools. The project is now negotiating with USAID and the KAE to mobilize funds from the USAID GGPSA project for printing sufficient number of standards for all primary school teachers in Kyrgyzstan. Primary grade teachers who are not covered by the USAID Quality Reading Project trainings can participate in a 40-hour training module in the existing course at KAE within the TTI curriculum.

On 4 December 2014, the National Testing Center and USAID Quality Reading Project conducted a conference on the EGRA and the project’s baseline results. The conference was opened by Usenaliev Marat Dzhholdosbekovic, MOES Head of Preschool and Primary School Department, Michael Green, USAID Mission Director and Mark Kutner, AIR Senior Vice President. The afternoon session was opened by Deputy Minister of Education Ashimbaeva Toktobubu Abasovna and Head of the National Testing Center Bakirov Artur Nasipbekovich. There was much discussion in the afternoon session on how to use the results. The MOES are very positive partners in every aspect of the USAID Quality Reading Project’s



*Bakirov Artur Nasipbekovich, Director NTC*



*Co-presenter Shamishidinova Baktygul, NTC, Coordinator of Reading Skills Evaluation*

implementation, the positive outcomes of this conference is due to this strong partnership.

See Annex 1 for the EGRA factsheet, workshop agenda, and list of participants. Three representatives from the MOES in Tajikistan participated in this conference to learn from the Kyrgyzstan’s experience. See Table 6 for the participants from Tajikistan.

**Table 6. Tajik Representatives from the Ministry of Education and Science and the National Testing Center**

Tajikistan	
Tabarov Ikromiddin	Deputy of head, Department of Primary and Secondary Education MOES Republic of Tajikistan
Isrofilov Sharifmurod	Director of Institute of Education development by Education Academy of Tajikistan
Teshaev Khurshed	Republican Test Center, director

## TAJKISTAN

A strong relationship was established between the program staff and MOES. All the IST materials were approved by MOES after a series of revisions, negotiations, meetings, and presentations. The package of IST materials will be used by the in-service TTI and MOE in conducting training for all primary grade teachers in Tajikistan.

For strengthening and improving the quality of program activities, staff of the MOES, AOE, and TTI were invited to participate in joint monitoring of the trainings. As a result of monitoring, a report with some feedback points were received which will be incorporated into the activity improvement plan. It is worth mentioning that joint monitoring of the USAID Quality Reading Project activities will lead to sustainability of program activities and increasing the sense of ownership among MOES staff.

On 9 December 2014, the USAID Quality Reading Project hosted a dissemination workshop on the project’s EGRA and Baseline Data. Deputy Minister of Education Tojinisso Mahmadova, USAID/Tajikistan Country Director Kathleen McDonald, and AIR Senior Vice President Mark Kutner opened the conference. The EGRA data and methodology was questioned by the Deputy Minister, but



*Deputy Minister Tojinisso Mahmadova (center) with Mark Kutner (left) and Kathleen McDonald (right)*

she also acknowledged there was a problem in Tajikistan around reading and comprehension. The USAID Quality Reading Project staff will continue to work with and educate the MOES on their understanding of the methodology of EGRA, randomized sampling, and what EGRA results do and do not mean. The conference was highly technical. In the future, the USAID Quality Reading Project will look at these conferences more from a laypersons point of view, relaying technical content while trying to

limit the use of highly technical terms. On a positive note, Latofat Nazirova, the Rector of RTTI participated all day in the conference and noted that much of the EGRA and baseline data reflects what they already know. See Annex 1 for agenda and event participants.

## IV. Progress against Work Plan

### Status of Activities

#### KYRGYZSTAN

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments
			Month														
			Oct 14'	Nov	Dec	Jan 15'	Feb	Marc	April	May	Jun	Jul	Aug	Sept			
1	Program Start-Up																
2	Deliverable: Finalize Implementation annual work plan	AIR														Not planned this quarter	Year 2 Work Plan was updated and resubmitted Jan 15'
3	Deliverable: Finalize PMP	AIR														Delayed	PMP baseline was submitted in 01 Nov 2014, revisions to PMP based on baseline is submitted with the Oct-Dec 14' Quarterly Report
4	Intermediate Result 1: Improved reading instruction in grades 1-4																
5	Sub Result 1.1: Conduct a baseline qualitative analysis																
6	Deliverable: Presentation of key findings baseline qualitative	AIR, NTC													1 workshop with MOES to present key findings (workshop will be same workshop as for baseline)	Accomplished	Study is complete and submitted to USAID March 14'. Presentation of key findings were included in Dec 14' baseline dissemination workshop.
7	Sub Result 1.2: Design in-service training (IST) package																
8	Deliverable: Finalize reading standards for grades 1-4	SC, MOES, KAE													10 000 Hard copies in Russian and Kyrgyz languages printed and disseminated to participants of LB IST, MOES and KAE. Hard and electronic copies in Russian, Kyrgyz and English languages to COR.	Accomplished	Approved by KAE on June 2014. Electronic and hard copy to COR (in English) on September 2014.
9	Deliverable: Final IST packages approved	SC, MOES, KAE													Order of Approval from KAE and Copies of IST materials. (10 000 copies-36 days, 10 000 copies-5 days, 1000 copies - 10 days TOT)	Accomplished	Approved by KAE on June 2014. Electronic and hard copy to COR (in English) on September/October, '14
10	Sub-Result 1.3: Conduct in-service trainings for teachers and other educators																

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments
			Month														
			Oct '14'	Nov	Dec	Jan '15'	Feb	Marc	April	May	Jun	Jul	Aug	Sept			
11	In-Service Teacher Training Conducted	SC, MOES													Two per 10 days TOT. One in Jalal-Abad for participants from Talas and Jalal-Abad (49 participants) and the other in Bishkek for participants from Bishkek and Chui (51 participants). Total 100 trainees were trained in Aug '14	Accomplished	Approval of National Trainers by MOES.
12	Cohort 1 School based trainings through rollout of 90-minutes micro-modules	SC													In 620-target schools, Cohort 1 for 3516 primary school teachers will be conducted 72 hours LB IST and 1240 mentors will be trained. At the end all teachers and mentors will receive Certificate from KAE	On-Going	Started September 2014. Head of Methodological Unit (HMU) meet with teachers on a regular basis for 90-minutes micro-modules workshops
13	Identify National Trainers and Master Trainers Cohorts 2 & 3.	SC, MOES													Cohort 2: about 55 NT and MT identified in Oct '14, for Osh and Batken; Cohort 3: 25 in May, '15 for Naryn and Issyk-kul	Delayed	Selection process for trainers at second level is accepted
14	Conduct 10-Days TOT for National Trainers for Cohort 2 and 3.	SC													Cohort 2: Nov '14 Batken and Osh 55 NT will trained, Cohort 3: Jun-July, '15 Naryn and Issyk-Kul 25 NT will trained	Accomplished	Selection process for trainers was completed in November 2014 with training in December 14'
15	Conduct 5-Days training for Cohorts 2 & 3 Master Trainers and primary school teachers at target districts level.	SC													Cohort 2 in Jan '15 and Cohort 3 in Aug '15. Total: about 4022 primary school teachers and 1792 DDs, HMU trained on 5 days LB IST	Not planned this quarter	Local Education Department, DDs, HMU and primary school teachers participate in trainings
16	Cohort 2 and 3 School based trainings through rollout of 90-minutes micro-modules.	SC													Cohort 2: about 487 schools and 2842 teachers from Batken and Osh from Jan '15 until Dec '15. Cohort 3: about 198 schools and 1180 teachers from Naryn an Issyk-Kul from Sep '15- until May '16. Total about 4022 primary school teachers will be conducted 72 hours school based LB IST and 1792 mentors will be trained. At the end all teachers and mentors will receive Certificate from KAE	Not planned this quarter	Head of Methodological Unit (HMU) meet with teachers on a regular basis for 90-minutes micro-modules workshops

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments
			Month														
			Oct '14'	Nov	Dec	Jan '15'	Feb	Marc	April	May	Jun	Jul	Aug	Sept			
17	Teacher Training for School for the Blind in Bishkek and Osh	AIR, SC													80 Teachers in School for the Blind in Bishkek and 34 teachers in Osh receive training and TA from Perkins School for the Blind	Not planned this quarter	This activity is included in modified budget
18	Sub-Result 1.4: Strengthen systems for teacher mentoring/coaching																
19	Distribute guides to regional In-service TTI staff and deputy school principals on Primary Grade Cohort 1, 2 3 (IR 1.2-part of teachers package)	SC, MOES													About 4000 trainer's materials, as part of Teachers packages in Russian, Kyrgyz languages.	On-Going	DDs, HMU use module on mentoring, as part of teachers' package
20	Provide mentoring to Cohort 1 teachers	SC, DDs, HMU													About 3516 primary school teachers receive mentoring support	On-Going	Started September 2014. DDs and HMU use mentoring tools from IST package
21	Provide mentoring to Cohort 2 teachers	SC, DDs, HMU													Feb '15 until Dec '15 (Batken and Osh) and about 2842 primary school teachers receive mentoring support	Not planned this quarter	Head Teachers and School Directors use tools
22	Provide mentoring to Cohort 3 teachers	SC, DDs, HMU														Not planned this quarter	
23	Launch portfolio system for evaluation of Cohort 1 teachers competencies - (in TT package IR 1.2)	SC, MOES, KAE													In 620-target schools, Cohort 1 for 3516 primary school teachers will develop portfolios. At the end, all teachers and mentors will receive Certificate from KAE	On-Going	MOES / KAE accepts portfolios as a basis for teacher evaluations and certification. Following up with Regional TTIs on certification.
24	Launch portfolio system for evaluation of Cohort 2 teachers competencies	SC, MOES													Cohort 2: about 487 schools and 2842 teachers from Batken and Osh from Jan '15 until Dec '15.	Not planned this quarter	MOES / KAE accepts portfolios as a basis for teacher evaluations and certification
25	Launch portfolio system for evaluation of Cohort 3 teachers competencies	SC, MOES													Teachers portfolios	Not planned this quarter	MOES / KAE accepts portfolios as a basis for teacher evaluations and certification.
26	Sub-Result 1.5: Implement classroom-based reading diagnostics (process focused); administer national, standardized reading assessments (outcome focused), such as an EGRA, in a representative sample																
27	Review EGRA tests (section vocabulary), M&E tools	AIR, NTC													EGRA test	Slight Delay	Review is being completed next quarter

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments	
			Month															
			Oct 14'	Nov	Dec	Jan 15'	Feb	Marc	April	May	Jun	Jul	Aug	Sept				
28	Deliverable: Reading assessment report (Baseline)	AIR, NTC															Accomplished	Report Submitted and presented
29	Training of Test Administrators	AIR, NTC														90 test administrators trained (Bishkek, Chui, Talas, JA)	Not planned this quarter	
30	Administer outcome focused assessment tool – mid-term (1 <sup>st</sup> wave districts/schools)	AIR, NTC															Not planned this quarter	Students are available for testing (MOES prioritizes the assessment over other year-end activities)
31	Administer outcome focused assessment tool – mid-term (Cohorts 2 & 3 districts/schools)	AIR, NTC															Not planned this quarter	Students are available for testing (MOES prioritizes the assessment over other year-end activities)
32	Data Scanning	AIR, NTC															Not planned this quarter	
33	Psychometric data analysis and reporting (automated) results of the outcome focused assessment	AIR, NTC															Not planned this quarter	
34	Deliverable: Reading assessment report (mid-term Cohort 1)	AIR, NTC															Not planned this quarter	This date is in-correct for Cohort mid-line will be conducted in April/May 15, report to be submitted September 15'
35	Deliverable: Reading assessment report (mid-term Cohorts 2 & 3)	AIR, NTC															Not planned this quarter	
36	Conduct Household (or community) surveys in conjunction with reading assessments to determine quantity of reading materials at home or in out-of-school activities	AIR, NTC															Not planned this quarter	NOTE: This deliverable has been tied in with the assessment timelines, making it more efficient and practical
37	Administer outcome focused assessment tool – end of project (all targeted districts)	AIR, NTC															Not planned this quarter	By June 2017. Students are available for testing (MOES prioritizes the assessment over other year-end activities)
38	Intermediate Result 2: Increased availability of reading materials																	

