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# USAID Quality Reading Project (QRP) - Tajikistan Quarterly Report January – March 2015



April 2015

A partnership with:

American Institutes for Research and Save the Children

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

Submitted by:

American Institutes for Research

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

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## Acronyms

AIR	American Institutes for Research
AKF	Aga Khan Foundation
AOE	Academy of Education
CIES	Comparative and International Education Conference
CLA	Children's Library Association
DED	District Education Department
EGRA	Early Grade Reading Assessment
EU	European Union
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	Regional Teacher Training Institute
SC	Save the Children
TJ	Tajikistan
USAID	United States Agency for International Development

## I. Activity Summary

Lead Implementing Partner	American Institutes for Research (AIR)
Other Implementing Partners	Save the Children (SC)
Activity Name	USAID Quality Reading Project (QRP)
Activity Objective	The primary objective of this contract is to improve student reading levels among students in grades 1-4 in Kyrgyzstan and Tajikistan. The contract focuses on the following results: 1) Improved reading instruction in grades 1-4; 2) Increased availability of reading materials; 3) Increased out-of-school reading time; and 4) Increased government support to improve reading.
Life of Activity	June 28, 2013 to June 27, 2017
Full Contract	
Total Estimated Contract/Agreement	\$14,906,184
Obligation to date	\$14,362,145
Total expense at beginning of the quarter (December 31, 2014)	\$4,725,352
Expenses during the current reporting period (January – March 2015)	\$1,311,705
Pipeline at the end of the quarter (March 2015)	\$8,325,088
Estimated expense burn rate for next quarter (April - June 2015)	\$1,583,836
Tajikistan	
Total Estimated Contract/Agreement	\$8,210,415
Obligation to date	\$7,295,616
Total expense at beginning of the quarter (December 31, 2014)	\$2,736,030
Expenses during the current reporting period (January – March 2015)	\$683,981
Pipeline at the end of the quarter (March 2015)	\$3,875,605
Estimated expense burn rate for next quarter (April - June 2015)	\$632,739

## 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.

One of the major activities during the recent quarter was Cohort 2 - In-Service Teacher Training (IST) at Master Trainer (Level 2) for 411 schools. The IST was conducted for 12-days in eight districts with 1,072 primary grade teacher participants. The Ministry of Education and Science (MOES) was actively engaged in the training process and their representatives visited the trainings and provided useful feedback. Cohort 2 Level 3 Training began in February 2015 and will continue to December 2015.

Simultaneously, school-level (Level 3) trainings were continuing, as scheduled, in 938 Cohort 1 schools from Kurganteppa, Kulob, and four districts of Sughd. Master Trainers that participated in Level 2 training in August 2014 began school-level (Level 3) trainings in November 2014. These trainings are being conducted for three hours on Saturdays during the Methodological Union Day. These trainings are conducted on Saturdays to support the revitalization of the Methodological Union Day when teachers receive professional development. Other Level 3, Cohort 1 activities include: the provision of mentoring sessions, promotion of a mix of reading materials used in both schools and communities, and activities to promote out-of-school reading. Currently, at the school-level IST, the teachers are showing enthusiasm to obtain professional development.

Following the module for developing supplementary reading materials from low-cost materials, many project schools started creating and using such materials and establishing reading corners in their primary grade classrooms. The 'Reading Buddies' concept has also been introduced and has so far been well received by teachers and school authorities. Plans are currently under development for producing materials for parents to stimulate their children's reading and a consultant has been hired to develop a guide for parents. The guide has been drafted and is going through revision and editing prior to submission to the relevant MOES officials for review and approval.

The USAID Quality Reading Project continues to work with the Global Partnership for Education 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 supported and become actively involved in USAID Quality Reading Project activities, which included attending trainings and monitoring visits, and providing feedback on the IST packages and mentoring support. In addition, MOES, USAID, and European Union (EU) representatives visited schools and IST in January and provided valuable feedback.

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 target schools. It is also hoped that the budget modification will include procurement of books. The project continues to work with MOES to improve their understanding and collaboration for timely approvals.

### III. Description of Accomplishments and Program Objectives (January 2015 – March 2015)

#### Introduction

The United States Agency for International Development (USAID) Quality Reading Project (QRP) is a four-year project implemented by the American Institutes for Research (AIR) and Save the Children (SC). The project works to improve reading skills among primary grade students in 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.

The activities at the project center are the development of competency-based reading standards and related In-service Teacher Training (IST) for Tajik and Russian primary grades. Primary grade teachers receive IST through a cascade model, with Level 3 taking place at the school-level throughout the school year. Presently, there are three Cohorts for training, Cohort 1 is targeted throughout the 2014/15 school year, Cohort 2 was brought into the program for January 2015 through December 2015, and Cohort 3 will start prior to the 2015/16 school year with Level 2 training to be conducted in July/August 2015. Cohorts 1 and 2 receive training this quarter.



*Students borrow books from their classroom book corner*

Out-of-school activities are delayed due to extended negotiations with the Center for Out-of-School Activities at the Ministry of Education and Science (MOES), the long review process of the materials by the MOES, and pending USAID budget approval; however, the groundwork for next quarter roll out of these activities is underway.

#### **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 expanded its close collaboration with the MOES through GPE-4 on 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, 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 higher level and enhanced the professional trust with the MOES.

Given the changes brought by this level of collaboration and subsequent revisions, the USAID Quality Reading Project hired a local consultant to revise the generic parts of the reading competency-based standards document, to develop indicators of reading and other language competencies, and to revise standards guides that had been drafted based on the earlier version of the language standards. The competencies and list of indicators were translated and shared with the GPE-4 international consultant for final revision. Jointly with GPE-4, the “Mother Tongue” Standards were submitted to the MOES for a second round of review. During the meeting with developers that was organized by the Education Development Institute (EDI), the Deputy Minister of Education Mrs. Mahmadova Tojinisso stated: “Now, the MOES really sees clear structure of the standards that define requirements and competencies that is needed to develop the quality of Tajik education. The competencies clearly define the needed skills and also reflect national and international values.”

### **In-service Teacher Training (IST)**

The IST package for Tajik primary schools as language of instruction was approved by the MOES during the last week of March; the printing process of the IST material was initiated and should be completed next quarter for distribution.



*Tajik and Russian IST manuals*

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. The revised Russian IST package was sent for MOES approval.

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

#### **Level 3 IST trainings at school level**

Since November 2014, IST has been conducted at school-level (Level 3) in Cohort 1 schools with over 6,000 primary teachers participating. The final number of teachers trained at Level 3 will not be confirmed until they have completed all 72-hours of the Level 3 training with verification from the MOES. At such time, the USAID Quality Reading Project will be able to report on Cohort 1 teachers who completed the IST.



*Students creating printing rich environment*



*Storybooks made from low cost material*

Teachers are gradually incorporating the new methods and activities learned through the IST into their classroom teaching practices. Teachers began to use balanced score cards to track students' progress in reading, using formative assessment practices, and interactive teaching methods. Teachers and students have become actively involved in creating a print-rich environment in the classroom, which is greatly influencing students' active participation in learning and their achievements.

***In my own words: Creating visual aids improves reading***

After receiving training from USAID Quality Reading Project on Saturdays, I learned new ways of improving reading skills of my primary students. One of the most effective ways of improving reading was creating a reading rich environment. Before the trainings, I used visual aids but I bought them from shops. Now, I have obtained knowledge and skills to create visual aids from low cost materials. Traditionally, we mainly used the textbook for reading purposes, but after the IST, I realized the importance of a print-rich environment and its effect on reading improvement in the early grades. Thus, I began creating visual aids for every lesson and I noticed the engagement and comprehension of my students increased tremendously. In addition, by creating storybooks from low cost material with students, the interest of students to read books increased. Before we never displayed students' works in the classroom and never stored them. Now, when we display students' work in schools, they constantly refer to their work, and this increases their enthusiasm to do better in reading, writing, and creativity.

