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USAID Quality Reading Project (QRP) - Kyrgyzstan Quarterly Report

April 2015 – June 2015



July 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
Quarterly Report
April 2015 – June 2015

Submitted by:

American Institutes for Research

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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.

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Acronyms

AIR	American Institutes for Research
AKF	Aga Khan Foundation
DED	District Education Department
EGRA	Early Grade Reading Assessment
GPE	Global Partnership for Education
GGPAS	Good Governance and Public Administration Strengthening Program
HMU	Head of Methodology Unit
IED	Institute for Educational Development
ISTTI	In-Service Teacher Training Institute
KAE	Kyrgyz Academy of Education
KR	Kyrgyz Republic
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
SMU	School Methodological Unit
TOT	Training of Trainers
RTTI	Regional Teacher Training Institute
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
Full Contract	
Total Estimated Contract/Agreement	\$14,906,184
Obligation to date	\$14,362,145
Total expense at beginning of the quarter (March 31, 2015)	\$5,868,663
Expenses during the current reporting period (April – June 2015)	\$1,455,014
Pipeline at the end of the quarter (June 2015)	\$7,323,677
Estimated expense burn rate for next quarter (July-September 2015)	\$850,000
Kyrgyzstan	
Total Estimated Contract/Agreement	\$6,695,769
Obligation to date	\$7,066,529
Total expense at beginning of the quarter (March 31, 2015)	\$2,745,117
Expenses during the current reporting period (April – June 2015)	\$767,386
Pipeline at the end of the quarter (June 2015)	\$3,512,503
Estimated expense burn rate for next quarter (July - September 2015)	\$331,100

II. Executive Summary

The United States Agency for International Development (USAID) Quality Reading Project's (QRP) main goal is to increase reading levels of Grades 1-4 students in Tajikistan and Kyrgyzstan. It 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 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. This report focuses on the activities undertaken in the Kyrgyz Republic. The USAID Quality Reading Project is called the USAID Reading Together Project in the Kyrgyz Republic.

The In-Service Teacher Training (IST) wrapped up for Cohort 1 this quarter and continues into next school year for Cohort 2. Cohort 1 teachers completed their portfolios and submitted them to Kyrgyz Academy of Education (KAE) for credit of 72-hour course completion and to receive a KAE certificate.

Out-of-school activities included a variety of school and district based events along with trainings for summer camp. A 2-day Training-of-Trainers (TOT) was conducted for USAID Quality Reading Project Community Mobilisers on Reading Summer Camp curriculum by the national consultant/developer. The TOT was followed by a set of 1-day trainings for 943 Deputy Directors and Heads of Methodological Units (HMU) of target schools in Chui/Bishkek, Talas, Jalal-Abad (Cohort 1), and Osh, Batken (Cohort 2).

The Early Grade Reading Assessment (EGRA) and midterm data collection was conducted in Cohort 1 schools, Grades 2 and 4, along with interviews of a students, teachers, librarians, and parents and classroom observation. This midterm will be conducted again next year in Cohort 2 and 3 schools.

The USAID Quality Reading Project staff in collaboration with USAID's Good Governance and Public Administration Strengthening Program (GGPAS) continued to work with the Ministry of Education and Science (MOES) in the Kyrgyz Republic (KR) on putting forth an order of 124 identified titles for schools. At the same time, parents and teachers were engaged in developing reading materials, often purchasing the necessary stationery out of pocket.

Another major achievement that occurred within the project framework was the establishment of a Working Group to finalize the existing "Basic Requirements for Reading in the Primary Grades".

III. Description of Accomplishments and Program Objectives

(April 2015 – June 2015)

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 the Kyrgyz Republic and Tajikistan. By drawing on existing structures in both countries, the USAID Quality Reading Project builds capacity from the national level down to the classroom, all supporting the common goal of improving student reading skills.

During this reporting period, primary grade teachers received in-service Teacher Training (IST) courses through a cascade model. Level 1 is the training of National Trainers, Level 2 is the training of Master Trainers (2 to 3 educators per school), and Level 3 is at school-level, taking place throughout the academic year. Presently, there are three Cohorts of schools where trainings are being held: Cohort 1 was held throughout the 2014/15 school year, Cohort 2 receives IST Training from December 2014 to December 2015, and Cohort 3 will start in the 2015/16 school year. Cohort 1 completed the IST training cycle this quarter and Cohort 2 will continue into the next school year.

The MOES in the Kyrgyz Republic is a strong partner providing full support in organizing and conducting IST within the framework of the USAID Quality Reading Project. A focus continues on partnership with the MOES at all levels of the governmental structure.

The following provides this quarters activity details 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 2014

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

Grades 1-4 Reading and Writing Standards:

In June 2014, the MOES enacted a new law on subject standards. The USAID Quality Reading Project is now revising the Grade 1-4 Reading and Writing Standards that were developed beginning of 2014, bringing them into line with the new law. With the support of the USAID Quality Reading Project, several meetings were held with Larisa Marchenko, the Head of Strategic Planning and Monitoring at the MOES, the Director and staff of the World Bank Project Implementation Unit as well as staff of the USAID Quality Reading Project. The development of subject standards were discussed at these meetings with discussion on how each partner would assist in the development and roll out of the standards. A Working Group for the revision of standards was established to make changes in the structure of standards and the integration of reading and writing into a single standard. This portion of work will be done with the financial and technical support of the USAID Quality Reading Project.

In October and November 2015, the World Bank will provide training for all primary school teachers on these new standards. The planning and synergy of donor resources and MOES to achieve the goal of developing standards and training teachers on these standards is an excellent example positive collaboration.

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

Training on “Improvement of Early Grade Reading Skills”:

The 90 minute mini-trainings were held in all 609 Cohort 1 target schools and 450 Cohort 2 target schools. These mini-trainings were conducted throughout the school year. In some schools, they were conducted even during holidays.

These trainings provide an opportunity for teachers to ask questions of mentors on particular Training Modules, review the material covered, solve any problems, receive tutorial support from a mentor, and discuss with other teachers any questions of applying teaching methods in the classroom. Therefore, to complete 72-hour training required by the KAE for receiving the official certificate, the teachers passed a 5-day training consisting of 40 hours and then 32-hours of additional training at the school level. Cohort 1 finished the 72-hour IST training, Cohort 2 will continue throughout the next academic year.

From April 8-12, 2015, a 5-day training course was held with eight participants from A. Tolonov school, Uzgen district in Osh (Cohort 2): the head of the School Methodology Unit (SMU), Deputy Directors and primary school teachers, who were not able to attend the prior trainings for various reasons (e.g. due to leave periods).

Sub Result 1.4: Strengthen systems for teacher mentoring/coaching

Monitoring Visits

Monitoring visits to project schools in Osh oblast showed that primary school teachers are conducting open lessons as well as theoretical and practical sessions through the SMU. An issue identified during the monitoring visits was that the Balanced Score Map is placed in the most visible place of the class, demonstrating good and poor results of the students. This is not in line with formative assessment and may negatively influence those students who have lower indicators in the reading skills. It was recommended to schools to avoid demonstrative usage of the Balanced Score Map and instead, record and assess students in a separate notebook, which should be confidentially kept and used just by the teacher. It was explained to the teachers that according to the formative assessment manual, the Balanced Score Map is one of the teacher’s supportive instruments to assess and control, correct, and improve the reading skills of the students. The same recommendations will be shared and followed up with other schools of the Osh oblast during subsequent monitoring visits.



Reading corner in class, school #32, named after Mamytov, Osh city



Books on home reading, granted by parents of Lyceum named after K. Uulu Abdrazak, Gulcha village, Alay region

In classrooms, there are paintings by children on what they read at home and organized reading corners. Teachers in schools carried out extra-curricular activities such as contests on expressive reading, reading fairy tales together with parents and children, family puppet theater, literary compositions (poetry reading, theater scenes from fairy tales and stories, singing songs) as well as parent meetings. In order to replenish the reading corner in Lyceum, parents of students donated 26 colorful books for home reading.

In schools visited this quarter, meetings were regularly held on the IST school-based training, for 1-2 hours per week for primary school teachers. These meetings were conducted by head teachers, heads of SMUs, and teachers trained under the project.

During the monitoring visits to schools, it was observed that many schools do not possess full information about the procedure of filling monthly reports and protocols on the 32-hour modules. To address this, in May 2015, mentoring and monitoring visits were carried out in parallel with the Reading Camp workshops. The Heads of SMUs were previously informed by phone that after the workshop they will need to submit the papers on SMU meetings at their schools, as well as have a consultation with the USAID Quality Reading Project staff.

In my own words

"Thanks to the practical approach to quality reading through 5 subcomponents, the children became more interested in reading. Students enjoy role-reading (reading different character voices in a story) and reading in unison. With choral-reading (reading as a group), even those children who cannot read well are slowly beginning to get involved and overcome shyness, because in general, chorus nobody hears that they have difficulties with reading. These children eventually improve their reading skills."

