



USAID | CENTRAL ASIA

USAID Quality Reading Project (QRP) - Kyrgyz Republic Quarterly Report

January – March 2015



April 2015

A partnership with:

American Institutes for Research and Save the Children

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**USAID Quality Reading Project (QRP) - Kyrgyz Republic
Quarterly Report
January – March 2015**

Submitted by:

American Institute 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
CIES	Comparative and International Education Conference
COP	Chief of Party
DCOP	Deputy Chief of Party
DED	District Education Department
EGRA	Early Grade Reading Assessment
GGPAS	Good Governance and Public Administration Strengthening Program
HMU	Head of Methodology Unit
IED	Institute for Educational Development
ISTTI	In-Service Teacher Training Institute
KAE	Kyrgyz Academy of Education
KG	The Kyrgyz Republic
MOES	Ministry of Education and Science
MOU	Memorandum of Understanding
MU	Methodological Unit
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 The Kyrgyz Republic and The Republic of 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 (December 31, 2014)	\$4,725,352
Expenses during the current reporting period (January – March 2015)	\$1,311,705
Pipeline at the end of the quarter (March 2015)	\$8,325,088
Estimated expense burn rate for next quarter (April - June 2015)	\$1,583,836
Kyrgyz Republic	
Total Estimated Contract/Agreement	\$6,695,769
Obligation to date	\$7,066,529
Total expense at beginning of the quarter (December 31, 2014)	\$1,989,322
Expenses during the current reporting period (January – March 2015)	\$627,724
Pipeline at the end of the quarter (March 2015)	\$4,449,483
Estimated expense burn rate for next quarter (April - June 2015)	\$951,097

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 the Republic of Tajikistan and the Kyrgyz Republic. 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.

During this reporting period, the 5-day trainings on "Improvement of Early Grades Reading Skills" were conducted in Osh, Batken (Cohort 2), and Bishkek/Chui (Cohort 1) oblasts, involving 3,282 teachers. The trainings were highly interactive with opportunities for participants to share experiences. Following the 5-day trainings, mentors of the targeted schools submitted their plans for conducting the 90-minute trainings and methodological meetings at their respective schools. At the same time, trained teachers started to prepare their own portfolios and established classroom reading corners. The prospective plans of mentoring support were collected from each project-targeted school.

In line with the submitted schedule, project staff visited schools in order to observe and support the mentors and teachers. Observations from these visits indicate that teachers are now practicing formal assessment and finding the tools provided (such as the 'balanced scorecard') are practical and useful.

One-day trainings on mentoring were conducted for 845 participants in Osh, Batken, and Jalalabad. In addition, workshops for parents and other caregivers (including grandparents) on out-of-school reading activities were also conducted during this quarter. The project has found that the use of formative assessment and sharing the results of the assessment with parents has had a significant impact on parent involvement.

Despite the enthusiasm of teachers and also of many librarians, there remains a severe lack of attractive modern reading materials in many schools, especially in rural areas. To help increase the availability of reading materials, USAID's Good Governance and Public Administration Strengthening Program (GGPAS) is intending to purchase 124 identified titles for all of the target schools. Meanwhile, teachers are developing reading materials themselves, often purchasing the necessary stationery with their personal funds. Librarians are also becoming more engaged and have arranged for a variety of reading events for children in project locations, including drama, competitions, and fancy dress shows based on well-known characters from children's books. Responding to the fact that many parents are working away from home, some of these events have begun to focus on grandmothers as key figures in establishing a culture of reading with children at home.

In relation to the project's work with Ministry of Education and Science (MOES), the Kyrgyz Academy of Education (KAE) has expressed the need to modify new standards to meet the new State requirements for Kyrgyz and Russian language studies, including reading. There are plans to establish a working group to finalize the existing "Basic Requirements for Reading in the Primary Grades" developed in 2014 under USAID Quality Reading Project/Reading Together. This may entail a subsequent need for some revision of the In-Service Teacher Training (IST) modules.

This reporting period, USAID Quality Reading Project faced various challenges. A continuing challenge for the project has been in gaining the cooperation of local education departments. However, the project has made a very positive start by addressing this issue with a high-level

roundtable meeting in Batken in March, which proved very productive and led to general agreement in cooperation.

In addition, official certification of teachers was a serious challenge faced during this reporting period. Teachers were required to attend courses organized by the regional Teacher Training Institutes (TTI), in addition to the USAID Quality Reading Project IST, which was burdensome, and they were unsure whether the Government would endorse the certificates awarded by the project. This has now been successfully resolved as the teachers have been released from the other trainings and will receive certificates from KAE for completion of the USAID Quality Reading Project IST.

Another challenge encountered during this reporting period has been discrepancies between stated and actual participants in trainings, leading to insufficient resource materials in some locations and a surplus in others. Teachers who are keen to make their own supplementary materials to support children's reading need to use their own funds to buy the necessary stationery. While these teachers' enthusiasm to provide quality materials is very positive, it may not be sustainable.

III. Description of Accomplishments and Program Objectives (January – March 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 the Republic of Tajikistan. By drawing on existing structures in both countries, the USAID Quality Reading Project is building capacity from the national level down to the classroom, all supporting the common goal of improving student reading skills. The project uses a competency-based standards approach grounded in reading skills to inform teacher training, reading material dissemination, community activities, and strengthening government capacity around primary grade reading education. This report focuses on the activities undertaken in the Kyrgyz Republic.

During the reporting period, schoolteachers received In-Service Teacher Training (IST) through a cascade model. Subsequently, Level 3 school-level trainings are taking place throughout the academic year. Presently, there are three Cohorts for training planned: Cohort 1 is throughout the 2014/15 school year, Cohort 2 was brought into the program December 2014 to December 2015, and Cohort 3 will start in 2015/16 school year. Cohorts 1 and 2 are receiving the trainings this quarter. Out-of-school activities have begun.

The USAID Quality Reading Project/Reading Together¹ works very effectively and productively with the Ministry of Education and Science (MOES) in the Kyrgyz Republic and they provide full support in organizing and conducting IST within the framework of USAID Quality Reading Project. The following provides 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

BASELINE COMPLETED – Report submitted March 2014

See Sub Result 1.5 Extend implementation of classroom-based reading diagnostics; administration of national, standardized midline and endline reading assessments for this quarter's activities around the midline and Early Grade Reading Assessment (EGRA).

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

Grades 1-4 Reading Standards:

In June 2014, the MOES accepted a new law on school reading standards. As a result of the new law the Reading Standards for Grades 1-4 developed and approved by MOES and the Kyrgyz Academy of Education (KAE) in May 2014 need to be revised to match the new guidelines. In this regard, the KAE proposed to establish a Working Group in order to develop Thematic Standards on Language and Reading in close collaboration and coordination with USAID Quality Reading Project and the World Bank (WB) projects. It is planned that the USAID Good Governance and Public Administration Strengthening Program (GGPAS) will print copies of the standards for all primary schools. The USAID Quality Reading Project will

¹ In the Kyrgyz Republic, the USAID Quality Reading Project is known as the USAID Reading Together Project.

hire consultants to work with KAE and complete the reading and writing standards in the new formats.

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

Training on “Improvement of Early Grade Reading Skills”:

During the month of January, a 5-day training course was conducted for teachers of primary students in Osh and Batken Oblasts (Cohort 2) and Bishkek\Chui (Cohort 1). The objectives of the trainings were to improve the participants’ knowledge, skills, and teaching methods and techniques on reading. All municipal and regional educational centers received a letter from MOES with request to support USAID Quality Reading Project in conducting the workshops at target schools. The handouts, guidelines, and the basic reading requirements (standards) were disseminated to all participants as supplementary reading material. See Table 1 for number of participants from each oblast.

Table 1: Number of participants in the 5-day IST training, by oblast

Regions	# of participants	Female	Male	Positions
Osh oblast	2,281	2,224	57	Primary grade teachers, head of MU, deputy director
Batken oblast	924	874	50	Primary grade teachers, head of MU, deputy director
Bishkek\Chui	77	77	0	Primary grade teachers, head of MU, deputy director
TOTAL	3,282	3,175	107	

In Osh Oblast, 2,281 teachers were trained: 2,224 female and 57 male. Out of 328 target schools, only one school in Uzgen district did not attend the 5-day workshop. This was due to another school with the same name receiving their invitation. We are now in discussion with the teachers, Deputy Director of the School, and District Education Department (DED) to determine the way to train these four missed teachers.

In Batken, all 122 USAID Quality Reading Project target schools were covered by trainings with 924 teachers trained: 874 female and 50 male. In Bishkek, additional trainings were conducted for those schools and teachers who were not able to attend prior trainings in August and November for various reasons (e.g. due to leave periods). From 12-16 January 2015, the make-up session was held for School Methodological Unit (SMU) heads, Deputy Directors, and primary school teachers from Bishkek and districts of Chui oblast (Cohort 1) with 77 women participating.



Raimkulova Bukatcha present exercises on vocabulary development, Krupskaya’s school



Presentation of five components of effective reading instruction as the five fingers of a hand, everyone has its own place and role”, Naiman School, Osh oblast

The trainings were conducted with use of interactive teaching and learning methods by encouraging and exemplifying the engagement of participants through mini-lectures,

discussions, debates, group brainstorming exercises, games, group and pair work, role play, learning by doing, and presentations, as well as a variety of practical activities such as lesson simulations. The practical activities gave participants opportunities to learn by doing as well as to test their newly acquired knowledge in practice. A very significant part of the training was the degree of sharing of teaching experiences among teachers.

According to the participants, the trainings were meaningful, interesting, and useful. The participants were happy to bring their school experiences on reading and to share and to discuss these issues at the trainings. For many teachers this is the first time they participated in trainings and professional skills improvement. Not only teachers but also instructors from Pedagogical Teacher Training Institutes, who are training teachers for Primary Grades, expressed their interest to be part of National Trainer's team.

Feedback from Training Participants and Ministry Officials

"I liked the training conducted by national trainers. Here, we were provided with the knowledge, and then will be provided with the feedback in our classrooms. We will apply the gained knowledge and continue asking a support from trainers via e-mails and phone calls."

– Mahabat Madaminova, Nookat city, school named after Osmonov

"There are many advantages of USAID Reading Together Project. Our teachers learned how to plan their lessons. In addition, we learned the ways of assessment. Now, we are using new techniques of reading. The method questions after reading text make children think logically. It means, children do their efforts to study."

– Zholdosheva Farogat, Bazar-Korgon, O. Palvanov #51 school

"The methods of USAID Reading Together Project are new for us. At the lessons, these methods make schoolchildren feel free to express their opinions. Our schoolchildren began to participate actively. The balanced scorecard is very useful."

– Haldarova Gulnara, Suzak, K. Yuldashev #72 school

"All received reading materials are useful and we will use them during our refresher courses. The Assessment checklist and five aspects of reading are new approaches in my professional life and experience that I am curious to apply in my routine job."

- Primberdieva Gulmairam, Osh State Pedagogical Institute

Following the 5-day trainings, the mentors of the targeted schools developed their plans for conducting 90-minutes trainings at school level and submitted them to the USAID Quality Reading Project field offices. At present, the school-based rollout of 90-minutes micro-modules workshops are being conducted in all target schools (Cohorts 1 and 2). All the participants have received IST manuals and the Basic Standards as workshop and reading materials. These mini-trainings will be conducted throughout the school year. Some of the targeted schools conducted the training even during the winter holidays since it was an opportunity for teachers to learn and refresh their knowledge. These trainings are usually conducted by the SMU and mainly on Saturdays.

On March 23, 2015, training on "The role and importance of family reading" was conducted for primary school teachers at school # 27, Osh City. The Mentor, a primary school teacher, Grigorjeva Marina used the USAID Quality Reading Project Handbook on reading skills improvement for primary schools and Training-of Trainers (TOT) methodology. A variety of techniques such as games, situation and role-play were used during the sessions as instructed



Coach Grigorjeva conducts training “The role and importance of family reading” for primary school teachers from School # 27, Osh city

in the Handbook. The training engaged 12 primary school teachers at school #27. The Mentor encouraged teachers to promote and explain the importance of family reading during the School Parent’s meetings.

Monitoring visits to pilot schools revealed that primary school teachers conduct lessons and apply methods based on obtained knowledge. It was observed that many of the teachers have portfolios and some of them use the Balanced Scorecard. All teachers have noted the problems with the lack of children's books in the school library. As part of the solution, the

teachers with the support of children and parents are organizing corners named “We Learn to Read.” Children bring books home and return them to the corner when finished. Children also share books with each other as well as teachers using texts from the book corner for reading during lessons.

In addition, during monitoring, the teachers noted that the Balanced Scorecard provides invaluable help in grading reading skills. Before, the teachers evaluated children mainly on reading speed, which does not give a complete picture of the child’s ability to read. In addition, this tool is then shared with parents for any questions raised about their children’s performance. Some of the points were discussed during regular parents’ meetings.

In my own words: Formative Assessment

“I give a score on student’s reading based on Balanced Scorecard. It is very convenient and I have integrated it into my routine job. Of course, the parents come and ask questions such as why my child did not receive satisfactorily mark on reading, since he reads fluently. This card helps me a lot to justify and answer to the question “Why”. After presenting the scorecard and explaining what was taken into account on giving a mark, parents agree and understand on what they have to work on with their children.”

– Primary teacher, № 27 Osh city

The USAID Quality Reading Project staff is visiting meetings of SMUs on regular basis. Head teachers, SMU head, and teachers trained by the USAID Quality Reading Project are replicating and scaling-up the knowledge gained through conducting the 90-minute mini-trainings for other primary school teachers from their respective schools. The monitoring revealed that the schools have very accurate schedules of SMU meetings, minutes of the conducted SMU’s meetings, and monthly reports, which they provide to District and City Education Departments.

One of the challenges faced during the training in Kadamjai and Leilek districts was a language barrier. Teachers from Uzbek language schools feel left out and requested us to make similar training for Uzbek schools. Unfortunately, this is outside of USAID Quality Reading Projects scope of work, but something the MOES and KAE may need to address.



