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USAID Quality Reading Project (QRP) - Tajikistan

Quarterly Report

April - June 2015



July 2015

A partnership with:

American Institutes for Research and Save the Children

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

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Quarterly Report
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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
AOE	Academy of Education
CLA	Children's Library Association
DED	District Education Department
EGRA	Early Grade Reading Assessment
GPE	Global Partnership for Education
IED	Institute for Educational Development
IST	In-Service Teacher Training
MOES	Ministry of Education and Science
MOU	Memorandum of Understanding
M&E	Monitoring and Evaluation
NSTR	National Steering Committee on Reading
NTC	National Testing Center
QRP	Quality Reading Project
RED	Regional Education Department
RTTI	Republican Teacher Training Institute
SC	Save the Children
TJ	Tajikistan
TOT	Training of Trainers
TTI	Teacher Training Institute
USAID	United States Agency for International Development

I. Activity Summary

Lead Implementing Partner	American Institutes for Research (AIR)
Other Implementing Partners	Save the Children (SC)
Activity Name	USAID Quality Reading Project (QRP)
Activity Objective	The primary objective of this contract is to improve student reading levels among students in grades 1-4 in Kyrgyzstan and Tajikistan. The contract focuses on the following results: 1) Improved reading instruction in grades 1-4; 2) Increased availability of reading materials; 3) Increased out-of-school reading time; and 4) Increased government support to improve reading.
Life of Activity	June 28, 2013 to June 27, 2017
Full Contract	
Total Estimated Contract/Agreement	\$14,906,184
Obligation to date	\$14,362,145
Total expense at beginning of the quarter (March 31, 2015)	\$5,868,663
Expenses during the current reporting period (April – June 2015)	\$1,455,014
Pipeline at the end of the quarter (June 2015)	\$7,323,677
Estimated expense burn rate for next quarter (July-September 2015)	\$850,000
Tajikistan	
Total Estimated Contract/Agreement	\$8,210,415
Obligation to date	\$7,295,616
Total expense at beginning of the quarter (March 31, 2015)	\$3,123,547
Expenses during the current reporting period (April – June 2015)	\$687,628
Pipeline at the end of the quarter (June 2015)	\$3,811,175
Estimated expense burn rate for next quarter (July-September 2015)	\$518,900

II. Executive Summary

The United States Agency for International Development (USAID) Quality Reading Project's (QRP) main goal is to increase reading levels of Grades 1-4 students in Tajikistan and Kyrgyzstan. It is a four-year project implemented by the American Institutes for Research (AIR) and Save the Children (SC). The project works to improve reading skills among primary grade students by drawing on existing structures in both countries. The USAID Quality Reading Project is building capacity from the national level down to the classroom, all supporting the common goal of improving student-reading skills. This report focuses on the activities undertaken in Tajikistan.

One of the major achievements of the project is the in-service teacher training (IST) package for Tajik primary schools for mother tongue (Tajik) language of instruction. After receiving approval from Ministry of Education and Science (MOES), 15,000 copies of the IST package for Tajik schools was printed for use at the school-based trainings (Level 3) to be distributed to Cohort 1 and 2 schools by the first week of September 2015. Cohort 3 schools will receive the Tajik IST package during their Level 2- Master Training in July and August.

During this quarter, Cohort 1 schools completed the 72-hours of IST at school-level (Level 3). Master Trainers delivered these trainings on Saturdays during the Methodological Union Days at project schools. School-level (Level 3) trainings are being delivered in 411 Cohort 2 schools that received Level 2 training in January 2015. Cohort 2 schools started their school-level training in February 2015 and will complete the entire 72-hour IST by December 2015.

Another major activity during this period was the finalization of the "Parents Guide on the Importance of Reading in the Family," which was submitted for review and approval to MOES. Training for parents and family will be delivered through the same IST cascade module.

Through close collaboration with the Center for Out-of-School Activities of the MOES, the Reading Camp Guide was finalized and sent for review and approval to MOES. To test the quality of the module, a pilot of the materials occurred in 10 schools of Kurganteppa, Kulob, Dushanbe, and Khujand. The project conducted a two-day orientation training for National Trainers and these trainers delivered the 3-day training for camp teachers from June 24-26, 2015 at the pilot sites.

In the coming quarter, during the school summer holidays in July and August 2015, Master Training (Level 2) for 460 schools will be conducted in the remaining districts of Tajikistan. Before the Master Training, National Trainers will receive 5-days of refresher training. The number of Master Training days is increased from 10 to 11 days for this IST period due to the inclusion of the out-of-school reading activities. Prior to conducting the training, all the processes will be agreed upon with the MOES.

The USAID Quality Reading Project continues to work with the Global Partnership for Education-4 (GPE-4) to integrate and streamline competency-based standards for reading and writing into the overall standards-based reform process coordinated by GPE-4 with the MOES.

During this reporting period, MOES officials and other relevant stakeholders have become actively involved in project activities, which included attending trainings and monitoring visits, and providing feedback on the IST packages and mentoring support.

The main challenges experienced have been delays in obtaining necessary government approvals for materials and with the procurement of additional reading materials. To address this latter issue, it was decided to mobilize communities and parents to contribute additional reading materials to the schools where their children study. This initiative has been well received and is making good progress in many project schools. It is anticipated that the pending

budget modification will include resources for the procurement of books. The project continues to work with MOES to improve their understanding of project activities and collaboration for timely approvals.

III. Description of Accomplishments and Program Objectives (April – June 2015)

Introduction

The United States Agency for International Development (USAID) Quality Reading Project (QRP) is a four-year project implemented by the American Institutes for Research (AIR) and Save the Children (SC). The project works to improve reading skills among primary grade students in Kyrgyzstan and Tajikistan. By drawing on existing structures in both countries, the 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 early grade reading. This report focuses on the activities undertaken in Tajikistan.

In-service teacher training (IST) through a cascade module with three-level trainings are taking place throughout a school year. This quarter, Cohort 1 has completed the entire cycle of the IST trainings at school-level (Level 3) within the 2014/2015 school year. Cohort 2 is at the midway point of the school-level (Level 3) IST and will complete the trainings in December 2015. For Cohort 3, IST is scheduled for Level 1 (National Trainer) in July 2015 and Level 2 (Master Trainer) in July and August 2015, with rollout of school-level (Level 3) training in September.



Photo: USAID QRP – Kathryn Fleming

Grade 2 students at school #5, Bobojon Ghafurov, Sughd doing vocabulary exercises

The out-of-school component of the project will support reading with additional activities such as Reading Camp, Reading Buddies, Holding National Book Day, and the Family Program (previously the Parents' Program). During this quarter, the Reading Camp module was finalized and pilot trainings were conducted. Guidelines for the Reading Buddies program were developed and finalized. In preparation for National Book Day, a set of reading tests were developed for primary grades and based on the tests, a competition of "I'm a Reader" was piloted in Kulob and Kurganteppa. The Family Program will be delivered based on the developed Parents' Guide on the "Importance of Reading for Children at Home." The guide was developed and reviewed by Ministry of Education and Science (MOES) and was recommended to be implemented with the incorporation of the recommended changes.

The USAID Quality Reading Project closely collaborates with the MOES and its sub-institutions in all the stages of the project implementation. The following provides activity detail as per sub result.

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

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

Sub Result 1.1: Conduct a baseline qualitative analysis

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:

During this quarter, the USAID Quality Reading Project continued its close collaboration with the MOES through the Global Partnership for Education 4 (GPE-4) on the revision of “Mother Tongue” Standards. As the results, the USAID Quality Reading Project and GPE-4 local and international consultants worked together to review the reading and other language competencies, and developed indicators of achievements for each defined competency by subject and grade. This collaboration brought the status of the USAID Quality Reading Project involvement in the development of national language standards to a higher level and enhanced the professional trust with the MOES.

The Standards were submitted to the MOES for a second round of review and have been updated based on feedback from key stakeholders, education experts, and international consultants. The MOES, GPE-4, and the USAID Quality Reading Project are working on editing the revised standards and are working together to develop the plan for pilot testing the training of the standards with 500 teachers in 50 schools across Tajikistan during the 2015/2016 academic year. The USAID Quality Reading Project is working with GPE-4 to ensure that the GPE-4 pilot does not contaminate the project’s research design and control schools.

In-service teacher training modules

The IST package for Tajik primary schools as language of instruction was approved by the MOES in December 2014. Before the approval, the IST package was reviewed and revised based on the feedback and suggestion from MOES and its sub-institutions. The first cycle of approval for the set happened at the Education Board and the second and final approval for the IST was received at the Collegium of MOES in December 2014. Despite obtaining approval from the Collegium, the Deputy Minister sent the material for another review. Mr. Lutfulloev Mahmaddullo, Academy of Education (AOE) professor, fully edited and approved the complete package. While the purpose of sending the approved packet for another review was unclear, the USAID Quality Reading Project looks forward to any additional feedback the AOE might provide that will strengthen the quality and sustainability of the IST for Tajik mother tongue instruction. Any additional comments will be included in future updates to the IST package.

The USAID Quality Reading Project printed 15,000 copies of the IST package for Tajik schools for school-based (Level 3) trainings. These will be distributed to all Cohort 1 and 2 schools by the first week of September 2015. Cohort 3 schools will receive the Tajik IST package for school-level training during the Cohort 3 Master Training (Level 2) scheduled for July and August 2015. All primary grade Tajik mother tongue teachers will receive a copy of the IST package. Additional copies will be made available to regional Teacher Training Institutes (TTIs), District Education Department (DED), Regional Education Department (RED) staff, and other key stakeholders.

The Russian IST package underwent another review during the January IST training for Russian teachers and their comments and suggestions were incorporated into the material. After the revision, the Russian IST package was sent for approval to MOES on 30 April 2015 and is currently going through review at the AOE and pending approval. Upon final approval from the MOES, the USAID Quality Reading Project will print the Russian IST package and

distribute it to the Cohort 1 and Cohort 2 Russian schools for ongoing use by teachers during future Methodological Union Days. The Cohort 1 and 2 Russian were using draft IST modules and were sharing sets at the school-level. There are no Russian schools in Cohort 3.

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

Level 3 IST trainings at school level

Cohort 1 IST trainings at school-level (Level 3) (regions of Kurganteppa, Kulob, and four districts of Sughd), which began in November of 2014 came to a close in mid-June, 2015. Primary teachers received IST training at school-level for three hours on Saturdays on the Methodological Union Day. Some schools organized their school-level IST on other days to accommodate local needs, which helped to ensure the participation of the largest number of teachers possible. One of the reasons to conduct these trainings on Saturdays was to revitalize the Methodological Union Day during which teachers received professional development. After the collapse of the Soviet Union, the MOES was not able to re-establish the Methodological Union Day due to lack of methodological trainings and resources, even though it is the obligation of the teachers to stay on Saturdays in school for professional development. After completion of the IST trainings at school-level, every school is planning their own schedule for the next academic year, which starts in September. In total, 8,470 teacher received training during Cohort 1 at school-level from the Master Trainers and during the Saturday Methodological Union Day. The MOES and USAID Quality Reading Project staff, through review of teacher portfolios and training records, are currently verifying the final number of the teachers who completed the 72-hour IST training.

During this quarter, which coincided with the last three months of the academic year, teachers from Cohort 1 schools began to incorporate the new methods from IST in their everyday teaching. During visits, classrooms observation, and conversations with teachers, it became clear how teachers are now using the balanced score cards to identify students needing extra assistance in their classrooms and paying more attention on how to improve the learning of the students who struggle with reading and writing. Most of the teachers say that the print rich environment created by teachers and students contributes tremendously to student learning and engagement during daily lessons.

In my own words

Prior to the USAID Quality Reading Project IST, my only tool for teaching was the classroom textbook.

-Teacher, Kulob #10

Some Cohort 1 project schools completed their IST trainings in May. Based on recommendations from the USAID Quality Reading Project team, these schools conducted open classes. These open classes were structured so that teachers hold open sessions where other teachers are invited to observe their teaching methods and provide feedback or ask questions in real time. One such event took place in rural school #15 of Qumsangir district, where 35 primary teachers, RED, DED, and USAID Quality Reading Project staff were invited to observe the lesson and provide feedback and comments. Two young teachers (one Grade 2 male teacher and one Grade 3 female teacher) taught open classes in two separate classrooms and all the invited representatives and teachers split into two groups to observe the lesson. Once the lessons ended all the teachers put on their “mentor hats” and provided their feedback and recommendation. Overall, the lessons taught by the teachers received high scores during these open lessons based on the methodology and techniques learned through the IST.