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments	
			Month															
			Oct 14'	Nov	Dec	Jan 15'	Feb	Mar	April	May	Jun	Jul	Aug	Sept				
39	Sub-Result 2.1: Conduct a comprehensive review of the quantity of primary grade-level reading material available in Kyrgyzstan (within 5 mos of award)																	
40	Finalize and submit comprehensive review	AIR, MOES														Report Completed and submitted to USAID	Not planned this quarter	
41	Sub-Result 2.2: Ensure a mix of reading materials are used by schools and communities																	
42	Develop a set of options and recommendations (to USAID and the MOES) for creating a mix of low-cost, grade appropriate materials	AIR, MOES														Memo	Slight Delay	To be submitted to USAID next quarter
43	Provide support to KAE to develop training module to train on criteria to develop/ procure appropriate reading materials	AIR, SC, MOES														Training module	Accomplished	Part of IST
44	Provide low-cost primary grade materials available for classroom use and at home in all targeted communities	SC														Newspaper, TV, radio, handmade small books, Patents cards (200,000 pieces total)	Not planned this quarter	Funds for this activity is included in modified budget
45	Organize National Children's Book Competition	AIR, SC, MOC, RCL															Not planned this quarter	With the National Book Day every year
46	Deliverable: Options memo detailing options and recommendations for creating a mix of low-cost, grade-appropriate materials	AIR, SC														Memo provided to USAID	Slight Delay	To be completed next quarter
47	Intermediate Result 3: Increased out-of-school reading time																	
48	Sub-Result 3.1: Increase public awareness about the importance of reading as a cornerstone of education and life-long success																	
49	Review current practices in reading advocacy campaigns	AIR															Not planned this quarter	
50	Submit the review to MOES	AIR														Memo to USAID and NSC-R	Not planned this quarter	

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments
			Month														
			Oct 14'	Nov	Dec	Jan 15'	Feb	Marc	April	May	Jun	Jul	Aug	Sept			
	Parent reading information cards	SC														Not planned this quarter	
51	Hire consultant and develop reading information cards	SC													1 set of 20 cards developed	Slight Delay	Consultants are hired next quarter
52	Print and disseminate reading information cards (for Cohort 1, 2) School Communities	SC													39 000 sets of Reading information cards printed. 30 sets of reading information cards disseminated per (Cohort 1 and 2) 1100 school/ communities. Total: 33 000	Not planned this quarter	
53	Define target community members and conduct orientation workshop/ sessions with PTA, School administrators. Community leaders, women groups to present and discuss reading information cards with population	SC													33,000 community members (30 per 1100 schools/community Cohort 1 and 2) get workshop materials/guidance on how to read with children in Russian and Kyrgyz languages	Slight Delay	Community Members are targetted in Cohort 1, but information cards are not completed yet.
54	Deliverable: Parents and communities guidance on how to read with children	SC													Electronic and hard copy to COR (in English) on December 2014	Not planned this quarter	To be completed next quarter
55	Explore what is possible with Public Private Partnership to support Reading	SC														On-Going	USAID QRP is looking at working with WFP on reading material for nutritious meals and on PPP. Product Placement feasibility is being revisited
	Mobile Theater/Libraries															Not planned this quarter	
56	Develop TOR for Republican Children's Library (RCL) to design and conduct community outreach programs	AIR - SC													TOR	Slight Delay	Children's Library is conducting outreach programs
57	Sign a cooperation agreement with RCL	AIR - SC													Cooperation agreement	Not planned this quarter	Decided with RCL an agreement was not necessary for there is a MOU with Ministry of Culture in place

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments
			Month														
			Oct 14'	Nov	Dec	Jan 15'	Feb	Marc	April	May	Jun	Jul	Aug	Sept			
58	Support RCL to create Mobile Theater and Mobile Libraries at regional level using Book Chests Resources	SC - RCL													620 Mobile Libraries created under Cohort 1, Cohort 2 start developing complete Year 3	Not planned this quarter	Purchase of Books is linked to modified budget
59	Conduct outreach programs to children and communities to promote reading - Cohort 1, 2 target districts	SC - RCL													2 outreach programs materials per 1500 school/community (Cohort 1: 1240 and Cohort 1 one outreach program in Year Two, Cohort 2: 487 activities)	On-Going	On-Going with L3 training
60	On-going monitoring and supervision of outreach programs	AIR - SC													Tool/instruments	On-Going	M&E Team support with monitoring tools
	Hold National Book Day															Not planned this quarter	
61	Support RCL to design and plan National Book Day	SC, AIR, MOES, MOC, NSC													Agenda	Not planned this quarter	
62	Design and conduct a variety of competitions around reading	SC, AIR, MOES, MOC, NSC													Agenda	Not planned this quarter	
63	Present the results of competitions in National Book Day and present awards	SC, AIR, MOES, MOC, NSC														Not planned this quarter	
	Assessment of impact of public awareness campaign strategy	AIR														Not planned this quarter	
64	Disseminate Baseline Reading assessment results and household (community) survey results	AIR														Accomplished	Conference Held 4 December 2014

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments	
			Month															
			Oct 14'	Nov	Dec	Jan 15'	Feb	Marc	April	May	Jun	Jul	Aug	Sept				
65	Conduct regular household (or community) surveys to gauge awareness on importance of reading etc. (In conjunction with IR 2)	AIR															Not planned this quarter	This is concurrent with baseline, mid-term and end line
	Parents Program	SC															Not planned this quarter	
66	Hire consultant and develop/adapt LB Parents Flipbook	SC														10 000 LB Parents Flipbook in Russian, Kyrgyz and English languages	Slight Delay	Consultant hired, flipbook under review
67	Support the communities around target schools to create or support existing groups to focus on reading	SC															On-Going	
68	Train volunteers and members of groups to conduct community reading awareness campaign to encourage parents reading for their children	SC														3 per 1100 school/community total 3300 volunteers and group members trained.	On-Going	
69	On-going monitoring and supervision of parents program	SC, AIR														Tools/ instruments	Not planned this quarter	Need to develop monitoring tools / instruments
	Media Public Awareness Reading Campaigns																Not planned this quarter	
70	Sign agreement with National Children's TV and National TV	AIR-SC														Agreement	Not planned this quarter	National TV is willing to sign agreement with USAID QRP
71	Support National Children's TV to create children reading support program	AIR-SC														Concept Note of children reading support program	Not planned this quarter	In partnership with AKF
72	Pilot test of reading support program																Not planned this quarter	
73	Broadcast reading support program on regular basis	AIR-SC															Not planned this quarter	In partnership with AKF, linked to modified budget

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments
			Month														
			Oct 14'	Nov	Dec	Jan 15'	Feb	Mar	April	May	Jun	Jul	Aug	Sept			
74	Develop and implement additional reading awareness campaign	AIR-SC													One at national and one in each target school/community. Total 1100	On-Going	Working with Reading Steering Committee to develop a national campaign
	Ministry of Education and Science Reading Support Campaign	AIR-SC														Not planned this quarter	
75	Sign agreement with MOES press center, publishing house, and "Kut Bilim" newspaper staff to create campaigns to advocate reading	AIR-SC													Cooperation agreement signed	Not planned this quarter	
76	Support MOES develop, print and disseminate posters that advocates importance of reading through affiliated agencies	AIR-SC													Posters in Russian, Kyrgyz and English languages	Not planned this quarter	
77	Design and conduct International Literacy Day	SC, AIR, MOES, MOC, NSC													Agenda, Concept Note.	Not planned this quarter	September 8th, 2014
	School Reading Promotion	AIR-SC														Not planned this quarter	
78	Hire consultant and develop primary homeroom teacher's guide on how to conduct school and parents reading promotion activities	AIR-SC													Primary homeroom teacher's guide in Russian, Kyrgyz and English languages	On-Going	
79	Print and disseminate Teacher's Guide on School and Parents Reading Promotion Activities through Saturday trainings	AIR-SC													10 000 teachers' guides printed and disseminated	Not planned this quarter	

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments
			Month														
			Oct 14'	Nov	Dec	Jan 15'	Feb	Marc	April	May	Jun	Jul	Aug	Sept			
80	Conduct different activities on School and Parents Reading Promotion, such as school presentations (Tuesday Reading Parent, Family Night), performances of children's choral reading and creative dramatics, and bookmarks, leaflets, and booklists of grade-appropriate reading materials	AIR-SC													2 per school/community Cohort 1 schools/communities total of 1240 activities. Agendas and Reading materials	On-Going	
81	Sub-Result 3.2: Implement out-of-school reading activities																
	Extracurricular activities to promote reading	SC														Not planned this quarter	
82	Develop/adapt extracurricular activities guide for DDs	SC														Accomplished	part of IST
83	Conduct training for DDs on planning and delivery of extracurricular reading activities (in conjunction with IR 1.3)	SC													1100 DDs will be trained. Agenda of the training and training materials.	Not planned this quarter	
84	Conduct extracurricular activities at school level	SC													Total: about 1240 events (2 events in each target schools). Minutes.	Not planned this quarter	
	Reading Camp	SC														Not planned this quarter	
85	Adapt and Incorporate LB Reading Camp Curriculum into existing winter and summer school camps for primary grades	SC													Summer camp Curriculum in Russian, Kyrgyz and English languages	Accomplished	
86	Print and disseminate Reading Camp Curriculum and supplementary reading materials to target schools	SC, AIR													10 000 LB Reading Camp Curriculum print and disseminate to 1300 Project Target schools. Act of acceptance	Accomplished	

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments
			Month														
			Oct 14'	Nov	Dec	Jan 15'	Feb	Marc	April	May	Jun	Jul	Aug	Sept			
87	Support target schools to plan and deliver reading camps for primary grades	SC													Trainings materials as part of IST	On-Going	Reading Camps mainly take place during school holidays, but some schools are using the material throughout the year
88	Conduct monitoring and evaluation of Target School Reading Camps	SC													Monitoring Tools	On-Going	Reading Camps mainly take place during school holidays, but some schools are using the material throughout the year
89	Deliverable: LB Reading Camp Curriculum and materials adapted and incorporated	SC														Accomplished	
	Jump Start	SC														Not planned this quarter	
90	Review existing one-year preschool preparation programs	SC, MOES, WB													As a member of WG at the MOES	On-Going	the one-year preschool preparation program curriculum is under development, QRP sits on the development committee.
91	Develop and incorporate jump-start program and learning materials to the one-year pre-school preparations of intended first grade students	SC													1100 Jump Start program (one per each target school)	On-Going	the one-year preschool preparation program curriculum is under development, QRP sits on the development committee.
92	Print and disseminate jump-start program and materials to target schools (Cohorts 1 & 2)	SC													10 000 Jump Start Modules print and disseminate to 1100 Target schools. Act of acceptance	Delayed	Due to the change in the MOES pre-school curriculum this is delayed and will be carried out in Sept 2015'
93	Train volunteers from upper grades to conduct jump start program in target schools (Cohorts 1 & 2)	SC													5500 volunteers (5 per each 1100 target schools) trained and get training materials	Delayed	Due to the change in the MOES pre-school curriculum this is delayed and will be carried out in Sept 2015'
94	Deliverable: Jump Start Program and Learning materials incorporated into pre-school preparation program	SC														Not planned this quarter	

	Activities/Deliverables	Responsible	FY15											Outputs/Products	Status	Comments	
			Month														
			Oct 14'	Nov	Dec	Jan 15'	Feb	Marc	April	May	Jun	Jul	Aug				Sept
	Book Chest / Mobile Library (also see SIR 3.1)	SC, MOC														Not planned this quarter	
95	Select, translate and edit Literacy Boost Book Bank materials/texts	SC													LB Book Bank Materials in Russian, Kyrgyz and English languages	Accomplished	
96	Identify and purchase additional readers/books for creating Book Bank collection	SC														Slight Delay	Waiting for Modified budget approval to purchasing can begin.
97	Disseminate Book Chests to target schools (Cohorts 1, 2 & 3)	SC													One Book Chest per community or school. Cohort 1, total 620 Book Chests disseminated	Not planned this quarter	
98	Identify, train and contract community mobilizers for each target field (Cohorts 1, 2 & 3)	SC													To hire 1 Community Mobilizers per each target field. Total:7)	Accomplished	
99	Conduct regular community reading activities using Book Chests	SC													2 per school/community, Total 1,240 Cohort 1	On-Going	Community Reading activities exist using low cost reading material and community libraries
100	Monitoring of the facilitation of Book Bank activities	SC, AIR													Monitoring Tools	On-Going	
	Reading Buddies	SC														Not planned this quarter	
101	Hire consultant and develop training modules on implementing after-school reading practices	SC													Training Materials in three languages	Accomplished	Part of IST
102	Train deputy directors and head of MU and community members to plan and facilitate reading buddies approach in target schools	SC													10,100 DDs trained	Accomplished	Part of IST
103	Deliverable: School and communities training module to increase and implement after-school reading practices	SC														Slight Delay	Being edited