- Maksythan Zhamalova, Head of SMU,
A. Aliev school, in Osh city

Focus Group Discussion

From May 15-28, 2015, the USAID Quality Reading Project team met with the Heads of SMUs and primary school teachers and conducted four focus groups (FG) discussions for the project schools of Osh, Kara-Suu, Aravan, Nookat, and Kara-Kulja areas. In total, 48 individuals from 48 schools participated. Some key comments and points from the FG include:

- *"We sing the alphabet song in all classes, made portfolios for children with their work, organized a reading corner with books, and handed out booklets in each class."* (Aiupova Gulfia, teacher from Lenin school, Kara-Suu district)
- One teacher shared that she is no longer limited to the textbooks and in her lessons, she adds activities that include Science and Art.
- *"After reading the fairy tale about the fox and the ant children at home looked for information in encyclopedias about these characters, drew pictures of them and brought and shared them in the classroom"* (Zhetimishova Dinara, Borbash school, Nookat district)
- Fifty percent of participants said that after the parents' meetings parents purchased books for their children.



Focus group discussion in Osh city involving teachers from schools with Russian language of Osh, Kara-Suu, Aravan, Nookat and Uzgen districts

- *"After the parents meeting parents borrowed 2-3 colorful books for their children from the Osh region Library". (Umaralieva Mavlyuda, Navoi school, Aravan region)*
- *"Parents after the meeting made a portfolio for each student about what he or she is interested in, what he/she does at home and how parents help their children". (Islamova Nargiza, Sharipov school, Uzgen district)*
- About 40 percent of participants said that new teachers or subject teachers did not participate earlier in the 5-days training, but were also interested in modular training at their schools and periodically participate at the meetings.
- *"During the practical training modules, subject teachers are also interested in our lessons where we have worked with children in groups and they become actively involved in our methodological sessions" - (Ormotoeva Sanabar, E. Thalmann school, Kara-Suu District)*
- Roughly, 60 percent of respondents said that they improved their technique from the traditional methods of reading to interactive techniques and they have started to work more with the text on reading comprehension and on speech and thought development during reading lessons.
- *"Children feel more equal now. We learned to listen to them. Before we did not talk to them, and now children say what they understand, sometimes adding, but it's their opinion." (Melnichuk Olga, Krupskaya school, Nookat region)*

Along with the above statements, almost all FG participants mentioned issues that need to be improved by the project and by the MOES, namely the lack of stationery, office equipment, limited number of textbooks in the schools, teachers' low salary, a lack of training, few visual aids, and requests for new teaching interactive manuals and literature for primary schools. In addition, participants mentioned needing payment for the work in Reading Camps. They stated



*Reading lesson in the 3 grade of # 15 school, Bishkek.
Students do sub-test on Phonemic awareness.*

they also needed seminars on how to work better with parents.

One group recommended that the project make a request of the MOES to introduce extracurricular reading hours in school.

To the question: *"What else should be changed in school and family that students could read better and do it for fun?"* Eight percent of participants think it is necessary to strengthen the parents' feedback mechanism in order to improve their participation in the educational process.

Discussions on Language

On April 4, 2105, at the S. Ogato school in Batken, four teachers met with the head teacher to discuss the topic: "The Detection of Language Issues", reading and writing of the Kyrgyz Language was the main focus. The vice-principal, Sydykov Buvkaliya, who works directly with the teachers, led the meeting. Teachers shared their lessons learned in teaching Kyrgyz Language, Reading and Writing with each other. They discussed holding the next meeting in conjunction with the school A.Imarova Batken, so they can share their experiences with other teachers. The only problem was the small number of teachers (four teachers) who participated.

Mentoring Program

In all, 1,059 USAID Quality Reading Project Cohort 1 and 2 schools strengthened the work of mentors/coaches. Mentors now interview teachers before and after lessons, and provide technical assistance. They meet with the teacher after lessons and ask about their opinion on their lessons as well as the difficulties the teacher may have faced, and then the mentor provides recommendations.

Seminars on reading for vice principals and heads of SMUs were conducted during this quarter, which provided a good opportunity to see what the schools need and expect from the mentor and mentoring support, and develop relevant documents, and mentor's and teacher's portfolios.



Aygul Kenebaeva, HMU of Akaev school, Kemin district

The teachers of the USAID Quality Reading Project schools practiced formative assessment skills through sub-tests that were suggested within IST package. They demonstrated their new skills through their classroom lessons. Svetlana Alekseevna, primary school teacher of Bishkek school #15, said: *“I think that sub-tests are a very effective method to check the reading skills of primary students. It helps track the progress of students learning to read”*.

It is worth mentioning that previously, the meetings of SMU were conducted infrequently, but now they are held regularly and systematically at school-level for all primary school teachers, where teachers have an opportunity to discuss work related issues, to analyze the lessons, reflect, and make recommendations.

Eliza Sultanova, vice principal of Layliev school, Yssyk Ata district stressed: *“The mentoring program of the USAID “Reading Together” Project was a great help in providing mentoring support at schools. Because the project provided materials for mentors, it greatly facilitated the work of vice principals. There are different forms for lesson observations, conversations with teachers, and self-analysis lessons. Before, mentors didn't know how to work with young teachers.”*

Mentoring support for Planning

The quality of and access to textbooks is a common complaint among teachers: the textbook content can be difficult to understand or may not be relevant for the age level of the children. In some cases, there may be no textbooks. Careful lesson-planning can help to work around these constraints. To support teachers, the USAID Quality Reading Project held mentoring sessions on lesson planning and objective writing. Setting up appropriate, SMART, child-centered aims and objectives is the main part of planning the lessons. While aims could cover several lessons objectives should be very specific.

In order to involve representatives of the District Education Departments (DEDs) and Oblast Teacher Training Institutes (TTIs) in the mentoring process and build their capacity in mentoring and coaching, the USAID Reading Together Project Batken staff with the chief of Batken Oblasts Methodological Center, Aijigitova Mehrinsa Abdrashitovna, visited the project secondary schools¹ on June 5, 2015 in Bujun village and in Karabulak's Ermatov in Batken district. In the Bujun secondary school, Reading Camp teachers were conducting lesson #4 from the Reading Camps Program where the “Bull and Frog” tale was the main topic for

¹ Secondary Schools in Kyrgyzstan include grades 1-11.

reading and discussion. Mehrinsa Abdrashitovna, the chief of the Batken Oblasts Methodological Center, joined the process as a volunteer, read the tale, and led a talk with pupils about the story. At the Ermatov secondary school, Mehrinsa Abdrashitovna asked the pupils whether their parents or grandparents read fairytales to them every day. With great pleasure, students began to tell the tales that they heard from their parents. Students of Grades 1-2 actively participated in the Reading Camps. At the same time, two camps were broadcast in the evening news through Batken local television.

On May 7, 2015, at N. Toktorbaev school #5, Nookan district, an exchange seminar was organized among 32 HMUs and the vice principals of 29 project schools. The participants shared their experiences on how to prepare project documents and how to improve HMUs' work and function. In addition, Head of SMU members visited two lessons on reading where the teachers used reading sub-activities that they learned during the IST. A quiz on USAID Reading Together Project with the participation of local education department staff, school administrators, and parents was an interesting part of the exchange seminar. The audience liked the games and the HMUs expressed their interest in replicating the approach in their schools. The participants also visited the school library, where a book corner had been organized with the help of parents for young children. The parents contributed 80 children's books to the school library.

Sub Result 1.5: Extend implementation of classroom-based reading diagnostics; administration of national, standardized midline and endline reading assessments

Cohort 1 mid-term data collection took place in April 2015, followed by data entry and scanning. The mid-term data collection included the Early Grade Reading Assessment (EGRA) for Grades 2 and 4 in 60 schools (30 intervention and 30 control). The National Testing Center (NTC) was once again a strong partner in this activity. NTC staff assisted in the training along with the supervision of the data collection. 75 test administrators were hired; the majority were test administrators who conducted the baseline EGRA and interviews. A Training of Trainers was conducted in Bishkek for 4 days (the increase in the number of days for TOT training 1 to 4 was part of lessons learned, staff needed time not only to train on data collection, but time needed to be allotted for practice and also to cover all the logistical requirements.

The test administrators had difficulty keeping track of timed sessions using their phones during the baseline in 2014, but the use of stopwatches proved very successful in Tajikistan. Stopwatches were purchased for this EGRA. Test administrators found the stopwatches easy to use for the timed sessions of EGRA.

EGRA was conducted in Grades 2 and 4. The Grade 2 students who were assessed were the same Grade 1 students who were assessed in 2014 baseline. They will also be assessed in 2017 in Grade 4. Interviews were also conducted of students, teachers, librarians, parents and community members.