At the conclusion of the open class, the Head of the Qumsangir DED, Elchizan Pallaeva, said that he heard much about the project from his colleagues but never had a chance to see it in practice. He also said, “Today, I witnessed a classroom where students are fully engaged and

motivated to learn. Reading components such as formative assessment and reading comprehension are a vital part of every primary teacher’s lesson. In the lesson taught by the young teachers, it was clearly noticed that we need to promote such experiences in the future.” After the DED’s comments, the Qumsangir District Primary Methodologist, Ghafurov Abdurasul, said, “The USAID Quality Reading Project laid a solid foundation to spread and continue best practices through such events.”



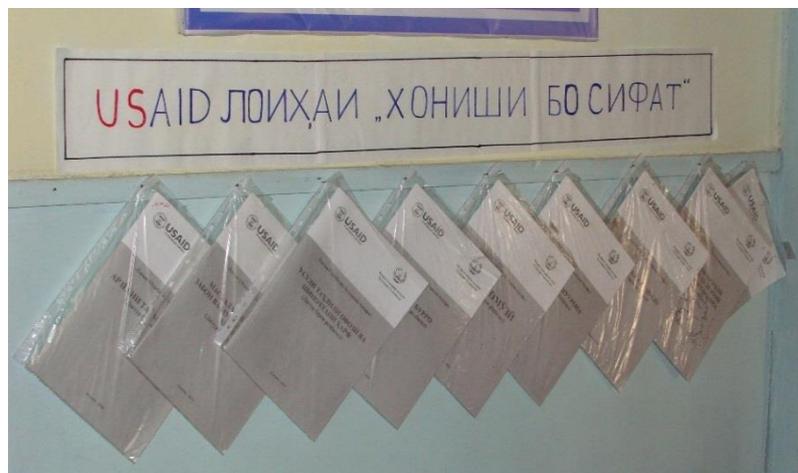
Photo: USAID QRP – Kathryn Fleming

Grade 1 students at School #10 in Kurganteppa building words through interactive learning activity

In some districts of Khatlon (Khuroson, Sharutz, and Qubodiyon) and Sughd (B. Ghafurov, Spitamen, Jabor Rasulov, and Istaravshan) there are many bilingual Tajik-Uzbek schools; however, the USAID Quality Reading Project only targets Tajik and Russian primary teachers. In these areas, only Tajik primary teachers were invited to the Master Training; however, at school-level Uzbek primary teachers also actively participate in the IST conducted on Saturday Methodological Union Days. During visits to these Tajik-Uzbek schools, the project staff observed that interactive and child-centered reading methods were not only used by Tajik primary teachers but also widely implemented by Uzbek teachers. During conversations with the Directors of the bilingual schools, the Directors noted that the Uzbek teachers had considerable enthusiasm to participate in Saturday IST conducted by the Master Trainers and incorporated the new methodologies into their classrooms. Upon visiting some of the Uzbek classrooms, project staff observed print rich environments, student and teacher portfolios, use of formative assessment tools, and reading corners, all to improve reading.

In addition, the team observed that in some Cohort 1 and Cohort 2 schools that some teachers of upper grade subjects were also actively participating in the USAID Quality Reading Project school-level IST through the Saturday sessions. One of the recommendations during the school visits from principals and teachers is that IST be delivered to upper grade teachers, as well. They expressed concern about what would happen when primary students become upper grade students and they will be taught by teachers who have not received the IST and who use the traditional teacher-centered methods and pedagogy. In some Khatlon districts, DEDs decided to provide such trainings for upper grades teachers using DED resources while utilizing the USAID Quality Reading Project Master Trainers.

One challenge faced by some schools is that they only sent one teacher to the Level 2 Master Training, so that the single Master Trainer may not be fully capable of conducting the IST at school-level. One example from Dushanbe City school #3, they sent one



Teacher Resource Corner in Khujand

teacher to the Level 2 - Master Training, he was then not capable of delivering the Saturday IST. During USAID Quality Reading Project monitoring at this school, they found that the Saturday Level 3 trainings were be conducted by the Deputy Director of the primary grades, Zulola Ziyodulloeva who had not attended the Master Training. Despite not participating in the Level 2 Master Training, the project team was amazed by her training skills and her knowledge of the USAID Quality Reading Project IST. When asked how she obtained the knowledge and skills to conduct the Saturday Methodological Union Days through USAID Quality Reading Project IST set, she responded that, “The IST set has very simple and easy to understand language and instructions”. She also stated that, “The IST modules provided me with the necessary tools as the activities and techniques provided are adjusted to the age of children”. Ultimately, Zulola acknowledged that she would like to participate in the project’s structured training to advance her knowledge and skills as a trainer.

A similar situation existed in Qayrokum where only one teacher participated in the Level 2 Master Training in January 2015. She faced many challenges because as the only Master Trainer, many of the primary grade teachers in her school did not want to receive the Saturday IST.

When the USAID Quality Reading Project team visited the school with the USAID Tajikistan Education Management Specialist, Mavjuda Nabieva, teachers expressed their thoughts of how IST trainings on Saturday started in their school and how they were reluctant to participate in the school-based training. They described how the Master Trainer convinced her Deputy Director to allow her to lead one IST session. When primary teachers gathered and the Master



USAID Quality Reading Project team talking to primary teachers in Qayrokum school with the USAID Education Management Specialist

Photo: USAID QRP – Matluba Atabaeva

Trainer conducted her first session, the primary grade teachers’ attitudes changed regarding the training. The primary grade teachers requested the Master Trainer to continue the sessions every Saturday. The primary grade teachers originally thought that this training would be like the traditional Methodological Union Days; however, they quickly realized it was very practical and relevant for their professional development. This is how the Saturday IST trainings were established in this school. Such schools are very few among the USAID Quality Reading Project schools, but they exist and the project team with Master Trainers, DED and TTI staff continue to encourage reluctant schools to establish IST through Saturday Methodological Union Day.

Level 2 Master training for Cohort 3

During the school summer holiday in July and August 2015, Level 2- Master Training will be organized for 460 schools in the remaining project districts of Tajikistan. Before the Level 2 - Master Training, the National Trainers will receive 5-day refresher training from the USAID Quality Reading Project and MOES staff. This fresher will include any updates to the IST and 1-day dedicated to the new out-of-school reading activities. The length of the Level 3 - Master Train was increased from 10 to 11 days in order to incorporate the new out-of-school reading activities. The cost to extend the training by 1-day is covered by cost savings from restructuring the lunch and coffee/tea breaks. Prior to conducting the IST, all the processes and materials will be agreed upon with the MOES. For more details on Cohort 3, see the Table 1, below:

Table 1. Estimated Participants for Cohort 3 Master Level (Level 2) Trainings

District	Number of schools	Participants	Groups	Trainers	Mentors
Aini	39	117	5	10	1
Asht	39	117	5	10	1
Faizobod	17	51	2	4	1
Ghonchi+Istaravshan (Ghonchi)	36	108	4	8	1
Isfara	57	171	7	14	2
Jirgatal	7	21	1	2	1
Konibodom	38	114	5	10	1
Kuh.Mastchoh	9	27	1	2	1
Mastchoh	30	90	4	8	1
Nurobod	19	57	2	4	1
Panjakent	82	246	10	20	2
Rasht	29	87	4	8	1
Roghun	6	18	1	2	1
Taboshar	2	6	1	2	0
Tavildara	3	9	1	2	0
Tojikobod	11	33	1	2	1
Varzob	19	57	2	4	1
Zafarobod	17	51	2	4	1
Total	460	1380	58	116	18

Sub Result 1.4: Strengthen systems for teacher mentoring/coaching

To strengthen teacher capacity, one of the main project activities is providing constant mentoring and coaching support to primary grade teachers. After the monitoring visits to Cohort 1 and 2 schools, the USAID Quality Reading Project team has decided to strengthen mentoring activities for Cohort 2 schools and continue mentoring in Cohort 1 schools despite their completion of the Level 3 IST. This aligned with recommendations made by USAID to strengthen mentoring and coaching through DED and local TTIs. Although the RED, DED, and TTI representatives serve as Level 1-National Trainers for the USAID Quality Reading Project IST, by fully involving them in the mentoring process, it will strengthen support to teachers at the school-level and the collaboration between the project, local MOES sub-institutions, and increases the potential of local specialists to provided continued support to their local schools beyond the life of the USAID Quality Reading Project. Such engagement will also contribute to sustainability and project ownership by the MOES.

Mentoring and coaching sessions in Cohort 1 and 2 schools were held based on the Mentors' schedule in their respective sites until the end of the academic year. A new mechanism will be developed to support and strengthen teachers who need more mentoring and coaching session. Thus from September 2015, mentoring refresher trainings are planned for Mentors from project schools, DEDs, and TTI representatives.

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

The Tajikistan 2015 midterm data collection ran without the EGRA. As the MOES had not approved the EGRA baseline report by the start of mid-term data collection for April/May 2015

and after discussions with USAID, it was determined that the MOES would likely not approve and support the 2015 EGRA. The decision was made to skip EGRA this year with Grade 2 students and conduct it next year, April 2016, covering Grade 3 – the students who were supposed to be assessed this year in Grade 2. Although this shift is not ideal, it will still provide the project with the three necessary data points for the longitudinal research. The project has scheduled the development of the EGRA tool for Grade 3 for autumn 2015 followed subsequently by pilot testing during the winter. Approval of baseline EGRA report has been a challenging process but the project feels that the approval of a revised baseline report will occur during the next quarter as the USAID Quality Reading Project has spent considerable time working with MOES stakeholders to understand how to read the data and how it relates to project objectives and measures.

From March 29 - April 5, 2015, the Monitoring and Evaluation (M&E) Manager and M&E Coordinator for Zarafshan participated in the midline M&E and EGRA training held in Bishkek with the USAID Quality Reading Project Kyrgyzstan team. As they were new staff (hire since the baseline), they learned the EGRA instruments and other survey tools and supplementary instruments to be used during the mid-term data collection such as the student, parent, teacher, and librarian interviews, use of the classroom observation tool, and the process of running the data collection including the student and parent selection processes, and coding.

Subsequently, the USAID Quality Reading Project Tajikistan M&E team revised the data collection tools based on experience gained from the Kyrgyz workshop; the baseline study; and necessary revisions to the tools reflected in inconsistent translations of the Tajik, Russian, and Kyrgyz language tools. In early April, the project invited baseline test administrators from the Dushanbe region to participate in the editing and refining of the instruments for Tajikistan.



Photo: USAID QRP – Faruza Rahmatova

Muhiddinova Ominakhon is conducting a student interview, School #13, Spitamen, Sughd

The mid-term data collection covered Cohort 1 schools in Sughd, Kulob, Kurganteppa, and Dushanbe regions. To ensure the delivery of unified messages to all data collectors and supervisors, the project decided to conduct all data collector trainings in one location in Dushanbe. Consolidating the training also had the added benefit of providing cost savings for the project.

From April 13-15, 2015, the USAID Quality Reading Project conducted a Master Training for data collection supervisors. The supervisors were responsible for administering the data collection process in their designated regions. After the Master Training for supervisors, three simultaneous trainings for data collectors was convened. Data collectors were divided into three groups where their respective supervisor and project M&E staff taught them about filling in the questionnaires, selection of interview subjects, coding, and the reporting process. The trainings for data collectors lasted from April 16-18, 2015. On the last day, the project distributed blank instruments to supervisors based on the randomly selected Cohort 1 schools to be visited. On the following Tuesday, data collection commenced.

Photo: USAID QRP – Shafqat Ghozziyeva



Classroom observation in a Control School in Kulob

Amy Todd, AIR M&E Specialist, participated in the training for data collectors and provided invaluable technical assistance particularly on data quality, confidentiality, and research sampling. She visited data collection sites in Sughd to provide oversight and quality assurance.