Classroom reading corner

In the 5-day IST at the 40 Years Secondary School, teachers had difficulty with the topic on Phonemic Awareness. The concept of a ‘phoneme’ was new to them and required considerable explanation, particularly on the issue of pronunciation of the Cyrillic letters in the Kyrgyz and Russian languages. Participants and trainers eventually gained an understanding of the concept and reached consensus; Kyrgyz language teachers will continue to teach students in accordance with Kyrgyz pronunciation and Russian language teachers will continue to teach students in accordance with Russian pronunciation. It required a long explanation to enable the teachers to understand the concept of a ‘phoneme’ and the significance of “Phonemic Awareness”, and to realize that there is not always a one-to-one correspondence between the sounds of the Kyrgyz language and the letters of the Kyrgyz alphabet.

Sub Result 1.4: Strengthen systems for teacher mentoring/coaching

The training on Mentoring for Deputy Directors and Heads of Methodological Units (Cohort 2) of Osh oblast target schools was conducted on January 24 and 30, and March 17, 2015 at the District level. Additional trainings were conducted for Head MU, Deputy Directors, and primary school teachers from Toguz-Toro, Jalal-Abad oblast from Cohort 1 areas on February 20, 2015. The 20 participants from nine targeted schools were the teachers who for various reasons were not able to attend the prior trainings in August, November, and December. The KAE’s certificate on completion of the 72-hour course will be provided to Cohort 2 teachers in December 2015.

Table 2: Number of participant in 1-day mentor training, by region

Region	Participants
Osh	612
Batken	212
Jalal-Abad	21
TOTAL	845

During the mentoring training for Cohort 1 schools in November 2014, the mentors made a long-term plan for lessons and out-of-school activities. According to their plans, they conduct school-level trainings for teachers and classroom observations as well as provide mentoring support to teachers. Meanwhile, the mentors are working with recently graduated teachers and providing them in-class methodological support. In order to cover all of the new teachers, the mentors are also using advanced teachers to provide ongoing school-level support.

In collaboration and coordination with Regional Educational Departments

During the mentoring visits to Talas target schools, the USAID Quality Reading Project staff realized that not all of the teachers were able to apply the knowledge from the trainings. In this regard, the teachers expressed interest to see other schools that were implementing the new strategies, to share experiences, and to gain ideas from other teachers. As a result, the regional office of the project in conjunction with the Regional Education Department, organized district and regional seminars and study-tours to nearby schools to share experiences and retrieve good, positive lessons.



Meeting with mentors and leaders of SMU, Talas town

Table 3: Select rayon and district workshops/events during January – March 2015

Workshops and Events	Date	Attendees
January		
District sectional meeting (<i>reporting for the first half of the year and planning for second half of the year</i>) January in the primary grades (1-4kl.), where workshops were conducted and fragments of a lessons on the Reading Together Project on five components were shown, Manas Rayon, Talas Oblast	13.01.15	All teachers of primary grade of Manas rayon attended sectional meetings
Town sectional meeting (<i>reporting for the first half of the year and planning for second half of the year</i>) January in the primary grades (1-4kl.), where were conducted workshops and fragments of a lessons on the Reading Together Project on five components were shown, Talas town	16.01.15	All teachers of primary grade of Talas town attended sectional meetings
District sectional meeting (<i>reporting for the first half of the year and planning for second half of the year</i>) January in the primary grades (1-4kl.), where were conducted workshops and fragments of a lesson on the Reading Together Project on five components were shown, Bakai-ata rayon	16.01.15	All teachers of primary grade of Bakai-Ata rayon attended sectional meetings
Regional seminar on exchange of experience “Improving reading skills of students” for head teachers and the heads School Method Unit (CMU) was conducted at school named after. Vladimir Lenin, Bakay-Ata rayon	29.01.15	All teachers of primary grade of Bakai-Ata rayon attended rayon level workshop
February		
Zonal Workshop “ Reading together leads us to literacy ” school named after A.Umarbekov, Karabuura rayon	27.02.15	Attended by head teachers and heads of SMU from 7 schools.
Meeting /discussion with the head teachers and heads SMU Talas town	28.02.15	Representatives of Russian schools
March		
Regional seminar “ The role and importance of reading for primary school students ” school named. T.Kushchubaev, Talas rayon	05.03.15	Head of SMU and head teachers of Talas Rayon
District workshop “Using interactive methods in teaching children in primary school” school named after K.Nanaev, Talas region	10.03.15	All teachers in Talas Rayon
Zonal Workshop at school named after E. Esenamanov	26.03.15	Mentors of Karaburg Rayon
Presentation of the project in Bakay-Ata rayon	27.03.15	School Directors and Head of SMU in Bakay-Ata Rayon
Zonal Workshop at Pokrovka school	28.03.15	Head of SMU
“Mom, Dad and I” Puppet Theatre, School named after Duyshembiev, Manas District	31.03.15	Mentors, Head Teachers of Manas District Target Schools

Because of the focus by the Talas Rayon, every teacher of the USAID Quality Reading Project, Talas target schools has a portfolio: these portfolios are being supplemented with curricula, abstracts of developed lessons, mentor’s interviews with teachers before and after the lessons, lesson analysis, etc. In addition, all children have their own portfolios, in which they posted information about themselves, their composition, presentation, dictation, pictures, and handmade books.

Subsequent meetings for parents in the targeted schools were conducted, where teachers, mentors, and school principals acquainted parents on USAID Reading Together Project. As a result of these meetings, parent committees provided stationary to some of the schools for student portfolios. In other targeted schools, parents participated in reading with the students

and observed the reading and modeling during the lessons. While parents were taking part in school lessons, they have seen the effort teachers are making to conduct the best quality lessons and the amount of stationary teachers use. After witnessing this, some parents bought office supplies (markers, flip charts, stickers, tape, and colored paper) and donated them to their child’s class. “Thanks to the project that parents became more involved to the school's life and problems” said one schoolteacher.

In targeted schools, the relationships between teacher and mentor/trainers were strengthened. After the training, the mentors changed their approach towards mentoring and mentoring support. The sessions have become more teacher-centered rather than mentor-oriented.



Batyrbashiev School, Bakai-Ata rayon

During the initial monitoring and mentoring visits, the USAID Quality Reading Project staff realized that the mentors and trainers need more support in mentoring, since changing attitude and approach takes time. In order to address these issues, the USAID Quality Reading Project team decided to conduct meetings with mentors and Deputy Directors of project schools at DEDs or Methodological Centers. The meetings were held in the each district and city level Education Departments\Methodological Centers. Questions on project documentation, filling logs of the KAE, and the portfolio of mentors and teachers were discussed in the meetings with the mentors. The USAID Quality Reading Project team also demonstrated how to conduct training at school level by using mentor materials.

During the monitoring visits, the project team observed the information corners on USAID Reading Together Project, organized in the classrooms where the meetings are held. Classroom small libraries with the colorful children’s books draw the attention of monitoring groups. The teachers mentioned that children are happy to have books to read.

Sharing experiences and lessons learned visits were organized among advanced trainers. For example, Nujamal Kaykueva, the USAID Quality Reading Project trainer/Deputy Principal of school # 66, Bishkek city, invited teachers from other neighboring schools to her school-level training. In addition, to ensure that the gained knowledge is applied correctly at the school-level, sets of seminars on reading were conducted with Deputy Directors, and SMUs of six project schools of Chui region. The agenda of all seminars included two practice lessons in Kyrgyz and Russian



Meeting of SMU in Kushchubaeva, Kogoi. Talas rayon

languages, one out-of-school activity related to reading, and school-level trainings. These seminars provided an opportunity to meet with representatives of schools, and it helped people open up and share their own challenges, constraints and problems. The seminars were successful at bringing teachers together and stimulating conversation between people who would not normally have the opportunity to meet and talk. The participants were able to gain from sharing each other’s experiences, which, in turn, reduced feelings of isolation.

Table 4: Schedule of the seminars

#	District	Date	Location
1	Moskva	3.03.2015	# 4 Ak Suu school
2	Jayil	5.03.2015	# 1 Kara Balta school
3	Sokuluk	10.03.2015	# 2 Novopavlovka school
4	Panfilov	11.03.2015	Voznesenovka school
5	Alamedin	12.03.2015	# 2 Alamedin school
6	Yssyk Ata	13.03.2015	# 3 Ivanovka primary school, Krasnorechenskaya school

In Chui and Bishkek, 20 reading lessons were observed. During the demonstration lessons, the teachers showed the techniques of teaching reading skills that were reflected in the manual on “Improve reading skills of primary school students”. Teachers successfully used different methods of formative assessment and marking and rewarding children in the form of stars and apples. All the methods were child-centred and provided students an opportunity to work in groups and evaluate themselves or each other.

During the monitoring visits to Jalal-Abad schools, there were 19 observations of school-level trainings. All observed schoolteachers tried to show their active participation and their commitment to complying with project standards. Six reading lessons were observed during the monitoring visit. The lessons covered the five reading components and teaching methods used from the IST manual. Students worked in groups and in pairs with support by teachers, as needed. In addition, teachers used formative assessment and the balanced scorecard. Most teachers mentioned that the balanced scorecard helped them to motivate students.



Lesson on reading: The winner is the team that has more stars. Voznesenovka School, grade 2, Panfilov district

During the field visits, USAID Quality Reading Project staff noted that some schools have teachers who did not take part in the 5-day training who have expressed a desire to learn the five components of improving reading skills. The untrained teachers are actively involved at school-level trainings, and practice their gained knowledge. These teachers were asked to develop an individual learning plan to help in determining what the mentor will teach at the school-level. These plans will then be approved at schoolteacher meetings and will be submitted for approval to the school principal. Afterwards, these plans should be submitted to the Rayon Education Department and copied to the Regional Project Office. In this regard, official letters were sent to the Rayon Education Department and the Town Education Department in order to obtain the corrected lists of teachers.

It is worth mentioning that previously the SMU meetings were not being conducted regularly. Now, due to project intervention they have become systematic and take place regularly for all primary school teachers. As a result teachers now have an opportunity to discuss issues, analyze the lessons, engage in reflection, and make recommendations.

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

During this quarter, the USAID Quality Reading Project began planning for the midline Monitoring and Evaluation and EGRA data collection scheduled for April. The preliminary planning included revising the EGRA tool, determining the sample size for control and project-school site selection, selecting Supervisors and Data Collectors in consultation with the MOES, updating and refining the data collection instruments and training manuals, and organizing logistics for midline data collection. The National Testing Center will play a major role in training, organizing, and data collection.



Meeting of SMU in school named after Kushchubaeva, Kogoi, Talas rayon

The midline data collection will target 60 schools in Cohort 1 regions: Talas, Jalalabad, Bishkek and Chui Regions (30 project schools and 30 control schools). The USAID Quality Reading Project will train Supervisors and Data Collectors to implement the interviews and one classroom observation protocol. The four types of interviews are for teachers, librarians, students, and parents. These instruments will help the project understand the progress made through the project's IST and out-of-school reading activities. The midline instruments follow the same format as the baseline in order to monitor USAID Quality Reading Project progress based on approved project indicators and milestones. Data collection and data entering and cleaning will occur during the next quarter.

Intermediate Result 2: Increased availability of reading materials

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

COMPLETE. Report submitted to USAID.

The USAID GGPAS is intending to fund the purchase of 124 titles of books identified for 1,300 schools. The USAID Quality Reading Project confirmed the books that should be sent to the MOES School Libraries. The list of books submitted to MOES and Ministry of Culture for approval and the approved letters were sent to USAID GGPAS.

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

Based on school visits and regular meetings with teachers and librarians, it was noted that in many classes there were almost no shelves with children's books. Urban schools and schools situated in district centers generally have more books than those in the provinces. In rural school libraries, the number of books is often a very small amount, with many books obsolete and dilapidated. There are no new modern illustrated, age and grade appropriate books. Many of the librarians lack knowledge and techniques and some of them had not passed any refresher courses for the past 5-10 years. An important role of librarians is instilling a love of reading in children and their parents. In this direction, throughout this quarter, project staff conducted a variety of activities for parents such as consultation seminars, trainings, and parent-teachers conferences/meetings.

Librarians from the USAID Quality Reading Project target schools were presented with examples of single- or four-page fairy-tales for children. In addition, the USAID Quality Reading Project team provided them with a list of methods and advice on how to work with

the youngest readers in the library. There was also a suggestion to attend classes with mobile libraries. Librarians were provided materials providing examples on how best to work with parents, and on conducting extra-curricular activities jointly with parents, children and secondary students.

After the training teachers in the Talas region organized Book Corners in their respective classrooms. Some of the target schools organized mobile libraries that move from classroom to classroom. During the parents' meeting, teachers encouraged parents to support the school with books that will help improve the reading skills of their children. As a result, most of the parents provided one or two books for the classroom reading corners. Now, the children have an opportunity to read and share the books with other classmates. Some of the schools encouraged parents to create their own books.



Book corner at Kushchubaeva, School, Kogoi. Talas rayon

In Osh oblast, teachers contribute their own time and often resources to compose and print visual aids, illustrations, and the alphabet to augment the availability of reading materials in their classrooms. For instance, in Borbash school, Nookat district, a primary teacher wrote the alphabet on A-4 paper for each student in her class. Students can take books home as necessary to study and practice.

Previously, it was generally assumed that only teachers were responsible for student's education. However, after completion of the IST and receiving all the supplementary reading materials, teachers have started to engage parents into the education process. Parents are encouraged to allocate at least 10-15 minutes per day for reading a book to their children. Complementary support from the parents assists the work of the teachers.

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

The workshop for parents and librarians in Toguz Toro district was organized at Makmal school, Kazarman village. During the workshop, the USAID Quality Reading Project Program Coordinator introduced the goal and objectives of the project to the participants. She provided information to the field mobilizer on details of reading and the importance of reading for their children. The real and practical examples/methods of working with children made the workshop interesting and attractive to parents and librarians. In addition, the trainers held a mini-lecture on the importance of reading in the education of children. The trainer brought instructive examples from real life that touched the participants. From the participants' feedback, it was clear that they never attended any kind of workshops on reading and they were impressed by the facilitation skills and practical exercises. They received supplementary reading materials to strengthen their understanding. Thirty-seven people attended the workshop, including 34 parents and three librarians.

In Chui, the USAID Quality Reading Project team conducted a mini-training for parents at school #1 Novopokrovka on February 19, 2015, and a competition with participation of parents on March 10, 2015. Participating in the training were a representatives from USAID, MOES education specialists, DED specialists, and USAID Quality Reading Project staff. Reading problems in first grade were discussed during the mini-training with parents. The teachers suggested that parents create a children's library at home and spend time reading with children after dinner. A variety of techniques for family reading were presented.