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments	
			Month															
			Oct 14'	Nov	Dec	Jan 15'	Feb	Marc	April	May	Jun	Jul	Aug	Sept				
104	Intermediate Result 4: Increased government support to improve reading																	
105	Sub-Result 4.1: Increase dialogue about the existing environment for reading acquisition																	
106	Hold policy workshops best practices/policy	AIR, SC														Agenda, Minutes	Not planned this quarter	
107	Hold quarterly briefings with Minister of Education	AIR, SC														Minutes	Not planned this quarter	
108	Disseminate summaries, reports, findings to regional, district, and school-level MOES and other stakeholders	AIR, SC														Districts, schools Cohort 2 - about 487 schools and Cohort 3 - about 198 schools receive a fact sheet on results	Accomplished	December 4, 2014, Dissemination Conference was held in Bishek.
109	Sub-Result 4.2: Increase capacity to use reading assessment results																	
110	Review and assess existing education management information systems	AIR														Report on review	On-Going	
111	Develop capacity building plan (national assessment centers)	AIR, NTC														Plan	Accomplished	Capacity Building Plan for NTC completed, working with NTC to define QRP training within this plan.
112	Organize capacity building workshops	AIR, NC														Build capacity of 25 specialist	Not planned this quarter	
113	Present findings on reading assessments to Reading Assessment Committee and NGOs and research institutions	AIR, MOES, NTC														A workshop to present findings is conducted	Accomplished	Conducted baseline dissemination conference 4 December 2014
114	Analyze and submit recommendations to MOES	AIR, NTC														Recommendations provided to MOES	Not planned this quarter	
115	Sub-Result 4.3: Strengthen the enabling environment to support improved reading instruction reform																	
116	Work through NSC-R to link components of the project directly to policy initiatives that are identified in each countries' education strategy	AIR, SC, MOES, donors, NGOs														TOR NSC-R. Minutes of the Total 12 (1 per Quarter) NSC-R meetings	Slight Delay	There was an overturn of Ministers and Deputy Ministers the end of 2014. Meeting will be held next quarter.

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments
			Month														
			Oct 14'	Nov	Dec	Jan 15'	Feb	March	April	May	Jun	Jul	Aug	Sept			
117	Promote laws, policies, regulations, and foundational education documents developed or modified to support improved practices	AIR, SC, MOES, donors, NGOs													New Standard on Reading for Grades1-4 in Russian, Kyrgyz developed and approved and translated into English language	On-Going	
118	Develop a strategic plan to scale-up successful project interventions, including major challenges	AIR, SC, MOES, donors													Strategic Plan created with MOES	Not planned this quarter	
119	<b>Monitoring &amp; Evaluation</b>																
120	Finalize PMEP	AIR													PMEP updated and submitted to USAID	Slight Delay	PMEP submitted with Oct-Dec 2014 Quarterly Report
121	Quarterly Performance Reports	AIR													Quarterly Performance Reports submitted to USAID	Not planned this quarter	
122	Participant Training Reports	AIR, SC													TraiNet is updated quarterly	Accomplished	Updated Quarterly
123	Annual Performance Reports	AIR													Annual Reports submitted to USAID	Accomplished	Submitted 01 November 2014

## TAJKISTAN

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments	
			Month															
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept				
1	<b>Program Start-Up</b>																	
2	<b>Deliverable:</b> Finalize Implementation annual work plan	AIR														Finalized work plan submitted to USAID	Not planned this quarter	Year 2 Work plan was updated and resubmitted Jan 15'
3	<b>Deliverable:</b> Finalize PMEP	AIR														PMEP finalized and submitted	Delayed	PMEP baseline was submitted in 01 Nov 2014, revisions to PMEP based on baseline is submitted with the Oct-Dec 14' Quarterly Report
4	<b>Intermediate Result 1: Improved reading instruction in grades 1-4</b>																	

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments	
			Month															
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept				
5	<b>Sub Result 1.1:</b> Conduct a baseline qualitative analysis																	
6	<b>Deliverable:</b> Presentation of Key Findings of Baseline Qualitative Analysis	AIR														Presentation to MOES with EGRA in November	Accomplished	Study is complete and submitted to USAID March 14'. Presentation of key findings were included in Dec 14' baseline dissemination workshop.
7	<b>Sub Result 1.2:</b> Design in-service training (IST) package																	
	<b>Draft reading standards for each grade 1 – 4</b>	AIR, SC, MOES															Not planned this quarter	
9	<b>Deliverable:</b> Finalize reading standards for grades 1 – 4	AIR, SC														MOES approved Reading and Writing Standards	Not planned this quarter	The time for this deliverable will depend on when the MOES provides USAID QRP with the directive to split the Mother Tongue Subject into Reading and Language (Writing)
	<b>Develop standard guide for teachers and other educators</b>	AIR, SC, EDI/ MOES															On-Going	Guide for teachers on Standards and using IST package was requested by MOES, USAID QRP is moving with the guide assuming that there will be little change with the current standards outside of the splitting it into two.
10	Drafting standard guides for teachers and other educators	AIR, SC														Draft Standard Guides	On-Going	Framework was submitted to MOES in August, Consultants hired in September '14
11	Finalizing the standard guides for teachers and other educators	AIR, SC														Finalized Standard guides for teachers and other educators	Not planned this quarter	
	<b>Develop teacher training materials/adaptation of literacy boost manual/translation</b>	AIR, SC, MOES															On-Going	
12	Finalize USAID QRP IST package	AIR, SC, MOES														Finalized USAID QRP Tajik and Russian IST packages for Master level training and School level training	On-Going	The Tajik IST package has included a writing module and the entire package is undergoing another review by an editor as requested by MOES. Expecting this will be the final review and the package will move through the final approval stage

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments	
			Month															
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept				
13	Re-submission of developed IST materials for approval to the Board of the MOES	AIR, SC													MOES Board reviewed Tajik and Russian IST package	On-Going		
14	<b>Deliverable:</b> Final IST Packages	AIR, SC													Approved IST packages	Not planned this quarter		
15	Printing of IST Package	SC													Printed 17 000 Tajik and Russian IST for Master training level and school level trainings	On-Going	Printing will be done throughout but finalized by December. Note: 3000 copies of draft package approved for TOT IST training printed and disseminated to Cohort 1	
16	<b>Sub-Result 1.3: Conduct in-service trainings for teachers and other educators</b>																	
	<b>In-Service Teacher Training Conducted</b>	SC, MOES															On-Going	
17	Cohort 1 School based trainings through roll-out of micro-modules	SC,													6500 teachers trained (Tajik Language) Dushanbe: Kulob: 2500Kurgenteppa: 3500Sugd: 500	On-Going	DDs, teachers, heads of MU have the skills and knowledge to conduct the trainings	
18	Identify trained National Trainers for Master Trainers Cohort 2 and 3	SC, MOES													198 National Trainers trained	Accomplished	Selection process for trainers at second level for Cohort 2 was completed	
19	Conduct Training for Cohort 2 Master Trainers at target districts level	SC													1233 MT (100%) trained	Not planned this quarter	60% of trainings might be moved into summer time because of logistical problems	
20	Cohort 2 School based trainings through roll-out of micro-modules	SC													3900 teachers trained; DRS: Tajik: 2100; Sugd: Tajik: 2100, Russian 15; Kurgenteppa: Russian: 115; Dushanbe: Russian: 170	Not planned this quarter	Teachers attend trainings on a regular basis. The numbers of Tajik versus Russian teachers trained are approximates, these numbers may change based on reality on the ground. USAID QRP will still plan on training 3,900 teachers total.	
21	Conduct Training for Cohort 3 Master Trainers in target districts	SC													116 MT trained	Not planned this quarter	After discussion, Cohort 3 was added back into the work plan to cover the schools that are unreachable during winter	

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
22	Cohort 3 School based trainings through roll-out of micro-modules	SC													3000 teachers trained	Not planned this quarter	Teachers attend trainings on a regular basis. The number of Russian teachers to be trained out of this 3,000 is still being processed, for Russian taught classes are decreasing.
23	<b>Sub-Result 1.4: Strengthen systems for teacher mentoring/coaching</b>																
24	Printing of mentoring/coaching guide for reading instruction support (IR 1.2-part of teachers package)	AIR, SC													3000 guides printed	On-Going	Mentoring Module is to be used by Head Teachers, School Directors (MTs), printing will be completed next quarter
25	Distribute guides to regional In-service TTI staff and deputy school principals on Primary Grade	SC, MOES													2800 guides distributed	On-Going	Head Teachers and School Directors use guide, Distribution will be completed next quarter for Cohort 1 and 2
26	Provide mentoring to Cohort 1 teachers	SC, Head Teachers, School Directors													6000 teachers receive mentoring support	On-Going	All targeted Head Teachers and School Directors use guide
27	Provide mentoring to Cohort 2 teachers	SC, Head Teachers, School Directors													3900 teachers receive mentoring support	Not planned this quarter	Head Teachers and School Directors use guide
28	Print out professional portfolio guide for teachers competencies	SC													3000 + 2500 guides	On-Going	Teachers use portfolios on a regular basis and this is incorporated into system
29	Implement portfolio system for evaluation of Cohort 1 teachers/ mentors competencies (in TT package IR1.2)	SC, MOES													Portfolio system launched	On-Going	MOES accepts portfolios as a basis for teacher evaluations

	Activities/Deliverables	Responsible	FY15											Outputs/ Products	Status	Comments	
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug				Sept
30	Implement portfolio system for evaluation of Cohort 2 teachers/ mentors competencies	SC, MOES													Portfolio system launched	Not planned this quarter	MOES accepts portfolios as a basis for teacher evaluations
31	Implement portfolio system for evaluation of Cohort 3 teachers/ mentors competencies	SC, MOES													Portfolio system launched	Not planned this quarter	MOES accepts portfolios as a basis for teacher evaluations
32	<b>Sub-Result 1.5:</b> Implement classroom-based reading diagnostics (process focused); administer national, standardized reading assessments (outcome focused), such as an EGRA, in a representative sample																
33	Review of current data collection tools (both mother tongues and Russian) to identify gaps and revise	AIR													EGRA reviewed and revised	Not planned this quarter	
34	Training of Data Administrators	AIR, NTC													110 TAs trained	Not planned this quarter	
35	Administer outcome focused assessment tool – mid-term (1 <sup>st</sup> wave districts/schools)	AIR, NTC, MOES, MS Dept, regional ED													1st mid-term data collection administered	Not planned this quarter	
36	Data Scanning														1st mid-term Data scanned	Not planned this quarter	
37	Psychometric data analysis and reporting (automated) results of the outcome focused assessment	AIR, NTC													Psychometric Data analyzed and reported	Not planned this quarter	
38	Deliverable: Submission of the Report to USAID and MOES	AIR														Not planned this quarter	Agreement on results and new protocols of the MOES
39	<b>Intermediate Result 2:</b> Increased availability of reading materials																
40	<b>Sub-Result 2.1:</b> Conduct a comprehensive review of the quantity of primary grade-level reading material available in Tajikistan (within 5 mos of award)																