Data collection lasted from April 22-May 5, 2015. The week following data collection was used for verification and acceptance of filled out questionnaires, first from supervisors to M&E staff in regions and then from M&E staff to the Dushanbe office.

Three MOES staff – Aliev Abdujabor, Head of Primary Grade Education Department, Fathidin Tavarov, USAID Quality Reading Project focal person at the MOES, and M. Bobomurodov, Primary Grade Education Department Specialist, visited schools in Sughd to observe data collection.

The USAID Quality Reading Project hired a CSPro programmer to help the M&E Manager in the development of a multilingual data entry application for the various instruments (in English, Tajik, Russian, and Kyrgyz languages). The M&E Manager developed two and the programmer three data entry applications. Amy Todd completed rigorous testing of the

Photo: USAID QRP – Suhrob Tavarov



Quality Assurance of data collection at School #1, Jaloliddini Rumi district led by Supervisor Choriyev Akbarali

applications and approved their utilization. The use of the CSPro application is designed to improve data quality and data entry efficiency through the reduction of human error in manual data entry. The data entry process first launched in the Bishkek office. The data entry process in Dushanbe lasted from May 21 - June 18, 2015. Feedback from data entry clerks during the initial stages of the data entry process were immediately taken into consideration

and modifications made to the applications. In Tajikistan, the last section of the EGRA tool “Student Background Info” was used in the form of a separate instrument called “Student Questionnaire” in order to gain critical information from students for the Performance Monitoring and Evaluation Plan.

Intermediate Result 2: Increased availability of reading materials

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

COMPLETED. Report submitted to USAID and the MOES.

Review of the primary-grade reading materials was conducted and available primary reading materials were identified. These will be used for the book banks and mobile library activities. The final list will be reviewed and updated upon budget approval to ensure that any new titles

that have become available are included in the list for procurement and distribution. This may include titles developed by the Aga Khan Foundation.

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

Photo: USAID QRP – Matluba Atabaeva



USAID Education Management Specialist reviewing the low cost materials and classroom book corner

One of the main components to improve reading is the availability of additional reading materials for children. During the current quarter, the USAID Quality Reading Project worked to create additional reading materials in order to increase its impact on enriching reading resources in the classroom and improve students' progress. Master Trainers during the Saturday IST created samples of low-cost material and teachers creating multiple types of materials based on their guidance. In some schools, primary teachers have been sharing their knowledge and skills in the development of the materials and they exchange reading resources to increase

variety in the classrooms for their students. In addition to the materials created by teachers, parents are also continuing to contribute different reading materials such as storybooks, fables, and poems to the classroom where their children are studying. Thus, some schools have already collected a significant amount of reading materials that are used widely by teachers and students for in- and out-of-school reading.

While visiting schools, it was observed that most of the schools in Cohort 1 and 2 organized book corners and students borrow the books to read and return as advised by the USAID Quality Reading Project. At one school in the Spitamen, project staff noticed that one of the teachers, Mr. Khurshedkhon, is an active promoter of the book corner and not only uses the books from the corner with his students, but also writes short poems. He has added 25 poems of his own to the book corner.



In addition, with the help of teachers, students are also making books - mainly fairy tales - that have been added to the book corners. The books they created are to be given to younger students, as they will help to increase and motivate reading.

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 importance of reading as a cornerstone of education and life-long success is gradually increasing in Tajikistan and one initiator for the public awareness is the USAID Quality Reading Project in partnership with REDs and DEDs. For this purpose, various materials have been developed and different events are organized. One of the events that emphasized the importance of books in life and reading as a basis for success in life was an event called “Books-priceless treasure” conducted on May 20, 2015 in gymnasium #2 of Bobojon Ghafruov district.

The USAID Quality Reading Project, Deputy Chief of Party, Kathryn Fleming and Education Project Manager, Sherali Saidoshurov, and the USAID Tajikistan Education Management Specialist, Mavjuda Nabieva attended this event.

At this event, students and teachers from all over the district participated and primary students talked and sang about the value books and importance of reading. Two prominent individuals were invited to the event who contributed significantly in the development of reading materials and books. One of them was poet and writer, Mr. Niyozov, and a textbook writer for schoolchildren, Mrs. Shuaybova. After children completed their performance



Opening of the "Books-priceless treasure" event

Mr. Niyozov and Mrs. Shuaybova talked about importance of reading books and increasing reading time during everyday life. Mr. Niyozov recited some of his poetry about reading and Mrs. Shuaybova displayed her textbooks and talked about the process of writing the textbooks. This event was well organized and delivered the message on the importance of reading to the participants. The project will encourage such events and use the model of the "Books-priceless treasure" in Bobojon Ghafrov as a sample for all the project sites.

Parents/Family Program

The Parents' Guide on the "importance of reading with children at home" developed by the USAID Quality Reading Project with the support of the well-known writer of children's books, Azizi Aziz, was finalized and sent for review to the MOES. From the MOES, the Parents' Guide was sent to AOE for review and approval. Professor Lutfulloev provided review of the material for the AOE. Professor Lutfulloev provided positive feedback on the documents. His only major concern was that some photos features a well-known writer, which may leave the impression that they are favored by the MOES. The feedback and recommendation have been incorporated into the Parents' Guide.

As with the IST, the Family Program will be implemented through a 3-level cascade model:

1. Master-level during IST and Mentor Trainings;
2. School-level with every primary teacher; and
3. Parents' meetings held monthly in every school.

Through this process, the USAID Quality Reading Project expects parents to work with their children at home to increase their time spent reading.

Develop reading information cards

Originally, the USAID Quality Reading Project planned to develop reading information cards based on the messages given in the Parents' Guide. The materials were to be developed after the Parents' Guide was approved by the MOES for printing and dissemination, as the bullet points from the Parents' Guide would be used for the reading information cards.

During meetings with Deputy Minister Mahmadova, the USAID Quality Reading Project team discussed the idea and process for the development and dissemination of the reading information cards. The Deputy Minister was not in favor of this mechanism in the primary grades because it would have limited exposure. She suggested that the project use other

strategies of reaching out into the community through mass media outlets. The project is working on the development of an advocacy/public relations campaign that includes messages on the importance of reading in the primary grades on billboards and posters in public places, TV and radio spots, and to continue exploring support of the UNICEF cartoon activity.

Reading Buddies

Understanding the high number of students per class in the primary grades (average of 35-40 students); Reading Buddies were assigned to work with the students who needed extra assistance. At the initial stage, Reading Buddies were based on the traditional structure from Soviet times. After project monitoring visits, it was decided that clear guidance is needed for the Reading Buddy Program to work with the students assigned to them. Thus, guideline have been developed for Reading Buddies that will also be implemented through a cascade model including:

1. Master-level during IST and Mentor trainings;
2. School-level with every primary teacher;
3. Primary teacher with every Reading Buddy; and
4. Reading Buddy working with the younger student.

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

Reading Camp



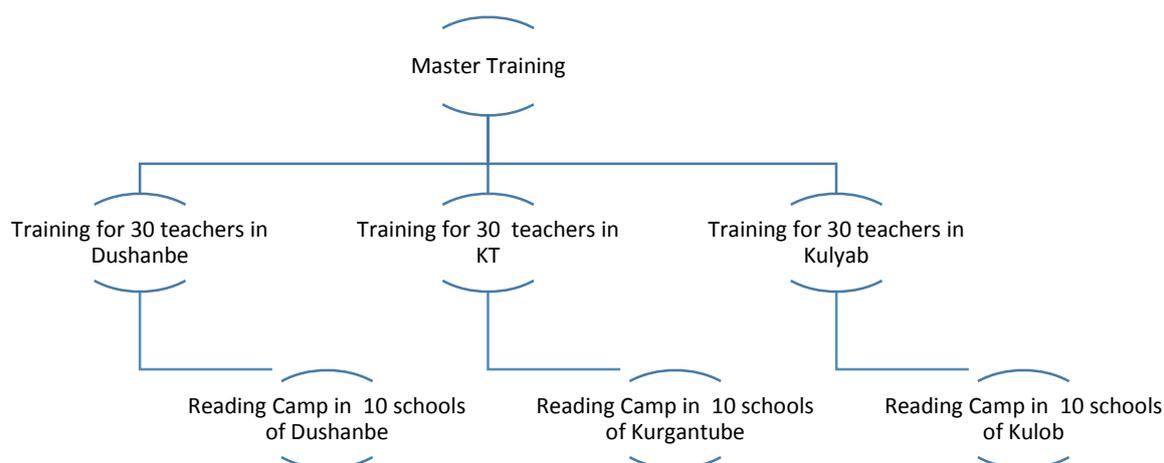
Reading Camp Training at Master level

Through close collaboration with the MOES Center for Out-of-School Activities, the Reading Camp Guide was developed for use in Tajikistan school-based camps. The guide has been submitted to the MOES for review and approval.

Pending national approval from the MOES for the Reading Camp training the USAID Quality Reading Project team decided to get approval from REDs to pilot the Reading Camp training. A letter of request for approval with the draft reading Camp Guide and agenda was sent to the City Education

Department of Dushanbe and RED of Khatlon. Probation training was approved for 30 schools of Dushanbe, Kurganteppa, and Kulob (10 schools in each location). Before the Reading Camp is launched at school-level, a 2-day Training-of-Trainers (TOT) was conducted for six Master Trainers on June 22-23, 2015 in Dushanbe. After completion of the Master Training, two Master Trainers in each location were paired-up to conduct a 3-day Reading Camp training for three teachers (Deputy for Out-of-School activities and two camp facilitators) from selected schools. The following diagram indicates the hierarchical/cascade structure of the Reading Camp trainings:

Figure 1. Hierarchical/Cascade Structure of Reading Camp Training



In addition to the Camp Guide, TOT module for the Reading Camp trainings was developed. During the trainings at all levels, both materials are being tested through teaching and obtaining participants’ feedback and recommendations on the content, structure, and approach of the Reading Camp materials. After completion of the school-based pilot camps, all the necessary changes will be incorporated into the Reading Camp materials and sent for approval to the MOES.

JumpStart

Although ‘JumpStart’ is an out-of-school component, due to its pedagogical nature, it was incorporated into the IST package. It includes a 10-day school preparation program called “Before ABC period”. This material was developed by local consultants from RTTI and AOE, based on the new the standards for primary education modified under the project and in collaboration with GPE-4. This material was incorporated into the Phonemic Awareness and Letter Knowledge Module of the IST package. JumpStart materials were used during the IST Master Training workshop and may be reviewed again by the teachers who provided feedback. Comments were incorporated into the final version and sent to MOES for their approval within each IST package. In December 2014, the JumpStart module was approved together with the IST package for Tajik language and as such is being printed and distributed through the IST process as mentioned earlier. Cohort 3 schools will receive training on JumpStart during the July and August 2015 Level 2 – Master Trainer IST, and all three Cohorts will implement JumpStart activities in the beginning of the school year for first grade students in September with support from the USAID Quality Reading Project staff and National Trainers from the TTI, REDs, and DEDs.

Reading Competition

On Thursday, June 4, 2015, the USAID Quality Reading Project’s Umeda Ermatova stood before an eager, uniformed Grade 2 classroom in the city of Kulob preparing to proctor a reading exam. When she asked what work the students had done over the course of the past academic year, small hands shot into the air.

“I wrote a story based on a picture of a lake,” one boy proudly reported. A girl on the other side of the room piped up, “I memorized a poem about a village family.” These children – in sum 37 students from 12 Kulob schools – were gathered in School #51 to participate in the USAID Quality Reading Project’s pilot “I Am a Reader” literacy competition. The event was



First grade students at School 51 in Kulob complete the written portion of the “I Am a Reader” competition

organized with the close cooperation of the MOES, and both MOES and project staff were in attendance.

In the opening ceremony, district MOES representative, Safarmamad Alimardonov, the Head of Primary Education in the Khatlon RED, said that events like this “encourage students to progress in their education and in reading; simultaneously, they compel teachers to use standards that allow their students to actively participate [in such competitions].”