A Parent's Impression

"This was the first time we have participated in such training for parents. Previously, we were participating only at parents' meetings where the teachers were talking about rating our children, about their discipline, about school and class problems. Today, we were in a different world with many interesting exercises to increase children's interest in reading. We must help our teachers to improve quality reading skills of our children".

– Parent, #1 Novopokrovka school

Six children, with their parents, participated in the project sponsored "Reading Together" competition. Prior to launching the competition, the children were tasked to read books with their parents. During the competition, they answered questions on the content of the books. Parents with children also staged fairy tales in competition. The competition encouraged parents to spend more time reading with their children.

In Talas, at the workshop for parents and librarians, trainers provided a clear instruction and explained strategies for instilling in children a love of reading. The workshop had the following



Competition "Reading Together", grade 2, Novopavlovka School, #2, Sokuluk district

objectives: 1) to help parents understand the value of children's reading for their future education and training, and 2) to acquaint parents with the results of student's reading skills in the class. In addition, materials were developed to help and support parents that included: approaches to reading for schoolchildren, how to prepare homework, and how to discuss with children what they read.

The role and responsibility of librarians was identified during the workshop. The focus of a librarian's work is to create a culture of reading for primary school children. The main task of working with children is to strengthen their interest and love of books; to communicate effectively with children; and to be able to listen to and understand the literary text.



"Journey to the Land of Fairy Tales" February 25, at Michurin school #9, in Oktyabrskiy village, Bagish AO of Suzak district



In the Lenin School, Batken district, a meeting was conducted for librarians and primary school parents to provide information on the USAID Reading Together Project. The staff explained

that reading fairy tales and stories for children at home with their parents is very important in helping children learn to read.

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

An event “Journey to the Land of Fairy Tales,” in honor of the 210th anniversary of the great storyteller Han Christian Andersen was carried out on February 25, 2015 at Michurin school #91, Oktyabrskiy village, Bagish AO, Suzak district. This event was initiated and prepared by teachers, parents, and primary students. The main organizer was the school librarian, Ms. Samieva Irina Dzholdoshevna.

During this event, parents and children prepared and staged the show of costumed fairy tales in Kyrgyz and Russian languages including *Padysha Menen bulbul*, *Thumbelina*, *The Ugly Duckling*, *Aibolit*, and *Teremok*. Children, parents, and teachers participated and were rewarded with presents, such as illustrated books and other age appropriate gifts.

An out-of-school activity for mothers was held on March 5, 2015 in Kayipov school, Kadu village, Suzak district. Before the competition, mothers were given a task to prepare costumes and performances. During the competition, five mothers with their children performed in public with a welcoming speech, song and dance, and the preparation of an event meal. They also participated in a competition for the creation of the best mini-books written with their own fairy tales, stories or poems.



Lesson of reading, Grade 4, school #66, Bishkek

Another out-of-school activity was held on March 18 at Makarenko School, Bazar-Korgon district. The topic of the activity was called “Love Books”. The purpose of the event was to instill a love of books, love of reading books, and to show how to protect books so they last longer. Children answered questions, puzzles, played reading games, and sang songs. There were shown new books and books that had deteriorated from improper handling. During the activity, children produced mini-books by themselves. At the same time, an open lesson was held for second grade students. During the lesson the teachers used the new acquired techniques and tools.

A 10-day event on reading (see Attachment # 4) was conducted at school #66 in Bishkek from February 20 to March 4, 2015 involving teachers who took part in the 5-day Master Level training, plus with the broader involvement of students and their parents. The theme of this event was “Introduction to the development of reading skills of primary school students”.



Hour of class devoted to the Day of Defenders of the Fatherland, Grade 3, School #66, Bishkek

Activities that were organized to promote reading during the 10-day event included: the creation of “Baby Books“ and bookmarks; a reading competition; the staging of favorite fairy tales; a competition of crosswords, puzzles and riddles; a competition for the best reader of poems; and a competition of the best essay about a favorite book. All competitions were designed to develop and improve the reading skills of children. Parents took part in the out-of-school activities; this included helping the teachers make cards, costumes, and decorations. Teachers organized an exhibition of children’s creative works and prepared a concert program for the closing ceremony of the 10-day event to which the parents were invited.

USAID Kyrgyz Republic Deputy Director, Nathan Park and representative of MOES of the Kyrgyz Republic Gulvara Akimkulova took part in this event. Winners received prizes in the form of interesting books by local authors, which here presented to the children by Mr. Park. Information about this event was posted on USAID Kyrgyz Republic’s Facebook page, please see the following link.

Tattygul Jolborsbekova, mother of winner of competition “Baby books”

“Thank you teachers for such an event. Thank you for the project that donated books to our children. We are glad to see their shining faces. Now we know how important it is to teach children to read and to be able to spend time with children.”

<https://www.facebook.com/media/set/?set=a.977874202237844.1073741903.210187905673148&type=3&uploaded=47>

Other out-of-school activities are listed below in Table 5.

Table 5: Events on out-of-school reading activities

Event theme	Target school	Date	Rayon	Number of participants	Teacher	Grade
“Find out the truth through fairy tale”	Kochkorbaev school	20 February	Manas rayon, Mai village	10 teachers from other schools	Tologonova. E.A.	2 B grade -22 pupil
“Journey into the realm of book - wise State”	Kochkorbaev school	20 February	Manas rayon, Mai village	16 teachers from other schools	Stanogina T.A.	4 b grade -18 pupil
Family reading “Mom holier than anything in the world”	Nurjanov school	11 March	Talas rayon, Jon-aryk village	19 teachers from other schools And 9 teachers from local Nurjanov school	Begalieva Rahat	26 – 19 pupil (10 girls, 9 boys)
Family Reading Quiz	Nurbekov school	12 March	Talas rayon, Kumaryk village	15 teachers from other schools; 5 teachers from Nurjanov school	Nurmanbetova J.	3 a – 8 pupil (1 boy and 3 girls+4 parents)
Reading Together	Kalybaev school	14 March	Kara-Buura rayon, Ak-jar village	25 teachers	Nuralieva Dilara	2 grade Video
“Clever and clever” Akyl-Ordo	Nanaev school		Talas rayon, Aral village		Tolkun	2 б кл

On March 12, 2015, a “Super Grandmother” competition was initiated and organized by teachers at Vladimir Lenin School, Kara-Suu town, Osh oblast. This was a competition for grandparents and grandchildren. Prior to the event, the participants were given a task to prepare entertaining presentations of their family in a creative way. Seven grandparents with their grandchildren participated in the contest. They each made a welcoming speech, presented their teams, sang a song, danced, and participated in the competition for the best reading of poems about a grandmother. A total of 67 people were present for the contest.



“Super Grandmother” was conducted at Vladimir Lenin School, Kara-Suu town, Osh oblast

In March, at Tegirmech school, Kadamjai district, out-of-school activities were conducted where students read the works of prominent Kyrgyz writers, including Chingiz Aitmatov, A.Osmonov, Toktogul Satylganov, and Kasim Tynystanov. Parents said they noticed changes in their children, including children at home asking parents to read tales and stories with them. Parents observed that they were not aware of the positive influence of reading together at home with their kids, and now some set aside 10-15 minutes every day for reading.

Intermediate Result 4: Increased government support to improve reading

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

As stated earlier in the report, meetings were held in each Oblast and with the DEDs to garner support and cooperation for the USAID Quality Reading Project. There is strong support from all DEDs. See also National Reading Steering Committee under 4.3 for dialogue with other stakeholders at the national level.

Sub Result 4.2: Increase capacity to use reading assessment results

The USAID Quality Reading Project was pleased to present the project’s standards and assessment strategy at the Comparative and International Education Conference (CIES) in Washington, DC in March 2015. Ms. Baktygul Shamshidinova from the Kyrgyz NTC and Ms. Saule Khamzina from the USAID Quality Reading Project Kyrgyz Republic presented the results from the 2014 EGRA baseline in Kyrgyzstan. Mr. Aliev Abdujabbor, Director Pre-

Primary and Secondary Education represented the Republic of Tajikistan MOES at the conference and co-presented with Mr. Fayziddin Niyozov, Education Advisor on the competency-based standards setting and assessment process undertaken in Tajikistan. Mr. Abdullah Ferdous, PhD opened the panel with a presentation on standards setting within USAID’s reading framework and its use in the USAID Quality Reading Project. Participation in the CIES conference allowed project staff and related Ministry stakeholders to attend presentations, meetings, and events on reading, standards, and evaluation from around the world. Lessons learned from this conference and meetings with the AIR reading, standards, and assessment technical experts will be incorporated into USAID Quality Reading Project activities and within the MOES in each country. See Attachment #5 for the CIES presentations by the USAID Quality Reading Project.



Baltygul Shamshidinova (l) and Saule Khamzima (r) presenting at CIES



USAID QRP staff, Tajik and Kyrgyz MOES and NTC, USAID KG and AIR staff meeting in Washington, DC

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

On February 20, 2015, the meeting of the National Committee on Reading under the MOES was held. The Meeting was opened and welcomed by Ms. Toktobubu Abasovna, Deputy of Minister of the MOES. She stressed the importance of the committee and expressed her gratitude to all the participants and wished them success in their work. Subsequently, Barbara Greenwood, USAID Quality Reading Project, Chief of Party (COP), joined the Deputy Minister in welcoming the participants. The purpose of this committee, created almost one year ago, is to hold meetings on a regular basis in order to coordinate joint actions around Reading. See Attachments #1 and #2 for Program and Meeting Minutes.

During the discussion, Ms. Abasovna noted that the scope of project activities is very expansive and trainings are carried out for a large number of teachers, so we need to work together with the local departments of education and methodological centers. Meanwhile, she expressed her thanks to USAID for its assistance in the education sector. Mr. Almaz Datkabekovich, representative of the KAE, mentioned that it is necessary either to modify or to develop the new standards that would meet the requirements of the State Educational Standard and Secondary Education of the Kyrgyz Republic.

During the discussion, two different approaches were suggested:

1. To establish a working group to finalize the existing “Basic requirements for reading in the primary grades,” developed in 2014 as part of the USAID Reading Together Project under KAE; and
2. To coordinate and collaborate with all interested actors on the development of thematic standards in order to develop a unified thematic standards on the Russian and Kyrgyz languages (which will include a component for reading).

KAE agreed to establish the Working Group in order to develop thematic standards on language and reading in coordination with WB project.

There was also a proposal to establish a Working Group on planning the celebration of National Book Day on April 23, 2015.

The fourth meeting of National Committee on Reading, chaired by the MOES and the Aga-Khan Foundation, was held on March 18, 2015. See Attachment #3 for the meeting minutes.

IV. Progress against Work Plan

Table 6: Status of Activities

	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'
3	Deliverable: Finalize PMEPE	AIR															Accomplished	PMEPE baseline was submitted in 01 Nov 2014, revisions to PMEPE 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 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 IST, MOES and KAE. Hard and electronic copies in Russian, Kyrgyz, English languages to COR	Accomplished	Approved by KAE on June 2014. Electronic and hard copy to COR (in English) on September 2014.
9	Deliverable: Final IST packages approved	SC, MOES, KAE														Order of Approval from KAE and Copies of IST materials. (10 000 copies-36 days, 10 000 copies-5 days, 1000 copies - 10 days TOT)	Accomplished	Approved by KAE on June 2014. Electronic and hard copy to COR (in English) on September/October, '14
10	Sub-Result 1.3: Conduct in-service trainings for teachers and other educators																	

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments
			Month														
			Oct '14'	Nov	Dec	Jan '15'	Feb	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	On-Going	Started September 2014. Head of Methodological Unit (HMU) meet with teachers on a regular basis for 90-minutes micro-modules workshops
13	Identify National Trainers and Master Trainers 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	On-Going	Selection process for trainers at second level is accepted. Accomplished for Cohort 2
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	On-Going	Accomplished for Cohort 2
15	Conduct 5-day training for Cohort 2 & 3 Master Trainers and primary 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
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. Roughly 4022 primary teachers will be conducted 72 hours school based 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

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

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

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

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

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments
			Month														
			Oct 14'	Nov	Dec	Jan 15'	Feb	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 L3 training
60	On-going monitoring and supervision of outreach programs	AIR - SC													Tool/instruments	On-Going	M&E Team support with monitoring tools
	Hold National Book Day															Not planned this quarter	
61	Support RCL to design and plan National Book Day	SC, AIR, MOES, MOC, NSC - on reading													Agenda	Not planned this quarter	
62	Design and conduct a variety of competitions around reading	SC, AIR, MOES, MOC, NSC - on reading													Agenda	Not planned this quarter	
63	Present the results of competitions in National Book Day and present awards	SC, AIR, MOES, MOC, NSC - on reading														Not planned this quarter	
	Assessment of impact of public awareness campaign strategy	AIR														Not planned this quarter	
64	Disseminate Baseline Reading assessment results and household (community) survey results	AIR														Accomplished	Conference Held 4 December 2014

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments	
			Month															
			Oct 14'	Nov	Dec	Jan 15'	Feb	March	April	May	Jun	Jul	Aug	Sept				
65	Conduct regular household (or community) surveys to gauge awareness on importance of reading etc. (In conjunction with IR 2)	AIR															Not planned this quarter	This is concurrent with baseline, mid-term and end line
	Parents Program	SC															Not planned this quarter	
66	Hire consultant and develop/adapt LB Parents Flipbook	SC														10 000 LB Parents Flipbook in Russian, Kyrgyz and English languages	On-Going	Consultant hired, flipbook under review
67	Support the communities around target schools to create or support existing groups to focus on reading	SC															On-Going	Community mobilizers and coordinators
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	
	Media Public Awareness Reading Campaigns																Not planned this quarter	
70	Sign agreement with National Children's TV and National TV	AIR-SC														Agreement	Not planned this quarter	USAID GGPAS has taken over this activity with AKF
71	Support National Children's TV to create children reading support program	AIR-SC														Concept Note of children reading support program	Not planned this quarter	In partnership with AKF
72	Pilot test of reading support program																Not planned this quarter	
73	Broadcast reading support program on regular basis	AIR-SC															Not planned this quarter	In partnership with AKF now funded by GGPAS