The USAID Quality Reading Project hired a CSPro programmer in Tajikistan to help the Tajikistan Monitoring and Evaluation (M&E) Manager in the development of a multilingual data entry application for the various instruments (in English, Tajik, Russian, and Kyrgyz languages). The Tajikistan M&E Manager developed two and the programmer three data entry applications. AIR M&E specialist, Amy Todd completed rigorous testing of the applications and approved their utilization. The use of the CSPro application is designed to improve data quality and data entry efficiency through the reduction of human error in manual data entry. The data entry process was first launched in the Bishkek office from May 10-13 with the Tajikistan M&E Manager traveling to Bishkek to provide training for the data entry clerks.

Feedback from data entry clerks during the initial stages of the data entry process were immediately taken into consideration and modifications made to the applications.

The EGRA tools were scanned and uploaded; all interviews and classroom observations were entered using CSPro. The data is being analyzed by AIR HQ. It was planned to have a capacity workshop for the NTC to analyze the mid-term data, but due to the resignation of the Technical Advisor, Dr. Abdullah Ferdous in May 2015, the workshop is now postponed to later this year. The data will be analyzed at AIR HQ for the report, but the capacity building workshop to be held later this year will use this pre-existing data as an example for analysis.

Intermediate Result 2: Increased availability of reading materials

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

Completed. Report submitted to USAID.

During this quarter, several consultation and negotiation meetings to discuss the issue of providing books to schools and libraries were organized by the USAID Quality Reading Project team. As a result, it was explained that the USAID Good Governance and Public Administration Strengthening Program (GGPAS) is intending to fund the purchase of 124 books identified per school for all target school libraries in Kyrgyzstan and the USAID Quality Reading Project will purchase books for 78 community libraries. The letter was sent to the MOES to get an update on the correct names and addresses of all primary schools in Kyrgyzstan.

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

As a result of the training, trained teachers organized book corners in their classes, and a few of the target schools organized mobile libraries to go from class to class. Teachers have conducted meetings with the parents and parents offered their help by purchasing one or two books for the classroom-reading corner. Thus, their children will have an opportunity to read during the breaks and share the books among themselves.

Handmade Books are a tradition in Kyrgyzstan and are usually very well made with a great deal of care. The USAID Quality Reading Project has incorporated this tradition into its programming to promote the value and importance of reading by holding “Handmade Book” Competitions. This quarter, “Handmade Children’s Books” contests were conducted in Aksy, Ala-Buka, Nooken, Bazar-Korgon, Suzak districts, Tash-Kumyr, Kara-Kul, Kok-Yangak, and Mailu-Suu towns. The best books were selected at DED and City Education Departments, and awarded first to third (fourth in some areas) place. On behalf of the USAID Reading Together Project, books were given as prizes for the winners. In many districts and cities, children who won the contest received their prizes personally; for those who could not attend because of the distance, books were passed through schools’ HMUs.



Schoolchildren from Jalalabad oblast participated in the contest “Making best baby-book” and rewarded

World Book Day provided an opportunity to mobilize communities around reading events. In April 2015, the USAID Reading Together Project organized a competition for the best handmade books by children, a contest dedicated to "World Book Day". Students from 77-project school of four districts in Talas region and the city of Talas participated in the contest and made their own books with the support of parents and adults. In each targeted district, the winning student authors were selected and given prizes of books. The best part of the contest was that all the books made by the children were then placed in the reading corner.

On April 20, 2015 at the Imarova School in Batken oblast, a set of activities related to reading tales and devoted to the World Book Day were organized. During the opening ceremony, primary grade children's poems were read. Teachers from Lenin school, Apyzali kyzy Jyldyz and Kimsanova Chynygul, read their created tales for children and conducted demonstration lessons where they touched upon components of vocabulary and reading comprehension.

From April 21-23, 2015, the "Handmade Book" competition was conducted in the Batken region. Some schools had not realized the value of handmade books and book corners. Thus, the 3-day competitions demonstrated the children's ability to make reading books from low cost materials. The competitions were very impressive and engaged many children, parents, and teachers.



Creative children's work exhibition, Reading camp, Kurmanjan Datka Square of Bishkek, April 23, 2015

On April 23, 2015, a meeting with prominent poets and writers of Batken district A.Razhabaliev, Zh. Turgunbaev, P. Kalilov, and Murzapar Uson was conducted at the Batken oblast library. The best children's work from "Handmade Children's Books" competition were selected and presented at the meeting. High school students performed and told verses from A. Osmonova, S. Zhusueva, and other poets and writers. At the meeting, the children were able to ask questions about the work of contemporary writers such as Aisalkyn Abytov and Gulsun Kimsan kyzy.

On April 24, 2015 in the Lenina school library, a poetry evening was held in celebration of World Book Day, with the massive participation of high school students. They read stories by various authors, performed poems, songs and dances, which made the event interesting and unforgettable. Children of senior and junior classes read the excerpts from the epic "Manas", "Ertoshtuk", "Semetei." On the same day, the central park of Batken was full of guests for an event called "We Read Together," to celebrate the World Book Day. Those interested could read or buy new editions of books of famous authors Chingiz Aitmatov, A. Osmonova, the epic "Manas", "Semetei" and "Seytek" etc.

Field visits to Jalalabad schools of Bazar-Korgon, Nooken, Suzak districts, Kok Zhangak, and Tash-Kumyr towns were organized by project staff and a set of meetings were conducted with representatives of school associations and school librarians. In addition, consultations were conducted with librarians and teachers on extra-curricular activities and how to attract and engage parents in family reading. They were also given advice on ways to collect books to enrich classrooms and libraries. They were provided with examples of Handmade Children's Books, including short stories and fairy tales with pictures.

A quiz entitled "Birge okuybuz" ("Reading Together") was held at A.S. Pushkin school in Tash-Komur town. The participants of this quiz were schoolchildren who won the competition at their own schools. The contest was very interesting and entertaining, with the participation of the finalists of the schools and their parents. Of the finalists who participated in the "Birge okuybuz" quiz, 14 were children (among them only one was a boy) and 14 were parents, four of which are men. In total, 63 people, 9 men and 54 women, attended the event.

In addition, in Jalal-Abad oblast, the letter of request to hold the contest of making "Handmade Children's Books" has been prepared and sent to all district and city departments of education stating the purpose of the contest, the deadline, and target groups.

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

Through the USAID Quality Reading Project's activities, parents have become involved not only in extra-curricular activities held in school, but have also learned how to read to children using the 5 sub-components of reading.

In addition, on regional TV, which broadcasts to the whole area, a story was shown in the news about the activities of the project. See Table 1 for the date and subjects of the TV spots.

Table 1. Date and Subject of TV spots

	Aired on local TV	Subject plot
1	02.04.2015	World Day of the children's book "Zhakshy kitep - Jan Sherig" Children's Regional Library, Talas
2	11.04.2015	The regional seminar "Sabattuuluk okuu Uchun Kerek al emi okuu sabattuuluktu onukturot" Bakay-Ata district, school named after Akynbekov
3	15.04.2015	The regional seminar on "Biz bilimdi samaybyz, Birge Okup, Birge Kadam tashtaybyz" Karabuura district, school named M.Chaldanbaev
4	23.04.2015	World Book Day, Regional Library, Talas
5	28.04.2015	The regional workshop for mentors, Talas district, school named after R.Aydaraliev
6	28.04.2015	Seminar "Camp read" SSHN№6, Talas NEXT TV
7	21.05.2015	Regional seminar "Ata-ene mektep biriksek, baldarda bolot Kelechek" Karabuura district, school named Chingiz Aitmatov
8	26.05.2015	Reading Camp: school # 5 and 6, Talas town
9	05.06.2015	Review meeting - review of the implementation of the project activities and results achieved in the one year of implementation. Talas

This information was also included in the online editions of TV networks. See Table 2 for Links to TV coverage.

Table 2 TV Coverage and Internet Hyperlinks

	Date	Topic	Link
1	25/04/2015	Reading together with parents	http://ktrk.kg/ky/janylyktar/ata-eneler-menen-birge-okuybuz
2	22/05/2015	In Kara-Buura district a seminar for primary school was held (photo)	http://talas.turmush.kg/ru/news:133824
3	28/05/2015	Reading Camp started in 77 schools in Talas region	http://turmush.kg/news:134482
4	28/05/2015	In Talas oblast under the USAID project "Reading Together" reading camps were open in the primary grades of 77 secondary schools	http://turmush.kg/ru/news:134592

The out-of-school USAID Reading Together Project lessons were conducted in the Lenina school, Batken oblast with the active participation of parents in order to increase awareness on the importance of reading. The activities applied methods such as phonemic perception, vocabulary, and reading comprehension based on assignments. All the students participated in a contest on reading comprehension, and some parents even answered the teacher's questions when a participant could not provide the answer.