The competition, designed to incentivize Tajik language reading progress among students in Grades 2, 3 and 4, was implemented for the first time in the city of Kulob on June 4. A second pilot competition took place in the city of Kurgonteppa the following day, with the participation of 30 students from ten city schools. Alimardonov, as well as representatives from the Education Department of the City of Kurganteppa, Malohat Nurmadova and Saodat Karimova, took part in the facilitation of the event. Awaiting MOES approval, the USAID Quality Reading Project intends to expand this program to schools all over the country, with the hope of encouraging competition and reading excellence among young students.

In actuality, the “I Am a Reader” competition is a comprehensive literacy exam, the competition is comprised of four parts: a multiple choice reading comprehension test, a written portion asking students to write a story based on a provided image, a brief vocabulary quiz, and an oral portion in which students recount a story they have read and then read a text aloud to the best of their ability.

The events were well received in both Kulob and Kurganteppa, although, not all students were smiling. A handful of girls not officially registered for the competition were seen in the hallways of School #51 with tears streaming down their faces when they were initially turned away from competition classrooms. The USAID Quality Reading Project’s Deputy Chief of Party, Kathryn Fleming, remarked, “While it’s sad to see children crying, it is really exciting to see children crying about *reading*.” (The girls were ultimately allowed to take part, as this was a pilot.)



MOES and USAID Quality Reading Project representatives present awards at the closing ceremony

At the concluding ceremony, three winners from each grade were recognized with books and framed awards, but every student was acknowledged with a certificate of participation. As Alimardonov stated in his opening remarks, “It should not go unsaid, dear students, that your participation in this competition is already a victory.”

As they walked to receive their prizes from the USAID Quality Reading Project and the MOES representatives, most were smiling. A few tearful faces could be spotted in the crowd: presumably, children disappointed that they had not won. Nevertheless, they were “children crying about *reading*,” and this is just the kind of enthusiasm that the USAID Quality Reading Project has aimed to inspire.

Intermediate Result 4: Increased government support to improve reading

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

Regular meetings are conducted with MOES, and its sub-institutions to raise awareness on the importance of reading in the primary grades. In the quarterly meeting of the USAID Quality Reading Project on June 25, 2015, Deputy Minister Mahmadova paid special attention to Mentoring module of the IST package developed under the USAID Quality Reading Project and recommended to disseminate the module to as many schools as possible. At regional levels, the project teams are gradually influencing REDs and DEDs to realize the importance of IST for primary *and* secondary teachers.

“We would like the mentoring module to be disseminated to all the schools as the observation instrument of the lesson given in the module is a very important resource for all the primary teachers. Thus, I would request USAID Quality Reading Project to provide us with electronic version of the material, so we distribute the material to non-project schools as well”

- Mahmadova Tojnisso,
Deputy of Minister of Education

Throughout this quarter, M&E and Education Coordinators held regular meetings with DEDs to ensure support and engagement related to project objectives and activities and to update the heads of DEDs and education advisors on the project’s progress. Heads of Farkhor, Kulob, and Muminobod DEDs in Kulob and Yovon, Norak, Sarband, and Rumi DEDs in Khatlon expressed considerable support of the project; they indicated that they will request that the Deputy Directors of project schools to ensure the involvement of their primary grade teachers in Level 3 – school-based trainings without any interruption. In June, when the majority of primary grade teachers were on annual leave, the mentioned DED heads and advisors helped the project to complete Cohort 2 post-tests at school-level (Level 3), which showed their added commitment to the project.

Sub Result 4.2: Increase capacity to use reading assessment results

The revised EGRA report was submitted to the MOES on March 25, 2015. The Head of Primary Grade Department, Aliev Abdujabor, read the report and made comments. His comments were considered and included in the report. The MOES studied the report in detail two additional times and through meetings with USAID Quality Reading Project staff, became more aware of methodology, and approaches the project utilized in the EGRA. The EGRA report was one subject of the quarterly meeting with USAID, the project staff, and the MOES held on June 25, 2015, where a the National Testing Center re-expressed interest in the methodology and willingness to participate in next assessments.

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

Delay in approving project activities has repeatedly forced Program and M&E Managers to meet MOES staff more frequently, which although time consuming, does create more time in discussions on reading instruction reform.

The DED heads in the Kulob area during the annual attestation found that the knowledge and skills of primary grade teachers in USAID Quality Reading Project schools are higher and were

thankful of project activities. They, during monthly meetings, request school Directors support the project. Their support led to the project being able to negotiate and run the summer Reading Camp pilot through the active involvement of DEDs at the local level in Kulob and Kurganteppa areas.



Photo: USAID QRP – Kathryn Fleming

Teachers at School #4, Bobojon Ghafruov, Sughd displaying the low cost reading materials they developed for their classes

IV. Progress against Work Plan - Tajikistan

Table 2. Status of Activities

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments	
			Month															
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept				
1	Program Start-Up																	
2	Deliverable: Finalize Implementation annual work plan	AIR														Finalized work plan submitted to USAID	Not planned this quarter	Year 2 Work Plan was updated and resubmitted Jan 15'
3	Deliverable: Finalize PMEPP	AIR													PMEPP finalized and submitted	Accomplished	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 of Baseline Qualitative Analysis	AIR													Presentation to MOES with EGRA in November	Accomplished	Study is complete and submitted to USAID March 14'. Presentation of key findings were included in Dec 14' baseline dissemination workshop	
7	Sub Result 1.2: Design in-service training (IST) package																	
8	Draft reading standards for each grade 1 – 4																	
9	Deliverable: Finalize reading standards for grades 1 – 4	AIR, SC													MOES approved Reading and Writing Standards	Delayed	Under redesign based on integration with all grade and subject standards as organized by GPE-4. GPE-4 to submit all standards to MOES in July.	
10	Develop standard guide for teachers and other educators																	
11	Drafting standard guides for teachers and other educators	AIR, SC													Draft Standard Guides	Delayed	Under redesign based on integration with all grade and subject standards as organized by GPE-4. GPE-4 to submit all standards to MOES in July.	

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
12	Finalizing the standard guides for teachers and other educators	AIR, SC													Finalized Standard guides for teachers and other educators	Delayed	Under redesign based on integration with all grade and subject standards as organized by GPE-4. GPE-4 to submit all standards to MOES in July.
13	Develop teacher training materials / adaptation of literacy boost manual / translation																
14	Finalize USAID QRP IST package	AIR, SC, MOES													Finalized Tajik and Russian IST packages for L2 and L3 training	Accomplished	The Tajik IST package was approved by MOES. Russian IST is sent for review and approval to MOES
15	Re-submission of developed IST materials for approval to the Board of the MOES	AIR, SC													Tajik IST approved; Russian IST has been sent for approval	Accomplished	The Tajik IST package was approved by MOES. Russian IST is sent for review and approval to MOES
16	Deliverable: Final IST Packages	AIR, SC													Approved IST packages	Delayed	Russian pending final approval from MOES
17	Printing of IST Package	SC													Printed 17 000 Tajik and Russian IST for Master training level and school level trainings	Slight Delay	15,000 copies of Tajik IST printed. Distribution during Cohort 3 Level 2 training and to Cohort 1 and 2 schools prior to start of 2015/2016 academic years. Russian will be printed upon approval by MOES.
18	Sub-Result 1.3: Conduct in-service trainings for teachers and other educators																
19	In-Service Teacher Training Conducted																
20	Cohort 1 School based trainings through roll-out of micro-modules	SC, DED													6500 teachers trained (Tajik Language) Dushanbe: Kulob: 2500 Kurganteppa 3500 Sugd: 500	On-Going	DDs, teachers, heads of MU have the skills and knowledge to conduct the trainings

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
21	Identify trained National Trainers for Master Trainers Cohort 2 and 3	SC, MOES													198 National Trainers trained	Accomplished	Selection process for trainers at second level for Cohort 2 was completed. Refresher training for National Trainers prior to commencement of Cohort 3 IST
22	Conduct Training for Cohort 2 Master Trainers at target districts level	SC													1233 MT (100%) trained	Accomplished	
23	Cohort 2 School based trainings through roll-out of micro-modules	SC													3900 teachers trained; DRS: Tajik: 2100; Sugd: Tajik: 2100, Russian 15; Kurgenteppa: Russian: 115; Dushanbe: Russian: 170	On-Going	Teachers attend trainings on a regular basis. The numbers of Tajik versus Russian teachers trained are approximates, these numbers may change based on reality on the ground. USAID QRP will still plan on training 3,900 teachers total.
24	Conduct Training for Cohort 3 Master Trainers in target districts	SC													116 MT trained	Next Quarter	After discussion, Cohort 3 was added back into the work plan to cover the schools that are unreachable during winter
25	Cohort 3 School based trainings through roll-out of micro-modules	SC													3000 teachers trained	Next Quarter	Teachers attend trainings on a regular basis. The number of Russian teachers to be trained out of this 3,000 is still being processed, for Russian taught classes are decreasing.
26	Sub-Result 1.4: Strengthen systems for teacher mentoring/coaching																
27	Printing of mentoring/coaching guide for reading instruction support (IR 1.2-part of teachers package)	AIR, SC													Part of IST	On-Going	Printed at the same time as IST package
28	Distribute guides to regional In-service TTI staff and deputy school principals on Primary Grade	SC, MOES													2800 guides distributed	On-Going	Distribution planned with IST package distribution

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
29	Provide mentoring to Cohort 1 teachers	SC, Head Teachers, School Directors													6000 teachers receive mentoring support	On-Going	All targeted Head Teachers and School Directors use guide
30	Provide mentoring to Cohort 2 teachers	SC, Head Teachers, School Directors													3900 teachers receive mentoring support	On-Going	Head Teachers and School Directors use guide
31	Print professional portfolio guide for teachers competencies	SC													Part of IST	On-Going	Distributed with the IST package. Teachers use portfolios on a regular basis and this is incorporated into system
32	Implement portfolio system for evaluation of Cohort 1 teachers/ mentors competencies (in TT package IR1.2)	SC, MOES													Portfolio system launched	On-Going	MOES accepts portfolios as a basis for teacher evaluations
33	Implement portfolio system for evaluation of Cohort 2 teachers/ mentors competencies	SC, MOES													Portfolio system launched	On-Going	MOES accepts portfolios as a basis for teacher evaluations
34	Implement portfolio system for evaluation of Cohort 3 teachers/ mentors competencies	SC, MOES													Portfolio system launched	Not planned this quarter	MOES accepts portfolios as a basis for teacher evaluations
35	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																
36	Review of current data collection tools (both mother tongues and Russian) to identify gaps and revise	AIR													EGRA reviewed and revised	Accomplished	No EGRA planned for 2015, only midline M&E data collection
37	Training of Data Administrators	AIR, NTC													110 TAs trained	Accomplished	Occurred in mid-April to be closer to data collection period
38	Administer outcome focused assessment tools - midline -Cohort 1	AIR, NTC, MOES, regional ED													Midline data collection administered	Accomplished	

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments	
			Month															
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept				
39	Data Scanning														1st midline Data scanned	Accomplished		
40	Psychometric data analysis and reporting (automated) results of the outcome focused assessment	AIR, NTC													Psychometric Data analyzed and reported	On-going	Psychometric data analysis applies to EGRA. Statistical analysis will be used for midline M&E data analysis and reporting	
41	Deliverable: Submission of the Report to USAID and MOES	AIR														Not planned this quarter	Agreement on results dissemination with the MOES	
42	Intermediate Result 2: Increased availability of reading materials																	
43	Sub-Result 2.1: Conduct a comprehensive review of the quantity of primary grade-level reading material available in Tajikistan																	
44	Develop a detailed list of appropriate, Russian-language books adapted to the Tajik	AIR, MOES															Delayed	Initial list completed. Revised list to updated pending budget approval
45	Finalize and submit comprehensive review	AIR, MOES													English version submitted to USAID	Delayed	Initial list completed. Revised list to updated pending budget approval	
46	Sub-Result 2.2: Ensure a mix of reading materials are used by schools and communities																	
47	Provide technical assistance to AE and EDI to develop guidelines for Readability and writing criteria for Primary Grades reading materials	AIR, SC, AE, EDI													Developed Readability and writing criteria guidelines for Primary Grades reading materials	This activity was removed from the Y3 WP	This is ongoing with final criteria to be completed next quarter through GPE-4 with support from QRP.	
48	Develop a set of options and recommendations for creating a mix of low-cost, grade appropriate materials	AIR, SC, MOES,													List of materials created	Accomplished	Part of IST package training	
49	Develop a guideline to create/procure appropriate reading materials	AIR, SC, MOES													Guidelines on reading materials developed	Delayed	To be completed next quarter, pending budget approval	