	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	On-Going	Reading Campaign will take place on National Book Day
	Ministry of Education and Science Reading Support Campaign	AIR-SC														Not planned this quarter	
75	Sign agreement with MOES press center, publishing house, and "Kut Bilim" newspaper staff to create campaigns to advocate reading	AIR-SC													Cooperation agreement signed	Not planned this quarter	
76	Support MOES develop, print and disseminate posters that advocates importance of reading through affiliated agencies	AIR-SC													Posters in Russian, Kyrgyz and English languages	Not planned this quarter	
77	Design and conduct International Literacy Day	SC, AIR, MOES, MOC, NSC - on reading													Agenda, Concept Note.	Not planned this quarter	September 8th, 2014
	School Reading Promotion	AIR-SC														Not planned this quarter	
78	Hire consultant and develop primary homeroom teacher's guide on how to conduct school and parents reading promotion activities	AIR-SC													Primary homeroom teacher's guide in Russian, Kyrgyz and English languages	On-Going	Consultant hired
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	Slight Delay	

	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, bookmarks, 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																
82	Develop/adapt extracurricular activities guide for DDs	SC														Accomplished	Included in IST	
83	Conduct training for DDs on planning and delivery of extracurricular reading activities (in conjunction with IR 1.3)	SC													1100 DDs will be trained. Agenda of the training and training materials.	Not planned this quarter		
84	Conduct extracurricular activities at school level	SC													Total: about 1240 events (2 events in each target schools).	On-Going	activities on-going at Cohort 1 and 2 schools	
	Reading Camp	SC														Not planned this quarter		
85	Adapt and Incorporate LB Reading Camp Curriculum into existing winter and summer school camps for primary grades	SC													Summer camp Curriculum in Russian, Kyrgyz and English languages	Accomplished		
86	Print and disseminate Reading Camp Curriculum and supplementary reading materials to target schools	SC, AIR													10 000 LB Reading Camp Curriculum print and disseminate to 1300 Project Target schools. Act of acceptance	Accomplished		

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments
			Month														
			Oct 14'	Nov	Dec	Jan 15'	Feb	March	April	May	Jun	Jul	Aug	Sept			
87	Support target schools to plan and deliver reading camps for primary grades	SC													Trainings materials as part of IST	On-Going	Reading Camps mainly take place during school holidays, but some schools are using the material throughout the year
88	Conduct monitoring and evaluation of Target School Reading Camps	SC													Monitoring Tools	On-Going	Reading Camps mainly take place during school holidays, but some schools are using the material throughout the year
89	Deliverable: LB Reading Camp Curriculum and materials adapted and incorporated	SC														Accomplished	
	Jump Start	SC														On-Going	QRP os 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, QRP sits on the development committee.
91	Develop and incorporate jump-start program and learning materials to the one-year pre-school preparations of intended first grade students	SC													1100 Jump Start program (one per each target school)	On-Going	the one-year preschool preparation program curriculum is under development, QRP sits on the development committee.
92	Print and disseminate jump-start program and materials to target schools (Cohorts 1&2)	SC													10 000 Jump Start Modules print and disseminate to 1100 Target schools. Act of acceptance	Delayed	Due to the change in the MOES pre-school curriculum this is delayed and will be carried out in Sept 2015'
93	Train volunteers from upper grades to conduct jump start program in target schools (Cohort 1, 2)	SC													5500 volunteers (5 per each 1100 target schools) trained and get training materials	Delayed	Due to the change in the MOES pre-school curriculum this is delayed and will be carried out in Sept 2015'
94	Deliverable: Jump Start Program and Learning materials incorporated into pre-school preparation program	SC														Not planned this quarter	
	Book Chest / Mobile Library (also see SIR 3.1)	SC, MOC														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			
95	Select, translate and edit Literacy Boost Book Bank materials/texts	SC													LB Book Bank Materials in Russian, Kyrgyz and English languages	Accomplished	
96	Identify and purchase additional readers/books for creating Book Bank collection	SC														Slight Delay	Waiting for Modified budget approval to purchasing can begin.
97	Disseminate Book Chests to target schools (Cohorts 1-3)	SC													One Book Chest per community or school. Cohort 1, total 620 Book Chests disseminated	Not planned this quarter	
98	Identify, train and contract community mobilizers for each target field (Cohorts 1-3)	SC													To hire 1 Community Mobilizers per each target field. Total:7)	Accomplished	
99	Conduct regular community reading activities using Book Chests	SC													2 per school/community, Total 1,240 Cohort 1	On-Going	Community Reading activities exist using low cost reading material and community libraries
100	Monitoring of the facilitation of Book Bank activities	SC, AIR													Monitoring Tools	On-Going	
	Reading Buddies	SC														Not planned this quarter	
101	Hire consultant and develop training modules on implementing after-school reading practices	SC													Training Materials in three languages	Accomplished	Part of IST
102	Train deputy directors and head of MU and community members to plan and facilitate reading buddies approach in target schools	SC													10,100 DDs trained	Accomplished	Part of IST
103	Deliverable: School and communities training module to increase and implement after-school reading practices	SC														Slight Delay	Being edited
104	Intermediate Result 4: Increased government support to improve reading																

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments	
			Month															
			Oct 14'	Nov	Dec	Jan 15'	Feb	March	April	May	Jun	Jul	Aug	Sept				
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 Bishek.
109	Sub-Result 4.2: Increase capacity to use reading assessment results																	
110	Review and assess existing education management information systems	AIR														Report on review	On-Going	
111	Develop capacity building plan (national assessment centers)	AIR, NTC														Plan	Accomplished	Capacity Building Plan for NTC completed, working with NTC to define QRP training within this plan.
112	Organize capacity building workshops	AIR, NC														Build capacity of 25 specialist	Not planned this quarter	After confirmation with the NTC this activity will take place in June
113	Present findings on reading assessments to Reading Assessment Committee and NGOs and research institutions	AIR, MOES, NTC														A workshop to present findings is conducted	Accomplished	Conducted baseline dissemination conference 4 December 2014
114	Analyze and submit recommendations to MOES	AIR, NTC														Recommendations provided to MOES	Not planned this quarter	
115	Sub-Result 4.3: Strengthen the enabling environment to support improved reading instruction reform																	
116	Work through NSC-R to link components of the project directly to policy initiatives that are identified in each countries' education strategy	AIR, SC, MOES, donors, NGOs														TOR NSC-R. Minutes of the Total 12 (1 per Quarter) NSC-R meetings	On-Going	Two meeting of National Committee on reading were conducted 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			
117	Promote laws, policies, regulations, and foundational education documents developed or modified to support improved practices	AIR, SC, MOES, donors, NGOs													New Standard on Reading for Grades1-4 in Russian, Kyrgyz developed and approved and translated into English language	On-Going	
118	Develop a strategic plan to scale-up successful project interventions, including major challenges	AIR, SC, MOES, donors													Strategic Plan created with MOES	Not planned this quarter	
119	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	Not planned this quarter	

V. Coordination with host governments, donors and implementing partners

Table 7: Key Meetings with USAID and Partners

Date / Location	Attendees	Subject	Follow-up / Notes
29 January 2015 GGPAS office, Bishkek	GGPAS staff Alana Sheikh, USAID KR Barbara Greenwood, QRP COP Chinara Dzhumagulova, USAID QRP manager	Funding support for books, standards, TV	USAID QRP will send to GGPAS the list of schools, libraries, and letter with approval from MOES and MOC
3 February 3 2015 Bishkek Library named Bayilinova.	Director of library Staff USAID QRP	List of books Agreement	The list of books and library will get from Library.
9 February 2015 Bishkek USAID QRP	Amy Scott, USAID CA Guljan, USAID KR Staff of USAID QRP KR	Project update	
12 February 2015	Staff of KAE USAID QRP	New standards issues	Meeting with WB specialists
11 February 2015 MOES	USAID USAID QRP staff	USAID QRP Update	To meet with education department for developing plan for reading 10 days events and agenda for meeting of Committee on Reading
Chui/ Bishkek			
18 February 2015 DED in Jayil	Jayi DED specialist	Giving project information and improving co-working with project schools	To conduct seminar for mentors in the framework of Reading Together Project on March
25 February 2015 DED in Yssyk Ata	Yssyk Ata DED, HMU of primary schools teachers of Yssyk Ata district	Giving project information and improving co-working with project schools	To conduct seminar for mentors in the framework of Reading Together Project on March
25 February 2015 DED in Tokmok	Tokmok CED, methodist	Giving project information and improving co-working with project schools	To conduct seminar for mentors in the framework of Reading Together Project on March
25 February 2015 DED in Chuy	Chuy DED specialist	Giving project information and improving co-working with project schools	To conduct seminar for mentors in the framework of Reading Together Project on March
17 February 2015 DED Sokuluk and Panfilov	Panfilov and Sokuluk DED specialists	Giving project information and improving co-working with project schools	To conduct seminar for mentors in the framework of Reading Together Project on March
Talas			
8 January 2015	Talas town Educational Department	Meeting with the head of town Educational Department to discuss upcoming January section work of teachers	Sectional work assigned to 16.01.15. with the inclusion of lessons on 5 components
8 January 2015	Talas rayon ED	Meeting with the head of Rayon Educational Department to discuss upcoming January section work of teachers	Sectional work assigned to 17.01.15. with the inclusion of lessons on 5 components

Date / Location	Attendees	Subject	Follow-up / Notes
9 January 2015	Manas rayon ED	Meeting with the head of Rayon Educational Department to discuss upcoming January section work of teachers	Sectional work assigned to 13.01.15. with the inclusion of lessons on 5 components
10 January 2015	Kara-buura rayon ED	Meeting with the head of Rayon Educational Department to discuss upcoming January section work of teachers	Sectional work assigned to 17.01.15. with the inclusion of lessons on 5 components
10 January 2015	Bakai-Ata rayon ED	Meeting with the head of Rayon Educational Department to discuss upcoming January section work of teachers	Sectional work assigned to 16.01.15. with the inclusion of lessons on 5 components
11 March 2015	Kara-buura rayon ED	Meeting with the new appointed head of the Kara-Buura ROO, Zhumabekov Daniar Sheyshenovichem	The purpose of the meeting was to: <ul style="list-style-type: none"> - Introducing with new head of the RED - Provide information about the Reading Together Project - Provide information on project targeted schools in the Kara-Buura area and give information on The results achieved. - Planning future activities of the project in the targeted schools.
11 March 2015	Deputy Governor	Meeting with the Deputy Governor, Botikov Ryskeldi Torokulovich.	The purpose of the meeting was to provide information about the project activities within the region, introduce the results achieved, as well as discussion of airtime on TV for the coverage of project activities in the Talas region.
11 March 2015	Editor in chief of the Regional Television	Meeting with the chief editor of the regional television - Umotov Ermek Asanovich.	TV crew traveled to the village Akzhar, Kara Buura area in order to cover project activities at school named after Kalybaev, where it is planned to see "Smart School" seminar where teachers plan to share their experiences with nearby schools
17 March 2015	Meeting with head of Manas rayon Educational Department	Presentation of the project realization in Manas rayon	
17 March 2015	Meeting with head of Talas town Educational Department	Presentation of the project realization in Talas town	
18 March 2015	Meeting with head of Kara-Buura rayon Educational Department	Presentation of the project realization in Kara-Buura rayon	
25 March 2015	Meeting with head of Talas rayon Educational Department	Presentation of the project realization in Talas rayon	Postponed on 3/04/2015

Date / Location	Attendees	Subject	Follow-up / Notes
27 March 2015	Meeting with head of Bakai-Ata rayon Educational Department	Presentation of the project realization in Bakai-Ata rayon	
Jalal-Abad			
10 March 2015 DED in Suzak	Suzak DED chief, methodist	Giving project information and improving co-working with project schools	To conduct seminar-consultation for mentors
11 March 2015 DED in Bazar-Korgon	Bazar-Korgon DED, methodist	Giving project information and improving co-working with project schools	To conduct seminar-consultation for mentors
12 March 2015 DED in Nooken	Nooken DED, methodist	Giving project information and improving co-working with project schools	To conduct seminar-consultation for mentors
Batken			
13 February 2015 DED in Leilek	Leilek DED chief, methodist	Giving project information and improving co-working with project schools	To conduct seminar-consultation for mentors
20 February 2015 DED in Kadamjay	Kadamjay DED chief	Giving project information and improving co-working with project schools	To conduct seminar-consultation for mentors
27 February 2015 DED in Suluktu	Suluktu DED chief	Giving project information and improving co-working with project schools	To conduct consultations DED specialists
13 March 2015 DED in Kyzyl-Kya	Kyzyl-Kya DED, Methodist	Giving project information and improving co-working with project schools	To conduct seminar-consultation for mentors

VI. Challenges and Lessons Learned

Official certification of teachers undergoing and completing the IST training was one of the challenges the project faced during the reporting period. The problem was that those teachers who took part in USAID Quality Reading Project IST at Master and school-levels were obliged to also participate in IST courses organized by the regional TTI. This created confusion and doubts among the teachers as to whether the government would endorse the certificate provided by the project. After long discussions, the USAID Quality Reading Project team received a letter of support from the President of KAE to the Director of the Regional TTI requesting that they not engage teachers covered by the USAID Quality Reading Project in the course conducted by the regional TTI, as the topics are covered by USAID Quality Reading Project, and teacher's will as a result receive a National Certificate from KAE. This negotiation ensures the sustainability of project activities in the future and successful coordination and cooperation with the government institutions, mainly KAE.

Another lesson learned was the need to engage the cooperation of local education departments. Since there were some difficulties in implementing project activities at local levels, and a lack of support from local departments of education, project staff decided to actively engage teachers and parents in organizing the trainings and other out-of-school events. In order to strengthen the cooperation with local education departments and raise their awareness, the project staff carried out various activities with the MOES, KAE, and with local education departments. For example, on March 26, 2015, in Batken, a round table was held, which was attended by a specialist from the MOES, the Chief of Staff and the Deputy Head of the State Department of Social Affairs of Batken Oblast City Administration, a specialist of the regional methodological center, the director of Batken Oblast Library, experts from the rayon department of education and city department of education, and school principals. The objective of the roundtable was to strengthen the interaction of the state and local authorities with the USAID Reading Together Project.