International Day of the Book Event

In Jalal-Abad, activities related to the International Day of the Book were held in several schools, such as a quiz "Birge okuybuz" ("Reading Together") among junior classes, drawing contests and recitation competitions. The most important event of the Book Day celebration was the activity "Kelgile kitep okuylu!" ("Let's read a book together!"), which was held in the central square of Jalal-Abad city. This activity was prepared by the regional library and by the community mobilizer of the USAID Reading Together Project. The goal of the event was to instill a love of reading books, and to support the replenishment of the Kyrgyz literature fund of the Regional Library. 139 people, 52 men and 87 women, attended the event. Actors and puppets of the Barpy Theatre also participated in this activity. The event was covered in the local media and on TV including ZHTR, 7-channel and September TV. Also, the winners received valuable presents, including: books, feature phones, e-readers, modems and others from "Baktynur", "Sky Mobile", and the USAID Reading Together Project. It was particularly exciting that private entrepreneurs, "Kyrgyz Post", "Southern Railway", and ZHTR TV participated in the book fund replenishment as engaging the private sector increased sustainability and interest in supporting education and literacy programs.

In April 2015, the contest "Kitep Kerbeni" (Book Caravan) was planned and distributed to all districts and cities. This contest-campaign was carried out on May 29 in the central square of Jalal-Abad city. The event was devoted to the Library Day and to International Children's Day. The goal of the campaign was instilling a love of reading books, conducting various



The event "Book Caravan" Jalal-Abad city's central square, 23 April

competitions, promotions, and quizzes. Furthermore, the results of the following competitions: "Best Fairy Tale" among regional libraries, "Competition for Children and Youth Drawings", Quiz contest on the knowledge of children's fairy tales, English language, logic, and other contests were announced during the event. Additional competitions were held such as "Tug of Rope", "The Best Kara Zhorgo", and "The Best

Zhalyn Bii Dance", among others. In the first half of the opening ceremony, there was the awarding of prizes and presents to the winners of the previously announced nominations. There was also a concert, a speech of the USAID project representative in the Kyrgyz Republic, and performances by local intellectuals, young writers, students and children. In addition, there was a Book Fair, which included an exhibition of books for children, young people, and adults. Children were able to participate in games and competitions such as "Children's Drawing", "Success Stories", and "Skillful Hands."

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

A two-day TOT on Reading Camps was conducted for community mobilizers in Chuy, Talas, Jalal-Abad, Osh, and Batken oblasts (from Cohort 1 and 2) on April 8-9, 2015. Overall, in May and June, the USAID Quality Reading Project ran trainings on Reading Camp for 943 HMU or vice principals of project primary schools held in Jalal-Abad, Chui/Bishkek, Talas, Osh, and Batken oblasts. See the Table 3 for number of participants by oblast.

Table 3. Reading Camp Training Participants by Oblast

No	Oblast	Number of participants
1	Chui/Bishkek	154
2	Osh	303
3	Jalal-Abad	277
4	Talas	86
5	Batken	123
	Total	943

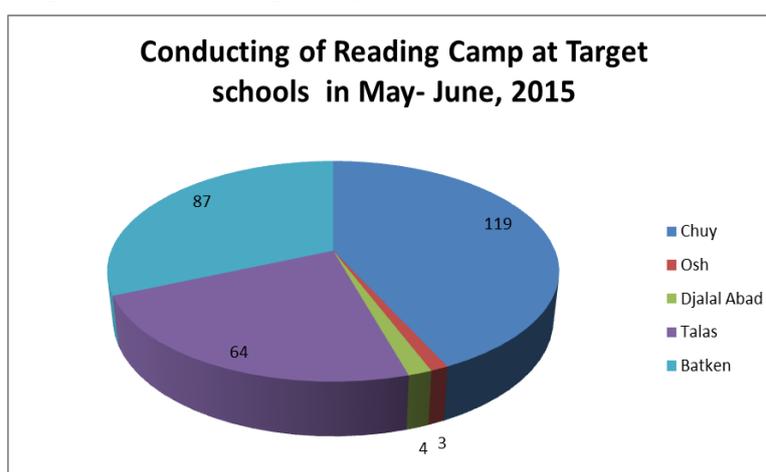
Participants recognized that the Reading Camp curriculum is very effective and suitable for use even with their usual lessons on reading. For example, exercises on phonemic perception of "Guess Who?", "Book for Sounds and Names" and others.

Participant Sherova Darkhan admitted that the Reading Camp curriculum not only has fascinating tales and stories, but also reinforces vocabulary skills with exercises.

Chinyaeva Irina, from school Karbysheva stated, “We had planned such events, but did not know in what format to carry them out. However, after the training, it became clear how these activities should be carried out. The best part was that there is a ready-made program of the Reading Camp. It is the most simple, accessible, interesting, and timely program.”

In May and June 2015, 277 Reading Camps were conducted in all target oblasts (Cohort 1 and 2 schools), 119 in Chui/Bishkek, 87 in Batken, 64 in Talas, 4 in Jalal-Abad, and 3 in Osh. See the Figure 1.

Figure 1. Schools Targeted for Reading Camp



In the beginning of June 2015 at the Dary-Suu school in Shankol village of Nookat region, a Reading Camp was organized for the primary school students. The selected group of children consists of 18 primary school children (8 boys, 10 girls).

"We have selected a group of children from the primary classes who have difficulty learning, children from low-income families, and families where the parents are working in Russia. Children with great interest attending Reading Camp. First, this is a good alternative for leisure time. Second, children listen to stories, answer questions, write and draw in the classroom," said Bazargul Tazhibaeva, teacher of primary school classes of the school named after Dary-Suu of Nookat area.



Participants of the training on organizing of Reading Camp, Kara-Suu district

In addition, a Reading Camp was organized in the village Andagul, in school named after Sheriev of Kara-Suu district. Nineteen children (9 boys, 10 girls) from the primary school who were from vulnerable families visited the camp.



Bazargul Tazhibaeva - primary school teacher of school named after Dary-Suu of Nookat district conducting Reading Camp

Gulnara, teacher of primary school classes of Sheriev, Karasu district school commented, *"The Reading Camp has caused great interest among children and parents. Those wishing to attend Reading Camp were many, but we have selected only children who have poor academic performance and children from low-income and single parent families. Children enjoy the lessons, as they sing, listen to stories and paint."*

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

To enhance the dialogue with the aim of drawing attention to reading in Kyrgyzstan, within the framework of the project, review meetings are held with project partners to discuss future joint planning. These events are attended by representatives of local authorities, representatives working in the field of education, and other stakeholders.

It is planned to continue strengthening work with the DEDs, regional, district, urban and rural libraries.

A Week of Celebration of the World Book Day Held in Kyrgyzstan

From April 20-25, 2015, a series of events devoted to the celebration of April 23, World Book Day, was held in Kyrgyzstan. The goal of these activities was to promote reading among children and young people. The activities were held by the National Committee for Reading under the MOES of the Kyrgyz Republic in partnership with the Ministry of Culture, Information and Tourism of the Kyrgyz Republic, the USAID Quality Reading Project, the UNICEF Program for Promoting Reading for Young Children in the Kyrgyz Republic, the Family Reading Project of the Aga Khan Foundation, and other organizations.

Official opening of the Week took place on April 20 at 09:00 in Press-Hall of “Vecherniy Bishkek”. On April 23, a concert with participation of Kyrgyz variety stars was held at Kurman-Datka Square. Meetings with writers, book exhibitions, book fairs, and presentations were organized within the framework of the Week. Many activities to promote children’s literature in Kyrgyzstan were held in schools, libraries, kindergartens, public cultural centers, hospitals, orphanages, and boarding schools. A round table was held on April 24 in the Republican Kids and Youth Library named after Bayalinov. At the round table, state institutions for education and culture, local and international public organizations, experts, librarians, educators, parents, and mass media representatives discussed issues related to fostering a reading culture in our community, particularly among children and in families.

On April 24, the meeting of National Committee on Reading under the MOES of the Kyrgyz Republic was held. The representatives of MOES, Ministry of Culture, and the Republican Library opened the meeting. There was a presentation of key partners’ activities and then next steps for promoting reading in the country were developed by members convening in small working groups. The agenda included in the Attachments.