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments	
			Month															
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept				
41	Develop a detailed list of appropriate, Russian-language books adapted to the Tajik	AIR, MOES															Not planned this quarter	
42	Finalize and submit comprehensive review	AIR, MOES														English version submitted to USAID	Not planned this quarter	Review was submitted in Tajik already, English version undergoing final edits
43	<b>Sub-Result 2.2:</b> Ensure a mix of reading materials are used by schools and communities																	
44	Provide technical assistance to AE and EDI to develop guidelines for Readability and writing criteria for Primary Grades reading materials	AIR, SC, AE, EDI														Developed Readability and writing criteria guidelines for Primary Grades reading materials	Slight Delay	The Criteria may change a little if there is a change in the final Reading Standards for Grades 1-4. This is on-going with final criteria to be completed next quarter.
45	Develop a set of options and recommendations for creating a mix of low-cost, grade appropriate materials	AIR, SC, MOES,														List of materials created	Accomplished	Part of IST package training
46	Develop a guideline to create/ procure appropriate reading materials	AIR, SC, MOES														Guidelines on reading materials developed	Slight Delay	to be completed next quarter
47	Provide low-cost primary grade materials available for classroom use and at home in all targeted communities	SC														200 000 low-cost primary grade materials	Not planned this quarter	Procurement of books and low cost primary grade material timing will be connected to when modified budget is approved. What is provided and or developed at the local level will be an assortment of materials
48	<b>Intermediate Result 3: Increased out-of-school reading time</b>																	
49	<b>Sub-Result 3.1:</b> Increase public awareness about the importance of reading as a cornerstone of education and life-long success																	
50	Develop Reading Information Cards (RIC)	SC														1 set of 20 RIC developed	On-Going	

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
51	Print and disseminate RIC (for Cohort 1, 2) school communities	SC													At least 2000 sets of RICs printed and disseminated	Not planned this quarter	
52	Define target community members and conduct orientation workshop/sessions	SC													85% communities targeted	Not planned this quarter	Lack of project personal in the field may become a reason not to reach all the targeted communities
53	Explore Public-Private Partnership (PPP)															Not planned this quarter	Consider options of PPP
	<b>Mobile theater/libraries</b>															Not planned this quarter	
54	MOU with Children's Library Association (CLA)	AIR - SC													Agreement with CLA	Not planned this quarter	
55	Establish Mobile Theater and Mobile Libraries at regional level using Book Bank Resources	SC - CLA													Created Mobile Theater and Mobile Libraries at regional level	Not planned this quarter	
56	Conduct outreach programs to children and communities to promote reading - Cohort 1, 2 target districts	SC - CLA													Conducted Reading promotion Programs	Not planned this quarter	
57	On-going monitoring and supervision of outreach programs	AIR - SC													Results of Monitoring the programs available	Not planned this quarter	
	<b>Hold National Book Day/Literacy Day events</b>															Not planned this quarter	
58	Design and conduct a variety of competitions around reading	SC													Reading Competitions plan	Not planned this quarter	
	<b>Parents Program</b>	SC														Not planned this quarter	
59	Develop/adapt LB Parents Flipbook	SC													Developed/ adapted LB Parents Flipbook	On-Going	Consultant hired and LB Flipbook being adapted

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
60	Train volunteers and members of groups to conduct community reading awareness campaign to encourage parents reading to their children	SC													25% of parents read for their children at home	Slight Delay	to begin next quarter and then on-going
61	On-going monitoring and supervision of parents program	SC													Monitoring and supervision is conducted	On-Going	M&E with Program are developing tools to gather data and monitor
	<b>Media Public Awareness Reading Campaigns</b>															Not planned this quarter	
62	Discuss cartoon collaboration with UNICEF and Open Society Institute	AIR-SC													Partnership Meetings	On-Going	Develop mutually beneficial MOU with UNICEF
63	Sign MOU with UNICEF	AIR-SC													.MOU signed	Not planned this quarter	MOU approved by USAID Tajikistan
64	Develop sub-titles for existing UNICEF produced cartoons prior to first round airing in May														Sub-titles included in all cartoons.	Not planned this quarter	MOES approves addition of sub-titles.
65	Collaborate on including reading centered messaging in second round of cartoons.	AIR-SC													Reading messages and images included.	Not planned this quarter	
	<b>Ministry of Education and Science Reading Support Campaign</b>	AIR-SC														Not planned this quarter	

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments		
			Month																
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept					
66	Promote workshop for MOES to develop their leadership in advocating reading (see "Media Public Awareness Reading Campaigns" and IR 4)	AIR-SC														MOES representatives accomplished workshop on leadership in advocating reading	On-Going		
67	<b>Sub-Result 3.2: Implement out-of-school reading activities</b>																		
68	<b>Extracurricular activities to promote reading</b>	SC																On-Going	
69	Finalize the extracurricular activities guide for DDs	SC, AOE, Center for out-of-school activities															Guide is used by deputy directors	Not planned this quarter	
70	Conduct workshop for DDs on planning and delivery of extracurricular reading activities (in conjunction with IR 1.3)	SC															1 training is conducted for Cohort 1, 2, 3 project school DDs on conducting of extracurricular activities	Not planned this quarter	DDs have time and willingness to deliver extracurricular reading activities
71	Conduct extracurricular activities at school level	DDs, Teachers															Implemented extracurricular activities at schools	Not planned this quarter	
	<b>Reading Camp</b>	SC																Not planned this quarter	
72	Finalize Reading Camp Guide and incorporate it into existing summer school camps for primary grades	SC															Reading Camp package completed	Not planned this quarter	
73	Obtain approval of MOES on Reading Camp Guide for primary grades																MOES approved RCG	Not planned this quarter	

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments	
			Month															
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept				
74	Print and disseminate Reading Camp guide and supplementary reading materials/stationery to target schools	SC														860 printed RCGT available for target schools	Not planned this quarter	Targeted schools for Reading Camps receive the guide
75	Support target schools to plan and deliver reading camps for primary grades	SC														8600 teachers and volunteers receive training to implement the Camps	Not planned this quarter	Provision of sufficient number of volunteers for the Reading Camps
76	Conduct monitoring and evaluation of target school Reading Camps	SC, AIR														M&E results of the Reading Camps available	Not planned this quarter	Tools will be developed for MOES and USAID QRP to use to monitor activity
77	<b>Deliverable:</b> LB Reading Camp Curriculum and materials adapted and incorporated	SC, AIR														Reading Camp modules/package submitted to USAID	Not planned this quarter	
	<b>Jump Start</b>																Not planned this quarter	
78	Obtain approval of the MOES for jump start program and learning materials to the 10 day pre-school preparations of intended first grade students	SC, AIR														MOES approved Jump Start program	Not planned this quarter	Approval may be delayed due to MOES procedures
79	Print and disseminate jump start program and materials to target schools (will be delivered with IST package)	SC														3000 copies of Printed Jump Start program available to target 1721 schools	Not planned this quarter	
80	Train G1 teachers to conduct jump start program in target schools (through IST) in Cohort 1 and 2	SC														Trained G1 teachers in 1721 schools	Not planned this quarter	Time limit at the beginning of September may cause challenge to conduct Jump Start in all 1721 schools

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments		
			Month																
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept					
81	<b>Deliverable:</b> Jump Start Program and Learning materials incorporated into pre-school preparation program	SC															Not planned this quarter	Jump Start incorporated into 10 day "ABC Program" at beginning of Grade 1 School year	
	<b>Book Chest / Mobile Library (also see SIR 3.1)</b>																Not planned this quarter	Other donors are found to assist in development of Book Chest	
82	Develop a Guide to create Book Chest on how to run it	SC, CLA															Book Chest guide	Not planned this quarter	
83	Identify and purchase additional readers/books for creating Book Chest collection	SC, AIR, MOES															Book Chest created	Not planned this quarter	Connected to budget modification
84	Disseminate Book Chests to the libraries in target schools/ communities	SC															1 Book Chest established per target school community	Not planned this quarter	
85	Identify and train Book Chest facilitators	SC															1721 Trained Book Chest facilitators	Not planned this quarter	
86	Conduct community reading activities using Book Chests	SC															2 reading activities conducted in the communities	Not planned this quarter	
87	Monitoring of the facilitation of Book Chest activities	SC, AIR															Book Chest activities monitored	Not planned this quarter	
	<b>Reading Buddies</b>	SC																Not planned this quarter	
89	Train DDs and head of MU to plan and facilitate Reading Buddies approach in target schools	SC, MOES															DDs in 1721 schools trained	Not planned this quarter	Not all the target schools may have DDs so HMUs or School Directors may be nominated
90	<b>Intermediate Result 4: Increased government support to improve reading</b>																		
91	<b>Sub-Result 4.1: Increase dialogue about the existing environment for quality reading</b>																		

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
92	Conduct round table with primary education experts and teachers to review and discuss Reading Standards	AIR, SC, MOES, donors, NGOs, GP4													Conducted round tables; Reading Standards reviewed and discussed	Not planned this quarter	Once MOES officially splits the Mother Tongue Subject a review of the developed standards will take place, so time may shift depending on MOES timing
93	Hold policy workshops best practices/policy	AIR, SC													One workshop held each year around an aspect of reading. The workshop may be around creating standards or how to read and use assessment results GPe-4	Accomplished	December 14' Workshop/conference held to disseminate baseline findings and discuss how to use this information.
94	Hold quarterly briefings with MOES	AIR, SC, AE, EDI													4 update meetings held throughout the year, minutes from meetings	Accomplished	There was a change of Deputy Ministers at the MOES
95	Hold semi-annual high-level forums on quality reading	AIR, SC													2 Semi-annual high-level forums on quality reading	Not planned this quarter	
96	Disseminate summaries, reports, findings to regional, district, and school-level MOES and other stakeholders	AIR, SC													Assessment findings disseminated after finalized (baseline and midline for Cohort 1)	Not planned this quarter	Dissemination will be based on approval of MOES at district and school levels
97	<b>Sub-Result 4.2: Increase capacity to use reading assessment results</b>																
98	Develop capacity building plan for NTC, EDI	AIR													Developed annual EDI capacity building plan	Accomplished	NTC developed a Capacity Building Plan with Dr. Abdullah Ferdous. USAID QRP will plan what is possible under QRP
99	Organize capacity building workshop	AIR													1 capacity building workshop provided on psychometric data analysis; based on MOES and NTCs timelines another workshop may be planned	Not planned this quarter	MOES supports workshops
100	Provide capacity building training to AE, EDI and NTC staff to analyze and report results	AIR, NTC													Capacity building workshops held	Not planned this quarter	NTC may also be involved in this

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
101	Present findings on reading assessments to Reading Steering Committee and NGOs and research institutions	AIR, MOES, NTC													1 EGRA presentations held to RCS and other stakeholders	Accomplished	Conference held 9 December 2014
102	Analyze and submit recommendations to MOES	AIR, NTC													Recommendations submitted to MOES	Not planned this quarter	Recommendations will be based on baseline results
103	<b>Sub-Result 4.3: Strengthen the enabling environment to support improved reading instruction reform</b>																
104	Identify MOES and other reading stakeholders and establish Reading Steering Committee	AIR													Reading Steering Committee established	Not planned this quarter	MOES may decide against establishing a Reading Steering Committee, in Year One, they recommended against it, but USAID QRP sees a need and will request again, if not a Steering Committee then quarterly meetings with stakeholders
105	Promote laws, policies, regulations, and foundational education documents developed or modified to support improved practices	AIR													Additional discussions with MOES and stakeholders so a focus is selected	Not planned this quarter	MOES is supportive of changes to promote reading standards and curriculum
106	<b>Monitoring &amp; Evaluation</b>																
107	Finalize PMEP	AIR													PMEP 2015 developed and finalized	On-Going	Submitted with Oct-Dec 14 Quarterly Report
108	Quarterly Performance Reports	AIR													4 Quarterly Performance Reports	Not planned this quarter	Submitted Oct-Dec 14 Quarterly Report 20 Feb, 2015
109	Participant Training Reports	AIR, SC													Trainet updated	Accomplished	Trainnet is updated quarterly
110	Annual Performance Reports	AIR													1 Annual Performance Report developed	Accomplished	Submitted Annual Report, Baseline Report, and EGRA report 01 November 2014'

## V. Coordination with host governments, donors and implementing partners

### Key Meetings with USAID, MOES and Partners

#### TAJKISTAN

Date / Location	Attendees	Subject	Follow-up / Notes
7 October '14 MOES	Sherali Saidoshurov, Education Manager Aliiev Abdukabbor, Head of Department pre-primary and secondary education	Update MOES on QRP activities	Discuss story book reading list once budget is approved
9 October '14 National Testing Center	Barbara Greenwood, COP Kathryn Fleming, DCOP Kiomidin Davlatov, M&E Manager Fayziddin Niyozov, Education Advisor Mavjuda Nabieva, COR Khurshed Teshae, Director, NTC Sabzali Jafarov, Deputy Director, NTC	EGRA and future partnership and planning	Schedule follow-up meeting with NTC when Abdullah is in town to discuss capacity building and partnership with for future EGRAs and summative testing.
9 October '14 Dushanbe DED	Barbara Greenwood, COP Kathryn Fleming, DCOP Sherali Saidoshurov, Education Manager Mavjuda Nabieva, COR Hamidullo Faqerov, Dushanbe Education Director	Update Dushanbe DED on USAID QRP Activities	Provide additional updates to Dushanbe DED and support collaboration and partnership.
9 October '14 USAID	Barbara Greenwood, COP Kathryn Fleming, DCOP Mavjuda Nabieva, COR Katie McDonald, Country Director	Project status update and introduce DCOP.	Monthly meetings and meetings with Barbara is in Dushanbe.
10 October '14 Ismaili Center	Barbara Greenwood, COP Kathryn Fleming, DCOP Sherali Saidoshurov, Education Manager Mavjuda Nabieva, COR Zuloby Mamafozilov, Sr. Program Officer, AKF Wendi Carmen, Deputy Director, Creative Associates Sayora Khalimova, USAID Communications Specialist Khadijat Mojidi, USAID Regional Health and Education Team Leader	USAID Education Implementing Partner Meeting  USAID marking and branding refresher and partner updates	Convene monthly education implementing partner meeting.
14 October '14 MOES	Barbara Greenwood, COP Kathryn Fleming, DCOP Sherali Saidoshurov, Education Manager Kiomidin Davlatov, M&E Manager Fayziddin Niyozov, Education Advisor Mavjuda Nabieva, COR Khadijat Mojidi, USAID Regional Health and Education Team Leader David Brown, USAID CAR Deputy Regional Director MOES	Present USAID QRP Year 1 Update and Results and Y2 Work plan	Simplify the work plan for future presentations. If not enough time for Tajik translation then use Russian.