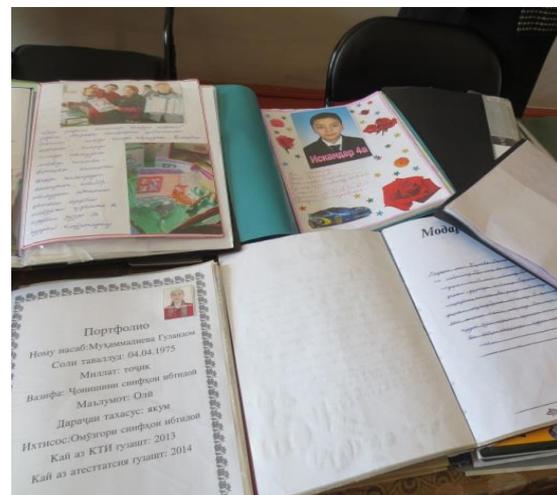
– *Bobolimov Alijon, teacher, Panj district*

In addition to the print-rich classroom environment, both teachers and students have begun to create portfolios. One of the teachers from school #20, Ghafurov district, said that previously they never collected materials used during the lessons and never filed their own documents. However, after the IST, they realized the importance of teacher's portfolio and now they store all the materials for lessons and documents in their portfolio, which makes their work easier and more effective. In most project schools, teachers also encourage students to create their own portfolios in which they collect information about themselves and their class lessons.

During the USAID delegation field visit to the project school #35, Bokhtar district, a primary teacher from the school emphasized that when students were assigned to create portfolios this brought parents closer to school as students put information about their family and requested their parents to help them. Thus, more of the parents became enthusiastic to visit school, observe their children's progress, and to get involved in their education.



*Student showing her progress from her portfolio in Istaravshan*



*Display of teacher and students' portfolios*

**In my own words: QRP IST Aligns with President's Vision**

I've been through 15 IST courses and this is the first where I feel I will make a difference in teaching my class. This aligns with the President's interest in improving the quality of education in Tajikistan.

- Teacher, Istaravshan

One major successes of the IST at school-level is that in many project schools not only are primary education teachers attending the Saturdays Level 3 trainings, but teachers of other subjects from the upper grades are also actively participating in the training. In addition, there are schools where the language of instruction is Tajik and Uzbek and teachers teaching in Uzbek classes participate in IST trainings and widely use the IST methods in their lessons. In most of the schools in

Kurganteppa and Sughd region where IST was conducted, Uzbek teachers are also invited and engaged with great enthusiasm in the implementation of the methods in their classrooms since there are limited materials available in Uzbek. They have also requested the IST materials be translated into Uzbek, which unfortunately is outside of the projects scope of work, but the request was forwarded to the MOES.

**Level 2 Master Training for Cohort 2:**

For the Level 2 - January 2015 Master Training, 411 schools were selected as Cohort 2 target schools. These schools were selected based on their eligibility within the Quality Reading Project criteria and based on their accessibility, as some districts become difficult to reach in winter. For Cohort 2, the training was not conducted at National Level (Level 1) because there were sufficient National Trainers at the local level from Cohort 1, so the project was able to remove one level of the cascade.

From each of the 411 schools, three representatives (Primary Education Deputy Director, Head of the Methodological Union, and best teacher) were invited to participate. In addition, the Primary Education Methodologist from each DED was also invited. There were 1,072 participants in the Cohort 2 IST for Master Trainers. Upon completion of the training, all participants were awarded certificates of successfully completing the Ministry approved IST course on reading. See Table 1 for a breakdown of Cohort 2 Master Trainer participants.

**Table 1. Cohort 2 Master Trainer (Level 2) IST, January 2015**

Districts	Schools	Invited	Attended	Groups	Trainers	Mentors
Hisor	58	174	170	7	14	1
Rudaki	59	177	162	7	14	1
Shahrinaw	10	30	30	1	2	0 <sup>1</sup>
Tursunzoda	32	96	96	3	6	1
Vahdat	44	132	116	5	10	1
Dushanbe	53	159	96	6	12	1
Dushanbe, DRS, Khatlon (Rus IST)	35	105	72	4	8	1
Jabor Rasulov	17	51	51	2	4	1
Spitamen	24	72	72	3	6	1
Istaravshan/Shahriston	59	177	165	7	14	1
Sughd (Rus IST)	20	60	42	2	4	1
<b>Total</b>	<b>411</b>	<b>1233</b>	<b>1072</b>	<b>48</b>	<b>96</b>	<b>10</b>

<sup>1</sup> Due to the size of the Shahrinaw District, an additional mentor was not included in the January IST. The National Trainer leading the Shahrinaw Master Training is based in Shahrinaw and serves as the Mentor and Supervisor for this district. In other districts, additional Mentors are recruited and included in the training due to number of schools covered under the direction of the National Trainer/Supervisor for the District.



*MOES, AOE, RTTI, EU and USAID representatives visit IST in Sughd*

Prior to conducting the training, all the processes were approved by the MOES. After obtaining approval for the training, MOES representatives requested to attend the trainings. It was a positive gesture from their side as they are core partners and stakeholders for the project and are necessary to ensure greater sustainability. Representatives from MOES, Academy of Education (AOE), Republican Teacher Training Institute (RTTI), and District Education Departments (DED) observed the process of the trainings and provided very constructive feedback for the betterment of trainings and aligning them with the requirements of the government and MOES.

During the conversation with MOES representatives, participants expressed their gratitude to the organizers of the training particularly to USAID for their support in improving their teaching skills. One participant emphasized that they have not been provided IST for a very long time and had lost hope of receiving any training. Another teacher mentioned that they went through some training but they were conducted in a traditional way and were not focused on primary education especially the critical needs around reading and ‘mother tongue’. There was also a point made by a teacher that the USAID Quality Reading Project trainings are providing them with updated methods and techniques focused on reading but they could also easily apply in other subjects.

In January, a USAID Central Asia delegation represented by Ms. Amy Scott, Ms. Inna Kirilyuk, and Ms. Mavjuda Nabieva visited IST trainings in Dushanbe. They talked to participants about the training quality, whether it meets their expectations, and if they could conduct such trainings in their schools for the other primary grade teachers and educators. The responses from participants were positive and they assured the USAID delegation that they would deliver the training at school-level.



*USAID delegation visit of IST training in Dushanbe*

Unlike Cohort 1, Cohort 2 IST was delivered over a 12-day period. This change was requested by the MOES in order to accommodate the logistics, transport, and limited daylight during January. The same 72 hours was covered but over a 12-day period so that the trainees would not have to travel to and from the training in the dark. The continuing objective of the training is to equip all primary grade teachers with useful tools and techniques to effectively teach children how to read. These modules cover the five key reading skills. As with Cohort 1, the IST modules focused on formative assessment, vocabulary, language issues, reading fluency, reading comprehension, Training-of-Trainers guide, mentoring guide, and portfolio development. During the final days of the IST, all the participants practiced their role as Master Trainer and practiced conducting sessions from the training modules with their group. They then received real time feedback from their peers. These new Master Trainers will return to their schools and work with the other primary grade teachers to provide the school-level 72-hour training over 36 weekly sessions during the Saturday Methodological Union Day in partnership with mentors from the DED. Each school sets its own calendar for how to roll out

the 72-hour training in order to take into consideration other activities at the school and in the community. The trainers and teachers are able to photocopy or adapt materials from the IST manual, as necessary, to support the Level 3 IST and within their classrooms.