IV. Progress against Work Plan

Table 4. Status of Activities Kyrgyzstan

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments	
			Month															
			Oct 14'	Nov	Dec	Jan 15'	Feb	March	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'. Year 3 Work Plan was submitted with the Ceiling Increase and Time extension revised proposal.
3	Deliverable: Finalize PMEP	AIR															Accomplished	PMEP baseline was submitted in 01 Nov 2014, revisions to PMEP 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. Please note, that the MOES has new standard formats, thus, even though this was completed in June 2014, the standards are now under a revision to be completed by Sept 2015
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-day 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	March	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	Accomplished	Started September 2014. Head of Methodological Unit (HMU) meet with teachers on a regular basis for 90-minutes micro-modules workshops. Now the documents for teacher certification are selecting
13	Identify National Trainers and Master Trainers Cohort 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	Accomplished	Selection process for trainers at second level is accepted. Accomplished for Cohort 2 and master trainers for Cohort 3 completed
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	Accomplished for Cohort 2. For Cohort 3 were removed since there are enough National trainers from other oblasts.
15	Conduct 5-Days training for Cohort 2 and 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	On-Going	Local Education Department, DDs, HMU and primary school teachers participate in trainings. Accomplished for Cohort 2. For Cohort 3 is planning on August 2015

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments
			Month														
			Oct 14'	Nov	Dec	Jan 15'	Feb	March	April	May	Jun	Jul	Aug	Sept			
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	On-Going	Head of Methodological Unit (HMU) meet with teachers on a regular basis for 90-minutes micro-modules workshops. On-going Cohort 2
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	On-Going	Head Teachers and School Directors use tools
22	Provide mentoring to Cohort 3 teachers	SC, DDs, HMU														Not planned this quarter	

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments	
			Month															
			Oct 14'	Nov	Dec	Jan 15'	Feb	March	April	May	Jun	Jul	Aug	Sept				
23	Launch portfolio system for evaluation of Cohort 1 teacher 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	Accomplished	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.	On-Going	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 finalized and implement	Accomplished	EGRA for Cohort 1 schools was conducted in April and May 2015.
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)	Accomplished	
30	Administer outcome focused assessment tool – mid-term (1 st wave districts/schools)	AIR, NTC														EGRA was administered in a sample of Cohort 1 schools.	Accomplished	
31	Administer outcome focused assessment tool – mid-term (2 nd and 3rd cohorts 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														Data Scanned and uploaded.	Accomplished	

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments
			Month														
			Oct 14'	Nov	Dec	Jan 15'	Feb	March	April	May	Jun	Jul	Aug	Sept			
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 Cohort 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													Conducted in Cohort 1 schools with EGRA	Accomplished	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																
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	Delayed	To be submitted to USAID 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				
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, (200,000 pieces total)	Not planned this quarter	Not planned for this quarter since the Funds for this activity is included in modified budget. The modified budget don't approved yet	
45	Organize National Children's Book Competition	AIR, SC, MOC, RCL														Accomplished	World book day on April 23, 2015	
46	Deliverable: Options memo detailing options and recommendations for creating a mix of low-cost, grade-appropriate materials	AIR, SC													Memo provided to USAID	Delayed	To be completed upon Modified budget will approved.	
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															Slight Delay	
50	Submit the review to MOES	AIR													Memo to USAID and NSC-R	Slight Delay		
	Parent reading information cards	SC															Accomplished	Local consultant developed Parents Palm card. Conducted TOT for Community mobilizers. In August planning to printing them
51	Hire consultant and develop reading information cards	SC													1 set of 20 cards developed	Accomplished	Consultant completed her job	

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments
			Month														
			Oct 14'	Nov	Dec	Jan 15'	Feb	March	April	May	Jun	Jul	Aug	Sept			
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	On-Going	The cards were developed and now At the stage of tender announcement for printing. The dissemination will starting on September, 2015
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 targeted in Cohort 1 and2, Manual for Community action is adapted and training is conducting on August -September, 2015 for community librarian.
54	Deliverable: Parents and communities guidance on how to read with children	SC													Electronic and hard copy to COR (in English) on December 2014	On-Going	Developed but haven't printed yet.
55	Explore what is possible with Public Private Partnership to support Reading	SC														Accomplished	during World Book Week on April, 2015 were explored that Public private organizations can support reading events
	Mobile Theater/Libraries															Accomplished	Total 7 Mobile theaters (in 1 Osh, 1 Batken, 2Talas, 1 in Jalal-Abad, 2 in Bishkek) and libraries were organized during April 2015
56	Develop TOR for Republican Children's Library (RCL) to design and conduct community outreach programs	AIR - SC													TOR	Slight Delay	Children's Library will start conducting outreach programs within modified budget. So this activities slight delay since pending modified budget approval
57	Sign a cooperation agreement with RCL	AIR - SC													Cooperation agreement	Not planned this quarter	Deleted as it was decided with RCL that an agreement is not necessary since 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	March	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 IST 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																Accomplished	23 April , World Book day
61	Support RCL to design and plan National Book Day	SC, AIR, MOES, MOC, NSC - on reading														Agenda	Accomplished	23 April , World Book day
62	Design and conduct a variety of competitions around reading	SC, AIR, MOES, MOC, NSC - on reading														Agenda	Accomplished	23 April , World Book day
63	Present the results of competitions in National Book Day and present awards	SC, AIR, MOES, MOC, NSC - on reading															Accomplished	23 April , World Book day
64	Disseminate Baseline Reading assessment results and household (community) survey results	AIR															Accomplished	Conference Held 4 December 2014
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

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments	
			Month															
			Oct 14'	Nov	Dec	Jan 15'	Feb	March	April	May	Jun	Jul	Aug	Sept				
	Parents Program	SC															On-Going	
66	Hire consultant and develop/adapt LB Parents Flipbook	SC														10 000 LB Parents Flipbook in Russian, Kyrgyz and English languages	Accomplished	developed
67	Support the communities around target schools to create or support existing groups to focus on reading	SC															On-Going	Community mobilizers and coordinators are working with EDD and Local Libraries
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	will starting next quarter after training on Parents program
	Media Public Awareness Reading Campaigns																Accomplished	within World Book day on April 23, 2015
70	Sign agreement with National Children's TV and National TV	AIR-SC														Agreement	Accomplished	National TV signed agreement with AKF and USAID GPPAS as well as USAID QRP in partnership with AKF
71	Support National Children's TV to create children reading support program	AIR-SC														Concept Note of children reading support program	Accomplished	In partnership with AKF
72	Pilot test of reading support program																On-Going	with National TV, AKF, UNICEF
73	Broadcast reading support program on regular basis	AIR-SC															On-Going	In partnership with AKF, linked to GGPAS USAID support

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments
			Month														
			Oct 14'	Nov	Dec	Jan 15'	Feb	March	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	Accomplished	Celebrating World Book day on April 23, 2015 and conduct Round Table/ Reading Steering Committee
	Ministry of Education and Science Reading Support Campaign	AIR-SC														Accomplished	Press conference on 20 of April, 2015
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	Slight Delay	This activity is slight delay since it is linked to modified budget
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	Slight Delay	This activity is slight delay since it is linked to modified budget
77	Design and conduct International Literacy Day	SC, AIR, MOES, MOC, NSC - on reading													Agenda, Concept Note.	Not planned this quarter	Planned for September 8th, 2015
	School Reading Promotion	AIR-SC														On-Going	as part of IST is conducting different events at school level for promoting reading
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	Accomplished	developed
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	On-Going	

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments	
			Month															
			Oct 14'	Nov	Dec	Jan 15'	Feb	March	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															On-Going	
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.	On-Going	on Reading Camp Curriculum
84	Conduct extracurricular activities at school level	SC														Total: about 1240 events (2 events in each target schools). Minutes.	On-Going	activities on-going at Cohort 1 and 2 schools
	Reading Camp	SC															On-Going	Reading Camp in Cohort 1 and 2 schools
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	

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments	
			Month															
			Oct 14'	Nov	Dec	Jan 15'	Feb	March	April	May	Jun	Jul	Aug	Sept				
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	
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															On-Going	USAID QRP as member of WG in collaboration with MOES and PIU WB.
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, USAID 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)	Accomplished	The one-year preschool preparation program curriculum is developed, USAID QRP sits on the development committee.
92	Print and disseminate jump-start program and materials to target schools (Cohort 1, 2)	SC														10 000 Jump Start Modules print and disseminate to 1100 Target schools. Act of acceptance	Accomplished	through trainings for teachers the program were disseminated

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments
			Month														
			Oct 14'	Nov	Dec	Jan 15'	Feb	March	April	May	Jun	Jul	Aug	Sept			
93	Train volunteers from upper grades to conduct jump start program in target schools (Cohort 1, 2)	SC													5500 volunteers (5 per each 1100 target schools) trained and get training materials	Not planned this quarter	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														Accomplished	done
	Book Chest / Mobile Library (also see SIR 3.1)	SC, MOC														On-Going	
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														On-Going	Waiting for Modified budget approval to purchasing can begin. With USAID GPASS
97	Disseminate Book Chests to target schools (Cohort 1, 2, 3)	SC													One Book Chest per community or school. Cohort 1, total 620 Book Chests disseminated	On-Going	with USAID GPASS
98	Identify, train and contract community mobilizers for each target field (Cohort 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	

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments		
			Month																
			Oct 14'	Nov	Dec	Jan 15'	Feb	March	April	May	Jun	Jul	Aug	Sept					
	Reading Buddies	SC															Accomplished	within Reading camp on May-June, 2015	
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																Accomplished	In printing
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	Accomplished	
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 Bishkek.
109	Sub-Result 4.2: Increase capacity to use reading assessment results																		