Participants of Roundtable in Batken

The chief specialist of the MOES, Ms. Akimkulova, highlighted the importance of the participation of local authorities for the benefit of the MOES. She assured the participants that in the near future targeted schools would receive 184 copies of various Kyrgyz language literary-art books.

Experts from the Batken Rayon Department of Education requested that principals be included in the 5-day and 1-day training, as they do not have comprehensive understanding of the activities/approaches within the framework of the project. Since the training has already passed and this is a budgetary issue, it was decided to keep school directors up to date through the monthly meetings called by the Rayon Department of Education.

The Director of Batken oblast's library, Piramatova Topchugul, was pleased to participate at the roundtable and offered help in arranging the World Book Day event. The Specialist of the MOES, Ms. Akimkulova and Chief of Staff of Batken Oblast City Administration, Mr. Musurmankulov agreed on further cooperation in support of schools and libraries.

The Director of Aytibay Kyzyltopu school, Ms. Japarova, noted that at the beginning the teachers at her school were dissatisfied with the paperwork that was required of them in support

of the USAID Reading Together Project. However, after the roundtable, it became clear that this work is necessary for the successful development of children with the use of innovative teaching methods and techniques.

During the meeting, an agreement was reached on further cooperation with experts from Rayon education departments, oblast education departments, CDO, and collaboration with schools. It was proposed to organize an exchange of experiences among schools at the regional and district levels. Also, the Director of the Regional Library agreed to the possibility of mobile libraries in parks and public places.

In Talas, there was a difficulty with town schools where teachers have little desire to work using the new methods to improve reading skills. Project staff organized sets of meetings with the Talas town Education Department to discuss this challenge. The Education Department invited directors and teachers to discuss the root of problem: why project activities are doing better in remote areas than in the cities.



Ms. Akimkulova, MOES, Batken Roundtable

Other challenges and lessons learned during this quarter:

- Logistics: The discrepancy between the stated and the actual number of participants. This led to not enough resource materials in some workshops and an excess in others. After trainers informed the project office of a lack of materials, then extra materials were sent to those needing additional materials.
- Language difficulties: Teachers in some schools (# 134, # 122 in Kyzyl-Mehnat, T. Hodzhimatova, T. Sulaimanova, Kalbaeva, Komsomol, Alim-Tobo, Navoi, Matkerimova, Aibek, Yunusov) of Kara-Suu district experienced a challenge due to the fact that the schools recently switched from an Uzbek language learning system to a Kyrgyz or Russian language approach. Materials were provided in Kyrgyz and Russian to the teachers.
- A 1-day workshop on mentoring was not sufficient. Coaches did not have enough time to cover all of the material, as the majority of the time was spent on program activities. The project decided to develop a Guideline on Mentoring with detailed explanations of all topics, including examples. This guide was distributed to all school mentors. The project decided to extend the 1-day training on mentoring to 2-days for Cohort 3.
- Teachers complained that their work on the 32 hours of IST requires resources such as paper, flipcharts, etc. In some schools, parent committees and boards of trustees purchased stationery to assist, but there are other schools, where there is a problem with lack of stationery. In the end, many teachers are purchasing materials to supplement their classroom with their own funds.
- During database checking and cleaning among the 293 project schools of Jalal-Abad oblast, it was found that five schools were Uzbek language schools. As this is outside the project's scope of work, these schools were removed from the list of target schools. All of the schools are in Bazar-Korgon district. This was confirmed by the DED.

VII. Summary of Administrative, Operational and Staffing Issues

Operations

- The Regional Finance Manager participated in AIR headquarters finance and contract training in Washington, DC in March. This training was hosted by AIR in preparation for an AIR Field Office Financial Management Summit planned for the end of April with all AIR finance managers around the world.
- The COP participated in AIR headquarters COP Summit in Washington, DC from March 29 to April 1, 2015. The COP Summit provided an opportunity for AIR COPs to meet with each other and AIR HQ finance, contracts, and human resources. The meetings were designed around how AIR HQ can support COPs and International Programs in general.

Project Staffing

- USAID Quality Reading Project Logistics\Admin staff member was hired within Save the Children and is now working from USAID Quality Reading Project office.
- Two new M&E Coordinators were hired for Cohort 3 Regions plus one M&E Coordinator was hired to replace M&E Coordinator in Talas who resigned.

Table 7: International travel this quarter

Name of Traveler	Destination	Dates of Travel	Purpose of Trip
Barbara Greenwood	Dushanbe, TJ	11-14 January 2015	Meeting with USAID and MOES
Suhrob Aminov	Bishkek, KG	22-25 February 2015	M&E training with Regional M&E Manager in Bishkek
Barbara Greenwood	Dushanbe, TJ	1-7 March 2015	Meeting with USAID and MOES
Saule Khamzina Baktygul Shamshidinova	Washington, DC	5-16 March 2015	CIES 2015 Conference and meetings with AIR reading, standards and assessment experts
Suhrob Aminov Mahsud Mukhidinov	Bishkek, KG	22-29 March 2015	Planning and training for 2015 midline data collection

VIII. Planned Activities for the Next Quarter (April - June 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. Complete 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

Sub Result 1.4: Strengthen systems for teacher mentoring/coaching

1. Provide mentoring to Cohort 1 and 2 teachers

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

1. Supervisor and data collector training
2. Midline data collection at 60 schools
3. Data entry and cleaning

Intermediate Result 2: Increased availability of reading materials

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

1. To work with USAID GPPAS and the MOES as well as Ministry of Culture for procuring and distributing books according to the list based on 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. The fourth Meeting of National Steering Committee on Reading in June at MOES.
2. Continue discussion with newspaper “Til jana Madaniyat” and when budget is approved
3. To coordinate activities within developed joint Annual Work Plan with Republican Children Library Bayalinov
4. Print and disseminate reading information cards (for Cohorts 1 and 2) School Communities
5. Conduct TOT on Parents’ Program and trainings at school-level for Cohorts 1 and 2
6. Conduct outreach programs to children and communities to promote reading - Cohorts 1 and 2 target districts

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

1. Provide support to Ministry of Culture and public libraries to promote family reading through training for librarians and disseminate manual on community action.

2. To conduct TOT on Reading camp for USAID Quality Reading Project field community mobilizers Cohort 1 and 2
3. To conduct Reading Camp in June, 2015 Cohort 1 and 2 schools

Intermediate Result 4: Increased government support to improve reading

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

1. Reading Day Campaign and Round Table with Stakeholders on Reading

Sub Result 4.2: Increase capacity to use reading assessment results

1. First capacity building technical assistance workshop with NTC

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

1. Collaborate with the partners and MOES to convene National Committee on Reading
2. To conduct meeting, workshop on New Standards on Reading for grade 1-4.

Table 8: Planned international travel for next quarter

Name of Traveler	Destination(s)	Dates of Travel	Purpose of Trip
Amy Todd	Bishkek, KG Dushanbe, TJ	5-15 April 2015 15-23 April 2015	Midline data collection training and oversight
Safina Ziori	Bishkek, TJ	13-17 April 2015	Regional Finance Oversight and Training
Colin Alfred	Bishkek, KG Dushanbe, TJ	16-24 April 2015 1-9 May 2015	Technical Assistance
Abdullah Ferdous	Bishkek, KG Dushanbe, TJ	June/July	Technical Assistance to NTC
Chinara Djumagulova	Dushanbe, TJ	Quarterly	Planning meetings
Sherali Saidoshurov	Bishkek, KG	Quarterly	Planning meetings
Suhrob Aminov	Bishkek, KG	Quarterly	Planning meetings
Saule Khamzina	Dushanbe, TJ	Quarterly	Planning meetings
Kathryn Fleming	Bishkek, KG United States	1-5 June Mid-June	Annual Work Planning R&R
Barbara Greenwood	Dushanbe	June	USAID and MOES meetings

IX. Progress against Performance Monitoring and Evaluation Plan

Table 9: Performance Monitoring and Evaluation Reporting Table

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2015/ C1	Actual Q1 FY 2015	Actual Q2 FY 2015	% of achievement	Score	Comment
1	Percentage change in proportion of students in program schools who read proficiently according to national standards	reading skill, performance level, grade, gender, language	sample-based EGRA	yearly	KG: 7.5% TJ:12%	KG: 3 percentage point increase	n/a	n/a		n/a	EGRA is in April'15
2*	Proportion of students in intervention schools who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	reading skill, performance level, grade, gender, language	sample-based EGRA	yearly	KG: 11.7% TJ:13.5 %	KG: 15%	n/a	n/a		n/a	EGRA is in April'15
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% TJ: 85%	KG: 80%		94%		Based on November's 5-days training for Cohort 1 only. Test data including school based training will be reported after completion L3 trainings – Q4
4	Percent of teachers demonstrating in the classroom instructional best practices in reading	gender, region, language	sample-based classroom observation tool	yearly	KG: 26% TJ: 20%	KG: 50% TJ: 50%	n/a	n/a	n/a	n/a	Annual assessment is in April'15
5	Number of primary grade students taught by teachers who have received reading training	gender, grade	training roster, school database	annually	0	KG: 138,00	KG: 140,000 (in process)		100% (in process)		In process, will be reported in end of school based training (end of academic year)
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 (1 Cohort)	KG: 1,065	99 %		

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2015/ C1	Actual Q1 FY 2015	Actual Q2 FY 2015	% of achievement	Score	Comment
7	Number of in-service training packages developed and approved by MOE	type	training package, approval document	annually	n/a		KG: approved in PY 1				Achieved in 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, methodologist, 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)	KG: 1,904*(w/o double counting) 66 trainers (Cohort2) 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 (2 Cohort) -Batken: 198 -Osh:572 Teachers:2,651 Batken:719 Osh: 1855 Chui: 77	102% Cohort 1 participating on ongoing trainings		On going, will be reported after completion of levels of trainings (72 hours)
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)	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	material distribution records	according to training schedule	0	KG: 2,000	KG: 1,219	KG: 1,033 (Cohort 2)	112%		Cohort 1,2

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2015/ C1	Actual Q1 FY 2015	Actual Q2 FY 2015	% of achievement	Score	Comment
12	Percent of teachers using results of classroom-based reading assessment	gender, school language	sample-based teacher; student questionnaire	baseline midterm C1, midterm C 2&3, endline	KG: 28% TJ: 9%	KG: 45%	n/a	n/a	n/a	n/a	Annual assessment is in April'15
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; parent questionnaire	baseline midterm C1, midterm C 2&3, endline	KG: 15% TJ: 10%	KG: 25%	n/a	n/a	n/a	n/a	Annual assessment is in April'15
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		Postponed, will be done after budget modification
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% TJ: 6%	n/a	n/a	n/a	n/a	Annual assessment is in April'15
16	Percent of primary grade students participating in QRP out-of-school reading activities	gender, language, grade	activity roster	by schedule of activities	0	KG: 50 % TJ: 50%	n/a			n/a	Annual assessment is in April'15
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	Annual assessment is in April'15
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	Annual assessment is in April'15
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	3%		Activities started in Cohort 1 schools

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2015/ C1	Actual Q1 FY 2015	Actual Q2 FY 2015	% of achievement	Score	Comment
20	Number of teachers, other educators and community members (including parents) trained and equipped to implement out-of-school reading activities	Region, gender, language	training activity roster	by schedule of activities/ trainings	0	KG: 2,990 (5 per school/ community)	KG: 0	0	0		Postponed to Q3
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				In 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		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					Achieved in PY 1

X. Success Story



SUCCESS STORY IMPROVING READING SKILLS TOGETHER WITH PARENTS

"I never thought that my son could make such a book.... I was very interested to take part in it, not to mention Isa. Now, I understand the importance of the role of parents in children's development".

- Tattygul Jolborsbekova



Competition with parents and their children "Let's Read Together", Novopavlovka School #2, Sokuluk district



Isa's homemade book



Isa and his mother, Tattygul Jolborsbekova

The USAID Quality Reading/Reading Together Project conducted a 5-day training on "Improving reading skills of primary school pupils" for primary school teachers in April 2014. The training discussed methods of teaching reading and the importance of promoting reading in the community and within the family, as a child's parents and home environment play a major role in children's development.

As part of the project training and research, one important tool to assess children's home literacy environment is an interview with the parents and children. This tool helps identify the social and material level of the family, which have an influence on the formation and development of the child's interests. The interviews included questions on the presence of books and other reading materials in the home, attitudes of parents toward reading, parents' opportunity to buy books for their children, and time spent by parents for reading with their children.

The results of these interviews showed that parents have had limited engagement in reading and few realized that reading skills are important skills for successfully learning other subject. The USAID Quality Reading/Reading Together Project feels it is very important to foster a climate of reading within the family. It is very important to understand the significance of reading and to improve children's literacy.

Consequently, a 10-day event on reading was conducted in school #66, Bishkek, from February 20 to March 4, 2015; one of the purposes was to familiarize parents and children with the culture of reading. Several out-of-school activities focusing on reading and books were conducted during the 10-day event. Children with their parents created homemade books and bookmarks. They also presented the reading of poems by heart and the staging of mini-dramas of traditional tales. Students and parents participated in the competitions with great enthusiasm.

One of the winners was Grade 4 student, Erkebaev Isa, who with the help of his mother created a homemade storybook. This book surprised everyone by its uniqueness. The book tells about his trip to his grandparents in Jailoo. We can see traditional culture and life in Jailoo through the words and images in the book. It was very interesting and exciting for the participants, particularly the parents, to see the creativity and talent of students around reading and writing.

XI. Attachments


Проект “Читаем Вместе”
Программа встречи руководящего комитета по чтению
Дата проведения: 20 февраля, 2015 года

Место проведения: Министерство образования, конференц зал, 2 этаж.