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

Mentoring and coaching sessions continue to be held based on the Mentors (DED Methodologist) schedule in their respective sites as negotiated between the DED and each school. In addition to Mentor support, the Master Trainers in each school and the USAID Quality Reading Project Education Coordinators and Community Mobilizers also provide mentoring support and oversight. Mentors have been provided with the guide on how to conduct classroom observation, to coach teachers, and instructions on how to fill in the required documents for reporting. Several mentors have commented that the forms provided by the project are much more comprehensive than they had previously used. The new forms have clear expectations, which makes mentoring the teachers more effective and practical. A few interesting challenges have emerged for the mentors. In some remote areas, teachers need more methodological support and in some schools the number of primary grade teachers is very high and there are not enough Mentors to provide comprehensive mentoring support to all the teachers on a timely and regular basis.



*QRP Education Field Coordinator conducting mentoring*

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

During this quarter, the USAID Quality Reading Project began planning for the midline data collection scheduled for late April/early May. The preliminary planning included determining the sample size for control and project-school site selection, selecting Supervisors and Data Collectors in consultation with the MOES, updating and refining the data collection instruments and training manuals, and organizing logistics for midline data collection.

In consultation with USAID Central Asia – Tajikistan, it was determined that the USAID Quality Reading Project would postpone the EGRA from 2015 to 2016. This change will allow additional time to work with the MOES on understanding the baseline EGRA data. This will also create more time to work with the National Testing Center (NTC) to build their capacity to implement this type of assessment.

**In my own words: Formative Assessment**

I never knew how to use formative assessment in the classroom. Now, through the balance scorecard training during the Methodological Union Day, I can monitor my students' progress and change my teaching to help them.

*- Teacher, School #35, Bokhtor*

The midline data collection will target 66 schools (33 project schools and 33 control schools). The USAID Quality Reading Project will train Supervisors and Data Collectors to implement the four interviews and one classroom observation protocol. The four interviews are with teachers, librarians, students, and parents. These instruments will help the project to understand the progress made through the project's IST and out-of-school reading activities. The midline instruments follow the same format as the baseline in order to monitor USAID Quality Reading

Project progress based on approved project indicators and milestones. Data collection and data entering and cleaning will occur during the next quarter.

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

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

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***

Teachers are actively involved in creating additional reading resources from low cost materials. From the field visits, it is becoming obvious that not only are Master Trainers creating reading materials but that the primary teachers who are receiving IST on Saturdays are also engaged in creating low cost material for and with their classes. The eager adoption of this activity in the schools is an exciting trend to observe.



*Teachers jointly create storybooks from low cost materials*

In order to boost reading in early grades, more reading resources need to be available in the school. Until the additional reading materials will be procured, teachers were encouraged to collaborate with parents and request their assistance. In many schools, the parents have been eager to support their children's learning and have contributed reading materials as gifts to the classrooms where their child is studying. As a result, in many classrooms, primary teachers created reading corners. Titles of books are increasing gradually and in some schools teachers have created a catalog of the books in their book corner and students borrow books to read and their teacher asks them questions to make sure they have understood the book they have read.

## **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***

#### ***Parents' program***

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

## Дастури падару модар оид ба инкишофи хониш дар оила



*Cover (Draft) "Parents' guide on reading improvement of children at home"*

### **Develop reading information cards**

After discussion with the Save the Children US Asia Area - Education Advisor, Colin Alfred, it was decided that the reading information cards will be developed based on the messages given in the Parents' Guide. Materials will be developed after the Parents' Guide is approved for printing and implementation by the MOES.

### **Reading Buddies**

In almost all primary grade classes, the number of students is very high, averaging 35-40 students per class. Therefore, it is difficult for one teacher to work individually with the students who fall behind the reading standards. During IST and field visits, it was encouraged to use the assistance of 'Reading Buddies'. The primary grade teachers were encouraged to involve Reading Buddies as assistants to work with the students who need more support and assistance with reading. For this purpose, teachers in many project schools involve students from grades 8, 9 and 10 as Reading Buddies for the primary students on a 1:1 ratio. Students who need more support are identified based on the balanced score card indicators. The Reading Buddy approach will therefore be valuable in supporting weaker students who are struggling with basic literacy and empower older students to help younger student (and their siblings) to excel in their education. The practice has been well received by teachers as it was in place during the Soviet period but since forgotten. It was observed that in some schools the idea has already been enthusiastically implemented.



*Reading Buddies from upper grades help students of the primary grades with reading activities*

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

The MOES suggested working closely with the Center for Out-of-school Activities on the design, review and partnership for out-of-school activities. For the Reading Camp activity, an expert from the Center for Out-of-School Activities reviewed the existing materials of the

MOES camp programs and curriculum. After thorough review, the Reading Camp Guide was adapted by a local consultant based on the module from Literacy Boost. This material was sent for review and editing to RTTI and AOE. The finalized materials were sent to MOES and the Center for Out-of-school Activities. They have indicated they are eager to support all USAID Quality Reading Project activities related to out-of-school. Approval is expected early next quarter.

A ‘JumpStart’ program was developed for 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 standards for primary education modified under USAID Quality Reading Project. This material was incorporated into the Phonemic Awareness and Letter Knowledge Module of the IST package. The JumpStart program was piloted during the IST Master Training workshop and was reviewed again by the teachers. Comments and feedback were incorporated into the final version that sent to MOES for their approval with the IST package. In December 2014, the JumpStart module was approved together with the IST package and the module is going to be printed for all project schools for Level 3 trainings and was included in the January Cohort 2, Master Training.

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

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

A Tajikistan government decree has declared “Parents responsibility to educate their children” and the Government has announced “2015 Year of the Family”. So, the idea of developing the “Parents’ Guide to reading with children at home” was very well received by MOES. The Education Departments of the MOES and AOE are interested in contributing to the dissemination of the materials across the country.

On March 3, 2015, the quarterly partners meeting was held at the MOES with participation from USAID Central Asia – Tajikistan country representatives, USAID Quality Reading Project staff, and MOES stakeholders. This meeting was a platform for discussion about the existing environment for reading, existing obstacles and ways to overcome. It was a multilateral dialog where different stakeholders, including the AOE, NTC, and Education Departments to be involved in the process and shared their opinion on existing issues and solutions. See Attachment A for meeting notes and participant list.

The USAID Quality Reading Project was pleased to present the project’s standards and assessment strategy at the Comparative and International Education Conference (CIES) in Washington, DC in March 2015. Mr.

Aliev Abdujabbor, Director Pre-Primary and Secondary Education represented the MOES at the conference and co-presented with Mr. Fayziddin Niyozov, Education Advisor on the competency-based standards setting and assessment process undertaken in Tajikistan. Additional presentations on this panel included a presentation by Mr. Abdullah Ferdous, PhD, on standards setting within USAID’s reading framework and by



*Aliev Abdujabbor (l), Abdullah Ferdous, and Fayziddin Miyozov (r) presenting at CIES, Washington, DC*

Ms. Saule Khamzina from the USAID Quality Reading Project Kyrgyzstan and Ms. Baktygul Shamshidinova from the Kyrgyz NTC on the results from the 2014 EGRA baseline in

Kyrgyzstan. Participation in the CIES conference allowed USAID Quality Reading Project staff and related Ministry stakeholders to attend presentations, meetings, and events on reading, standards, and evaluation from around the world. Lessons learned from this conference and meetings with the AIR reading, standards, and assessment technical experts will be incorporated into USAID Quality Reading Project activities and within the MOES in each country. See Attachment B for the CIES presentation by the USAID Quality Reading Project.