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
50	Provide low-cost primary grade materials available for classroom use and at home in all targeted communities	SC													150,000 low-cost primary grade materials	Slight Delay	Procurement of books pending budget approval. Stationary for development of low cost materials distributed with IST Level 2 and 3 trainings.
51	Intermediate Result 3: Increased out-of-school reading time																
52	Sub-Result 3.1: Increase public awareness about the importance of reading as a cornerstone of education and life-long success																
53	Develop Reading Information Cards (RIC)	SC													1 set of 20 RIC developed	Removed from WP	This activity was removed from the Y3 WP at the request of the MOES to be replaced with an advocacy and communications campaign
54	Print and disseminate RIC (for Cohort 1, 2) school communities	SC													At least 2000 sets of RICs printed and disseminated	Removed from WP	
55	Define target community members and conduct orientation workshop / sessions	SC													85% communities targeted	Removed from WP	
56	Explore Public-Private Partnership (PPP)															On-Going	There are limited PPP options in Tajikistan. QRP will continue to explore opportunities including texting messaging with cell phone providers and other media partnerships.
57	Mobile theater/libraries																
58	MOU with Children's Library Association	AIR - SC													Agreement with CLA	Delayed	Linked to book procurement pending the approval of the modified budget
59	Establish Mobile Theater and Mobile Libraries at regional level using Book Bank Resources	SC - CLA													Created Mobile Theater and Mobile Libraries at regional level	Slight Delay	Linked to book procurement pending the approval of the modified budget
60	Conduct outreach programs to children and communities to promote reading - Cohort 1, 2 target districts	SC - CLA													Conducted Reading Promotion Programs	Slight Delay	After establishing the Mobile Theater the outreach program will commence

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
61	On-going monitoring and supervision of outreach programs	AIR - SC													Results of Monitoring the programs available	Slight Delay	Pending commencement of outreach program
62	Hold National Book Day/Literacy Day events																
63	Design and conduct a variety of competitions around reading	SC													Reading Competitions plan	Ongoing	Pending approval from the MOES. Planned for National Book Day, Navrus and end of school year
64	Parents' Program																
65	Develop/adapt Parents' Flipbook	SC													Developed/ adapted LB Parents Flipbook	Slight Delay	Submitted to MOES for approval
66	Train volunteers and members of groups to conduct community reading awareness campaign to encourage parents reading to their children	SC													25% of parents read for their children at home	Slight Delay	Pilot program in June, scale up to begin next quarter and then on-going pending MOES approval.
67	On-going monitoring and supervision of Parents' Program	SC													Monitoring and supervision is conducted	On-Going	
68	Media Public Awareness Reading Campaigns																
69	Discuss cartoon collaboration with UNICEF and Open Society Institute	AIR-SC													Partnership Meetings	On-Going	Develop mutually beneficial MOU with UNICEF, pending approved budget
70	Sign MOU with UNICEF	AIR-SC													MOU signed	Delayed	Pending approved budget - MOU approved by USAID Tajikistan
71	Develop sub-titles for existing UNICEF produced cartoons prior to first round airing in May														Sub-titles included in all cartoons.	Delayed	Pending approved budget - MOES approves addition of sub-titles.

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments	
			Month															
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept				
72	Collaborate on including reading centered messages and images in 2nd round of cartoons	AIR-SC														Reading messages and images included.	Delayed	
73	MOES Reading Support Campaign																	
74	Promote workshop for MOES to develop their leadership in advocating reading (see "Media Public Awareness Reading Campaigns" and IR 4)	AIR-SC														MOES representatives accomplished workshop on leadership in advocating reading	No planned this quarter	
75	Sub-Result 3.2: Implement out-of-school reading activities																	
76	Extracurricular activities to promote reading																	
77	Finalize the extracurricular activities guide for DDs	SC, AOE, Center for out-of-school activities														Guide is used by deputy directors	Slight Delay	Linked to Camp Guide, Reading Buddies Guide, Guideline for Librarians, etc. Some of the materials for extracurricular activities guide for DDs sent to MOES for review and still pending approval. The whole package will be consolidated when the all the guides are approved by MOES.
78	Conduct workshop for DDs on planning and delivery of extracurricular reading activities (in conjunction with IR 1.3)	SC														1 training is conducted for Cohort 1, 2, 3 project school DDs on conducting of extracurricular activities	Slight Delay	Workshop for DDs will begin during Cohort 3 IST. For Cohort 1 and 2, training will be conducted during the trainings for mentors.
79	Conduct extracurricular activities at school level	DDs, Teachers														Implemented extracurricular activities at schools	Delayed	Pilot program in June, scale up to begin next quarter and then on-going pending MOES approval.

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
80	Reading Camp																
81	Finalize Reading Camp Guide and incorporate it into existing summer school camps for primary grades	SC													Reading Camp package completed	Accomplished	Submitted to MOES for approval
82	Obtain approval of MOES on Reading Camp Guide for primary grades														MOES approved guide	Slight Delay	Submitted to MOES for approval
83	Print and disseminate Reading Camp guide and supplementary reading materials/ stationery to target schools	SC													860 printed RC GT available for target schools	Slight Delay	Targeted schools for Reading Camps receive the guide after MOES approval
84	Support target schools to plan and deliver reading camps for primary grades	SC													8600 teachers and volunteers receive training to implement the Camps	Slight Delay	Pilot program in June, scale up to begin next quarter and then ongoing, pending MOES approval. Provision of sufficient number of volunteers for the Reading Camps
85	Conduct monitoring and evaluation of target school Reading Camps	SC, AIR													M&E results of the Reading Camps available	Slight Delay	Tools will be developed for MOES and USAID QRP to use to monitor activity
86	Deliverable: Reading Camp Curriculum and materials adapted and incorporated	SC, AIR													Reading Camp modules/package submitted to USAID	Slight Delay	Pending MOES approval, expected next quarter
87	JumpStart																
88	Obtain approval of the MOES for Jump Start program and learning materials to the 10-day pre-school preparations of intended first grade students	SC, AIR													MOES approved JumpStart program	Accomplished	Included in IST

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments	
			Month															
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept				
89	Print and disseminate Jump Start program and materials to target schools (will be delivered with IST package)	SC														Included in IST	On-Going	Printed and Disseminated at Master Level (L2). For school-level, to be included in IST package printing
90	Train Grade 1 teachers to conduct Jump Start program in target schools (through IST) in Cohort 1 and 2	SC														Trained C1 teachers in 1721 schools	On-Going	JumpStart will roll out with each Cohort Master Trainer IST
91	Deliverable: Jump Start Program and Learning materials incorporated into pre-school preparation program	SC															Slight Delay	Jump Start incorporated into 10 day "ABC Program" at beginning of Grade 1 School year
92	Book Chest / Mobile Library (also see SIR 3.1)																	Other donors are found to assist in development of Book Chest
93	Develop a Guide to create Book Chest/Mobile Library on how to run it	SC, CLA														Book Chest guide	Slight Delay	Linked to book procurement pending the approval of the modified budget
94	Identify and purchase additional readers/books for creating Book Chest collection	SC, AIR, MOES														Book Chest created	Slight Delay	Linked to book procurement pending the approval of the modified budget
95	Disseminate Book Chests to the libraries in target schools/ communities	SC														1 Book Chest established per target school community	Slight Delay	Linked to book procurement pending the approval of the modified budget
96	Identify and train Book Chest facilitators	SC														1721 Trained Book Chest facilitators	Slight Delay	Linked to book procurement pending the approval of the modified budget
97	Conduct community reading activities using Book Chests	SC														2 reading activities conducted in the communities	Slight Delay	Linked to book procurement pending the approval of the modified budget
98	Monitoring of the facilitation of Book Chest activities	SC, AIR														Book Chest activities monitored	Slight Delay	Linked to book procurement pending the approval of the modified budget

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments	
			Month															
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept				
99	Reading Buddies	SC																
100	Train DDs and head of MU to plan and facilitate Reading Buddies approach in target schools	SC, MOES														DDs trained	On-Going	Not all the target schools may have DDs so HMUs or School Directors may be nominated
101	Intermediate Result 4: Increased government support to improve reading																	
102	Sub-Result 4.1: Increase dialogue about the existing environment for quality reading																	
103	Conduct round table with primary education experts and teachers to review and discuss Reading Standards	AIR, SC, MOES, donors, NGOs, GP4														Conducted round tables; Reading Standards reviewed and discussed	Transferred	Convened by MOES and GPE-4 related to overall standards and IST reform.
104	Hold policy workshops best practices/policy	AIR, SC														One workshop held each year around an aspect of reading. The workshop may be around creating standards or how to read and use assessment results	Accomplished	December 14' Workshop/conference held to disseminate baseline findings and discuss how to use this information.
105	Hold quarterly briefings with MOES	AIR, SC, AE, EDI														4 update meetings held throughout the year, minutes from meetings	Accomplished	Meeting held on 9 March 2015
106	Hold semi-annual high-level forums on quality reading	AIR, SC														2 Semi-annual high-level forums on quality reading	Not planned this quarter	Need to discuss with MOES on their vision for such forums for the MOES has made it clear they do not want just another meeting.
107	Disseminate summaries, reports, findings to regional, district, and school-level MOES and other stakeholders	AIR, SC														Assessment findings disseminated after finalized (baseline and midline for Cohort 1)	Not planned this quarter	Dissemination will be based on approval of MOES at district and school level

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments	
			Month															
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept				
108	Sub-Result 4.2: Increase capacity to use reading assessment results																	
109	Develop capacity building plan for NTC, EDI	AIR														Developed annual EDI capacity building plan	Accomplished	NTC developed a Capacity Building Plan with USAID QRP.
110	Organize capacity building workshop	AIR														1 capacity building workshop provided on psychometric data analysis; based on MOES and NTCs timelines	Delayed	Delayed until September
111	Provide capacity building training to AE, EDI and NTC staff to analyze and report results	AIR, NTC														Capacity building workshops held	Delayed	Delayed until September
112	Present findings on reading assessments to Reading Steering Committee, NGOs and research institutions	AIR, MOES, NTC														1 EGRA presentations held to RCS and other stakeholders	Accomplished	Conference held 9 December 2014. Pending final midterm report
113	Analyze and submit recommendations to MOES	AIR, NTC														Recommendations submitted to MOES	Accomplished	
114	Sub-Result 4.3: Strengthen the enabling environment to support improved reading instruction reform																	
115	Identify MOES and other reading stakeholders and establish Reading Steering Committee	AIR														Reading Steering Committee established	Removed from WP	MOES decided against establishing a Reading Steering Committee as there are so many committees and GPE-4 is coordinating overall standards and IST reform
116	Promote laws, policies, regulations, and foundational education documents developed or modified to support improved practices	AIR														Additional discussions with MOES and stakeholders so a focus is selected	On-Going	MOES is supportive of changes to promote reading standards and curriculum
117	Monitoring & Evaluation																	

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
118	Finalize PMEP	AIR													PMEP 2015 developed and finalized	On-Going	Submitted with Oct-Dec 14 Quarterly Report
119	Quarterly Performance Reports	AIR													4 Quarterly Performance Reports	On-Going	Submitted Oct-Dec 14 Quarterly Report 20 Feb, 2015
110	Participant Training Reports	AIR, SC													TraiNet updated	On-Going	TraiNet is updated quarterly
111	Annual Performance Reports	AIR													1 Annual Performance Report developed	Accomplished	