Цель встречи:

- обзор реализации мероприятий проекта USAID “Читаем вместе” и достигнутых результатов;
- обзор текущих проблем и совместных планов

Время проведения: 14.00. - 16.00

Участники встречи:

Время		Программа встречи	Отвественные/ фасилитаторы
14.00-14:15	15 минут	Регистрация участников встречи	Персонал проекта
14:15-14:25	10 минут	Открытие. Приветствие. Представление цели встречи.	Зам министра образования, Ашымбаева Т.А Ведущий специалист ОДШВ МОН КР, Алымкулова Гульвара Омурбаевна
14:35-14:55	20 минут	Презентация достигнутых результатов и перспективы в рамках проекта USAID “Читаем вместе”	Барбара Гринвуд – генеральный директор проекта USAID “Читаем вместе”. Джумагулова Чинара, менеджер проекта “Читаем вместе”
14:55-15:15	20 минут	Презентация результатов базового исследования EGRA и перспективы	Сауле Хамзина- менеджер по мониторингу и оценки проекта USAID “Читаем вместе”
15:15-15:20	5 минут	Вопросы-ответы	Алымкулова Гульвара Омурбаевна
15:20– 15.50	10 минут 20 минут	Государственный образовательный стандарт общего среднего образования КР и необходимость доработки предметных стандартов по начальному образованию. Перспективы совместной работы	Токтомаматов Алмаз- Заведующий лабораторией дошкольного и начального школьного образования, КАО
15:50-16:00	10 минут	Вопросы и ответы, общее обсуждение Следующее заседание	Алымкулова Гульвара Омурбаевна

**Minutes of the Meeting of the
National Committee on Reading**

Under the Ministry of Education and Science of the Kyrgyz Republic

**February 20, 2015
14:00- 16:00**

**Moderators: Gulvara Omurbaevna, Ministry of Education
Chinara Jumagulova, USAID Reading Together Project
Location: Ministry of Education and Science of the Kyrgyz Republic.**

Participants:

1. Ashimbaeva Toktobubu Abasovna- Minister Deputy of the Ministry of Education and Science of KR
2. Akimkulova Gulvayra Omurbaevna- Leading Specialist of Management of pre-school, school and extracurricular education under the Ministry of Education
3. Toktomametov Almazbek Datkabekovich - Head of the Laboratory of preschool and primary education of the Kyrgyz Academy of Education (KAE)
4. Tentimisheva Anara - Training Specialist
5. Isaeva Alexandra - Project Coordinator
6. Tagaeva Gulmira Sarygulovna - Standards Development Adviser “Project support for education reform” PSFER
7. Mykyeva Mira – PIU Specialist “Education for All”; (Project Implementation Unit of the World Bank under the Ministry of Education of KR)
8. Bakirov Arthur Nasipbekovich- National Testing Center Director, the Ministry of Education of KR
9. Shamshidinova Baktygul Head of Technology and Testing Methods, the National Testing Center, the Ministry of Education of KR
10. Glushkova Marina- Director of the NGO “Center for Social Inclusion”
11. Aytikulova Burulay - Manager of Educational Programs. The branch of the Aga Khan Foundation in the Kyrgyz Republic
12. Kislova Larissa – Deputy Director of the K. Bayalinov’s National Library for Children and Youth
13. Momunkulov Koychuman- State Book Chamber
14. Buylasheva Saltanat - UNICEF
15. Tolbaeva Gulzhan- USAID in the Kyrgyz Republic. Project Management Specialist on Health and Education
16. Barbara Greenwood – Chief of Party, USAID Quality Reading/Reading Together Project
17. Chinara Jumagulova - Manager USAID Quality Reading/Reading Together Project

Words of Welcome and Agenda Review:

Course of Meeting:

Toktobubu Abasovna - welcomed the participants of the second meeting of the National Committee for Reading (NCFR). Pointed the importance of this committee and thanked all the participants for their participation and wished success in their work aimed at sustainable development.

Barbara Greenwood - welcomed the participants and highlighted that the two items of the agenda, which we would discuss today require further joint review and decisions of all participants. Almost a year ago, this committee on reading was initiated to be created and therefore it is necessary to hold them on a regular basis in order to coordinate joint actions.

Chinara Jumagulova – introduced with the target and program of the meeting.

1. Presentation of the results achieved and the prospects of the project USAID Reading Together Project - Project Manager, USAID Reading Together Project – Chinara Jumagulova.
2. Presentation of the EGRA baseline study and the prospects - Project Monitoring and Evaluation Manager USAID Reading Together Project Khamzina Saule.
3. State educational standard of secondary education in the Kyrgyz Republic and the need to finalize the thematic standards on primary education. Prospects for collaboration - Head of the Laboratory of preschool and primary education KAE Toktomametov Almazbek Datkabekovich (Attached)
4. Plans for the celebration of the National Day of Books, April 2015- joint discussion.

Discussions:

1. Presentation of the results achieved and the prospects of the project USAID Reading Together Project - Project Manager, USAID Reading Together Project – Chinara Jumagulova

Toktobubu Abasovna- noted that the scope of project activities is very huge and trainings are carried out for a large number of teachers, so we need to work together with the local departments of education and methodological centers. Also thanked the USAID for its assistance in the education sector, both within the framework of this project, as in previous USAID projects.

2. Presentation of the EGRA baseline study and the prospects - Project Monitoring and Evaluation Manager USAID Reading Together Project Khamzina Saule.

Aytikulova Burulai Manager of Educational Programs. The branch of the Aga Khan Foundation in the Kyrgyz Republic highlighted that the Aga Khan Foundation in The Kyrgyz Republic conducted the same study as well and proposed to make a presentation at the next meeting of the National Committee on reading March 18, 2015.

3. State educational standard of secondary education in the Kyrgyz Republic and the need to finalize the thematic standards on primary education. Prospects for collaboration - Head of the Laboratory of preschool and primary education KAE Toktomametov Almazbek Datkabekovich

In his presentation, **Almaz Datkabekovich** noted that it is necessary either to modify or to develop the new standards that would meet the requirements of the State Educational Standard and Secondary Education of the Kyrgyz Republic.

Within the discussion two approaches were suggested:

- A. To establish a working group to finalize the existing “Basic requirements for reading in the primary grades,” developed in 2014 as part of the USAID Reading Together Project under KAE.
- B. To incorporate with all who interested in the development of thematic standards in order to develop a unified thematic standard on the Russian language (which will include a

component for reading) and Kyrgyz language (which will include a component for reading)

Glushkova Marina- Director of the NGO “Center for Social Inclusion” noted her commitment to participate in thematic standards development of the language, as a second one.

Tagaeva Gulmira Sarygulovna - Standards Development Adviser “Project support for education reform” PSFER; and **Mykyeva Mira** – PIU Specialist “Education for All” informed that they also plan to develop standards and it makes sense to join efforts.

4. Plans for the celebration of the National Day of Books, April 2015.

During the discussion, there was a proposal to establish a Steering Committee on planning the celebrations for the National Book Day, and also

Kislova Larissa – Deputy Director of the K. Bayalinov’s National Library for Children and Youth - noted that every year they carry out celebrations in the library and we can put joint efforts to coordinate the work at a local level and in the regions.

Barbara Grinvurd – advised Larissa to produce the work plan in order to present at the next meeting of the NCFR for further coordination of joint work.

Actions:

1. The Ministry of Education and Science together with Aga Khan Foundation in the Kyrgyz Republic will arrange the next meeting of the NCFR March 18, 2015. Moderators will be: Gulvayra Omurbaevna, the Ministry of Education and Aytikulova Burulai, Manager of Educational Programs. The branch of the Aga Khan Foundation in the Kyrgyz Republic. Burulai will send the program and invitations to all participants.
2. Larissa, Deputy Director of the K. Bayalinov’s National Library for Children and Youth will present the work plan for the library.
3. Due to initiative of KAE to establish the work group in order to develop thematic standards on language and reading under KAE together with WB project.
4. To establish a Steering Committee on planning the celebrations for the National Book Day in the Kyrgyz Republic. All party interested are requested to address at Chinara.Djumagulova@savethechildren.org or on the phone 0-550-69-14-14

Attachment #3: Minutes of the National Reading Committee meeting

Minutes of the National Reading Committee meeting

Place: Ministry of Education and Science (MOES) in KR

Date: March 18, 2015

The main objective of the meeting:

To update on:

- the Aga Khan Foundation activities in Education sector
- annual work plan of Republican Children's Library

List of participants:

#	Names	Organization	Position
1	Ashymbaeva T.A.	MOES	Deputy Minister
2	Akimkulova G.	MOES	Chief specialist on Schools and Preschools
3	Rysbekov B. B.	MOES	Chief specialist on electronic textbooks
4	Kurbanova Ch.	MOES	Specialist on textbooks
5	Kamalova A.	MOES	Chief specialist on Schools and Preschools
6	Shamshidinova B.	NTC, MOES	Head of department
7	Kislova Larisa	Republican Children Library	Deputy director
9	Momunkulov K.	State Book Chamber	Head of department
10	Toktomametov A.	KAE	Head of the ECD laboratory
11	Asylbek Joodonbekov	Jailoo kindergartens project coordinator	IF "Initiative of Rosa Otunbaeva
12	Rysbaev S.	Writers' Union in KR	Children Author
13	Akmatov A.	Press service, MOES	Press secretary
14	Chinara Djumagulova	USAID QRP/Save the Children	Project Manager
18	Mykyeva M.	Education for All	Project specialist
19	Mamytova I.	GIZ	Program Coordinator
20	Ainekenova A.	PIU (GPE)	Director
22	Sultanova G.	WB	Education Specialist
23	Razaev A	ADB	Education Officer
25	Builasheva S.	UNICEF	ECD, Officer
26	Karl Goepfert	AKF	CEO
27	Aitikulova B	AKF	Program Officer
28	Mamytova J.	PF MSDSP KG	Program Manager
30	Torobekova F.	PF MSDSP KG	Project Coordinator
31	Burkitova A.	PF MSDSP KG	Communications Manager
32	Rysaliev M.	AVISA web solutions company	Director

Discussion points:

1. Welcome

- Ms. Ashimbaeva T.A., Deputy Minister of MOES in KR
- Mr. Karl Goepfert, CEO of Aga Khan Foundation (AKF) in KR

2. Presentation of AKF new initiatives to promote comprehensive reading:

- Make Reading Fun (android mobile application on story books) – Aitikulova B., Education Program Officer, AKF; Rysaliev M., “AVISA” web solutions company
 - Read together (TV program with the participation of children and parents as readers) - Aitikulova B., Education Program Officer, AKF; Amanova K., producer, studio Balastan/PTRC
3. Presentation of Reading Achievement study in schools, EGRA – Torobekova F., Primary School Support Project Coordinator, PF MSDSP KG
 4. Presentation of annual work plan, Republican Children’s Library named after K. Baialinov – Kislova L., deputy director

Points discussed:

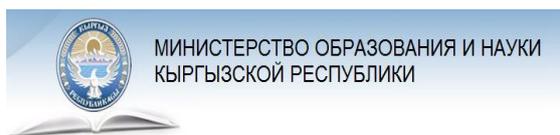
- To create an organization committee of Book Day event for the better coordination
- To place TV program “Read together” and mobile applications on-line
- To plan National Reading Committee’s meetings quarterly, the next meeting will be in June. In- between meetings can be initiated with any member-agency on need.

Briefing of the discussion:

- Ms. Ashimbaeva T.A., Deputy Minister of MOES in KR in her speech welcomed all the participants of the meeting, highlighted the importance of the committee and the work the committee members do in improving the situation with young children’ reading. She stressed that reading has to be developed to that extend that it becomes tool for learning other things (other subjects, social skills, etc). She also shared her awareness of the multi-sectoral work the Aga Khan Foundation does in remote, mountainous areas of the Kyrgyz Republic, one of the recent examples is opening of the kindergarten in Ortosaz village of Naryn district in collaboration with local community and local government. The products to be presented at the meeting are also exciting and up to date, at the time of digital advance. She informed the participants of Book Day event on April 23, International Day of Reading and called all interested organizations and people to participate Nuraiym Ryskulova, the focal point on the MOES initiative on Book day in schools, advised to place the new AKF digital products on-line, and enrich Book Day event program with them.
- Gulmira Sultanova, WB, Education program manager, - excellent products, besides comprehensive reading here we see language learning. Is it possible to provide the mobile applications to schools on other platforms besides android phones?
- Maksat Rysaliev, AVISA Web solutions company, director – no, they are developed on android platform. But this is technically possible.
- Sulaiman Rysbaev, children’s writer – mobile applications are a good way to deliver books to children in villages, what are your plans for future, do you provide guidance to parents on reading to and with children.
- Burulai Aitikulova – AKF will continue book publication, mobile apps development. We do provide guidance to parents within our Reading for Children project, through parenting workshops.
- Saltanat Builasheva, UNICEF – Do you plan to add other books to mobile apps, such apps would be helpful in the form of interactive games for school preparation.
- Burulai Aitikulova – new applications will be on other 15 books, the agreements with USAID for co-funding is in the process.

- Mamatkhalil Razaev, Education program officer, ADB – AKF is, as usual, ahead with innovations. Though these applications won't replace the textbooks, this is the requirement of the modern time – to use ICT4E. Therefore I congratulate AKF with such innovation launch.
- Asylbek Joodonbekov, IF “Initiative of Rosa Otunbaeva” – both two resources are great. Parent's participation in TV project is very important, they may strongly influence on other parents. Do you take into account the coverage of different regions while inviting the families to the program?
- Burulai Aitikulova – Yes, we do take into account different regions and the language. Out of 52 program, 40 are in Kyrgyz, 12 are in Russian for children from Russian-medium schools.
- Almaz Toktomambetov, head of the preschool and School laboratory in KAE – How did you sample children for your study?
- Farida Torobekova, PF MSDSP KG – we selected 12 villages, 10 MSDSP KG target villages, 2 control villages, with no intervention nether by MSDSP KG, nor other agencies
- Gulmira Sultanova, WB – the results of all studies are the food for thought. I'd wish to highlight one figure, i.e. 25 % difference between the results of trained and non-trained teachers. This is what we have to pay attention to, to work on.
- Almaz Toktomambetov – USAID also made similar study using EGRA tool. How does your tool differ from USAID's tool, did you discuss the content of the tool with anyone relevant?
- Farida Torobekova, PF MSDSP KG – we used the same tool, as USAID used, just change the two tasks, one is fluent reading for reading in syllables as the study was in the first quarter, the second – making story on pictures. We discussed the content with the teachers we work with.
- Chinara Jumagulova, USAID QRP/USAID supported project, Project manager - Was it one-time study or you plan follow-ups? Do you have baseline data to compare with?
- Burulai Aitikulova, AKF – We don't plan follow-up studies yet. By this study we wanted to see the impact of our programs' impact on children's reading performance in school.
- Farida Torobekova, PF MSDSP KG – we have two previous studies in our target area. In those studies we used the tools, which we developed ourselves.
- Almaz Toktomambetov– who conducted the study
- Farida Torobekova, PF MSDSP KG – our internal staff, preliminarily trained.