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

In December, when the baseline EGRA report was not accepted by the MOES, the USAID Quality Reading Project proposed working with the MOES to review the first edition to help the MOES gain a deeper understanding and think critically about the results presented. The MOES is beginning to have greater understanding of the report and the implications for literacy in Tajikistan. The USAID Quality Reading Project is now working with the MOES on a revised version of the report for public dissemination across Tajikistan. The updated report is currently under review. Because of this collaborative process, the Ministry is interested in the project midline data collection results and supports conducting the data collection and analysis in project and control schools. The MOES participated in the review of the four interviews and the classroom observation instruments that will be used during the April/May during 2015-midline data collection.

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

During monitoring of primary schools in Kurganteppa, the Regional Education Department (RED) found the USAID Quality Reading Project schools work on primary education very successful in terms of improving reading through various activities around vocabulary, language issues, letter knowledge, phonemic awareness, and comprehension. As a result, they selected one of the project school, filmed one of the lessons of the USAID Quality Reading Project Master Trainers, and broadcasted the session on local TV.

In addition, the USAID Quality Reading Project is indirectly reaching other non-project schools, gymnasiums, and lyceums. The Kurganteppa City DED requested to conduct a training based on the USAID Quality Reading Project IST in their schools with their own funds. On February 21, they convened a conference on “Quality Reading” for primary school teachers.

The conference was held at the school #10, Kurganteppa District by Ms. Safarova Latofat, Director and Ms. Sangova Sabohat, Master Trainer. Some of the participants were: Ms. Anzurat Ashurova, Head of Kurganteppa RED, Mr. Alimardonov, Deputy Head of the RED, 64 primary teachers from 13 schools of Kurganteppa, six primary teachers from Lyceum “Oriyono”, one primary teacher from J. Rumi district, and one journalist from regional TV “Khatlon”.



*Locally convened conference on “Quality Reading,” Kurganteppa*

## Collaboration with Education Stakeholders

The USAID Quality Reading Project is actively working with the European Union Delegation in the design of their nine-year education program including sharing lessons learned from the IST process, working with the MOES, and implementation of the EGRA. The project invited Dr. Sergij Gabrscek, EU Delegation IST consultant, on the site visit to Russian IST in Khujand, Sughd. Dr. Gabrscek was able to see the IST process first hand, speak with teachers and methodologists, and meet district officials.

The project continued its discussions with UNICEF and the Open Society Institute on collaborating on their cartoon development project. The USAID Quality Reading Project proposed covering the cost of subtitles for the 25 cartoons currently under production so that children can be exposed to reading and written language through the cartoons. The project also proposed helping to make the next round cartoons more reading friendly by providing guidance on reading imagery. The negotiations on the final MOU with UNICEF are pending approval of the revised project budget.



*Teachers are reading a passage from IST module*

## 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	<b>Program Start-Up</b>																		
2	<b>Deliverable:</b> Finalize Implementation annual work plan	AIR															Finalized work plan submitted to USAID	Not planned this quarter	Year 2 Work Plan was updated and resubmitted Jan 15'
3	<b>Deliverable:</b> Finalize PMEPP	AIR															PMEPP finalized and submitted	Accomplished	Submitted with the Oct-Dec 14' Quarterly Report
4	<b>Intermediate Result 1: Improved reading instruction in grades 1-4</b>																		
5	<b>Sub Result 1.1: Conduct a baseline qualitative analysis</b>																		
6	<b>Deliverable:</b> Presentation of Key Findings of Baseline Qualitative Analysis	AIR															Presentation to MOES with EGRA in November	Accomplished	Study is complete and submitted to USAID March 14'. Presentation of key findings were included in Dec 14' baseline dissemination workshop
7	<b>Sub Result 1.2: Design in-service training (IST) package</b>																		
8	<b>Draft reading standards for each grade 1 – 4</b>																		
9	<b>Deliverable:</b> Finalize reading standards for grades 1 – 4	AIR, SC															MOES approved Reading and Writing Standards	Slight Delay	Under redesign based on integration with all grade and subject standards as organized by GPE-4. GPE-4 to submit all standards to MOES June 1.
10	<b>Develop standard guide for teachers and other educators</b>																		
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 June 1.
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 June 1.

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments	
			Month															
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept				
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	On-Going	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 and Russian IST has been sent for approval	On-Going	The Tajik IST package was approved by MOES. Russian IST is sent for review and approval to MOES		
16	<b>Deliverable:</b> 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	Tajik is currently being printed. Russian will be printed upon approval by MOES.		
18	<b>Sub-Result 1.3: Conduct in-service trainings for teachers and other educators</b>																	
19	<b>In-Service Teacher Training Conducted</b>																	
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			
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. Cohort 3 to be determined next quarter, prior to training		
22	Conduct Training for Cohort 2 Master Trainers at target districts level	SC												1233 MT trained	Accomplished			

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
23	Cohort 2 School based trainings through roll-out of micro-modules	SC													4,000 teachers trained; DRS: Tajik: 2100; Sugd: Tajik: 2100, Russian 15; Kurganteppa: 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 4,000 teachers total.
24	Conduct Training for Cohort 3 Master Trainers in target districts	SC													116 MT trained	Not planned this quarter	After discussion, Cohort 3 was added back into the work plan to cover the schools that are unreachable during winter
25	Cohort 3 School based trainings through roll-out of micro-modules	SC													3000 teachers trained	Not planned this quarter	Teachers attend trainings on a regular basis. The number of Russian teachers to be trained out of this 3,000 is still being processed, for Russian taught classes are decreasing.
26	<b>Sub-Result 1.4: Strengthen systems for teacher mentoring/coaching</b>																
27	Printing of mentoring/coaching guide for reading instruction support (IR 1.2-part of teachers package)	AIR, SC													4300 guides printed	Slight Delay	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													4300 guides distributed	Slight Delay	Distribution planned with IST package distribution
29	Provide mentoring to Cohort 1 teachers	SC, Head Teachers, School Directors													6000 teachers receive mentoring support	On-Going	
30	Provide mentoring to Cohort 2 teachers	SC, Head Teachers, School Directors													4000 teachers receive mentoring support	On-Going	

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
31	Print professional portfolio guide for teachers competencies	SC													4300 guides	Slight Delay	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	
33	Implement portfolio system for evaluation of Cohort 2 teachers/ mentors competencies	SC, MOES													Portfolio system launched	On-Going	
34	Implement portfolio system for evaluation of Cohort 3 teachers/ mentors competencies	SC, MOES													Portfolio system launched	Not planned this quarter	
35	<b>Sub-Result 1.5:</b> Implement classroom-based reading diagnostics (process focused); administer national, standardized reading assessments (outcome focused), such as an EGRA, in a representative sample																
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	Slight Delay	Scheduled for mid-April to be closer to data collection period
38	Administer outcome focused assessment tools - midline -Cohort 1	AIR, NTC, MOES, regional ED													1st midline data collection administered	Not planned this quarter	
39	Data Scanning														1st midline Data scanned	Not planned this quarter	
40	Psychometric data analysis and reporting (automated) results of the outcome focused assessment	AIR, NTC													Psychometric Data analyzed and reported	Not planned this quarter	Psychometric data analysis applies to EGRA. Statistical analysis will be used for midline M&E data analysis and reporting