29 October '14 MOES	GPE-4 Coordinating Meeting convened by Saodat Bazarova, World Bank	Update from GPE-4 on activities to date and partnerships. Presentation of the mid-term action plan.	Continued ongoing collaboration and partnership with GPE-4.
30 October '14 UNICEF	Sarah McGinty, UNICEF Jamshed Kurbonov, UNICEF Parviz Abdurahobov, UNICEF Nazarkhudo Dastambuev, OSI Kathryn Fleming, DCOP Sherali Saidoshurov, Education Manager	Partnership and collaboration on cartoon development for MOES.	Develop MOU with UNICEF to collaborate on cartoon develop. Second round to begin Spring 2015 to include reading focus in select episodes.
4 November '14 European Union	Kathryn Fleming, DCOP Sherali Saidoshurov, Education Manager Fayziddin Niyozov, Education Advisor Michele Crimella, EU Education Manager	Lessons learned on assessment, EGRA and IST with the MOES for their 9-year plan development.	Continued discussions and lessons learned sharing. Meeting with Abdullah during next visit to Tajikistan.
11 November '14 QRP Office	Kathryn Fleming, DCOP Sherali Saidoshurov, Education Manager Fayziddin Niyozov, Education Advisor Mavjuda Nabieva, COR	Indicator and activity planning update.	Regular meeting with USAID. Confirm QRP indicators.
12 November '14 USAID Tajikistan	Barbara Greenwood, COP Kathryn Fleming, DCOP Mavjuda Nabieva, COR William Trigg, USAID D&G, Education and Health Manager Katie McDonald, USAID Country Director	USAID QRP update. Communication and management engagement. Burn rate.	Monthly meetings. Careful planning of the EGRA dissemination event.
14 November '14 RTTI	Latofat Nazirova, Director, Republican Teacher Training Institute Shermahmad Yormahmadov, Republican Methodological Center Sherali Saidoshurov, Education Manager	IST finalization and approval and certification of the IST courses	Distribute RTTI registration journals to the QRP project schools
24 November '14 MOES	Kathryn Fleming, DCOP Kiomiddin Davlatov, M&E Manager Fayziddin Niyozov, Education Advisor Tojiniiso Mahmadova, Deputy Minister of Education	Preparation for 9 December EGRA event. Invite list. Protocol.	Follow-up meetings to explain the findings.
25 November '14 MOES	Kathryn Fleming, DCOP Kiomiddin Davlatov, M&E Manager Fayziddin Niyozov, Education Advisor Tojiniiso Mahmadova, Deputy Minister of Education	Discuss EGRA findings and PowerPoint presentations.	Change select slides.
26 November '14 MOES	Kathryn Fleming, DCOP Kiomiddin Davlatov, M&E Manager Fayziddin Niyozov, Education Advisor Tojiniiso Mahmadova, Deputy Minister of Education	Discuss EGRA findings and PowerPoint presentations.	Change select slides.
27 November '14 MOES	Kiomiddin Davlatov, M&E Manager Fayziddin Niyozov, Education Advisor Aliiev Abdukabbor, Head of Department pre-primary	Discuss EGRA findings and PowerPoint presentations.	Change select slides.

28 November '14 MOES	Kiomiddin Davlatov, M&E Manager Fayziddin Niyozov, Education Advisor Irina Karimova, President Academy of Education	Discuss EGRA findings and PowerPoint presentations.	Change select slides.
8 December '14 European Union Delegation to Tajikistan	Kathryn Fleming, DCOP Fayziddin Niyozov, Education Advisor Abdullah Ferdous, Psychometrician	Lessons Learned from EGRA and MOES/NTC capacity for summative assessment.	Ongoing information sharing and meetings.
8 December '14 MOES	Fayziddin Niyozov, Education Advisor Abdullah Ferdous, Psychometrician Tojinisso Mahmadova, Deputy Minister of Education	Discuss EGRA presentation and slides.	Make additional changes to presentation slides.
8 December '14 USAID Tajikistan	Barbara Greenwood, COP Kathryn Fleming, DCOP Mark Kutner, AIR VP Abdullah Ferdous, Psychometrician Mavjuda Nabieva, COR William Trigg, USAID D&G, Education and Health Manager Katie McDonald, USAID Country Director	Introductions. Event communications. Brief findings discussion.	
9 December '14 Hotel Lotus	QRP USAID MOES Other Education Stakeholders ( <i>see Participant List Attached</i> )	EGRA Dissemination Event	Be more conscious of the types of information the MOES wants released.
10 December '14 Academy of Education	Irina Karimova, President Academy of Education Sherali Saidoshurov, Education Manager	Russian IST package review	Incorporate all the suggestion into the IST package
10 December '14 NTC	Abdullah Ferdous, Psychometrician Kiomiddin Davlatov, M&E Manager Khurshed Teshae, Director, NTC Sabzali Jafarov, Deputy Director, NTC	Partnership and capacity building planning.	Next steps for capacity building work plan.
10 December '14 GPE-4	Abdullah Ferdous, Psychometrician Kiomiddin Davlatov, M&E Manager Fayziddin Niyozov, Education Advisor Khurshed Teshae, Director, NTC	Updates on QRP and GPE-4 standards and assessment.	
17 December '14 Atlas Hotel	UNICEF and other Education stakeholders	UNICEF year-end update.	
19 December '14 USAID Tajikistan	Kathryn Fleming, DCOP Katie McDonald, USAID Country Director Mavjuda Nabieva, COR William Trigg, USAID D&G, Education and Health Manager	EGRA event debrief.	Be more conscious of MOES public persona.
23 December '14 QRP Office	Kathryn Fleming, DCOP Fayziddin Niyozov, Education Advisor Sherali Saidoshurov, Education Manager Mavjuda Nabieva, COR	Year-end update and events and activities for 2015.	

## KYRGYZSTAN

<b>Date / Location</b>	<b>Attendees</b>	<b>Subject</b>	<b>Follow-up / Notes</b>
17 October '14 MOES	QRP staff, Specialist of the Ministry of Education	Training issues	Order for the IST under the QRP in November
22 October '14 QRP Office	QRP staff, staff of the Chui and Bishkek's Educations departments	Schedule and Agenda of the IST, in November QRP	Plan and Order from MOE
06 November '14 QRP Office	USAID, QRP staff	QRP project activities updating	Proposal for the additional funding from USAID
08 November '14 QRP Office	QRP staff, Chui and Bishkek education department representatives	Plan for training	Schedule developing
28 November '14 MoE	QRP staff, Deputy of the Ministry of Education	Agenda of the IST and updating of the activities	Agenda agreed and Order for IST in December and January 2015
19 December '14 QRP Office	QRP staff, USAID	Updating activities, budget review	
05 December '14	QRP Staff, USAID Central Asia Office	Updating WP Year 2 and Discussion	QRP documents

## VI. Summary of Administrative, Operational and Staffing Issues

### Operations

- Discussion with Regional Staff and Save the Children to change the workweek from Monday through Friday to Tuesday through Saturday during the Level 3 training period. This will allow the Education Coordinators, M&E Coordinators, and the Community Mobilizers to work in the school during the Saturday Methodological Union Days.
- Regional offices are still being established, the USAID Quality Reading Project is being flexible on what government structure has suitable space available
- Furniture and equipment were purchased for both countries for the regional offices.

### Project Staffing

#### TAJKISTAN

- More team building and coordination activities to reduce miscommunication and redundant work is planned for the next quarter
- Replacing M&E Manager. Expect to have new M&E Manager hired in early-2015
- Replacing Community Mobilization Officer. Expect to have a new Community Mobilization Officer hired in early-2015
- New M&E Coordinators were hired for Zarafshon and Kurgantube

#### KYRGYZSTAN

- New M&E Coordinators were hired for Talas, Jalabad, and Bakent
- Quarterly team meetings will be held for the USAID Quality Reading Project staff to share lessons learned, problem solve and plan forward
- New Education Coordinators and Community Mobilizers were hired for Talas, Jalabad, Osh, and Bakent

## VII. Planned Activities for the Next Quarter (January - March 2015)

### KYRGYZSTAN

#### **Intermediate Result 1: Improved reading instruction in grades 1- 4**

*Sub-Result 1.2 Design in-service training (IST) package*

- Completed

*Sub-Result 1.3: Conduct in-service trainings for teachers and other educators*

- 5-Day Literacy Boost IST at district level for schools deputy directors, Heads of Methodological Unit and Teachers, Cohorts 1 and 2
- Cohort 1 school-based trainings through rollout of 90-minutes micro-modules
- Cohorts 1 and 2 school-based trainings through rollout of 90-minutes micro-modules.

*Sub-Result 1.4: Strengthen systems for teacher mentoring/coaching*

- Provide mentoring to Cohort 1 and 2 teachers
- Training on mentoring for trainers/mentors

#### **Intermediate Result 2: Increased availability of reading materials**

*Sub-Result 2.1: Conduct a comprehensive review of the quantity of primary grade-level reading material available in Tajikistan*

- Develop a set of options and recommendations (to USAID and the MOES) for creating, procuring and distributing a mix of low-cost, age- and grade-appropriate reading materials.

*Sub-Result 2.2: Ensure a mix of reading materials are used by schools and communities*

- Through activities in IR1 and IR3, work with teachers, schools and communities on the use of reading materials.

#### **Intermediate Result 3: Increased out-of-school reading time**

*Sub-Result 3.1: Increase public awareness about the importance of reading as a cornerstone of education and life-long success*

- Meeting of National Steering Committee on Reading
- Continue discussion with newspaper “Til jana Madaniyat” and when budget is approved sign contract
- Develop joint Annual Work Plan with Republican Children Library Bayalinov
- Print and disseminate reading information cards (for Cohorts 1 and 2) School Communities
- Conduct outreach programs to children and communities to promote reading - Cohorts 1 and 2 target districts

*Sub-Result 3.2: Implement out-of-school reading activities*

- Continue discussion with newspaper “Til jana Madaniyat” and when budget is approved sign contract
- Develop joint Annual Work Plan with Republican Children Library Bayalinov
- Print and disseminate reading information cards (for Cohorts 1 and 2) School Communities
- Conduct outreach programs to children and communities to promote reading - Cohorts 1 and 2 target districts

#### **Intermediate Result 4: Increased government support to improve reading**

*Sub-Result 4.1: Increase dialogue about the existing environment for reading acquisition*

*Sub-Result 4.2: Increase capacity to use reading assessment results*

- Plan with NTC EGRA mid-line for Cohort One schools.
- Develop capacity building plan with NTC in the development of summative reading assessments and participation in future EGRA implementations.