V. Coordination with host governments, donors and implementing partners

Table 3. Key Meetings with USAID and Partners

Date / Location	Attendees	Subject	Follow-up / Notes
09.04.2015 MOES	Mavjuda Nabieva, USAID Kathryn Fleming, QRP Sherali Saidoshurov, QRP Fathidin Ismonov, MOES Ailev Abdujabor, MOES Irina Kholovna, AOE Sharifmurod Isrofilniyo, MOES Latofat Nazirova, RTTI Asror Aliev, GPE4	Discussion and update on 18-hour IST through GPE4	To be continued
15.04.2015 MOES	Kathryn Fleming, QRP Sherali Saidoshurov, QRP Asror Aliev, GPE4 Parvis Talbov, GPE4	Discussion on 18 hour IST through GPE-4	The 18-hour IST is for introduction to competency-based standards for teachers, not teaching practices and methodology. QRP agreed to support the development of this 18-hour IST.
21.04.2015 AKF	Zuloby Mamadfozilov, AKF Kathryn Fleming, QRP	Use of QRP Grade 4 EGRA in GBOA	Shared test, implementation instructions, and training instructions for AKF's use of QRP Grade 4 EGRA
30.04.2015 QRP	Aziz Azizi, Author and Poet Kathryn Fleming, QRP Sherali Saidoshurov, QRP Salima Imomnazarova, QRP	Planning for QRP out of school reading video and PR campaign	Develop campaign and materials
19.05.2015 Sughd RED	Mavjuda Nabieva, USAID Kathryn Fleming, QRP Sherali Saidoshurov, QRP	Collaboration of RED with USAID QRP	Sughd RED fully supports the project and USAID QRP will update them on a regular basis
20.05.2015 Bobojon Ghafurov DED	Malohat Boboeva, Head of the DED Matluba Qobilova, Primary Education Methodologist Mavjuda Nabieva, USAID Kathryn Fleming, QRP Sherali Saidoshurov, QRP	Formal introduction of USAID QRP to DED of Bobojon Ghafurov	Close collaboration of USAID QRP with DED of Bobojon Ghafurov
22.05.2015 MOES	Suhrob Aminov, QRP GPE-4 MOES Education Stakeholders	Local Education Group Meeting – GPE-4 update, Joint Sector Review Plan	Maintain support and engagement on education reform in Tajikistan
25.05.2015 Qumsangir DED	Elchizan Pallaeva, Head of DED Ghafurov Abdurasul, Primary Methodologist Sherali Saidoshurov QRP Zubaydullo Hotamov, QRP	USAID QRP progress in and challenges in Qumsangir district	Promise of greater support of USAID QRP project schools by DED
28.05.2015 Kulob DED	Namozov Jamshed, Kulob TTI Kathryn Fleming, QRP Shafoat Ghozieva, QRP Saodat Karimova, QRP	Collaboration with Kulob DED	Kulob DED is very supportive and looks forward to continued partnership

Date / Location	Attendees	Subject	Follow-up / Notes
28.05.2015 Khatlon RED	Valizoda Hokimkhon, Head of RED Alimardonov Safarmahmad, Head of Primary Education Department Sherali Saidoshurov, QRP Zubaidullo Hotamov, QRP	USAID QRP update in Khatlon region	Involve all RED primary education methodologist in USAID QRP activities
03.06.2015 Dushanbe DED	Faqerov Hamidullo, Head DED Zebo Alieva, DED Monitoring Specialist Sherali Saidoshurov, QRP Kholis Sadurdinov, QRP	Implementation of USAID QRP Reading Camps in Dushanbe Schools	Dushanbe DED provides full support during the camps
09.06.2015 MOES	Sherali Saidoshurov, QRP Ailev Abdujabor MOES	Pending approvals	Prompt the approval process by the MOES
15.06.2015 MOES	Sherali Saidoshurov, USAID QRP Kholov Dust, Director of Out of School activities center of the MOES	Reading Camp Guide development and its status	Review of the camp review by the Center for Out of School Activities
25.06.2015 MOES	MOES, USAID and QRP representatives (See Annex A for participants and draft meetings notes)	Quarterly meeting with MOES to present and discuss USAID QRP activities	To align all the USAID QRP activities with the MOES requirements

VI. Challenges and Lessons Learned

Approval processes

The main challenge has been the delay with the approval process of the USAID Quality Reading Project activities and materials by the MOES and its sub-institutions. Constant meetings with the various departments of the MOES and its sub-institutions needed to be conducted in order to overcome the challenges. This also proves to be a challenge regarding Tajik language materials where different sub-institutions have different perspectives on the structure of Tajik language, thus delaying approval of materials.

Constant delays in receiving approvals from the MOES or the MFA regularly puts the USAID Quality Reading Project behind schedule in implementing activities. Project staff work actively with the MOES to plan ahead in an attempt to reduce the delays in approval but coordination with the MOES and its sub-institutions is a complex process.

IST Package Printing and Distribution

Contract negotiations with printing vendors led to the delay in printing the Tajik IST packages. AIR is working with Save the Children to improve their procurement process. AIR has also moved printing from Save the Children's budget to AIR's budget to ensure timely printing in the future. This move has also provided additional cost saving for the USAID Quality Reading Project in Tajikistan.

Competency-based Standards for Reading

The MOES, GPE-4, and the USAID Quality Reading Project continue to collaborate on the revision of the competency-based standards for reading in Tajik language. There have been ongoing discussions on the structure and content of the standards documents. Current drafts of the language standards are roughly 300 pages long for each grade and subject and include full lesson plans, curriculums, classroom syllabus, and teaching aids, among others. Much of the materials included in the new standards documents, although extremely critical to advancing quality literacy education in Tajikistan, is beyond the scope of the USAID Quality Reading Project.

The MOES has also indicated that it may not be going forward with standards for Russian language. The USAID Quality Reading Project will need to continue to dialogue with the MOES to understand the implication of this possible policy change for approval of the Russian standards and IST. In addition, it is also not clear how the USAID Quality Reading Project 72-hour Tajik and Russian IST will be acknowledged as continuing professional development by RTTI and the MOES as they focus on the 18-hour IST for all subject standards over the next two years. Continued dialogue with the MOES and RTTI will be central to the project communication in the coming months.

Out-of-School Activities

The majority of planned out-of-school activities for this quarter and the next quarter are delayed due to delays in approval from the MOES and its sub-institutions and the approval of the USAID Quality Reading Project revised budget. The project has piloted many of the out-of-school activities and trainings so that as soon as the MOES approves the activities, they can quickly rollout.

The purchase of low cost reading materials and books for schools and mobile libraries, the partnership with UNICEF for reading friendly cartoons and events for Book Day and Literacy Day are dependent on the approved budget.

Due to the delay with the approval for additional reading materials procurement, the project has been mobilizing the community to contribute additional reading books to the schools where their children study to strengthen book corners. It is common in many cities, for a child's birthday, parents bring cake and soda to school to celebrate. The project team came up with the idea of changing the idea of bringing sweets, which are not good for the health of children, to promote healthier options and support children's learning. Thus disseminating the idea of bringing books as gifts to celebrate their child's birthday. This idea was well received in urban schools and has even caught on in some rural school. When the strategy was presented to MOES, it was well received and marked as a positive strategy to enrich reading resource while simultaneously increasing the involvement of parents in school life.

VII. Summary of Administrative, Operational and Staffing Issues

Operations

- AIR is working with Save the Children to streamline their procurement procedures to improve timeliness and quality of printing, training, catering procurements for upcoming IST trainings scheduled in July and August 2015.
- AIR recently cleared the Tajik Tax and Pension Audit with ‘no findings’ for July 2013 - April 2015. AIR’s financial, tax and pension systems and reporting are all in compliance with Tajik laws and guidelines.

Project Staffing

- The USAID Quality Reading Project began recruitment of additional M&E Coordinators for Dushanbe, DRS and Rasht. The project hopes to have them on board in time for the start of the 2015/2016 academic year, pending budget approval from USAID.
- Abdullah Ferdous, PhD has left AIR. AIR has recruited his replacement, Todd Drummond, PhD, who has extensive experience in Central Asia and working in standards, assessment, and capacity building. Dr. Drummond will join AIR and the USAID Quality Reading Project team during the next quarter.

Table 4. Completed International Travel this Quarter

Name of Traveler	Destination (s)	Dates of Travel	Purpose of trip
Amy Todd	Dushanbe, TJ	April 15-23, 2015	Mid-term data collector training
Safina Zoiri	Bishkek, KG	April 12-18, 2015	Regional financial management oversight and quality assurance
Colin Alfred	Bishkek, KG Dushanbe, TJ	April 26-May 2, 2015 May 3-9, 2015	Technical assistance on Family Program and out-of-school activities
Safina Zoiri Rahimjon Sharipov	Washington, DC	April 26-29, 2015	All AIR Field Finance Manager Summit (AIR overhead)
Suhrob Aminov	Bishkek, KG	May 10-13, 2015	Midterm data collector training - CSPro
Kathryn Fleming Sherali Saidoshurov Suhrob Aminov	Bishkek, KG	May 31 – June 3, 2015	Year 3 Work Planning
Barbara Greenwood	Dushanbe, TJ	June 22-27, 2015	Quarterly visit and quarterly MOES/USAID partner meeting
Kathryn Fleming	United States	June 11-July 2, 2015	Annual R&R

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

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

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

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

1. Disseminate Tajik IST to all Cohort 1 – 2 and during Cohort 3 training
2. Print and distribute Russian IST for school-level trainings (pending MOES approval)
3. Work with GPE-4 on editing, translation and developing the competency-based standards pilot

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

1. Follow-up with Cohort 1 schools to continue their school-based trainings without direct project support
2. Cohort 2 - school-based trainings through roll-out of micro-modules
3. Cohort 3 – refresher training for National Trainer and then Master-level and school-based training roll-out of micro-modules

Sub Result 1.4: Strengthen systems for teacher mentoring/coaching

1. Provide mentoring support to Cohort 1, 2, and 3 teachers
2. Work with DEDs and TTIs to provide mentoring and coaching to all USAID Quality Reading Project schools
3. Work with MOES to disseminate mentoring guidelines across Tajikistan

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

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

Intermediate Result 2: Increased availability of reading materials

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

1. Review additional reading materials recommended by MOES and new books developed by AKF to be included in the planned USAID Quality Reading Project book procurement (pending budget approval).

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

1. Provide support to teachers to create more low-cost material
2. Support schools in the development and expansion of reading corners
3. Promote the contribution of additional reading materials by parents to schools
4. Procure and distribute books and materials based on the recommendations for primary grade reading materials review and consultation with MOES (pending budget approval).