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments		
			Month																
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept					
41	Deliverable: Submission of the Report to USAID and MOES	AIR														Not planned this quarter	Agreement on results and new protocols of the MOES		
42	<b>Intermediate Result 2: Increased availability of reading materials</b>																		
43	<b>Sub-Result 2.1: Conduct a comprehensive review of the quantity of primary grade-level reading material available in Tajikistan</b>																		
44	Develop a detailed list of appropriate, Russian-language books adapted to the Tajik	AIR, MOES															Delayed	List to updated pending budget approval	
45	Finalize and submit comprehensive review	AIR, MOES														English version submitted to USAID	Delayed	Review was submitted in Tajik to MOES, English version undergoing final edits and update of list for future procurement	
46	<b>Sub-Result 2.2: Ensure a mix of reading materials are used by schools and communities</b>																		
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	Ongoing	This is ongoing with final criteria to be completed next quarter in alignment with GPE-4 process.
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
50	Provide low-cost primary grade materials available for classroom use and at home in all targeted communities	SC															200 000 low-cost primary grade materials	Slight Delay	Procurement of books and low cost primary grade material timing will be connected pending budget approval
51	<b>Intermediate Result 3: Increased out-of-school reading time</b>																		
52	<b>Sub-Result 3.1: Increase public awareness about the importance of reading as a cornerstone of education and life-long success</b>																		

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
53	Develop Reading Information Cards (RIC)	SC													1 set of 20 RIC developed	On-Going	
54	Print and disseminate RIC (for Cohort 1, 2) school communities	SC													At least 2000 sets of RICs printed and disseminated	Slight Delay	Delay due to completing Parents' Guide
55	Define target community members and conduct orientation workshop / sessions	SC													85% communities targeted	On-Going	Lack of project personnel in the field may create challenges in reaching all the targeted communities
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	<b>Mobile theater/libraries</b>																
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
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	<b>Hold National Book Day/Literacy Day events</b>																
63	Design and conduct a variety of competitions around reading	SC													Reading Competitions plan	Delayed	Pending approval from the MOES
64	<b>Parents' Program</b>																

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
65	Develop/adapt Parents' Flipbook	SC													Developed/ adapted LB Parents Flipbook	Slight Delay	Consultant hired and Flipbook being adapted, will be finalized next quarter
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	To begin next quarter and then on-going
67	On-going monitoring and supervision of Parents' Program	SC													Monitoring and supervision is conducted	On-Going	
68	<b>Media Public Awareness Reading Campaigns</b>																
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.
72	Collaborate on including reading centered messages and images in 2nd round of cartoons	AIR-SC													Reading messages and images included.	Delayed	
73	<b>MOES Reading Support Campaign</b>																
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	

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments		
			Month																
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept					
75	<b>Sub-Result 3.2:</b> Implement out-of-school reading activities																		
76	<b>Extracurricular activities to promote reading</b>																		
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.
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	Delay	Pending approval of guides from MOES
79	Conduct extracurricular activities at school level	DDs, Teachers															Implemented extracurricular activities at schools	Delay	Pending approval of guides from MOES
80	<b>Reading Camp</b>																		
81	Finalize Reading Camp Guide and incorporate it into existing summer school camps for primary grades	SC															Reading Camp package completed	Accomplished	
82	Obtain approval of MOES on Reading Camp Guide for primary grades																MOES approved guide	Slight Delay	Under review with the MOES, approval expected next quarter
83	Print and disseminate Reading Camp guide and supplementary reading materials/ stationery to target schools	SC															860 printed RCGT available for target schools	Not planned this quarter	Targeted schools for Reading Camps receive the guide

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
84	Support target schools to plan and deliver reading camps for primary grades	SC													8600 teachers and volunteers receive training to implement the Camps	Not planned this quarter	Provision of sufficient number of volunteers for the Reading Camps
85	Conduct monitoring and evaluation of target school Reading Camps	SC, AIR													M&E results of the Reading Camps available	Not planned this quarter	Tools will be developed for MOES and USAID QRP to use to monitor activity
86	<b>Deliverable:</b> LB 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	<b>Jump Start</b>																
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 Jump Start program	Accomplished	
89	Print and disseminate Jump Start program and materials to target schools (will be delivered with IST package)	SC													4300 copies of Printed Jump Start program available to target schools	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	<b>Deliverable:</b> 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. Printed and Disseminated at Master Level (L2). For school-level, to be included in IST package printing
92	<b>Book Chest / Mobile Library (also see SIR 3.1)</b>																Other donors are found to assist in development of Book Chest

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
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	Not planned this quarter	
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	Not planned this quarter	
98	Monitoring of the facilitation of Book Chest activities	SC, AIR													Book Chest activities monitored	Not planned this quarter	
99	<b>Reading Buddies</b>	SC														Not planned this quarter	
100	Train DDs and head of MU to plan and facilitate Reading Buddies approach in target schools	SC, MOES													DDs trained	On-Going	
101	<b>Intermediate Result 4: Increased government support to improve reading</b>																
102	<b>Sub-Result 4.1: Increase dialogue about the existing environment for quality reading</b>																
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.

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
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
108	<b>Sub-Result 4.2: Increase capacity to use reading assessment results</b>																
109	Develop capacity building plan for NTC, EDI	AIR													Developed annual EDI capacity building plan	Accomplished	NTC developed a Capacity Building Plan with Dr. Abdullah Ferdous. USAID QRP will plan what is possible under QRP.
110	Organize capacity building workshop	AIR													1 capacity building workshop provided on psychometric data analysis; based on MOES and NTCs timelines	Slight Delay	Proposed for June 2015
111	Provide capacity building training to AE, EDI and NTC staff to analyze and report results	AIR, NTC													Capacity building workshops held	Slight Delay	Proposed for June 2015

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
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
113	Analyze and submit recommendations to MOES	AIR, NTC													Recommendations submitted to MOES	Accomplished	
114	<b>Sub-Result 4.3: Strengthen the enabling environment to support improved reading instruction reform</b>																
115	Identify MOES and other reading stakeholders and establish Reading Steering Committee	AIR													Reading Steering Committee established	Cancelled	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	<b>Monitoring &amp; Evaluation</b>																
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	Accomplished	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
05.01.2015 Dushanbe RTTI	Sherali Saidoshurov, USAID QRP Latofat Nazirova, Rector of RTTI Kabirov Nurmahmad, Deputy of RTTI	Collaboration of RTTI in IST trainings	RTTI monitors IST trainings
16.01.2015 UNICEF	Kathryn Fleming, USAID QRP Sherali Saidoshurov, USAID QRP Sara McGinty, UNICEF Jamshed Kurbonov, UNICEF	Collaboration on reading cartoons	QRP proposes to add subtitles so children of all ages can read along and to support reading imagery and messages in the next cartoons
20.01.2015 MOES	Kathryn Fleming, USAID QRP Fayziddin Niyozov, USAID QRP Kholis Sadurdinov, USAID QRP Helen Craig, World Bank, DC Inna Kirilyuk, USAID CA GPE-4 representatives MOES Representatives	GPE-4 project update on planning	Continue active collaboration with GPE-4 on integration of reading
20.01.2015 MOES	Kathryn Fleming, USAID QRP Fayziddin Niyozov, USAID QRP Tojinniso Mahmudova, MOES	Planning meeting for CIES presentation in Washington, DC	Selection of MOES representative and draft powerpoint presentation
20.01.2015 EU	Kathryn Fleming, USAID QRP Michele Crimella, EU Sergij Gabrscek, EU	Information sharing on IST and summative assessment	Sergij to join visit to Khujand to observe QRP IST
21.01.2015 World Bank	Kathryn Fleming, USAID QRP Sarah McGinty, UNICEF Michele Crimella, EU Sergij Gabrscek, EU Helen Craig, World Bank, DC Saodat Bazarova, World Bank, TJ	Information sharing on IST	Continue active collaboration with GPE-4 on integration of reading IST into overall IST reform process
22.01.2014 AIR	Kathryn Fleming, USAID QRP Thomas Wimbar, Save the Children	Monthly partnership meeting	
23-24.01.2015 Khujand	Kathryn Fleming, USAID QRP Inna Kirilyuk, USAID CA	Cohort 2 - IST training visits in Khujand	Continue rigorous oversight of IST and engagement with MOES officials and stakeholders
02.02.2015 AOE	Sherali Saidoshurov, USAID QRP Irina Karimova President of AOE	Russian IST modules review	AOE does the final review of Russian IST
10.02.2015 Save the Children	Kathryn Fleming, USAID QRP Thomas Wimbar, Save the Children	Monthly partnership meeting	
18.02.2015 MOES	Sherali Saidoshurov, USAID QRP Kholov Dust, Director of Center for Out of School Activities of the MOES	Reading in Camp Guide development and its status	Review of the camp review by the Center for Out of School Activities of the MOES
24.02.2015 MOES	Kathryn Fleming, USAID QRP Fayziddin Niyozov, USAID QRP Simon Jenkins, Consultant GPE-4 representatives MOES Representatives	GPE-4 presentation on standards planning for all primary subjects	Continue active collaboration with GPE-4 on integration of reading standards into GPE-4 package
03.03.2015 MOES	Fayziddin Niyozov, USAID QRP Aliev Abdujabbor, MOES	Preparation for CIES	