*Sub-Result 4.3: Strengthen the enabling environment to support improved reading instruction reform*

- Collaborate with the MOES to convene National Steering Committee on Reading

## **TAJKISTAN**

### **Intermediate Result 1: Improved reading instruction in grades 1- 4**

#### *Sub Result 1.2 Design in-service training (IST) package*

- Completed. Pending final approval for printing from MOES

#### *Sub Result 1.2 Design in-service training (IST) package*

- Finalize IST package
- Re-submission of developed IST materials for approval to the Board of the MOES
- Printing of IST package
- Review of Russian IST by RTTI, AOE, and MOES
- Submission of the Russian IST for approval to MOES

#### *Sub-Result 1.3: Conduct in-service trainings for teachers and other educators*

- Cohort 1 – Level 3 school-based trainings through roll-out of micro-modules
- Cohort 2 – Level 2 Master Trainers training conducted in target districts
- Cohort 2 – Level 3 school-based trainings through roll-out of micro-modules

#### *Sub-Result 1.4: Strengthen systems for teacher mentoring/coaching*

- Printing of mentoring/coaching guide for reading instruction support (IR 1.2)
- Provide mentoring support to Cohorts 1 and 2 teachers

### **Intermediate Result 2: Increased availability of reading materials**

#### *Sub-Result 2.1: Conduct a comprehensive review of the quantity of primary grade-level reading material available in Tajikistan*

- Develop a set of options and recommendations (to USAID and the MOES) for creating, procuring and distributing a mix of low-cost, age- and grade-appropriate reading materials.

#### *Sub-Result 2.2: Ensure a mix of reading materials are used by schools and communities*

- Through activities in IR1 and IR3, work with teachers, schools and communities on the use of reading materials.

### **Intermediate Result 3: Increased out-of-school reading time**

#### *Sub-Result 3.1: Increase public awareness about the importance of reading as a cornerstone of education and life-long success*

- Finalize, print and disseminate ‘Reading Information Cards’ based on the Parents Guide
- Define target community members and conduct orientation workshop/sessions with PTA, school administrators, community leaders, and women groups to present and discuss ‘Reading Information Cards’ with population
- Develop Terms of Reference for Children Library Association (CLA) to design and conduct community outreach programs
- Sign a Memorandum of Understanding with CLA
- Support CLA to create Mobile Theater and Mobile Libraries at regional level using Book Bank Resources and to design and plan National Book Day
- Print and disseminate Teacher's Guide on School and Parents Reading Promotion Activities through Saturday trainings

#### *Sub-Result 3.2: Implement out-of-school reading activities*

- Print and disseminate Jump Start program and materials for target schools
- Identify and purchase additional readers/books for creating book bank collection
- Develop MOU for collaboration with UNICEF and Open Society Institute on cartoons that promote reading

### **Intermediate Result 4: Increased government support to improve reading**

#### *Sub-Result 4.1: Increase dialogue about the existing environment for reading acquisition*

- Work with the MOES and related stakeholders on the approval of the Tajik and Russian language reading standards. Split the standards if the MOES finalizes this approach.
- Mentor the MOES and GPE-4 on the use of the USAID Quality Reading Project reading standards structure and methodology in the development of competency-based standards for the other subjects and grades.

*Sub-Result 4.2: Increase capacity to use reading assessment results*

- Develop capacity building plan with NTC in the development of summative reading assessments and participation in future EGRA implementation
- Coordinate with the European Union Delegation to Tajikistan on the development of their planned 9-year capacity-building program with the NTC for the development of summative assessment testing systems

*Sub-Result 4.3: Strengthen the enabling environment to support improved reading instruction reform*

- Continue dialogue with MOES and related stakeholders through meetings, conferences, events on the role of reading and improved reading reform
- Support MOES and GPE-4 on linkages with other standards and IST initiatives

**Table 7. Planned International Travel for Year 2**

<b>Name of Traveler</b>	<b>Destination (s)</b>	<b>Dates of Travel</b>	<b>Purpose of trip</b>
<b>Barbara Greenwood</b>	Dushanbe, TJ	Every other Month	To meet with MOES, USAID, and to plan with USAID QRP team
<b>Kathryn Fleming</b>	Bishkek, KG	Every other Month	To plan with COP
<b>Abdullah Ferdous</b>	Bishkek, KG and Dushanbe, TJ	TBD	Capacity Building with NTC
<b>Amy Todd</b>	Bishkek, KG and Dushanbe, TJ	TBD	2015 midterm data collection
<b>Colin Alfred</b>	Bishkek, KG and Dushanbe, TJ	TBD	IST and out of school activities technical support
<b>Chinara Djumagulova</b>	Dushanbe, TJ	Quarterly	USAID/QRP meetings
<b>Sherali Saidoshurov</b>	Bishkek, KG	Quarterly	USAID/QRP meetings
<b>Fayziddin Niyozov Aliev Abdukabbor Saule Khamzina Baktygul Shamshidinova</b>	Washington, DC	March 2014	Comparative and International Education Conference

## VIII. Performance Monitoring and Evaluation Plan

Please find attached the revised Performance Monitoring and Evaluation Reporting Table – Progress against this table is updated yearly.

Amended: January 2015

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2014	Target FY 2015/ Cohort 1	Target FY 2016/ Cohort 2&3	Target FY 2017/ all cohorts	EOP Target
<b>Goal: Reading levels increased among grade 1-4 students</b>										
1	Percentage change in proportion of students in program schools who read proficiently according to national standards	Reading skill, performance level, grade, gender, language	sample-based EGRA	yearly	KG: 7.5% TJ: 12%	not applicable	KG: 3% point increase TJ: 3% point increase (over baseline)	KG: 3% point increase TJ: 3% point increase (over baseline)	KG: 2% point increase TJ: 2% point increase	KG: 5% point increase TJ: 5% point increase (over baseline)
2*	Proportion of students in intervention schools who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Reading skill, performance level, grade, gender, language	sample-based EGRA	yearly	KG: 11.7% TJ: 13.5%	not applicable	KG: 15% TJ: 15%	KG: 15% TJ: 15%	KG: 17% TJ: 19%	KG: 17% TJ: 19%
<b>Intermediate Result 1: Improved reading instruction in grades 1-4</b>										
3	Percent of teachers/educators gaining knowledge of primary grade reading instruction from training	gender, cohort, region	sample-based knowledge pre and post test	at the beginning and end of each training	not applicable	not applicable	KG: 85% TJ: 85%	KG: 85% TJ: 85%	KG: 85% TJ: 85%	KG: 85% TJ: 85%
4	Percent of teachers demonstrating in the classroom instructional best practices in reading	gender, region, language	sample-based classroom observation tool	yearly	KG: 26% TJ: 20%	not applicable	KG: 50% TJ: 50%	KG: 50% TJ: 50%	KG: 85% TJ: 85%	KG: 85% TJ: 85%
5	Number of primary grade students taught by teachers who have received reading training	gender, grade	training roster, school database	annually	0	KG: 0 TJ: 0	KG: 138,000 TJ: 238,000	KG: 227,500 TJ: 178,000	KG: 0 TJ: 0	KG: 265,500 TJ: 416,000 <b>Total: 681,500</b> <b>(students counted in first year of QRP involvement)</b>

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2014	Target FY 2015/ Cohort 1	Target FY 2016/ Cohort 2&3	Target FY 2017/ all cohorts	EOP Target
6	Number of schools getting support	region, type of support (training, material)	activity roster, school database	according to training schedule	0	KG: 598 TJ: 931 <b>(C1 schools)</b>	KG: 1,085 TJ: 1,261 <b>(C1 and C2 schools)</b>	KG: 1,283 TJ: 1,721 <b>(C1, C2, C3 schools)</b>	KG: 1,283 TJ: 1,721 <b>(C1, C2, C3 schools)</b>	KG: 1,283 TJ: 1,721 <b>Total: 3,004</b>
7	Number of in-service training packages developed and approved by MOE	type	training package, approval document	annually	0	KG: 2 TJ: 2	KG: 0 TJ: 0	KG: 0 TJ: 0	KG: 0 TJ: 0	KG: 2 TJ: 2 <b>Total: 4</b>
8*	Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	gender, region, cohort, level of training	training rosters	according to training schedule	0	KG: 0 TJ: 2,700 (mentors C1)	KG: 4,696 (1,196 mentors; 3,500 teachers – C1) TJ: 5,634 (3,200 teachers in C1; 2,434 mentors in C2 & C3)	KG: 2,842 (1,370 mentors 1,472 teachers - C2 & C3) TJ: 4,000 teachers	KG: 0 TJ: 0	KG: 7,538 TJ: 12,334 <b>Total: 19,872 (reported after completion of 72 hours training)</b>
9	<del>Number of teachers/other educators receiving in-service training in reading.</del>	Note: We propose eliminating this indicator moving forward. It is duplicative of indicator 8. Our original thinking was the capture those who get a certificate and can demonstrate successful completion through a final test with indicator 8, where indicator 9 would just mark full attendance. Because the certification system differs by country, and the test is captured in a separate indicator, we do not think indicator 9 adds any new information. The following indicators will keep their original numbering for consistency in reporting.								
10	Number of in-service training materials distributed to teachers/other educators	type, # of copies	part of training roster	according to training schedule	0	KG: 4,696 TJ: 2,700	KG: 2,842 TJ: 5,634	KG: 0 TJ: 4,000	KG: 0 TJ: 0	KG: 7,538 TJ: 12,334 <b>Total : 19,872</b>
11	Number of mentoring guides distributed to mentors	type, # of copies	material distribution records	according to training schedule	0	KG: 1,000 TJ: 1,700	KG: 2,000 TJ: 3,300	KG: 0 TJ: 0	KG: 0 TJ: 0	KG: 3,000 TJ: 5,000 <b>Total: 8,000</b>
12	Percent of teachers using results of classroom-based reading assessment	gender, school language	sample-based teacher and student questionnaire	baseline midterm C1, midterm C 2&3, endline	KG: 28% TJ: 9%	not applicable	KG: 45% TJ: 30%	KG: 45% TJ: 30%	KG:65% TJ:50%	KG: 65% TJ: 50%
<b>Intermediate Result 2: Increased availability of reading materials</b>										

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2014	Target FY 2015/ Cohort 1	Target FY 2016/ Cohort 2&3	Target FY 2017/ all cohorts	EOP Target
13	Percentage of schools and communities with adequate number of grade-level-appropriate supplementary reading materials	region, school, communities, language	sample-based teacher, librarian and parent questionnaire	baseline midterm C1, midterm C2 & C3, endline	KG: 15% TJ: 10%	not applicable	KG: 25% TJ: 20%	KG: 25% TJ: 20%	KG: 25% TJ: 20%	KG: 25% TJ: 20%
14	Number of supplementary reading materials for grade 1-4 students distributed to schools and communities/libraries	Type, # of copies	material distribution roster	annually	0	0	KG: 200,000 TJ: 200,000	KG: 150,000 TJ: 150,000	KG: 150,000 TJ: 150,000	KG: 500,000 TJ: 500,000 <b>Total: 1,000 000</b>
<b>Intermediate Result 3: Increased out-of-school reading time</b>										
15	Percent of parents whose attitudes towards reading have changed	region, gender, language	sample-based parent questionnaire, KAP section	baseline midterm C1, midterm C2 & C3, endline	not applicable	not applicable	KG: 6% TJ: 6%	KG: 6% TJ: 6%	KG: 15% TJ: 15%	KG: 15% TJ: 15%
16	Percent of primary grade students participating in QRP out-of-school reading activities	gender, language, grade	activity roster	by schedule of activities	0	KG: 0 TJ: 0	KG: 50% TJ: 50%	KG: 50% TJ: 50%	KG: 50% TJ: 50%	KG: 50% TJ: 50%
17	Percent of parents/other adults reading non-textbook materials to students at home	region, gender	sample-based parent questionnaire	baseline midterm C1, midterm C2 & C3, endline	KG: 84% TJ: 73%	not applicable	KG: 84% TJ: 73%	KG: 84% TJ: 73%	KG: 84% TJ: 73%	KG: 84% TJ: 73%
18	Percent of primary grade students participating in at-home reading program	region, gender, language, grade	sample-based parent questionnaire	baseline midterm C1, midterm C2 & C3, endline	KG: 90% TJ: 70%	not applicable	KG: 90% TJ: 85%	KG: 90% TJ: 85%	KG: 90% TJ: 85%	KG: 90% TJ: 85%
19	Number of out-of school reading activities	Region, type	activity roster	by schedule of activities	0	KG: 0 TJ: 0	KG: 1,196 TJ: 1,862	KG: 1,370 TJ: 1,580	KG: 0 TJ: 0	KG: 2,566 TJ: 3,442 (2 per school) <b>Total: 6,008</b>
20	Number of teachers, other educators and community members (including parents) trained and equipped to implement out-of-school reading activities	Region, gender, language	training activity roster	by schedule of activities/trainings	0	KG: 0 TJ: 0	KG: 2,990 TJ: 4,655	KG: 3,425 TJ: 3,950	KG: 0 TJ: 0	KG: 6,415 TJ: 8,605 (5 per school/ community) <b>Total: 15,020</b> <i>Target amended per budget</i>