Attachment #4: Plan for 10 Days on reading, USAID “Read Together”



**Plan
10 Days on reading
USAID “Read Together”**

Topic: “Introduction to the development of reading skills of primary school pupils’

Objective: To improve reading skills and increase interest in reading of primary school pupils.

Date: 20 February 2015

Opening: 10:00AM

№	Contents of events	Grade	Date	Responsible
1	Welcome speech	1-4	20.02.15 at 10.00 am	<ul style="list-style-type: none"> • Principle of school Yakubova M. • Deputy of Minister MoES of the Kyrgyz Republic - Ashymbaeva T • Director of the Department of Health and Education USAID in KR - Alan Shaikh • COP USAID “ Reading Together”- Barbara Greenwood
2	Open lesson	4e-10.30		Abdieva, B.
3	Extracurricular activities “Holiday Carnival” 1-4	3a и 3в 12.00		Manankova. C
4	Small books “My favorite fairy tale”	2-4	24.02.15 10.00am	teachers
5	Competition readers “Honorary Reader”	1-4	25.02.15 10.00 am &14.00pm	teachers
6	Essay “My favorite book”	3-4	26.02.15 10.00 am &14.00pm	teachers
7	Competition bookmarks for books	1-4	24.02.15 10.00 am &14.00pm	teachers
8	Scene tales	1-4	02.03.15 10.00 am &14.00pm	teachers
9	Competition puzzles, crossword puzzles, riddles	2-4	26.02.15 10.00 am &14.00pm	teachers

10	Open lessons and out of school activities on Reading	1-4	20.02- 04.03	teachers
11	Olympics reading for connoisseurs	2-4	03.03.15 10.00 am &14.00pm	teachers
12	Closing and giving gifts from the project USAID “Read Together”	1-4	04.03.15 10.00am	Kaikieva C

Attachment #5: Presentations from Comparative and International Education Conference

A Vertically Aligned Standards based Early Grade Reading Assessment for Measuring USAID's Reading Strategy

Abdullah Ferdous
Principal Psychometrician



March 2015

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Introduction

- The objectives of Early Grade Reading Assessment (EGRA) are to:
 - Set baseline for USAID/Quality Reading Project
 - Provide diagnostic information about student reading outcomes
 - Keep track of students' reading progress from year to year.



2

Introduction

- The EGRA was administered to students in Grades 1, 2, and 4.
 - After two-years of schooling (Grade 2) and at the end of primary cycle (Grade 4).
 - Grade 1 was added to keep track of their reading learning trajectories over the life of the USAID/QRP.
- Students were assessed both in Kyrgyz and Russian languages in Kyrgyzstan and Tajik and Russian in Tajikistan.

Standards based Framework



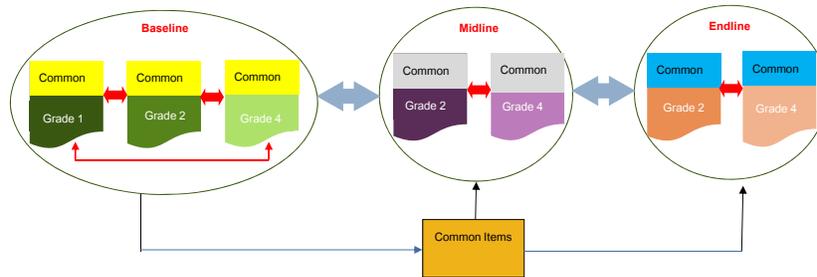
Research Design

Cohort	2014	2015	2016	2017
Cross Sectional Design				
1	G2	G2		G2
	G4	G4		G4
2 & 3	G2		G2	G2
	G4		G4	G4
Longitudinal Design				
1	G1			
		G2		
2 & 3				G4
	G2		G4	

Assessment Design

- Develop the assessment questions aligned with reading content standards.
- Use different instruments for different Grade levels in the baseline, midline, and endline.
- Develop a vertical reading scale to track student growth over time.
- Use a common set of questions across Grades 1, 2, and 4 to develop the vertical scale.

Assessment Design



Decision Models

Compensatory Model: Trade-off between a high value on one dimension of a construct and a low value on another dimension.

Example: Weak performance in reading comprehension can be traded off against strong performance on reading fluency when reporting student reading ability.

Decision Models

Conjunctive Model: It requires individuals attain minimum level of performance standards in each dimension of an alternative.

Example: Student needs to meet national benchmarks both in reading fluency and comprehension separately in order to be classified as a proficient reader with understanding.

USAID's F-Indicators

3.2.1-27: Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can **read AND understand** the meaning of grade level text.

3.2.1-28: Proportion of students who, by the end of the primary cycle, are able to **read AND demonstrate** understanding as defined by a country curriculum, standards, or national experts.

Measure of F-Indicators

Reading Fluency:

- Setting reading fluency benchmark that a country finds most appropriate for each Grade level (e.g., 40 wpm for Grade 2).
- Reading assessment that comprised of familiar and unfamiliar words, and reading passage.
- A student is said to be reading at national fluency benchmark if he/she meets fluency benchmark for each familiar, unfamiliar, and reading passage section separately (**Conjunctive**).

Fluency(Benchmark=Yes) = IF [(FW|Benchmark=Yes) & (UFW|Benchmark=Yes) & (RP|Benchmark=Yes)]

Measure of F-Indicators

Reading Fluency:

Student: Reads familiar words 90 WPM, unfamiliar words 20 WPM, and reading passage 40 WPM

Compensatory Model: Average 50 WPM

Decision: Meeting national standard

Conjunctive Model: Meeting national standards for familiar words and reading passage, but not meeting for unfamiliar words.

Decision: NOT meeting national standard

Conclusion: Multiple reliable measures can be utilized to make accurate decision about student reading fluency through a conjunctive model.

Measure of F-Indicators

Reading Comprehension:

- Setting reading comprehension benchmark that a country finds most appropriate for each Grade level.
- Reading assessment that also contains reading comprehension (RC), listening comprehension (LC), and oral vocabulary knowledge (OVK).
- A student is said to be meeting national comprehension benchmark if he/she meets the benchmark in OVK, reading comprehension, and listening comprehension collectively (**Compensatory**).

Comprehension(Benchmark=Yes)=IF [(OVK+RC+LC)|Benchmark=Yes]

Measure of F-Indicators

Reading Comprehension:

- A student is said to be meeting national comprehension benchmark if he/she meets the benchmark in OVK, RC, and LC separately (**Conjunctively**).

Comprehension(Benchmark=Yes) = IF [(OVK|Benchmark=Yes) &
(RC|Benchmark=Yes) & (LC|Benchmark=Yes)]

USAID's F-Indicators

3.2.1-27: Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can **read** and **understand** the meaning of grade level text.

Conjunctive (Fluency, Comprehension)

= [Fluency|Benchmark=Yes] & [Comprehension|Benchmark=Yes]

= [(FW|Benchmark=Yes) & (UFW|Benchmark=Yes) & (RP|Benchmark=Yes)] & [(OVK+RC+LC)|Benchmark=Yes]

= Student (at Grade 2) who reads 40 familiar words per minute, 40 unfamiliar words per minute, 40 reading passage words per minute and also obtains 50% score in comprehension.



Competency-Based Reading Standards and Early Grade Reading Assessment (EGRA) Process and Policy Implications: A Tajikistan Experience

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Ministry of Education and Science of Tajikistan

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Comparative and International Education Conference
Washington, DC
9 March 2015





USAID Quality Reading Project – Tajikistan

Major Activities:

- Develop competency-based standards for reading/language in Tajik & Russian
- In-service teacher training for over 12,000 primary teachers in Grades 1-4
- Out-of-school activities to enhance reading
- Increase availability of reading materials
- Strengthen assessments for reading to improve instruction and data for decision-making
- Support 1,721 public primary schools across Tajikistan with roughly 416,000 primary students



Background

National Education Development Strategy by 2020



- Defines education reform policy, such as transition to competency-based education and national standardized assessments
- Develop and introduce competency-based standards, syllabus and other teaching and learning aids



Development process and joint efforts

- Ministry of Education and Science (MOES) established working groups to develop primary education subject standards through Education for All – Fast Track Initiative (FTI-3) and drafted standards
- USAID Quality Learning Project in collaboration with the MOES reviewed and revised “Mother Tongue” Standards for Grades 1-4 to ensure quality, consistency and alignment of language competencies to the international best practices in competency-based instructional design



Standards-based Framework





Defining Assessment Framework

- USAID Quality Reading Project together with the MOES and its affiliated agencies reviewed best practices of high-performing education systems
- Ensured active involvement of education sector stakeholders in defining assessment framework



Key features of USAID Quality Reading Project proposed assessment framework

- Ensure coherence with other elements of education enterprise
- Ensure the quality of standardized assessment with respect to reliability, validity, practicality, and fairness
- Engage students in standardized assessments to improve their motivation and learning
- Engage teachers in assessment development and administration
- Engage regional administrators in the training of teachers on assessment administration and dissemination of results



Early Grade Reading Assessment – Description

- Student tests and questionnaires
- Two languages: Tajik and Russian
- Timed and not timed sections
- Assess the foundation skills for literacy acquisition in Grades 1, 2 & 4
- Ten sections of diagnostic test:
 - 1) *Letter Name Knowledge*
 - 2) *Letter Sound Knowledge*
 - 3) *Initial Sound Identification*
 - 4) *Familiar Word Identification*
 - 5) *Unfamiliar Word Identification*
 - 6) *Oral Vocabulary*
 - 7) *Passage Reading and Comprehension*
 - 8) *Listening Comprehension*
 - 9) *Dictation*
 - 10) *Student Background Questions*



Early Grade Reading Assessment – Processes

1. EGRA tools development

- Conduct EGRA tools development workshop with primary education teachers and experts from the MOES, AOE, EDI, RTTI, RTMC, Regional and District Education Departments
- Set of the EGRA tools consisted of 11 test/assessment tools developed

2. EGRA tools field testing

- Developed tools were presented, discussed, and agreed upon with the MOES and its subordinate institutions
- USAID Quality Reading Project and MOES collaborated to pilot test these EGRA tools in 20 secondary schools
- Based on the field testing 11 tools were integrated into three finalized sets of instrument, one for each of the three grade levels



Early Grade Reading Assessment - continued

3. EGRA schools selection process

- Establish EGRA school selection team consisting of MOES and its affiliated agencies and USAID Quality Reading Project Staff
- Develop criteria and list of eligible schools
- Schools were identified via electronic random selection (130 schools, 65 treatment and 65 control)

4. EGRA tool finalization and approval

- Presentation of the EGRA tools to the MOES for review, discussions, and amendments. The MOES, AEO, Institute for Educational Development, and Republican Educational and Methodical Center provided feedback.
- EGRA tools were accepted by the MOES
- EGRA administration approved



Early Grade Reading Assessment - continued

5. EGRA test administration training

- Selection of test administrators
- Train regional trainers
- Training for test administrators

6. EGRA test administration

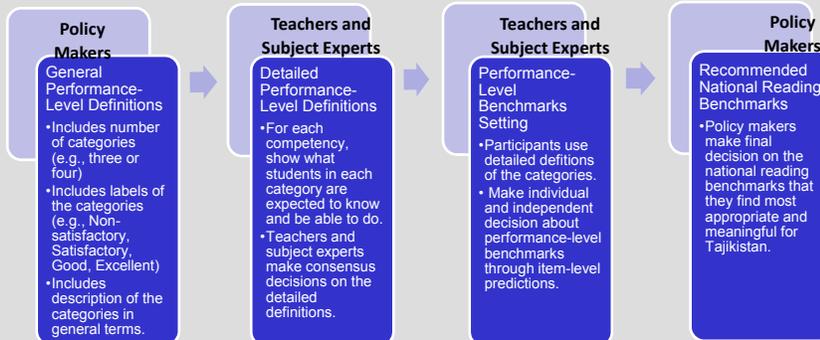
- EGRA were conducted 130 schools in May 2014
- Test was administered to 6,050 Grade 1, 2 and 4 students

7. EGRA data cleaning and scanning

- Collected data were submitted to the USAID Quality Reading Project office for cleaning and scanning



Setting National Performance Benchmarks



General Definitions of Performance-level Categories

Categories (Levels)	Definition
Excellent	The knowledge of the student meets the standard requirements and has advance skills of independent reading and comprehension. (Fluency: Grade 1—35 or more words per minute, Grade 2—50 or more words per minute, Grade 3—70 or more words per minute, Grade 4—90 or more words per minute).
Good	The knowledge of the student meets the standard requirements and has good skills of independent reading and comprehension. (Fluency: Grade 1—30 to 34 words per minute, Grade 2—45 to 49 words per minute, Grade 3—65 to 69 words per minute, Grade 4—85 to 89 words per minute).
Satisfactory	The knowledge of the student meets the standard requirements and has enough skills of independent reading and comprehension. (Fluency: Grade 1—25 to 29 words per minute, Grade 2—40 to 44 words per minute, Grade 3—60 to 64 words per minute, Grade 4—80 to 84 words per minute).
Non-satisfactory	The knowledge of the student does not meet the standard requirements and has inefficient ability of reading and comprehension. (Fluency: Grade 1—up to 25 words per minute, Grade 2—up to 40 words per minute, Grade 3—up to 60 words per minute, Grade 4—up to 80 words per minute).



EGRA results dissemination

- EGRA results were presented in a format of an analytical report
- MOES reviewed and provided feedback and comments
- Results disseminated at National Level Meeting



Policy Implication of EGRA results

- Results are used as a baseline for the USAID Quality Reading Project
- MOES using EGRA results mainly to adjust newly develop language and other primary subject curriculum and standards in order to focus on more problematic issues, such as reading comprehension
- Results are used to adjust USAID Quality Reading Project teacher training, mentoring, and monitoring activities through focusing on major problematic aspects



Question?

Thank You! Спасибо! Сипос!