Date / Location	Attendees	Subject	Follow-up / Notes
06-14.03.2015 Washington, DC (AIR and CIES)	Kathryn Fleming, USAID QRP Fayziddin Niyozov, USAID QRP Aliev Abdujabbor, MOES Saule Khamzina, USAID QRP, KG Baktygul Shamshidinova, NTC GK Abdullah Ferdous, AIR Mike Fast, AIR Terry Salinger, AIR Pooja Nakamura, AIR Guljan Tolbaeva, USAID KG Mavjuda Nabieva, USAID CA, TJ Amy Scott, USAID CA	CIES 2015 Washington, DC and meetings with AIR reading and assessment technical staff. See Attachment B	Continued dialogue, technical assistance, and quality review with AIR staff on reading and assessment quality improvement
03.02.2015 MOES	See Attachment A for participant list	Quarterly meeting with MOES to present and discuss USAID QRP activities	To align all the USAID QRP activities with the MOES requirements See Attachment B for meeting notes

## VI. Challenges and Lessons Learned

The main delay has been 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*

Due to the long process of IST module review by the MOES, the printing of the Tajik IST package was postponed and IST trainings in the schools (Level 3) were conducted based on the draft IST materials provided to Master Trainers during at Level 2 trainings. The length of the approval process through the MFA to host the trainings delayed the IST activities. The team worked to build in the necessary time to receive the appropriate approvals. As such, many of the materials were submitted for review earlier than originally planned to compensate for MFA and MOES delays.

Due to the delay for the revised budget approval for the procurement of additional reading materials, the USAID Quality Reading Project decided to mobilize parents and community members to contribute additional reading books to the schools where their children study. This initiative was well received and is making good progress building up the book supply in many target schools.



*Classroom book corner with donated and handmade*

### *Competency-based Standards for Reading*

The main challenge is also an opportunity in that the “Mother Tongue” Standards are now incorporated into new GPE-4 organized document that covers all primary subjects and grades. Despite this challenge, the integration process has proven to be an opportunity as the education system will take ownership and responsibility for approval and implementation of all of the standards. It will also ensure that all of the subjects and grade level standards are structured, approved and distributed in a universal manner, also improving understanding and adoption at the school level. An additional opportunity for the involvement of the USAID Quality Reading Project in standards development process is support to the MOES for the inclusion of practicing teachers within the revision process. Their inclusion can create a sustainable process where teachers are involved in developing the documents that define their planning, teaching and evaluation activities at the school level.

### *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 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.

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

### Operations

- The Regional Finance Manager participated in AIR headquarters finance and contract training in Washington, DC in March. This training was hosted by AIR in preparation for an AIR Field Office Financial Management Summit planned for the end of April with all AIR finance managers around the world.

### Project Staffing

- More team building and coordination activities to reduce miscommunication and redundant work is planned for the next quarter
- The new M&E Manager was hired in February and is going through the onboarding process and becoming sensitized to the USAID Quality Reading Project activities and M&E systems.
- The new Community Mobilization Officer was hired in February and is going through the onboarding process and becoming sensitized to the project's community mobilization and out-of-school activities.

**Table 4. Completed International Travel this Quarter**

<b>Name of Traveler</b>	<b>Destination (s)</b>	<b>Dates of Travel</b>	<b>Purpose of trip</b>
<b>Barbara Greenwood</b>	Dushanbe, TJ	11-14 January 2015	Meeting with USAID and MOES
<b>Suhrob Aminov</b>	Bishkek, KG	22-25 February 2015	M&E training with Regional M&E Manager in Bishkek
<b>Barbara Greenwood</b>	Dushanbe, TJ	1-7 March 2015	Meeting with USAID and MOES
<b>Fayziddin Niyozov Aliev Abdujabbor</b>	Washington, DC	5-16 March 2015	CIES 2015 Conference and meetings with AIR reading, standards and assessment experts
<b>Suhrob Aminov Mahsud Mukhidinov</b>	Bishkek, KG	22-29 March 2015	Planning and training for 2015 midline data collection

## VIII. Planned Activities for the Next Quarter (April - June 2015)

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

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

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

1. Submission of the Russian IST for approval to MOES
2. Print and distribute final Tajik and Russian IST for school-based (L3) trainings
3. Plan Cohort 3 Master Trainer (L2) training scheduled for July and August

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

1. Cohort 1 School-based (L3) trainings to complete at the end of May
2. Cohort 2 School-based (L3) trainings continue

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

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

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

1. Supervisor and data collector training
2. Midline data collection at 66 schools
3. Data entry and cleaning

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

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

1. Review additional reading materials recommended by MOES and new set of books developed by AKF

#### ***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. Organize reading competition on the Best Book Reader
3. Promote contribution of additional reading materials by parents to schools

### **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. Develop reading information cards based on the Parents' Guide
2. Print and disseminate reading information cards
3. Define target community members and conduct orientation workshop/sessions with PTA, school administrators, community leaders, and women's groups to present and discuss reading information cards
4. Design and conduct community outreach programs
5. Sign a cooperation agreement with Children's Library Association (CLA)
6. Support CLA to create Mobile Theater and Mobile Libraries at regional level using Book Bank Resources
7. Support MOES develop, print and disseminate posters that advocates importance of reading through affiliated agencies

8. Print and disseminate Teacher's Guide on School and Parents Reading Promotion Activities through Saturday trainings

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

- Print and disseminate JumpStart program and materials to target schools
- Identify and purchase additional readers/books, pending budget approval
- Collaborate with UNICEF on cartoons for reading promotion, pending budget approval
- Strengthen Reading Buddies in Cohort 1 and 2 schools
- Send Camp Reading guide for review and approval to MOES

<b>Intermediate Result 4: Increased government support to improve reading</b>
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**Sub Result 4.1: Increase dialogue about the existing environment for reading**

1. Meeting with MOES on Parent Guide on the importance of reading with children at home
2. Meeting with MOES 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. Work with MOES to strengthen their understand and use of 2014 EGRA baseline
2. First capacity building technical assistance workshop with NTC

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

1. Promoting seminars and conference on the reading at regional and district levels
2. Communicate with media advocate the importance of reading in the primary grades