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2014	Target FY 2015/ Cohort 1	Target FY 2016/ Cohort 2&3	Target FY 2017/ all cohorts	EOP Target
<b>Intermediate Result 4: Increased government support to improve reading</b>										
21*	Number of standardized reading assessments supported by USG	cohort, project year	EGRA	yearly	0	KG: 1 TJ: 1	KG: 1 TJ: 1	KG: 1 TJ: 1	KG: 1 TJ: 1	KG: 4 TJ: 4 <b>Total: 8</b>
22	Number of administrators and officials successfully trained on using reading assessment results	gender, institutions	EGRA dissemination workshop roster	by workshop schedule	0	KG: 0 TJ: 0	KG: 50 TJ: 50	KG: 70 TJ: 70 (some repeated trainees)	KG: 70 TJ: 70 (some repeated trainees)	KG: 120 TJ: 120 <b>Total: 240</b>
23*	Number of laws, policies, regulations or guidelines developed or modified to improve primary grade reading programs or increase equitable access	not applicable	government documents	yearly	0	KG: 2 TJ: 1	KG: 0 TJ: 1	KG: 0 TJ: 0	KG: 0 TJ: 0	KG: 2 TJ: 2 <b>Total: 4</b>

\* **Standard USAID F Indicator**

## IX. Annex

### Annex 1:



### USAID Quality Reading Project Early Grade Reading Assessment (EGRA) and M&E Baseline Results Dissemination Conference

**Date:** 09 December 2014, 09:00-17:00

**Venue:** Hotel Lotus, Conference Hall, Pervii Proezd Lohuti 5 St., Dushanbe

Time	Activity
8.30-9.00	Registration of Participants
9.00-9.30	Opening and welcoming speech from: <ul style="list-style-type: none"><li>- Ms. Tojinisso Mahmadova, MOES Tajikistan</li><li>- Ms. Kathleen McDonald, USAID/Central Asia/Tajikistan, Country Director</li><li>- Mr. Mark Kutner, Vice President, American Institutes for Research (AIR)</li></ul>
9.30 -11.00	Presentation of Early Grade Reading Assessment (EGRA) Baseline Data in Tajikistan: <ul style="list-style-type: none"><li>- Dr. Abdullah Ferdous, Senior Researcher, AIR</li></ul> Question & Answer
11.00-11.30	Tea break
11.30 -13.00	Presentation of Baseline Data on factors influencing on the development of early grade reading skills: <ul style="list-style-type: none"><li>- Ms. Amy Todd, Research Specialist, AIR</li><li>- Mr. Fayziddin Niyozov, Education Advisor, USAID Quality Reading Project</li></ul> Question & Answer
13.00-14.00	Lunch
14.00 -15.30	Group Discussion: How to use EGRA Baseline Data to improve early grade reading skills? Development of the recommendations. Group presentations of the developed recommendations.
15.30-16.00	Tea break
16.00 -16.30	Presentation of the Work Plan of USAID Quality Reading Project <ul style="list-style-type: none"><li>- Mr. Serali Saidoshurov, Education Manager, USAID Quality Reading Project</li></ul> Question & Answer
16.30-17.00	Closing Remarks: <ul style="list-style-type: none"><li>- Ms. Barbara Greenwood, Chief of Party, USAID Quality Reading Project</li></ul>

## Tajikistan LIST OF PARTICIPANTS

### Early Grade Reading Assessment (EGRA) and M&E Baseline Results Dissemination Conference

**Date:** 09 December 2014, 09:00-17:00

**Venue:** Hotel Lotus, Conference Hall, Pervii Proezd Lohuti 5 St., Dushanbe

#### MOES

No.	Name	Position	Organization
1.	Mrs. Tojiniiso Mahmadova	Deputy Minister	MOES of RT
2.	Mrs. Irina Karimova	President of Academy	Academy of Education, RT
3.	Mr. Sharifmurod Isrofilniyo	Director	Education Development Institute
4.	Mrs. Latofat Nazirova	Rector	Republican Teacher Training Institute
5.	Mr. Shermahmad Yormahmadov	Director	Republican Methodological Center
6.	Mr. Abdujabbor Aliev	Head of Department	Preschool and Secondary Education Department, MOES
7.	Mr. Ikromiddin Tabarov	Deputy Manager of Department	Preschool and Secondary Education Department, MOES
8.	Mr. Qutbiddin Muhiddinov	Specialist	Preschool and Secondary Education Department, MOES
9.	Mr. Bobomurodov	Specialist	Preschool and Secondary Education Department, MOES
10.	Mr. Khurshed TeshaeV	Director	National Test Center
11.	Mr. Sabzali Jafarov	Deputy Director	National Test Center
12.	Mrs. Zebo Alieva	Head of Department	Education Quality Control Agency
13.	Mr. Hamidullo Faqerov	Head of Municipal Department	Municipal Department of Education (MDE), Dushanbe
14.	Mr. Kurbonzoda	Head of Department	Khatlon Regional Educational Department
15.	Mr. Alimardonov Safarmahmad	Head of Primary Education	Khatlon Regional Education Department
16.	Mrs. Majidzoda Mahbuba	Head of Department	Soghd Regional Educational Department
17.	Mr. Saidamirov	Area Manager	Khatlon Regional Education Department/ Kulob area
18.	Mr. Namozov Jamshed	Rector	Kulob TTI
19.	Mr. Sharipov Mahmadjon	Rector	Kurghonteppa TTI
20.	Mrs. Nabieva Muqaddam	a.i Rector	Sughd TTI

#### US Government

21.	Ms. Kathleen McDonald	Country Director	USAID/CAR/Tajikistan
22.	Mr. William Trigg	USAID Team Leader for D&G, Health and Education	USAID/CAR/Tajikistan
23.	Ms. Amy Scott	Education Specialist	USAID/CAR
24.	Mrs. Mavjuda Nabieva	Education Specialist	USAID/CAR/Tajikistan

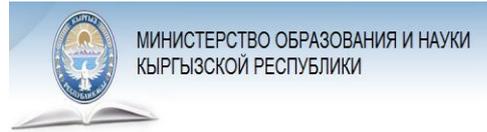
25.	Ms. Sayora Khalimova	Development Outreach Coordinator	USAID/CAR Tajikistan
26.	Ms. Morgan Taylor	Public Affairs	US Embassy
27.	Ms. Kathleen Sweeny	Communications Officer	USAID/CAR/Tajikistan

### INGOs

No.	Name	Position	Organization
28.	Ms. Wendi Carmen	Deputy Director	Creative Associates /SMLP
29.	Mr. Zuloby Mamadfozilov	Senior Programme Office – Education	AKF
30.	Ms. Amy Bernath	Country Director	IREX
31.	Mr. Michele Crimella	Program Manager – Education	European Union
32.	Mr. Anders Djurfeldt	Education Officer	European Union
33.	Mr. Nazarkhudo Dastambuev	Director – Education Programs	OSI
34.	Ms. Sara McGinty	Director – Education	UNICEF
35.	Mr. Zikriyo Rajabov	TTC Coordinator	Global Partnership in Education Foundation, Grant 4 (GPE-4)
36.	Mr. Aliev Asror	Lead Specialist	
37.	Mr. Ramesh Singh	Country Director	Mercy Corps
38.	Mr. Ismat Tukhtaev	Director	“M_Vector”
39.	Mr. Qahramon Baqozoda	Director	“Zerkalo”
40.	Mrs. Nabieva Saida	Chief Editor	Newspaper “Omuzgor”

### Project Staff

41.	Mr. Mark Kutner	Vice President	American Institutes for Research
42.	Ms. Barbara Greenwood	Project Director (COP)	USAID/QRP
43.	Ms. Kathryn Fleming	Deputy Project Director (DCOP)	USAID/QRP
44.	Ms. Amy Todd	Technical Advisor	American Institutes for Research
45.	Dr. Abdullah Ferdous	Technical Advisor	American Institutes for Research
46.	Mr. Thomas Wimber	Central Asia Director	Save the Children
47.	Mr. Faiziddin Niyozov	Education Consultant	USAID/QRP
48.	Mr. Kiomidin Davlatov	M&E Manager	USAID/QRP
49.	Mr. Tabarov Suhrob	M&E Coordinator	USAID/QRP
50.	Mr. Muhiddinov Maqsoud	M&E Coordinator	USAID/QRP
51.	Mrs. Ghozieva Shafoat	M&E Coordinator	USAID/QRP
52.	Mrs. Kosimova Adiba	M&E Coordinator	USAID/QRP
53.	Mrs. Rahmatova Furuza	M&E Coordinator	USAID/QRP
54.	Mr. Sherali Saidoshurov	Education Coordinator	USAID/QRP
55.	Mrs. Atabaeva Matluba	Training Coordinator	USAID/QRP
56.	Mrs. Ermatova Umeda	Training Coordinator	USAID/QRP
57.	Mr. Sadruddinov Kholis	Training Coordinator	USAID/QRP
58.	Mrs. Karimova Saodat	Community Mobilizer	USAID/QRP
59.	Mr. Hotamov Zubaidullo	Community Mobilizer	USAID/QRP



## List of participants

### EGRA baseline result dissemination conference

Bishkek, December 04, 2014, Park Hotel

№	Name	Organizations, positions
<b>MoES KR</b>		
1	Sadykov Kanat Zhalilovich	MoES KR, minister
2	Ashimbaeva Toktobubu Abasovna	MoES KR, deputy of minister
3	Usenaliev Marat Dzholdoshbekovich	MoES KR, head of preschool and school department
4	Marchenko Larisa Yurievna	MoES KR, head of monitoring and strategic planning sphere
5	Akimkulova Gulbara Omurbaevna	MoES KR, leading specialist of preschool and school department
6	Pak Zoia Alekseevna	MoES KR, main specialist, tutor in Chui oblast
7	Kamalova Aigul Esenbaevna	MoES KR, leading specialist
8	Sydyknazarov Kylym Zhalalbekovna	MoES KR, leading specialist, tutor in Dzh-Abad oblast
9	Musaeva Nazgul Mukashevna	MoES KR, specialist, tutor Talad oblast
10	Rysbekov Bakyt Bektashovich	MoES KR, specialist, tutor Talad oblast
11	Kiyizbaeva Nuriya	MoES KR, public affairs office
12	Chekirov Kubat	MoES KR, «Kut Bilim» newspaper, main editor
<b>Tajikistan</b>		
13	Tabarov Ikromiddin	Deputy of head, Department of primary and secondary education MoT RT
14	Isrofilov Sharifmurod	Director of Institute of Education development by Education Academy of Tajikistan
15	Teshaev Khurshed	Republican Test Center, director
<b>USAID</b>		
16	Michael Greene	Mission Director, USAID\Kyrgyzstan
17	Alanna Shaikh	Acting Director, Health and Education Office USAID/Kyrgyz Republic
18	Mavchuda Nabieva	Project Management Specialist, USAID/Tajikistan
19	Inna Kyrulyk	USAID/ Central Asia
20	Gulzhan Tolbaeva	Education specialist, USAID/Kyrgyzstan
<b>NTC</b>		
21	Bakirov Artur Nasipbekovich	NTC MoES KR, director
22	Shamshidinova Baktygul	NTC, coordinator of reading skills evaluation
23	Zhamakeeva Zeynep	MoES KR, NTC, deputy of director
24	Mombekova Gulzhamal	MoES KR, NTC
25	Sultanova Mariya	MoES KR, NTC (Osh city)
26	Mairykeeva Gulaiym	MoES KR, NTC
27	Mamataliev Taalai	MoES KR, NTC
28	Karimov Asker	MoES KR, NTC
<b>KAE, KNU named after Arabaeva</b>		
29	Mamytov Abakir Mamytovich	President of KAE
30	Toktomametov Almaz	KAE, head of preschool and school laboratory
31	Tagaeva Gulmira	KAE, head of evaluation laboratory
32	Torokeldieva Begai	KAE, chief instructor
33	Dudkina Olga	KAO, chief instructor