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments
			Month														
			Oct 14'	Nov	Dec	Jan 15'	Feb	March	April	May	Jun	Jul	Aug	Sept			
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 USAID QRP training within this plan.
112	Organize capacity building workshops	AIR, NC													Build capacity of 25 specialist	Slight Delay	The Technical Advisor resigned, and the new advisor for AIR will begin September 2015.
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	Not planned this quarter	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 country's education strategy	AIR, SC, MOES, donors, NGOs													TOR NSC-R. Minutes of the Total 12 (1 per Quarter) NSC-R meetings	Accomplished	meeting of National Committee on reading were conducted this quarter on April 24, 2015
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	

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments	
			Month															
			Oct 14'	Nov	Dec	Jan 15'	Feb	March	April	May	Jun	Jul	Aug	Sept				
119	Monitoring & Evaluation																	
120	Finalize PMEP	AIR														PMEP updated and submitted to USAID	Accomplished	PMEP submitted with Oct-Dec 2014 Quarterly Report
121	Quarterly Performance Reports	AIR														Quarterly Performance Reports submitted to USAID	Accomplished	
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

V. Coordination with host governments, donors and implementing partners

Table 5. Key Meetings with USAID and Partners

Date / Location	Attendees	Subject	Follow-up / Notes
April 9, 2015 GGPAS office, Bishkek	GGPAS staff Alana Sheikh, USAID KR Barbara Greenwood, USAID QRP CoP- Chinara Dzhumagulova, USAID QRP manager	Funding support for books, standards, TV.	Meeting with MOES
April 16, 2015 MOES and Bishkek Library named Bayilinova.	Specialist from MOES, Director of library, USAID QRP Management staff	List of books	The list of books discussed
April 17, 2014 Bishkek USAID QRP office	Guljan – USAID USAID QRP KR Management staff	Project update	
May 5, 2015 USAID QRP office	USAID and USAID QRP	Project update	
May 11, 2015 MOES USAID QRP office	USAID CAR, USAID KG, and USAID QRP staff	USAID QRP Update	
May 7, 2015 KAE	KAE, USAID QRP	Certification of Teachers issues discussed	
May 20, 2015 MOES	WB, USAID QRP, MOES, KAE	Revised Standard on reading and writing	Next steps identified
June 2, 2015 USAID QRP office	USAID QRP, KAE	Standard on reading issues	WR members selected
June 10, 2015 KAE	KAE, USAID QRP	Certification of Teachers issues updated	

VI. Challenges and Lessons Learned

Getting the leadership of the DEDs on board with the project has been a challenge, but the project continues to update and orient these counterparts whenever possible. Round table discussions are also planned at the Oblast and District levels to inform and garner support.

Teachers complained that their work on the 32-hours of in-school training takes a lot of paper, flipcharts, and other resources. In some schools, parent committees and boards of trustees have been able to help them with stationery, but there are schools where teachers continue to have a problem with lack of stationery and despite their small salary, teachers themselves often need to pay for these supplies.

Other challenges and lessons learned during this quarter:

The monitoring and evaluation results show that most of the teachers are not using formative assessments effectively during teaching\learning processes. The teachers focus on summative assessment – the traditional way of conducting assessment during the classes. This may be due to trainers' limited knowledge and understanding on formative assessment. Some teachers think that formative assessments require more time and resources for preparation. Others do not understand the differences between formative, summative, and diagnostic assessments. Taking into consideration all these factors, the project has decided to conduct refresher courses for the trainers with a focus on teaching formative assessment. This will be done through school visits, monthly DED meetings, and, if approved, by providing video lessons to each school on formative assessment.

VII. Summary of Administrative, Operational and Staffing Issues

Operations

- AIR is working with Save the Children to streamline their procurement procedures to improve timeliness and quality of printing, training, and catering procurements.
- May 31-June 3, 2015 the USAID Quality Reading Project Senior Management Team met in Bishkek to review the Year 3 Workplan based on lessons learned from the Year 2 project implementation.

Project Staffing

- USAID QRP Logistics Admin Officer was hired within Save the Children.
- Abdullah Ferdous, PhD has left AIR. AIR has recruited his replacement, Todd Drummond, PhD, who has extensive experience in Central Asia and working in standards, assessment, and capacity building. Dr. Drummond will join AIR and the USAID Quality Reading Project team during the next quarter.

Table 6. Travel Completed this Quarter

Name of Traveler	Destination (s)	Dates of Travel	Purpose of trip
Amy Todd	Bishkek, KG Dushanbe, TJ	April 07-15, 2015 April 15-23, 2015	Mid-term data collection monitoring and training
Safina Zoiri	Bishkek, KG	April 12-18, 2015	Regional financial management oversight and quality assurance
Safina Zoiri Aizada Sarybaeva Rahimjon Sharipov (TJ accountant)	Washington, DC	April 26-29, 2015	All AIR Field Finance Manager Summit <i>(AIR overhead)</i>
Colin Alfred	Bishkek, KG Dushanbe, TJ	April 26-May 2, 2015 May 3-9, 2015	Technical assistance on Family Program and out-of-school activities
Suhrob Aminov	Bishkek, KG	May 10-13, 2015	Midterm data collector training – CSPro
Kathryn Fleming Sherali Saidoshurov Suhrob Aminov	Bishkek, KG	May 31 – June 3, 2015	Year 3 Work Planning
Barbara Greenwood	Dushanbe, TJ	June 22-26, 2015	Quarterly visit and quarterly MOES/USAID partner meeting
Kathryn Fleming	United States	June 11-July 2, 2015	Annual R&R

VIII. Planned Activities for the Next Quarter (July 2015- September 2015)

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

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

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

1. Completed re-design of Standards on Reading and revision of IST materials

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

1. Cohorts 1 and 2 school-based trainings through rollout of 90-minutes micro-modules.
2. Identifying the participants for IST Cohort 3
3. Conducting 5-day IST for teachers from Naryn and Issyk-Kul target schools, Cohort 3

Sub Result 1.4: Strengthen systems for teacher mentoring/coaching

1. Provide mentoring to Cohort 1, 2 and 3 teachers

Sub Result 1.5: Extend implementation of classroom-based reading diagnostics; administration of national, standardized midline and endline reading assessments

1. Data analysis and report writing for midterm data collection
2. Share preliminary findings with USAID and MOES to determine next steps for dissemination or information sharing

Intermediate Result 2: Increased availability of reading materials

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

1. Work with USAID GPPAS and the MOES as well as the Ministry of Culture for procuring and distributing books according to the list based on the USAID Quality Reading Project book review report.

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

1. Within activities in IR1 and IR3, work with teachers, schools, libraries 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

1. Continue discussions with newspaper “Til jana Madaniyat” and when budget is approved, sign contract
2. Coordinate activities within developed joint Annual Work Plan with Republican Children Library Bayalinov
3. Print and disseminate reading information cards (for Cohorts 1 and 2) School Communities
4. Conduct training on Family Program and trainings for DD of target schools in Cohorts 1 and 2
5. Conduct outreach programs to children and communities to promote reading in Cohorts 1 and 2 target districts

USAID QRP Quarterly Report (April – June 2015)

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

1. Provide support to the Ministry of Culture and public libraries to promote family reading through training for 78 librarians and disseminate manual on Community action
2. Conduct training on Reading Camp for DD of target Cohort 1 and 2 schools
3. Conduct Reading Camp in August 2015 and during the next months in Cohort 1 and 2 schools
4. Assist with International Literacy Day celebrations throughout the country

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

1. Conduct Round Table meetings in Cohort 3 Regions (Naryn and Karakol) with Regional Administrative Head, Education Department Heads, RTTIs and other stakeholders.
2. Collaborate with the partners and MOES to convene National Committee on Reading
3. Conduct meeting/workshop on New Standards on Reading and Writing for Grade 1-4.