**Table 5. Planned International Travel for Next Quarter**

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

## IX. Progress against Performance Monitoring and Evaluation Plan

**Table 6. Performance Monitoring and Evaluation Reporting Table**

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2015/ C1	Actual Q1 FY 2015	Actual Q2 FY 2015	% of achievement	Score	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	TJ:12%	TJ: 3 percentage point increase	n/a	n/a		n/a	
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	TJ:13.5%	TJ: 15%	n/a	n/a		n/a	
<b>Intermediate Result 1: Improved reading instruction in grades 1-4</b>											
3	Percent of teachers/educators gaining knowledge of primary grade reading instruction from training	gender, cohort, region	sample-based knowledge pre and post test	at the beginning and end of each training	-	TJ: 85%	n/a	n/a		n/a	Midterm is in April'15
4	Percent of teachers demonstrating in the classroom instructional best practices in reading	gender, region, language	sample-based classroom observation tool	yearly	TJ: 20%	TJ: 50%	n/a	n/a		n/a	Midterm is in April'15
5	Number of primary grade students taught by teachers who have received reading training	gender, grade	training roster, school database	annually	0	TJ:238,000 (C1)	TJ:229, 870 (C1 and C1.5)	TJ:311, 912 (C1, C1.5 and 2)	131%		In process, will be reported at end of Level 3 training (end of academic year for C1 and Dec '15 for C2)
6	Number of schools getting support	region, type of support (training, material)	activity roster, school database	according to training schedule	0	TJ:1,261 (C1 and C2 schools)	TJ: 938 (1 Cohort)	TJ: 1,228 (Cohorts 1, 1,5 and 2)	102%		Trainings for C2 are going

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2015/ C1	Actual Q1 FY 2015	Actual Q2 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	TJ: 2 (from PY 1)	TJ: 1 IST package in Tajik	TJ: 0	50%		Approved IST package, consisted of nine modules, approved by MOES council's resolution #25 on 27/12/2014
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"> <li>Trainers, MOE/ITTI/DED officials</li> <li>Mentors (Deputy principal, methodologist, advanced teacher)</li> <li>Primary grade teachers (except mentors)</li> </ul>	gender, region, cohort, level of training	training rosters	according to training schedule	n/a	TJ: 5,634 (3, 200 teachers Cohort 1, 2,434 mentors –Cohort 2&3)	TJ: 1012 mentors C2	TJ: 1133 Cohort 2: L1: 62 L2: 1071	38%		Ongoing, number of teachers will be reported after completion of trainings (72 hours)
9	<del>Number of teachers/other educators receiving in-service training in reading.</del>	Note: We propose eliminating this indicator moving forward. It is duplicative of indicator 8. Our original thinking was the capture those who get a certificate and can demonstrate successful completion through a final test with indicator 8, where indicator 9 would just mark full attendance. Because the certification system differs by country, and the test is captured in a separate indicator, we do not think indicator 9 adds any new information. The following indicators will keep their original numbering for consistency in reporting.									
10	Number of in-service training materials distributed to teachers / other educators	type, # of copies	part of training roster	according to training schedule	0	TJ: 5,634	TJ: 1,012	TJ: 1,113	38%		Ongoing
11	Number of mentoring guides distributed to mentors	type, # of copies	material distribution records	according to training schedule	0	TJ: 3,300	TJ: 1,102 (120 Russian; 982 Tajik)	TJ: 1350 (150 Russian; 1200 Tajik)	74%		Cohort 2 mentors IST
12	Percent of teachers using results of classroom-based reading assessment	gender, school language	sample-based teacher and student questionnaire	baseline midterm C1, midterm C2&3, endline	TJ: 9%	TJ: 30%	n/a	n/a		n/a	Midterm is in April'15

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2015/ C1	Actual Q1 FY 2015	Actual Q2 FY 2015	% of achievement	Score	Comments
<b>Intermediate Result 2: Increased availability of reading materials</b>											
13	Percentage of schools and communities with adequate number of grade-level-appropriate supplementary reading materials	region, school, communities, language	Sample-based teacher, librarian, & parent questionnaire	baseline midterm C1, midterm C2&3, endline	TJ: 10%	TJ:20%	n/a	n/a		n/a	Midterm is in April'15
14	Number of supplementary reading materials for grade 1-4 students distributed to schools and communities \ libraries	Type,# of copies	material distribution roster	annually	0	TJ: 200,000	TJ: 0	TJ: 0			Delayed pending budget modification
<b>Intermediate Result 3: Increased out-of-school reading time</b>											
15	Percent of parents whose attitudes towards reading have changed	region, gender, language	sample-based parent questionnaire, KAP section	baseline midterm C1, midterm C2&3, endline	-	TJ: 6%	n/a	n/a		n/a	Midterm is in April'15
16	Percent of primary grade students participating in QRP out-of-school reading activities	gender, language, grade	activity roster	by schedule of activities	0	TJ: 50%	n/a	n/a		n/a	Midterm is in April'15
17	Percent of parents/other adults reading non-textbook materials to students at home	region, gender	sample-based parent questionnaire	baseline midterm C1, midterm C2&3, endline	TJ: 73%	TJ: 73%	n/a	n/a		n/a	Midterm is in April'15
18	Percent of primary grade students participating in at-home reading program	region, gender, language, grade	sample-based parent questionnaire	baseline midterm C1, midterm C2&3, endline	TJ: 70%	TJ: 85%	n/a	n/a		n/a	Midterm is in April'15
19	Number of out-of school reading activities	Region, region, school	activity roster	by schedule of activities	0	TJ: 1,862	TJ: 938 (Cohort 1, Jump Start)	TJ: 0	50%		
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	TJ: 4, 655	TJ: 0	TJ: 0			Delayed pending MOES approval. Reading Buddies have started in some schools

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2015/ C1	Actual Q1 FY 2015	Actual Q2 FY 2015	% of achievement	Score	Comments
<b>Intermediate Result 4: Increased government support to improve reading</b>											
21*	Number of standardized reading assessments supported by USG	Cohort, Project Year	EGRA	yearly	0	TJ: 1	n/a	n/a		n/a	
22	Number of administrators and officials successfully trained on using reading assessment results	gender, institutions	EGRA dissemination workshop roster	by workshop schedule	0	TJ: 50	TJ: 20	TJ: 0			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	TJ: 1	TJ: 0	TJ: 1 (under approval)			Pending MOES approval; expected June 2015

## X. Success Story



## SUCCESS STORY

### FAMILY ENGAGEMENT ENCOURAGES READING IN SCHOOLS

*Community engagement in reading activities strengthens reading activities in schools and with students*



*A grandmother circled by children after reading a story, Sughd*

The USAID Quality Reading Project In-service Teacher Trainings (IST) for teachers has sparked several interesting activities within the communities of some of the supported schools. The team has been providing recommendations and working with teachers, parents, and community members to increase engagement around encouraging children to read in and out-of-school. A primary teacher who participated in USAID Quality Reading Project IST created one initiative in her school where a grandmother engages the class in reading and storytelling in the classroom.

At School #14 in Kayrokum, Sughd, Ms. Badalova, primary grade teacher, announced that as a reward for their hard work that week, the students would have a story reading session. Suddenly, the students' faces became very excited and they began to put away their lessons. The USAID Quality Reading Project Education Coordinator present in the school for a periodic monitoring visit was very curious how they were to have a story reading session if they were putting away their textbooks. Then the classroom door opened and a woman came in and all students jumped from their seats and went to greet her. She said that she is going to read them a new story today about "A Proud Hare". The grandmother began to read the story and after each paragraph, she asked questions about the story and students were eagerly answering her questions.

In order to encourage community and parent engagement in reading, Ms. Badalova invited grandmothers of the children to read to the students every Friday. She has shared this initiative with the rest of the primary grade teachers as a way to encourage different activities where parents and grandparents can become actively being involved in reading. This creative way of promoting reading is now being promoted by the USAID Quality Reading Project across the country.