34	Akunova Ainura	KNU named after Arabaeva, faculty docent of technical learning/ Kyrg and Rus languages in primary school
35	Raimbekova Mariya	KNU named after Arabaeva, faculty docent of technical learning/ Kyrg and Rus languages in primary school
<b>ITTIs, DED</b>		
36	Tagaeva Gulnara	Chui OMCO, director
37	Anarbaeva Zhamilya	Chui OMCO, deputy of director
38	Mairmanova Saule	Head of administration education of town-hall (AET) Bishkek city
39	Zainullina Faina	AET Bishkek city, management specialist
40	Mursaeva Ainura	AET Bishkek city, leading expert
41	Muratov Abdikerim	OIE, director, Osh city
42	Gaipova Inavat	OIE, Methodist, Osh city
43	Toktosunov Akylbek	OCoE, director, Dzh-Abad
44	Ishenbaev Suiundu Ishenbaevich	OIoE, deputy of director, Karakol city
45	Sharshenbaev Shair	OIoE , methodist, Karakol city
46	Tilekmatov Tabyldy	OCoE, director, Talas city
47	Aizhigitova Mehrinsa	OCoE, director, Batken city
48	Mambetaliev Zholdoshbek	OCoE, director, Naryn city
49	Loginova Natalya	Alamedin RDO, head
50	Tezekbaev Nasiridin	Moskovskiy RDO, head
51	Maldaliev Maksat	Sokuluk RDO, specialist
52	Kibiraeva Ayt kyl	Chui RDO, head
53	Turdumambetova Zhibek	Talas, Bakai-Ata RDO, primary school
54	Batyrbekova Aziya	Talas, Talasskiy RDO
55	Karimova Anarbu	Dzhalal-Abad, Nooken RDO, head
56	Uzdenova Mariya	Kara-Zhygach school, Alamedin rayon, director
57	Gorovikova Elena	School №29, Bishkek city, director
58	Nizamudinova Farida	Novo-Pokrovka school named after Baranova
59	Fadeeva Galina	School № 20, deputy head teacher of primary school
<b>International organization, NGO, projects, experts</b>		
60	Sultanova Gulmira	Education specialist, World Bank, Representative office in Bishkek
61	Ainekenova Anara	Director of PEU (WB), MoES KR
62	Mamatkalil Razaev	ADB, specialist in social issues
63	Pogosyan Alvard	UNICEF, education specialist
64	Aitikulova Burulai	Aga Khan Foundation, Manager of education programs,
65	Mamytova Ilmira	GIZ, Regional Program Manager of education system reforming in CA
66	Deichman Valentin	«Soros-Kyrgyzstan» Foundation, director of education programs
67	Kendirbaeva Doktorgul	Executive director, «Initiative of Roza Otunbaeva» Foundation
68	Valkova Inna	CEATM, director
69	Sultangazieva Roza	Republic Library Bayalinova named, director
70	Mark Kutner	Vice president, AIR
71	Abdullah Ferdous	AIR, chief researcher
72	Amy Todd	AIR, research specialist
73	Tomas Vimber	Central Asian Director, Save the Children Foundation
74	Mirzoeva Farogat	Country director of Save the Children Foundation in Kyrgyzstan
<b>USAID «Reading Together» Project</b>		
75	Greenwood Barbara	USAID QRP, Regional Director, COP
76	Dzhumagulova Chinara	USAID QRP, Project Manager
77	Khamzina Saule	USAID QRP M&E Manager
78	Yusupova Aikynai	USAID QRP M&E Coordinator (Osh)

79	Kochorova Gulzat	USAID QRP M&E Coordinator (Bishkek, Chui)
80	Aitikulov Abai	USAID QRP Program Coordinator (Bishkek, Chui)
81	Saadabekov Zuhridin	USAID QRP Program Coordinator (Talas)
82	Akmatova Kanyshai	USAID QRP M&E Coordinator (Talas)
83	Turukmanova Zarina	USAID QRP Community Mobilizer (Talas)
84	Alimbekov Askat	USAID QRP Program Coordinator (Dzhalal-Abad)
85	Kalybekova Aiperi	USAID QRP M&E Coordinator (Dzhalal-Abad)
86	Murzaparova Ainur	USAID QRP Community Mobilizer (Dzhalal-Abad)
87	Nishanov Kubanychbek	USAID QRP Program Coordinator (Osh)
88	Mamadieva Aigul	USAID QRP Program Coordinator (Batken)
89	Kochkorova Aisalkyn	USAID QRP Community Mobilizer (Batken)



## Early Grade Reading Assessment (EGRA) result dissemination

### Conference Program

**Date:** December 04, 2014

**Venue:** Bishkek, “Park Hotel” (Orozbekova 87)

Time	Activity
8.30-9.00	Registration of Participants
9.00-9.30	Opening and welcoming speech from: <ul style="list-style-type: none"> <li>- <i>Mr. Kanat Sadykov, Minister, MoES KR</i></li> <li>- <i>Mr. Michael Greene, Mission Director, USAID/Kyrgyzstan</i></li> <li>- <i>Mr. Mark Kurtner, Vice President, American Institutes for Research (AIR)</i></li> </ul>
9.30 -11.00	Presentation of Early Grade Reading Assessment (EGRA) Baseline Data in Kyrgyzstan: <i>Dr. Abdullah Ferdous, Senior Researcher, AIR</i> <i>Ms. Baktygul Shamshidinova, Head of department on methodology and technology, NTC MoES KR</i>  Questions-Answers
11.00-11.30	Tea break
11.30 -13.00	Presentation of Baseline Data on factors influencing on the development of early grade reading skills: <i>Ms. Amy Todd, Research Specialist, AIR</i> <i>Ms. Saule Khamzina, M&amp;E Manager, USAID QRP</i>  Questions-Answers
13.00-14.00	Lunch
14.00 -15.30	Group Discussion: How to use EGRA Baseline Data to improve early grade reading skills? Development of the recommendations.  Group Presentations of the developed recommendations.
15.30-16.00	Tea break
16.00 -16.30	Presentation of the Work Plan of USAID QRP <i>Ms. Chinara Dzhumagulova, Project Manager, USAID QRP</i>  Questions-Answers
16.30-17.00	Closing Remarks: <ul style="list-style-type: none"> <li>- <i>Ms. Barbara Greenwood, Chief of Party, USAID QRP</i></li> <li>- <i>Mr. Artur Bakirov, Director NTC MoES KR</i></li> </ul>

ПРОЕКТ USAID «ЧИТАЕМ ВМЕСТЕ»  
РЕЗУЛЬТАТЫ ИСХОДНОЙ ОЦЕНКИ НАВЫКОВ ЧТЕНИЯ  
УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ (EGRA), ПРОВЕДЕННОЙ В ШКОЛАХ КЫРГЫЗСКОЙ РЕСПУБЛИКИ В 2014 ГОДУ

«Чтение — это окошко, через которое дети видят и познают мир и самих себя» — В.А.Сухомлинский

Чтение как базовая компетентность состоит из следующих пяти основных навыков чтения: фонематическое восприятие, умение читать (декодировать), владение лексикой (словарный запас), беглое чтение и понимание прочитанного<sup>1</sup>.

**Фонематическое восприятие и письмо** – это способность чувствовать звуковую структуру языка, выражаемая через восприятие звуков на трех уровнях: слог, первый и последующие звуки и фонемы.

**Фонематическое восприятие и письмо** оценивалось на основе заданий по разделам «Звучание букв», «Определение исходных звуков» и «Диктант». Уровень «базовый» соответствует минимальным или базовым требованиям к чтению для уч-ся начальных классов, утвержденным Кыргызской Академией Образования.

Распределение учащихся по уровням достижений: фонематическое восприятие и письмо



**Осмысленное чтение** – это понимание прочитанного, замысла автора, осознание художественных средств, помогающих реализовать этот замысел, и осмысление своего собственного отношения к прочитанному.

**Осмысленное чтение** оценивалось на основе баллов учащихся по разделам «Словарный запас», «Понимание прочитанного», «Аудирование (восприятие на слух)». Уровень «базовый» соответствует минимальным или базовым требованиям к чтению для уч-ся начальных классов, утвержденным КАО.

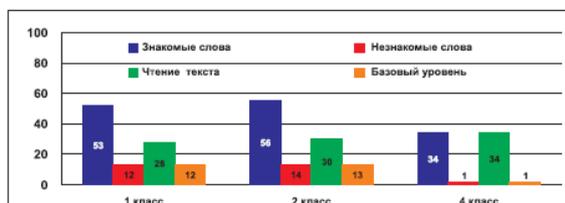
Распределение учащихся по уровням достижений: осмысленное чтение



**Беглое чтение** – это мост между скоростью декодирования и пониманием, когда ребенок уже не прилагает сознательных усилий, чтобы преобразовывать буквы в звуки и составлять слова из звуков. На этом этапе, ребенок декодирует достаточно быстро, чтобы иметь возможность сосредоточиться на понимании.

**Беглое чтение** оценивалось через чтение знакомых слов, чтение незнакомых слов и чтение текстов. Базовые требования к беглости чтения закреплены в нормативах по чтению.

Процент учащихся, отвечающих базовым требованиям по беглому чтению в классах с кыргызским языком обучения



Процент учащихся, отвечающих базовым требованиям по беглому чтению в классах с русским языком обучения



### ОБОБЩЕННЫЙ РЕЗУЛЬТАТ

**Чтение** как базовая компетентность состоит из взаимосвязанных компонентов навыков чтения, таких как фонематическое восприятие, умение читать (декодировать), владение лексикой (словарный запас), беглое чтение и понимание прочитанного. Необходимо обладать всеми навыками для того, чтобы считать учащегося умеющим читать. Как видно из диаграммы, только около 10% учащихся 1 и 2-х классов и только один процент учащихся 4-х классов владеют всеми навыками чтения на базовом уровне и выше.



### Факторы, влияющие на навыки чтения

**1. Обучение чтению:** 26% учителей исследованных школ продемонстрировали эффективные методы преподавания чтения; только 6% учителей считают, что наилучшим способом достижения понимания прочитанного является попросить учащихся высказать свое мнение относительно прочитанного и 67% учителей считают, что необходимо задавать вопрос «ПОЧЕМУ?», а не только «Что/кто?» и «Когда?»

**2. Доступ к материалам для чтения (учебники, худ. литература, газеты, журналы, энциклопедии, словари):** около 53% посещенных классов НЕ имели другие материалы для чтения в классе, кроме учебников; около 26% кабинетов имели другие материалы для чтения кроме учебников, но они НЕ были использованы во время наблюдаемых уроков; и только около 21% процента посещенных классов имели материалы для чтения в дополнение к учебникам, которые БЫЛИ ИСПОЛЬЗОВАНЫ во время урока для чтения. Около 80% уч-ся имеют дома МЕНЕЕ 15 детских книжек, 15% из них НЕ ИМЕЮТ ДЕТСКИХ КНИГ вообще.

**3. Время, уделяемое на чтение в классе и дома:** 6% родителей читают для удовольствия два часа и дольше, 25% - от одного часа до двух, 25% - от 30 минут до 1 часа, и 44% читают МЕНЕЕ 30 минут в день; из всех посещенных уроков, только на 27% уроков уделялось время на самостоятельное чтение детей, но на 82% уроков уделялось время на чтение в других видах. 90% детей ответили положительно на вопрос читают ли они дома самостоятельно, НО в основном, читают учебники.

**4. Вовлечение родителей в процесс чтения:** 71% родителей говорят, читают детям дома, 84% родителей говорят, что читают вместе с детьми, НО в основном учебники.

<sup>1</sup> Национальный институт детского здоровья и человеческого развития (National Institute of Children Health and Human Development), 2000.

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