Table 7. Planned International Travel for Next Quarter

Name of Traveler	Destination (s)	Dates of Travel	Purpose of trip
Barbara Greenwood	US	August 06-23 2015	R&R
Barbara Greenwood	Dushanbe, TJ	September 2015	USAID QRP internal and external meetings
Chinara Djumagulova	Dushanbe, TJ	August 2015	USAID QRP meetings
Kathryn Fleming	Bishkek, KG	16-21 August 2015	Oversee USAID QRP Bishkek office while COP is on leave
Sherali Saidoshurov	Bishkek, KG	September 2015	USAID QRP meetings

IX. Progress against Performance Monitoring and Evaluation Plan

Table 8. Performance Monitoring and Evaluation Reporting Table April-June 2015 Kyrgyzstan

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2015	Actual Q1 FY 2015	Actual Q2 FY 2015	Actual Q3 FY2015	% of achievement	Score	comments
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%	KG: 3 percentage point increase	n/a	n/a	n/a	n/a	n/a	Assessment data is in process. Will be reported in annual report
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%	KG: 15%	n/a	n/a	n/a	n/a	n/a	Assessment data is in process. Will be reported in annual report
Intermediate Result 1: Improved reading instruction in grades 1-4												
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	-	KG: 85%	KG: 80%	n/a	n/a	94%		Reported based on November's 5-days training for Cohort 1 only. Final Test data will be reported after completion L3 trainings in annual report
4	Percent of teachers demonstrating in the classroom instructional best practices in reading	gender, region, language	sample-based classroom observation tool	yearly	KG: 26%	KG: 50%	n/a	n/a	n/a	n/a	n/a	Assessment data is in process. Will be reported in annual report
5	Number of primary grade students taught by teachers who have received reading training	gender, grade	training roster, school database	annually	0	KG: 130,000	KG: 140,000 (in process)	n/a	KG: 129,300 (in process)	99%		Final figures will be reported in annual report

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2015	Actual Q1 FY 2015	Actual Q2 FY 2015	Actual Q3 FY2015	% of achievement	Score	comments
6	Number of schools getting support	region, type of support (training, material)	activity roster, school database	according to training schedule	0	KG: 1,080 (C1 and C2 schools)	KG: 616 (C1)	KG: 1,065	KG: 1,059	98 %		21 schools excluded from the list of target schools (Uzbek language, no primary grades)
7	Number of in-service training packages developed and approved by MOE	type	training package, approval	annually	n/a		KG: approved in PY 1					Achieved in PY 1
8*	Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support <ul style="list-style-type: none"> Trainers, MOE/ITTI/DED officials Mentors (Deputy principal, methodist, advanced teacher) Primary grade teachers (except mentors) 	gender, region, cohort, level of training	training rosters	according to training schedule	n/a	KG: 4,696 (1,196 mentors; 3,500 teachers – C1)	1,904*(without double counting) 66 trainers (C2) Mentors: 1,219 (C1) -Talas: 144 -JA: 521 -Chui\B: 473 Teachers: 1,534 Talas:57 JA: 842 Chui\B: 635 *In August – 2,918 teachers Cohort 1	KG: 3,421 (Cohort 2, Level 2 only) Mentors: 770 (C2) -Batken: 198 -Osh:572 Teachers:2,651 Batken:719 Osh: 1855 Chui: 77	KG: TBD	102% Cohort 1 participating on ongoing trainings		KG: Cohort 1 teachers completed 72 hours IST, now their documents are under review of KAE. Final C1 numbers will be reported in annual report
9	Number of teachers/other educators receiving in-service training in reading.	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 don't 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: 2,842	KG: 2,819	KG: 11,906 5,199 L3 IST (Cohort1) 3,311 L2 IST (Cohort2) 3,396 L3 IST (Cohort 2)	0	530%		IST materials divided based on level of training, so teachers can get IST material of 2 and 3 level both
11	Number of mentoring guides distributed to mentors	type, # of copies	distribution records	according to training schedule	0	KG: 2,000	KG: 1,219	KG: 1,033 (Cohort 2)	0	112%		Cohort 1, 2

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2015	Actual Q1 FY 2015	Actual Q2 FY 2015	Actual Q3 FY2015	% of achievement	Score	comments
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%	KG: 45%	n/a	n/a	n/a	n/a	n/a	Assessment data is in process. Will be reported in annual report
Intermediate Result 2: Increased availability of reading materials												
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 C 2&3, endline	KG: 15%	KG: 25%	n/a	n/a	n/a	n/a	n/a	Assessment data is in process. Will be reported in annual report
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	KG: 200,000	KG: 0	0	0	0		Postponed, will be done after approval of modification budget and partly with support of USAID GGPAS
Intermediate Result 3: Increased out-of-school reading time												
15	Percent of parents whose attitudes towards reading have changed	region, gender, language	sample-based parent questionnaire, KAP section	baseline midterm C1, midterm C 2&3, endline	-	KG: 6%	n/a	n/a		n/a	n/a	Assessment data is in process. Will be reported in annual report
16	Percent of primary grade students participating in QRP out-of-school reading activities	region, gender	activity roster	by schedule of activities	0	KG: 50%	0	n/a	KG: 12,783 Osh: 1,235 Talas: 2,870 Batken: 2,996 JA: 2,678 Ch/B: 3,004	6%		% from total number of primary grade students in C1 and C2 (206,937)
17	Percent of parents/other adults reading non-textbook materials to students at home	region, gender	sample-based parent questionnaire	baseline midterm C1, midterm C 2&3, endline	KG: 84% TJ: 73%	KG: 84% TJ: 73%	n/a				n/a	Assessment data is in process. Will be reported in annual report
18	Percent of primary grade students participating in at-home reading program	region, gender, language, grade	sample-based parent questionnaire	baseline midterm C1, midterm C 2&3, endline	KG: 90% TJ: 70%	KG: 90% TJ: 85%	n/a				n/a	Assessment data is in process. Will be reported in annual report

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2015	Actual Q1 FY 2015	Actual Q2 FY 2015	Actual Q3 FY2015	% of achievement	Score	comments
19	Number of out-of school reading activities	Region, region, school	activity roster	by schedule of activities	0	KG:1,196 (2 per school/ community)	KG: 0	KG: 34 Talas -13 Chui/Bishkek - 11 Jalalabad -10	KG:346 Talas: 92 (64 RC) ChuiB: 124 (121 RC) JA- 22 Batken- 99 (88RC) Osh – 9	32%		RC – reading camps
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/training	0	KG: 2,990 (5 per school/ community)	KG: 0	0	KG: 955 (15 –Male, 940-Female) Talas: 84 (78 F, 6 M) JA : 274 (1M, 243F) ChB: 171 (1M, 170F) Batken: 123 (5 M, 118F) Osh: 303 (2 M, 201 F)	32%		Trained on 1-day Reading camp training
Intermediate Result 4: Increased government support to improve reading												
21*	Number of standardized reading assessments supported by USG	Cohort, Project Year	EGRA	yearly	0	KG: 1	Not this quarter		KG: 1			April 2015
22	Number of administrators and officials successfully trained on using reading assessment results	gender, institutions	EGRA dissemination workshop roster	by workshop schedule	0	KG: 50	KG: 65	0	0	125%		1 day Conference conducted in December'14
23*	Number of laws, policies, regulations or guidelines developed or modified to improve primary grade reading programs or increase equitable access.	n/a	government documents	Annually	0	KG: 0						Reading Standard will be updated according the new regulation in Q4

X. Attachments



PRESS STATEMENT

In-Service-Training for teachers in Kyrgyzstan promotes cross-generational interest in reading, hope for stronger primary literacy



Eliza Borombaeva, head of School Metrological Unit, at the Dj. Shaldanbaev School, Kara-Buura rayon.

Under the framework of the USAID Reading Together Project implemented the American Institutes of Research (AIR) and Save the Children, In-Service-Trainings have been conducted for primary school teachers to improve the reading skills of primary school students in Kyrgyzstan. With 7,500 teacher beneficiaries since August 2014, trainings have been conducted throughout Kyrgyzstan in Jalal-Abad, Talas, Osh, Batken, Chui and Bishkek.

One beneficiary of the trainings, primary school teacher Eliza Borombaeva, described the trainings and project activities as multi-faceted. *“From the very beginning of my participation in the project all began with separate actions: training for teachers, work with teachers in the school, mentoring, practical work with children, [and] parents' meetings.”*

Inspiring parents to become more interested in children's education has been of utmost importance. Borombaeva explained that her school added a story-teller to inspire reading for children and adults. *“In our school there is a permanent storyteller Usenaliev Zhetimishbay-ata, who comes once a week and reads fairy tales to children. Before reading he works with teachers and they together choose what kind of text or a fairy tale will be for the next lesson. Kids really like when he reads to them. Usenaliev Zhetimishbay-ata reads very enthusiastically, he likes to work with children. Furthermore parents show their interest and come to school to listen to and read children stories,”* she said.

Borombaeva is hopeful about the long-term results of project trainings and activities. She said that if the task of teaching literacy *“is taken by creative people who are interested in success of seeking new and innovative ways of solving this problem, the victory would be theirs. And this great victory will emerge gradually from small. Patience, perseverance, creativity, passion - these are the qualities that we, teachers and parents will need on this thorny path. Let us join hands and help our children create a love of books, because it is - the first step to literacy and learning throughout their lives.”*

Reading is the basis for learning and is a survival skill in today's world. Through the Quality Reading Project in Tajikistan and the USAID Reading Together Project in Kyrgyzstan, USAID aims at fighting poverty by ensuring that children can read. The programs targeted respectively pre-school children and primary school children, through in-schools and out-of-schools activities involving teachers, parents and communities. The USAID Quality Reading Project/Reading Together Project is implemented by the American Institutes for Research (AIR) in partnership with Save the Children.