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. Print and disseminate Family Program Flipbook
2. Design and conduct community outreach reading advocacy campaign and programs

3. Support Children' Library Association (CLA) to design National Book Day activities
4. Collaborate with the MOES to develop, print and disseminate posters that advocates importance of reading through affiliated agencies
5. Print and disseminate Teacher's Guide on School and Parents Reading Promotion Activities through Saturday trainings

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

1. Identify and purchase additional readers/books for creating reading corners in schools
2. Finalize UNICEF/OSI cartoon partnership for reading promotion (pending budget approval)
3. Strengthen Reading Buddies in Cohort 1 and 2 schools
4. Resend Camp Reading guide for review and approval to MOES

Intermediate Result 4: Increased government support to improve reading

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

1. Strengthen collaboration with MOES regional and district office on Family Guide on the importance of reading with children at home
2. Continue working with TV Bahoriston to develop a TV show to advocate the importance of reading in school and at home

Sub Result 4.2: Increase capacity to use reading assessment results

1. NTC Capacity Building Workshop in Kyrgyzstan
2. Work with MOES to strengthen their understanding and use of 2014 EGRA baseline

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

1. Promoting seminars and conference on the Quality of Reading at regional and district levels for share of best practices and lessons learned
2. Communicate with media advocate the importance of reading in the primary grades in schools and at home

Table 5. Planned International Travel for Next Quarter

Name of Traveler	Destination(s)	Dates of Travel	Purpose of Trip
Kathryn Fleming	Almaty, Kazakhstan	August 6-8, 2015	USAID Regional Health and Education Meeting
Barbara Greenwood	United States	August 6-26, 2015	Annual R&R
Kathryn Fleming	Bishkek, KG	August 2015	Acting COP, oversee IST
Todd Drummond	Dushanbe, TJ	TBD	NTC Capacity Building
Suhrob Animov 2 NTC Representatives	Bishkek, KG	TBD	Regional NTC Capacity Building Workshop
Barbara Greenwood	Dushanbe, TJ	Quarterly TBD	Quarterly visit and quarterly MOES/USAID partner meeting
Safina Zoiri	Bishkek, KG	Quarterly TBD	Regional Financial Management Oversight
Sherali Saidoshurov Suhrob Animov	Bishkek, KG	Quarterly TBD	USAID QRP meetings

IX. Progress against Performance Monitoring and Evaluation Plan

Table 6. Performance Monitoring and Evaluation Reporting Table - April-June 2015 (Tajikistan)

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2015	Actual Q1 FY 2015	Actual Q2 FY 2015	Actual Q3 FY 2015	% of achievement	Score	Comments
1	Percentage change in proportion of students in program schools who read proficiently according to national standards	reading skill, performance level, grade, gender, language	sample-based EGRA	yearly	12%	3 percentage point increase	n/a	n/a	n/a		n/a	Midterm result is in process. Will be reported in annual report
2*	Proportion of students in intervention schools who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	reading skill, performance level, grade, gender, language	sample-based EGRA	yearly	13.5%	15%	n/a	n/a	n/a		n/a	Midterm result is in process. Will be reported in annual report
Intermediate Result 1: Improved reading instruction in grades 1-4												
3	Percent of teachers/educators gaining knowledge of primary grade reading instruction from training	gender, cohort, region	sample-based knowledge pre and post test	at the beginning and end of each training	-	85%	n/a	n/a	n/a		n/a	Midterm result is in process. Will be reported in annual report
4	Percent of teachers demonstrating in the classroom instructional best practices in reading	gender, region, language	sample-based classroom observation tool	yearly	20%	50%	n/a	n/a	n/a		n/a	Midterm result is in process. Will be reported in annual report
5	Number of primary grade students taught by teachers who have received reading training	gender, grade	training roster, school database	annually	0	238,000 (C1)	229,870 (C1 and C1.5)	229,870 (C1 and C1.5)	229,870 (C1 and C1.5)	97%		In process, final figures will be reported in end of school based training L3 (in annual report)
6	Number of schools getting support	region, type of support (training, material)	activity roster, school database	according to training schedule	0	1,261 (C1 and C2 schools)	938 (1 Cohort)	1,228 (Cohorts 1, 1,5 and 2)	1,228 (Cohorts 1, 1,5 and 2)	97%		

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2015	Actual Q1 FY 2015	Actual Q2 FY 2015	Actual Q3 FY 2015	% of achievement	Score	Comments
7	Number of in-service training packages developed and approved by MOE	Type	training package, approval document	annually	n/a	2	1 IST package in Tajik language	0	0	50%		Approved by MOES council's resolution #25 from 27/12/2014; Russian IST still under review
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	5,634 (3,200 teachers C1, 2,434 mentors –Cohort 2&3)	1012 mentors C2	1133 (Cohort 2: L1: 62 L2: 1071)	0	40%		Ongoing, number of L3 teachers will be reported after completion of trainings (72 hours), C1 data is under entering and processing. Will be reported in annual report
9	Number of teachers/other educators receiving in-service training in reading.	Note: We propose eliminating this indicator moving forward. It is duplicative of indicator 8. Our original thinking was the capture those who get a certificate and can demonstrate successful completion through a final test with indicator 8, where indicator 9 would just mark full attendance. Because the certification system differs by country, and the test is captured in a separate indicator, we do not think indicator 9 adds any new information. The following indicators will keep their original numbering for consistency in reporting.										
10	Number of in-service training materials distributed to teachers/other educators.	type, # of copies	part of training roster	according to training schedule	0	5,634	1,012	1,113	TJ: 0	38%		
11	Number of mentoring guides distributed to mentors	type, # of copies	material distribution records	according to training schedule	0	3,300	1,102 (120 Russian IST; 982 Tajik IST)	1350 (150 Russian IST; 1200 Tajik IST)	0	74%		
12	Percent of teachers using results of classroom-based reading assessment	gender, school language	sample-based teacher and student questionnaire	baseline midterms, endline	9%	30%	n/a	n/a	n/a		n/a	Midterm result is in process. Will be reported in annual report

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2015	Actual Q1 FY 2015	Actual Q2 FY 2015	Actual Q3 FY 2015	% of achievement	Score	Comments
Intermediate Result 2: Increased availability of reading materials												
13	Percentage of schools and communities with adequate number of grade-level-appropriate supplementary reading materials	region, school, communities, language	Sample-based teacher, librarian and parent questionnaire	Baseline, midterms, endline	10%	20%	n/a	n/a	n/a		n/a	Midterm result is in process. Will be reported in annual report
14	Number of supplementary reading materials for grade 1-4 students distributed to schools and communities \ libraries	Type,# of copies	material distribution roster	annually	0	200,000	0	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, midterms, endline	-	6%	n/a	n/a	n/a		n/a	Midterm result is in process Will be reported in annual report.
16	Percent of primary grade students participating in QRP out-of-school reading activities	gender, language, grade	activity roster	by schedule of activities	0	50%	0	0	0	0		Out-of school activities are scheduled for Q4
17	Percent of parents/other adults reading non-textbook materials to students at home	region, gender	sample-based parent questionnaire	Baseline, midterms, endline	73%	73%	n/a	n/a	n/a		n/a	Midterm result is in process. Will be reported in annual report
18	Percent of primary grade students participating in at-home reading program	region, gender, language, grade	sample-based parent questionnaire	Baseline, midterms, endline	70%	85%	n/a	n/a	n/a		n/a	Midterm result is in process. Will be reported in annual report
19	Number of out-of school reading activities	Region, region, school	activity roster	by schedule of activities	0	1,862	938 (Cohort 1, Jump Start)	0	0	0%		Reading Camps are scheduled for Q4
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	4,655	0	0	113	2%		Started in June 2015, training in Dushanbe for National trainers and three trainings in Dushanbe, KT and Kulob
Intermediate Result 4: Increased government support to improve reading												

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2015	Actual Q1 FY 2015	Actual Q2 FY 2015	Actual Q3 FY 2015	% of achievement	Score	Comments
21*	Number of standardized reading assessments supported by USG	Cohort, Project Year	EGRA	yearly	0	1	n/a	n/a	0	0		EGRA was cancelled in 2015 at MOES request
22	Number of administrators and officials successfully trained on using reading assessment results	gender, institutions	EGRA dissemination workshop roster	by workshop schedule	0	50	20	0	0	40%		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	1	0	1 (under review)	0	0%		Reading standards reviewed by MOES (awaiting approval through GPE-4 process)

X. Success Story



SUCCESS STORY

READING COMPETITION HIGHLIGHTS TAJIK STUDENTS' ENTHUSIASM FOR EDUCATION

City wide reading competitions incentivize reading excellence among Tajik schoolchildren



Second grade students at School 51 in Kulob complete the written portion of the "I Am a Reader" competition

Photo: USAID QRP – Salima Imomnazarova



MOES and USAID Quality Reading Project representatives present awards at the closing ceremony.

Photo: USAID QRP – Salima Imomnazarova

Excitement about reading is on the rise in Tajik classrooms.

On June 4, 2015, 37 students from twelve primary schools gathered in School #51 in Kulob, Tajikistan to take part in the USAID Quality Reading Project's pilot "I Am a Reader" literacy competition. The event was organized with the close cooperation of the Ministry of Education and Science (MOES), and both MOES and project staff were in attendance.

In the opening ceremony, district MOES representative Safarmamad Alimardonov, the Head of Primary Education in the Khatlon Regional Education Department, said that events like this "encourage students to progress in their education and in reading; simultaneously, they compel teachers to use standards that allow their students to actively participate [in such competitions]."

The competition, designed to incentivize Tajik language reading progress among 2nd, 3rd, and 4th graders, was implemented for the first time in the city of Kulob; a second pilot competition took place in the city of Kurganteppa the following day, with 30 student participants from ten schools.

Awaiting MOES approval, the USAID Quality Reading Project intends to expand this program to schools all over the country, with the hope of encouraging competition and reading excellence among young students.

At the concluding ceremony, three winners per grade were awarded framed certificates and books, but every student was acknowledged with a Certificate of Participation.

As they walked to receive their prizes from USAID Quality Reading Project and MOES representatives, most were smiling. A few tearful faces, disappointed that they had not won, could be spotted in the crowd. The project's Deputy Chief of Party, Kathryn Fleming, remarked, "While it's sad to see children crying, it is really exciting to see children crying about *reading*." After all, this is just the kind of enthusiasm that the USAID Quality Reading Project has aimed to inspire.



SUCCESS STORY TEACHERS SHARE PEDAGOGICAL METHODS THROUGHOUT KURGANTEPPA

Recipients of teacher training spread their knowledge through seminars of their own



Photo: USAID QRP – Ronah Baha

Sabohat Sangova holds a prize-winning book made by one of her 4th grade students



Photo: USAID QRP – Ronah Baha

Ms. Sangova shares photos from one of her teacher training seminars in Kurganteppa



Photo: USAID QRP – Ronah Baha

Teachers at Kurganteppa School #10 display their students' self-made reading materials

The USAID Quality Reading Project's In-Service Teacher Trainings (IST) have set off a spark of creativity in Tajik classrooms, as instructors develop new ways to engage their primary-grade students. At School #10 in the city of Kurganteppa, IST trainings have set off more than a spark; in fact, teachers have taken the reins.

One teacher, Sabohat Sangova, has spearheaded a series of teacher trainings, parent-teacher meetings, and seminars based on the pedagogical methods she learned as a Cohort 1 participant in the IST program. Zubaidullo Hotamov, the USAID Quality Reading Project's Community Mobilizer in Kurganteppa, said, "This wasn't our initiative; it was hers. She started these trainings, and now representatives of the District Education Department have begun to participate."

Sangova began to put on these seminars every Saturday morning, beginning in November 2014. She has addressed pedagogical methods ranging from the development of student and teacher portfolios, to strategies for engaging parents in their children's education.

Other teachers were not always receptive: "They would sit in on the seminars and ask, 'What is this that you're teaching?'" However, by developing relationships and demonstrating how effective these new methods could be, they were won over. Sangova recounted, "In the beginning, those who were opposed didn't understand. Gradually, they were drawn in. And they saw that it works: if a teacher talks less, students will talk more."

Ultimately, Sangova is proud to see results among the students. Colorful portfolios are now ubiquitous in the classrooms of School #10, parents are increasingly involved, and three students won awards in the USAID Quality Reading Project recent citywide reading competition. Sangova says of her students, quite simply, "Their minds are being opened."