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Early Grade Reading Assessment (EGRA) Baseline Results and Policy Implications: Kyrgyzstan Experience

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USAID/Quality Reading Project: Kyrgyzstan

Some of the key expected achievements of USAID/QRP in Kyrgyzstan include:

- Reinforcing the teaching and learning of reading in 1,300 schools and reaching more than 7,500 Kyrgyz teachers (around 265,000 students);
- Establishing grade-level minimum standards on key reading skills;
- Strengthening national system to administer standardized and classroom-based assessments in order to track students' learning and use data for decision making;
- Conducting out-of-school activities to enhance reading
- Assisting local institutions and communities to develop and utilize age-level reading materials.





What did we already know about reading in Kyrgyzstan from National and International assessments?

- 2009, Kyrgyzstan - Program for International Student Assessment (PISA) only 11.7% of Kyrgyz 15-year-old students were able to meet basic level in reading.
- In 2007, World Bank funded National Sample-Based Assessment (NSBA) showed that as many as 64.4% of fourth grade students scored below basic level in reading comprehension.
- EGRA (USAID, 2012): about 50% of students (grades 2 and 4) did not meet national reading fluency norms.



The **objective** of Early Grade Reading Assessment (EGRA) is to provide the MoES and USAID with valid and reliable data on students' reading learning outcomes in Kyrgyz and Russian languages for grades 1, 2, and 4.

Standard USAID indicator:

- Proportion of the 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.





- To calculate this indicator the conjunctive model is used: students are required to attain a minimum level of performance on each reading fluency and comprehension sections separately.
- Because of absence of reading **performance standards**, except reading fluency measures (# of words read per minute) special activities were organized to set comprehension performance benchmarks.

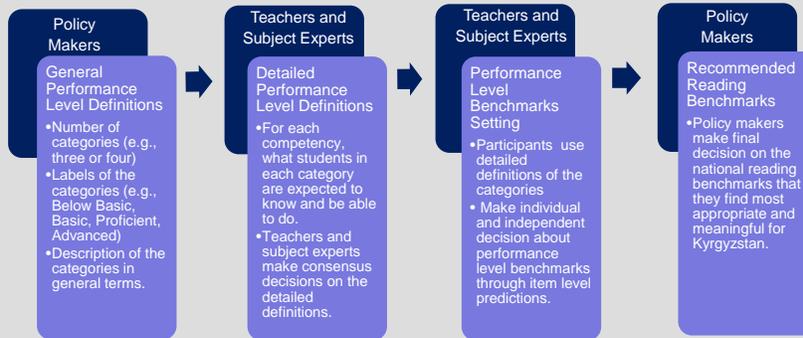


Sample

- EGRA (2014) was administered to 130 sample schools
 - 106 rural schools
 - 8 semiurban schools
 - 16 urban schools
- Schools and students were selected based on a random and a systematic sampling procedure, respectively.
- 20 sample students from each Grade of 1, 2, and 4, for a total of 5,840 students (1,920 in Russian and 3,920 in Kyrgyz).



Setting Benchmarks



National Performance Benchmarks

Language Skill	Grade	Standard
Reading Fluency: Kyrgyz and Russian (words per minute)	1	25 words per minute
	2	40 words per minute
	4	80 words per minute
Reading Comprehension: Kyrgyz (marks)	1	75%
	2	67%
	4	70%
Reading Comprehension: Russian (marks)	1	71%
	2	59%
	4	67%

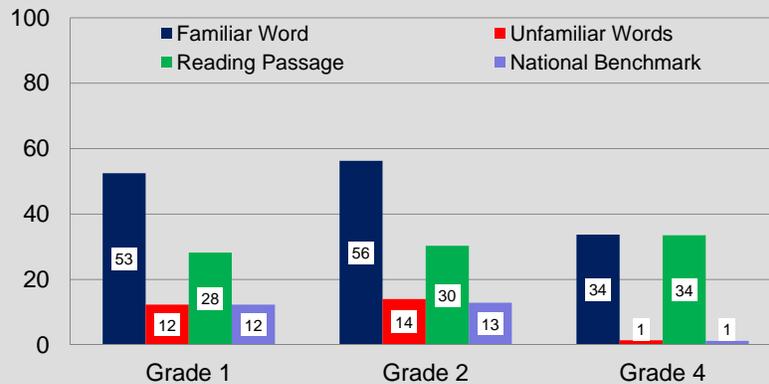


Reading fluency

- The bridge between decoding and comprehension, the reader is decoding quickly enough to be able to focus on comprehension.
- Fluency was assessed through three EGRA sections: reading familiar words, unfamiliar words and reading passages.
- Conjunctive model for reading fluency calculation was used: a student counted as a “met reading fluency benchmark” if a student meets benchmarks in all three sections separately.

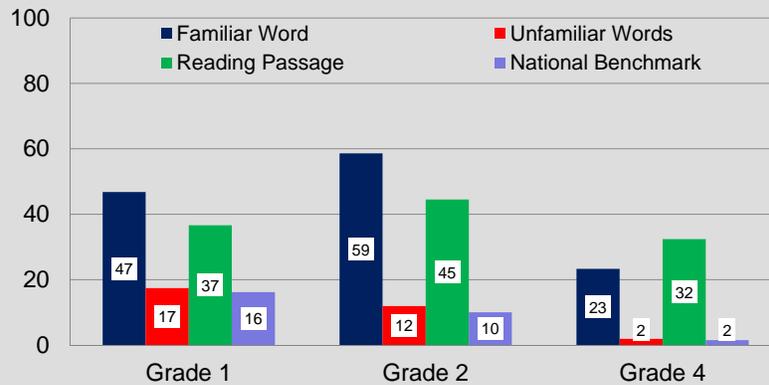


What Percentage of Students Meeting Reading Fluency Benchmark in Kyrgyz?





What Percentage of Students Meeting Reading Fluency Benchmark in Russian?



Reading Comprehension

Reading Comprehension was assessed through three EGRA sections:

- Oral Vocabulary
- Listening comprehension
- Reading comprehension

Defined with respect of percentage of comprehension questions correctly answered by a student.



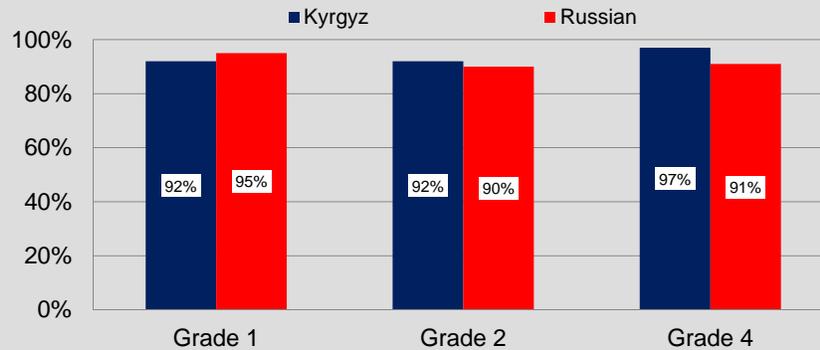


Reliability Measures

Grade		Kyrgyz	Russian
1	Comprehension	0.58	0.82
2	Comprehension	0.70	0.84
4	Comprehension	0.75	0.73

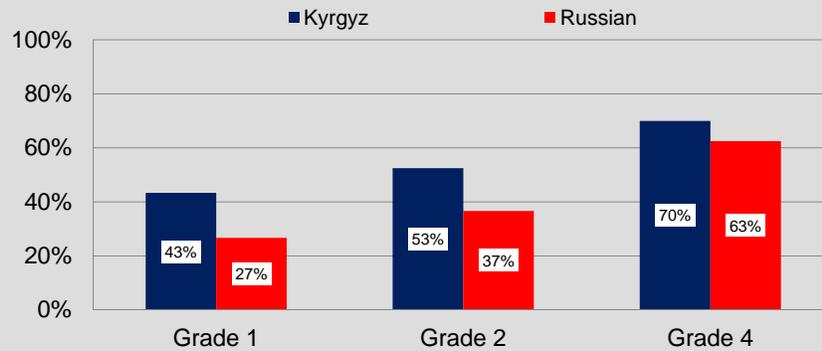


Average Percentage Scores Obtained in Oral Vocabulary Knowledge

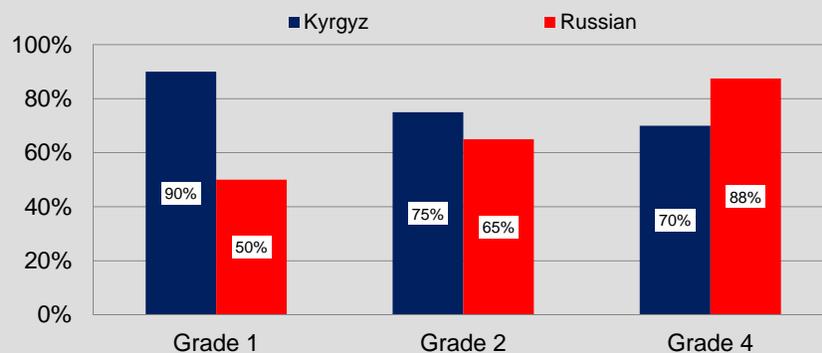




Average Percentage Scores Obtained in Reading Comprehension



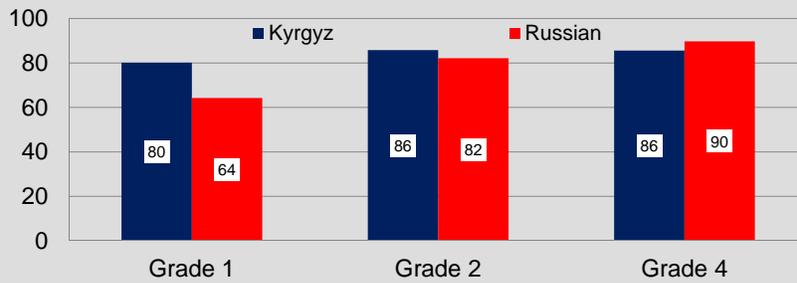
Average Percentage Scores Obtained in Listening Comprehension





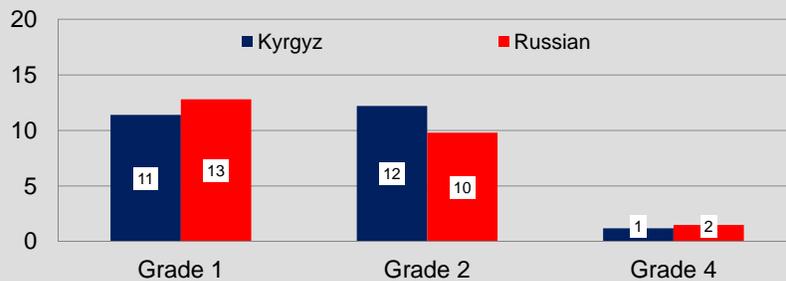
Grade	Kyrgyz (Benchmarks)	Russian (Benchmarks)
1	75%	71%
2	67%	59%
4	70%	67%

What Percentage of Students Meeting Reading Comprehension Benchmarks ?



Grade	Kyrgyz (Benchmarks)	Russian (Benchmarks)
1	25 WPM and 75% Marks	25 WPM and 71% Marks
2	40 WPM and 67% Marks	40 WPM and 59% Marks
4	80 WPM and 70% Marks	80 WPM and 67% Marks

What Percentage of Students Meeting Fluency and Comprehension Benchmarks ?





Conclusions

- Primary grade students have difficulty with decoding.
- As it was also evident from USAID (2012) study that students have serious difficulty in comprehending texts. The students performed relatively better in listening comprehension than in reading comprehension.
- Female students performed statistically significantly higher than male students in most EGRA sections, and also meeting various national benchmarks.
- Semi-urban schools in Kyrgyz and urban schools in Russian performed higher than their counterparts.



Other findings: What are the factors that predict reading scores?

(from an OLS multivariate regression)

Factors positively associated with all reading outcomes

- Having **non-textbook books in class** is positively associated with all reading outcomes.

Factors positively associated with some reading outcomes

- **Mother's education** is associated with **improved language and reading comprehension**.
- Student's **socio-economic status**, measured through an asset index, is associated with improved reading comprehension.

Factors not associated with any reading outcomes

- The **number of children's books in the home** is not associated with reading outcomes.
- Neither **teacher number of years of school work** nor **education** is associated with reading outcomes.

Factors negatively associated with some reading outcomes

- A larger **class size** is associated with lower language and reading comprehension, and grapho-phonemic awareness.





General Recommendations

- Teachers both pre-service and in-service levels need to be introduced to proven research-based methods and strategies for teaching students languages.
- Students do not have adequate opportunity to practice reading due to lack of learning materials (ADB, 2008). Significant efforts need to be made to procure, develop, and distribute quality reading materials and teaching aids so that both students and teachers have easy access to the materials.



General Recommendations

- Baseline EGRA was aligned with reading standards and performance benchmarks for measuring student progress against those benchmarks. Therefore, it is expected that future EGRAs must employ a standard-based approach and must make a strong connection with the baseline EGRA.
- Formative assessment tools for literacy learning should be developed and implemented so teachers can better understand student learning in the classroom and adjust their lesson planning accordingly.



EGRA results dissemination

- EGRA results were presented in the format of an analytical report.
- Report was discussed at the Conference (December 4, 2014) with MOES, Kyrgyz Academy of Education, Pedagogical Universities, school teachers, and other stakeholders.
- Recommendations on using assessment results were published in the National Teachers' Newspaper "Kut Bilim" (26.12.2014).
- Fact sheets and 'Summary' were distributed to district Ed. Departments and target schools as well.



EGRA Results Dissemination Conference's Recommendations to MOES : (December, 2014)

- Develop methodological guidelines for primary grade teachers on reading fluency and comprehension improvement;
- Adjust pre-service and in-service teacher training curriculum with new reading teaching technologies and reading skills concept;
- Conduct regular monitoring of reading comprehension skills in primary grades on the national level;
- Involve school libraries, community, and mass media in family reading promotion;
- Enrich school/classroom environment by age appropriate supplementary reading materials;



Policy Implication of EGRA Results

- Results are used as a baseline for the USAID Quality Reading Project.
- Results are used to adjust USAID Quality Reading Project teacher training, mentoring, and monitoring activities.
- MoES (KAE) using EGRA results to adjust newly developed reading subject standard in order to focus on more problematic issues, such as reading comprehension.
- MoES' Reading Steering committee focused on coordination efforts in reading between different organizations/projects.
- NTC' capacity in EGRA implementation is increasing (sustainability of reading assessment).



Thank you!
Chon Rakhmat!

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