For further information, please contact:

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Attachment 2: Agenda of World Book week 20-24 April, 2015



*Китеп – билим булагы,
китеп – акыл чырагы!*

Program

On celebrations for the World Book Day initiated by the Ministry of Education and Science from 20 to 25 April 2015

Date	Activity	Location	For USAID attention
20 April			
20 April 9.00	Press conference with the Minister of Education and Science, representatives of UNICEF, USAID Project "Read together", Aga Khan Fund, Bayalinova's National Library The purpose of the press conference - the official opening of the Week of the World Book Day	Press lounge «Vecherniy Bishkek»	Chief of Mission USAID, Minister of Education and Science, representatives of UNICEF, USAID "Read Together" project, Aga Khan Fund, Bayalinova's National Library
20 April 11.00	Press conference with the Deputy Minister of Social Development of KR, USAID Project "Read together", Aga Khan Fund, Bayalinova's National Library, State National Library, book chamber, union of writers and so on.	Kabar	
20 April 12.00	Poetry evening. Poet Jolon Mamytov - 75 years. "Jurokton chykan yrlar"	Bayalinova's National Library	
20 April 15.00	UNICEF "Visiting the fairy tale" – activity on reading fairy tales and provision of two sets on the development of children at an early age "Magic Box" UNICEF supplies the playroom of the children's department of the National Oncology Center, NGO "Easy Help".	National Oncology Center of the Kyrgyz Republic, the children's department NGO "Easy Help"	

21 April			
21 – 24 April	UNICEF "Ui-Bulo okuyalary" - demonstration on TV the television series "Family History" made by UNICEF	Studio «Balastan»	
20-24 April	UNICEF / National Library In the 26 target libraries, where resource stands of family readings were created due to the assistance of UNICEF in Chui, Issyk-Kul, Talas, Jalal-Abad and Batken regions will be held events dedicated to the World Book Day	26 focused libraries of Chui, Issyk-Kul, Talas, Jalal-Abad, Batken oblasts Coordinator – State National Library	
21 April 16.00-18.00	UNICEF "How to make friends of the child with a book" - a master class, reading parents share their experience of family reading	Bayalinova's National Library	
21 April	USAID Project «Reading Together» «Reading families»	Focused schools of the «Reading Together» Project in Issuk-Assykatinskyi rayon of the Chui oblast and Lyilakskyi rayon of the Batken oblast	
22 April			
22 April 12.00	Reading a piece of art "Tynchtyk Jean sogush" by Suyunbayer Eraliev, the national poet of the Kyrgyz Republic	Bayalinova's National Library	
	USAID Project «Reading Together» «Reading families»	Focused schools of the «Reading together» USAID Project in Kadamjaiskyi rayon of the Batken oblast	
	USAID Project «Reading Together» «Biblioday»- reading of books with parents and famous graduates	Focused schools of the «Reading together» USAID Project in Kemin rayon of the Chui oblast	
22 April 15.00-17.00	UNICEF "The child and reading environment" - reporting roundtable discussion of the results of a UNICEF project "Promotion of reading to young children in the Kyrgyz Republic" with experts and project partners	State National Library	
23 April			
23 April 12.00	Street action flash mob "How to get to the library?" - Book Review of the Aitmatov's Stand corner Presentation of the new book Altymysh uulu Mirlan - "Suyologiya" "Long live	Ala-Too Square, Children's World, Bishkek, parks, Front Area of the Central Market "Aychurok"	

23 April	the book!" - A festive event. Summing up: 1) competition biblioseffi 2) competition for the best picture "Heroes of my favorite books," 3) competition for the best poetry reading 4) Concert events USAID Project «Reading Together»	Batken Oblast Library;	
23 April	Meeting of local schoolchildren with the writer A.Abytovoy; USAID Project «Reading Together»	Oblast Children’s Libraries	
23 April	Results of the contest for the production of book-babies; The awarding ceremony of the winners. USAID Project «Reading Together»	Focused schools of the «Reading together» Project in Manas rayon of the Talas oblast	
23 April	Contest «Jash okurman» USAID Project «Reading Together»	Focused schools of the «Reading together» Project in Karaburinskyi rayon of the Talas oblast	
23 April 11.00	The Ministry of Culture, Tourism and Information of the Kyrgyz Republic, the National Committee for Reading. Exhibition of children's books and children's creativity on the Kurmanjan Datka’s Square	Square named after Kurmanjan Datka	USAID, Vice-Minister Damira Abaskanova
23 April 14.00	Official celebration of the Book Day	Square named after Kurmanjan Datka	Niyazalieva, Minister of Culture. Altynbek Askarovich Maksutov, Writers
24 April			
24 April 10.00	Roundtable extended meeting of the National Committee for reading	Bayalinova’s National Library	
24 April 15.00-17.00	UNICEF «Jailoo – source of tales» - demonstration of two documentaries made with the support of UNICEF, the team Jamba Dzhusubalievoy - "Zhayloozhomoktordun Bulagy" Movies are Kubatbek and Jamba Dzhusubalievoy, Joldoshbek Sultanov, Seytek Kachkynbay, and others	National Library, Cinema hall	

20-24 April	Aga Khan Fund in 67 Parent Resource Center (RRC) in Osh and Naryn at school and rural libraries of the Aga Khan Fund will be held the event "Read together" with the participation of children and parents	67 focused RRC under schools and rural libraries in Osh and Naran oblasts	
24 April	Aga Khan Fund Demonstration of a mobile application developed by the Aga Khan Fund	Bayalinova's National Library	
24 April	Aga Khan Fund Demonstration of series of programs «Reading together» developed by the Aga Khan Fund in partnership with OTRK	National Library	
24 April	USAID Project «Reading Together» "Ata-ene biriksek, baldarga marshes Kelechek" - performed by the puppet theater "Forum Theatre"	Chingiz Aitmatov's School in Karaburinskyi rayon of the Talas oblast	
20-24 апреля	USAID Project «Reading Together» In all the targeted schools project "Read Together" held a meeting with representatives of local authorities about the importance of reading; will book exhibitions and expositions, fairs	Focused schools of the USAID Project «Reading Together» and children's libraries of rayon and oblast level	
24-25 April	"Initiative of Roza Otunbayeva" Fund Opening the festival of education on behalf of "Initiative of Roza Otunbayeva" Fund	Agricultural university	
25 April			
25 April	"Initiative of Roza Otunbayeva" Fund Action "Stars reading to children" of the "Initiative of Roza Otunbayeva" Fund supported by UNICEF. The president of the fund "Kyrgyz til" Raimzhan Kurmanovna reads in Kyrgyz	Book shop "Raritet"	

Annex 3. Press-Release Celebration of World Book Day in the Kyrgyz Republic



USAID | КЫРГЫЗСКАЯ РЕСПУБЛИКА

For immediate distribution

April 13, 2015

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PRESS-RELEASE

Celebration of World Book Day in the Kyrgyz Republic

April 13, 2015

On April 20-25, a week-long series of events celebrating World Book Day (April 23) will promote reading among children and youth in the Kyrgyz Republic. The events will be organized by the National Reading Committee at the Ministry of Education and Science in partnership with the Ministry of Culture, Information and Tourism, the USAID Quality Reading Project, the UNICEF Program for Promoting Reading for Young Children in the Kyrgyz Republic, the Family Reading Project of the Aga Khan Foundation, and other organizations.

The celebration will start with an opening ceremony on April 20 at 9 a.m. in the press hall of *Vecherniy Bishkek*, 2 Usenbaeva St., Bishkek. On April 23 at 2 p.m., a concert with Kyrgyz pop stars will take place at Kurman-Datka Square. Meetings with writers, book fairs, and presentations will be organized throughout the week. Many schools, libraries, kindergartens, public cultural centers, hospitals, orphanages, and boarding schools will hold activities to promote children's literature. On April 24, at 10:00 a round table will take place at the Republican Children's Library, 242 Ogonbaeva St., where representatives of state education and culture institutions, local and international public organizations, experts, librarians, educators, parents, and mass media will discuss ways to foster a culture of reading, particularly among children and in families.

World Book Day was first established at the 28th General Session of UNESCO in Paris in 1995 to promote and preserve cultural traditions. Books open access not only to information but also to new ideas and greater appreciation of the scope of human accomplishment.

The USAID Quality Reading Project is one of many assistance programs supported by the American people through USAID. For more information about this project and other USAID programs, please visit our website <http://www.usaid.gov/kyrgyz-republic> or Facebook page <http://facebook.com/USAIDKyrgyzRepublic>.

Mass media representatives are invited to cover World Book Day events. Please find attached a detailed schedule of activities.

Celebration of World Book Day in the Kyrgyz Republic

Schedule of events:

On April 20 at 9 a.m. - Opening ceremony in the press hall of *Vecherniy Bishkek*, 2 Usenbaeva st., Bishkek.

On April 23 at 2 p.m.- Concert with Kyrgyz pop stars took place at Kurman-Datka Square, Bishkek.

On April 24, at 10:00 a.m.-Round table will take place at the Republican Children's Library, 242 Ogonbaeva st., Bishkek.

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