XI. Attachments

Attachment A:

MEETING MINUTES OF JUNE 25th, 2015

Meeting Date: 25th June 2015

Meeting Place: 13 Ministry of Education and Science, Nizormuhamad, Dushanbe, Tajikistan,

Meeting Time: 14:00 -16:00 pm

Meeting Duration: 2 hours

Attendees: 13

Ministry of Education and Science and related institutions

	Names	Positions	Organizations
1	Ms. Tojinisso Makhmadova	Deputy Minister	MOES
2	Mr. Abdujabor Aliev	Head of Secondary and Primary Education Department	MOES
3	Ms. Irina Kholovna	Vice President	Academy of Education
4	Mr. Kholov Dustmurodov	Vice Rector of the ITTR	Education Department
5	Mr. Mirzoaminov Khayrullo	Specialist of National Testing Center	Republican Testing Center
6	Mr. Sharifmurod Isrofilnie	Director	Education Development Institute

USAID/Central Asia and Quality Reading Project Partner

	Names	Positions	Organizations
1	Ms. Kathleen McDonald	Country Director	USAID/Tajikistan
2	Ms. Amy Scott	Education Technical Adviser	USAID/CA
3	Ms. Mavjuda Nabieva	Education management	USAID/Tajikistan
4	Ms. Barbara Greenwood	Chief of Party	USAID Quality Reading Project
5	Mr. Sherali Saidoshurov	Education Manager	USAID Quality Reading Project
6	Mr. Suhrob Aminov	M&E Manager	USAID Quality Reading Project
7	Ms. Salima Imomnazarova	Community Mobiliser Officer	USAID Quality Reading Project

Agenda

14:00-14:10	<p>Welcome - Ms. Tojinisso Mahmadova, Deputy Minister of Education RT (Chair)</p> <ul style="list-style-type: none"> Update on the joint efforts to support implementation of the National Education Strategy of RT to ensure access to quality primary education sector. Needs, challenges and opportunities with USAID Quality Reading Project to ensure reforms in primary education
14:10-14:20	<p>Welcome - Mr. Fathiddin Ismonov, Dep. Minister, RT</p> <ul style="list-style-type: none"> Coordination and partnership on implementation of GPE-4 to increase quality impact and outcomes
14:20-14:30	<p>Opening Remarks - Ms. Kathleen McDonald, USAID Tajikistan Country Director</p> <ul style="list-style-type: none"> USAID commitments and partnership with the MOES
14:30-14:45	<p>Ms. Barbara Greenwood - Chief of Party (COP), USAID Quality Reading Project</p> <ul style="list-style-type: none"> Short Project Update
14:45-15:05	<p>Mr. Sherali Saidoshurov, Education Manager, USAID Quality Reading Project</p> <ul style="list-style-type: none"> Planned activities for the upcoming period (PowerPoint) Cohort 3 In-service teacher training Challenges from last quarter and recent regional site visits

15:05-15:20	Mrs. Amy Scott, Technical Education Advisor, USAID CAR <ul style="list-style-type: none"> Field trip monitoring/support highlights
15:20-15:40	USAID Quality Reading Project Team <ul style="list-style-type: none"> Q&A on Quality Reading Project Updates
15:40-15:50	Ms. Mavjuda Nabieva, USAID/CA/Tajikistan, Education Management Specialist <ul style="list-style-type: none"> Pending issues (i.e., IST Russian language; out of school developed materials) Trainees participation constraints Timeline for next partners meeting
15:50-16:00	Closure: Ms. Tojinisso Mahmadova, Deputy Minister of Education RT

Purpose: To discuss the results of the USAID Quality Reading Project implementation in cooperation with Ministry of Education. USAID Quality Reading Project quarterly updates to the MOES.

Ms. Tojinisso Makhmadova, Deputy Minister of Education and Science:

- The MOES was said to work closely with USAID to support education in Tajikistan and to develop curriculum in improving the reading quality in grades 1-4. Therefore, the quarter meeting is called on to discuss the progress of this cooperation.
- The monitoring and evaluation of reading competencies in grades 1-4 was conducted regularly through the state initiatives. The ministry was happy that USAID also made its contribution in the process of defining the quality of education in the above mentioned grades and contributed to the process of improving the quality reading.
- The Ministry however is regularly conducting the monitoring and evaluation but the provided data from the USAID had made the picture clearer. The obtained data informed about the scope of issues with education and quality of education.
- The information was said to be used as a guiding point to solve the problems and to improve the quality of education and to serve as a strategy in motivating students to study better.
- USAID Quality Reading Project was quite successful in delivering coherent program, through which the schools were provided by in-service teacher trainings, developing modules for teachers and creating various reading materials for schools. It thus can be seen as the project has achieved significant results.
- The reading materials including modules for teachers that contain new techniques and methodologies was developed in cooperation of RTTI and other educational institutes of Tajikistan. It was developed and based on that in-service teacher training was conducted. The standards that were presented were also very useful for the teachers to improve student's reading.
- Further, the Ministry of Education and Science is interested to continue the cooperation with USAID Quality Reading Project in developing teacher's material enriched with new techniques and methodologies and also in providing the student with reading materials.
- Strong cooperation with USAID in developing standards for reading. The project is closely collaborating with sub-institutions of MOES. It is conducting the regional teacher training, national teacher training in educational centers. Much other material was developed through the cooperation with USAID.
- The achievements were mentioned to be significant and it was said that in future the MOES intends to sustain this cooperation with the USAID Quality Reading Project. The work that has been done so far by QRP in close partnership with the Ministry has achieved positive results.
- The Ministry is aware of the projects implementation and has been anticipating that project will create alternative programs and modules for pre -primary educational schools as the international indicators are prone to show that Tajikistan is in the bottom of the list. Therefore, the Ministry will support any initiation regarding developing various modules for pre-primary education too.
- USAID has helped teachers with In Service Teacher Training and has made its contribution in improving the standards, programs and methodology. To deliver the developed methodology there is need for further teacher's trainings. There is a plan with pre-school program and if

USAID would be interested to develop the same scheme for this level, the Ministry is ready to collaborate on that.

- These are the plans of MOES to implement the national educational development plan in Tajikistan. If USAID projects will work on this, the Ministry is ready for assistance.
- As the purpose of the meeting was to go through the achievements and implementations of project, the Ministry wants all updates on the schedule and plans of project implementation.
- The development of textbook for the primary grades as the baseline is emplaced and the methodology is planned to be developed. In this process the trainings for teachers is need to be provided, and if the project will provide this service, the Ministry is ready to collaborate.
- The project implementation was presented to the MOES during the conference, which was held by the project, and the problems were discussed and the solution was achieved in mutual discussion.
- During these two years of project implementation, many things were done, and still there is need for real plans. The MOES is well aware of the existing challenges that the primary education is facing and what needs to be done. In addition, it should be mentioned that QRP project is creating solid based strategy in tackling these issues. In addition, whatever the project would be doing in this stream, the Ministry will approve it.

Ms. Kathleen McDonald, Country Director USAID Tajikistan

Ms. Kathleen McDonald thanked everyone for hosting and participation and conveyed her happiness to have this opportunity to meet with everyone.

- Notes that the MOES was collaborating with USAID for 12 years.
- To promote quality and opportunity in education, USAID in partnership with MOES has achieved impressive gains in resolving some problems; however, there are still lots of work to do. USAID is ready to collaborate further to help the process of transformation in education and to help people to prosper in the globalized world.
- Pleased to be part of global partnership in Tajikistan, to ensure that teachers are provided by the modern practices and resources. One of the goals of USAID is to train teachers with professional development opportunities to motivate children to learn at schools, and to get the tools that will enable them to contribute to their communities and society in large once they leave school.
- USAID is committed to modernizing in-service training curriculum, subject standards, mentoring; classroom reading based diagnostics in primary schools are the ultimate goals of USAID, which is, sustain through the USAID Quality Reading Project efforts.
- Today, USAID and its implementing partners, AIR and Save the Children, are welcomed the chance to discuss with everybody the accomplished results during the past quarter and plan for the future quarter to come.
- Open participation and transparent discussion was anticipated in talking about successes, challenges and opportunities for coordination. The discussion was offered to help the efficient implementation of the project and achieve more positive outcomes.
- Shared common culture perspective concerning learning, knowledge and education and recited her favorite poem from Tajik-Persian philosopher from 11 century Nosiri Khushrav (in Tajik).

Ms. Tojinisso Makhmadova, Deputy Minister of Education and Science

- To shape the cognition in children is very complicate thing to do, therefore teachers are mainly responsible to set the base concepts in children's mind and this process is seriously important for the MOES. Therefore, all the methodological aspects should be theoretically referenced, and the humanistic principles should be emplaced as value.
- The MOES is ready to cooperate with partners in order to achieve the quality in education with principles of national and international values. In addition, the MOES is having its own norms and values, and if those values are not matching with the partner's values, the Ministry is not able to approve the proposals. In the future, the MOES is keen to cooperate with partners who would consider the norms and values practiced in Tajikistan.

Ms. Barbara Greenwood, Chief of Party USAID Quality Reading Project

Ms. Barbara Greenwood stated that USAID Quality Reading Project is a true partnership project that brings MOES and USAID closer, because everything that was developed was done through the Ministry's system.

- All conducted trainings were overseen by the MOES
- As the project moves on, there are lessons to learn and this gained experience will be used in future to make the project more efficient.
- The structure that is presented in the slide show indicates the USAID Quality Reading Project purpose and goals. The main goal is after four years to increase reading quality in grades 1- 4. This is accomplished through four different goals. Even though these are separate they are interrelated.
- The reading instruction plan to be improved in grades 1-4. The first is the teacher trainings and standards. This also includes the mentoring along with formal assessment in the primary grades.
- The second component is to increase the availability of the reading materials. Now, the project is looking at ways of creating reading materials. To increase reading material, reading must take place at home. Variety of different activities are planned to be conducted by project, such, as out-of-school activities, literacy days, and reading camp are part of this component.
- The last component, to increase the government support to the program, such as conducting meeting as this, working with regional education centers and schools. Creating the dialogue with the ministries for increasing quality reading activities.

Mr. Sherali Saidoshurov, Education Manager, USAID Quality Reading Project

Mr. Sherali Saidoshurov provided a program update

- The module of IST package, which was developed through the project was that is approved by the Ministry and all educational institutions on December 27th 2014 with the number 2525 in Tajik language.
- For the schools with Russian language instruction was developed the same module in Russian language. It was sent for approval to the Ministry.
- The standard component of the project is to present standards that was developed and presented to the ministry.
- The other training material that include 18 hours for teachers on Tajik language standards as being required by GPE-4 was developed and soon would be presented for approval to the Ministry.
- The guidebook/syllabus guide for learning standard was also developed and was presented to the Ministry for approval.
- The in-service teacher training was conducted in 875 schools for 2611 teachers. These teachers in cohort 1 became trainers for 8474 teachers in their schools.
- The cohort 2 brought together 411 teachers out of which 172 trainers were conducting the training or 472 teachers. In total, the project now is working with 1345 teachers.

Ms. Irina Kholovna, Vice President, Academy of Education

- Irina Kholovna stated that so many times they have asked not to make any guidelines in Russian language, as there is no need of it in Russian schools.
- To increase the number of hours for out-of-school program as Barbara was suggesting is not possible, as we don't have any hours for out-of-school within our curriculum. How it's possible to increase if we don't have it at all.
- The other point was about the focus on schools and not pedagogical institutions. There was suggestion on paying attention more to the pedagogical instructions as the graduates are coming to school unprepared, and again the other project should start training them. It thus was said that be better if the project will also pay attention to the institutions.

Ms. Mavjuda Nabieva, Education Management Specialist, USAID/Tajikistan

- The USAID in a dialog with the Ministry had defined the most important components and had designed a project, which prioritizes work with the teachers at school level. The issued mentioned by Ms. Irina Kholovna is also significant but these issues would be addressed by the next project.

Mr. Sherali Saidoshurov, Education Manager

- The project contributed to the act of increasing reading material in each class. The other component of the project is to motivate parents to enrich book corner in school classes. The USAID Quality Reading Project is still looking at the way of selecting the reading material for reading corner.

Mr. Abdujabor Aliev, Head of Secondary and Primary Education Department, MOES

- While choosing the books, the age of the students should be taken to consideration. So, before procurement of any reading material it should be confirmed with the MOES.

Mr. Sherali Saidoshurov, Education Manager

- The flipbook for parents was developed and was sent to Academy of Education for approval and is being reviewed and certain pictures were recommended to be changed.
- A camp book and the book contest are due under review by the MOES but cannot be printed and distributed until approved.

Ms. Barbara Greenwood, Chief of Party USAID Quality Reading Project

- One of the urgent materials is the IST package in Russian that has been developed but since the project didn't get the Ministry's approval it remains unpublished subsequently trainers remain without the material. The other aspect is book competition and camp guide that has been developed and its summer time, but its still remains pending with Ministry approval.

Mr. Abdujabor Aliev, Head of Secondary and Primary Education Department, MOES

- The project implementation regarding the flipbook can be negotiated with district educational department and there is no issue with it. Concerning the camp guide module, the MOES had developed their own one and now there is no need to interfere, just if the project is interested to provide the stationary and reading materials for the functioning camp it can be negotiated by sending the sample of the reading materials to the Ministry.
- The National testing center is interested in collaborating in evaluating the standards and teaching material.

Meeting finished at 15:30

Note: The meeting was cut short due to scheduling conflicts and the USAID Quality Reading Project will follow-up with the MOES to provide additional updates and to schedule the next Quarterly Meeting.

Minutes submitted by Salima Imomnazarova Community Mobilizer Officer (USAID Quality Reading Project)

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