## XI. Attachments

## USAID Tajikistan, Quality Reading Project, and Ministry of Education and Science Partners Meeting

### MEETING MINUTES

**Meeting Date:** 3<sup>rd</sup> of March 2015

**Meeting Place:** Ministry of Education and Science

**Meeting Time:** 11:00 AM

**Meeting Duration:** 1.5 hour

**Attendees:** (20)

1. Ms. Tojinniso Mahmadova, Deputy Minister, Ministry of Education and Science
2. Mr. Fathidin Ismonov, Deputy Minister, Ministry of Education and Science
3. Mr. Abdujabor Aliev, Head of Pre-school and secondary Education Department of Ministry of Education and Science
4. Mr. Gulomkodir Bobiev, President of Academy of Education
5. Ms. Irina Karimova, Vice President of the Academy of Education of Tajikistan
6. Mr. Asror Aliev Lead Local Consultant, MOES GPE-4
7. Mr. Sharifmurod Isrofilniyo, Director of the Education Development Institute.
8. Ms. Latofat Nazirova, Rector of RTTI
9. Mr. Bobokhon Ismoilov, Coordinator of Global Partnership for Education - 4 (GPE 4)
10. Mr. Rajabov Zikriyo, Teacher Training Specialist, MOES GPE-4
11. Mr. Shermahmad Yormahmadov, Director, Republican Teaching and Methodological Center
12. Mr. Zebo Alieva, Head of the M&E of Education Department in Dushanbe
13. Mr. Khurshed Teshaev, Director of the National Test Center
14. Ms. Mavjuda Nabieva, Education Management Specialist USAID/CA/Tajikistan
15. Mr. William Trigg, Team Leader for Democracy and Governance, Health and Education, USAID/CA/Tajikistan
16. Ms. Barbara Greenwood, Chief of Party, USAID QRP
17. Mr. Sherali Saidoshurov, Education Program Manager, USAID QRP
18. Mr. Faiziddin Niyozov, Education Advisor, USAID QRP
19. Mr. Suhrob Aminov, Monitoring and Evaluation Coordinator, USAID QRP
20. Ms. Salima Imomnazarova, Community Mobiliser Officer, USAID QRP

**Meeting purpose:** To discuss the results of the QRP project implementation in cooperation with Ministry of Education. USAID QRP quarterly updates to the MOES RT

1. *Tojinniso Mahmadova, Deputy Minister of Ministry of Education*

Ms. Mahmadova had opened the meeting, introduced the attendees, and conveyed regards for participation. She mentioned that purpose of meeting is to discuss the impact of Quality Reading Project (QRP) over the previous three months as both partners agreed on. It will discuss the overall progress of the project and in particular will concentrate on the obligations that both partners agreed.

So far, USAID has implemented several projects, in cooperation with the Ministry of Education and Science for the development of education in Tajikistan. Currently, USAID under QRP is implementing a training program for the primary teachers. The data shows that 3754 trainers and 6076 teachers at 936 schools were trained so far.

IST modules and Reading Standards for Grades 1, 2, 3 and 4 were developed in close cooperation with the educational institutions of Tajikistan. The report from the Early Grade Reading Assessment has not

been approved and agreed upon; therefore, its publication is pending. This also should be taken to consideration, because it had very useful material.

Special group was organized to evaluate instruction book for the primary teachers. The cooperation with QRP in developing the instruction books for Pre School was very beneficial and hope that QRP will continue to assist the education system further on.

2. *Fathidin Ismonov*, The USAID project is having long partnership with government of Tajikistan. Currently, the most important support for the Ministry of Education and Science is to update the methodology; therefore, the ministry is working in partnership with QRP to develop all possible way of improving the education standard in the republic. Most of the educational institutions and educational centers are working in cooperation with QRP. And as we observe, USAID's projects are feasible in following its obligations. It thus is very important to continue the partnership for the standardization process in education. In general, the Ministry of Education and Science is very satisfied with work that USAID is doing, including the partnership through GPE-4.

3. *William Trigg, Team Leader for Democracy and Governance, Health and Education, USAID/CA/Tajikistan*

For 12 years, USAID has been closely working with the Ministry of Education and Science and it tries to support the implementation of the national education law strategy. USAID is part of strong education donors group, which is questing for better future for child in having access to quality education, which in the long run can be seen as a great contribution to the social and economic development.

The efficient partnership has been established with the staff of Ministry of Education and Science, Academy of Education, Education Development Institute, National teachers institute and methodological center, which are working in partnership with USAID.

This partnership includes competency approach towards modernizing curriculum, mentoring and performance management in primary schools with the ultimate goal of up-scaling standards in QRP. USAID is committed in agreement with a Ministry of Education and Science to provide technical support to reform the primary education system, training of teachers, quality education, and student comprehension outcomes, to meet the education needs of Tajikistan's people. Teacher's critical role was underlined.

4. *Tojinisso Mahmadvova, Ministry of Education*

The development of any country depends on the advancement of education. The trainings and the development of in-service teacher training is interconnected with the development process. The national values are also should be considered. The school graduates are made with an expectation to be required by the labor market. The Ministry of Education and Science is ready to cooperate with USAID in developing the quality of education.

5. *Barbara Greenwood, Chief of Party, USAID Quality Reading Project*

The importance of the partnership of USAID with the Ministry of Education and Science was underlined. It was mentioned that all the aspects in developing the materials were in accordance with Ministry of Education and Science. The special note for the approval of methodological packages that QRP has developed was made. The ultimate goal is to achieve good results in QRP so the instructive comments and recommendation were encouraged.

5. *Fayziddin Niyozov, Education Advisor, USAID QRP*

Mr. Niyozov presented the process of updating and finalizing the standards for primary grades the methodology instruction and the instruction book for teachers. The new standards are meant to offer the use of the competencies. In addition, the indicators for competencies are helpful for teachers to define

and measure the competencies of a student. The development of a child education is also part of the standards. As to implicate any new standards is difficult for any system to absorb, so the QRP is offering the teacher's guides. Currently, the teacher's guide are being finalized. The teacher's guide is very important for use in a class. The aim is to help the process of quality reading in children.

*6. Sherali Saidoshurov, Education Program Manager, USAID QRP*

Mr. Saidoshurov mentioned the importance of in-service teacher training (IST) modules, which needs to be offered and completed for the primary grades. Based on the standards, the project in cooperation with national and international educational advisers, developed IST modules, which were reviewed by the educational institutions of MOES. Recently, the Ministry approved these modules. Moreover, the modules for those schools where the language of instruction is Tajik was worked out and soon plan to be offered for approval for the Ministry of Education. The educational institutions also analyzed this material.

Based on these modules, the training of trainer was conducted in two phases, national and master level, for 1721 schools. QRP divided the process into three cohorts. The first cohort is completed and primarily covered Kurganteppa, Kulob, and Dushanbe and 2597 teachers received Level 2 Master Training.

The result shows that 6078 teachers are receiving IST training at L3. The second cohort started in January and covered the Hissor, Shari Nav, Vahdat, and Dushanbe. In total 1233, teachers were trained at 411 schools and 1029 Master Trainers (Level 2) completed the training. The representatives from the Ministry of Education, Academy, the Educational Institute, and 22 educational advisers from all mentioned regions attended these trainings and provided the trainers with vary useful feedback, which helped to enrich the program.

The other important aspect that QRP is concerned with is access to reading material. Therefore, the project is working on the possibilities of assisting schools in getting additional reading materials. The project helped to make fairy tales book and visual materials for the primary grade. The teachers who were trained by the project are using these kinds of reading material that they can make themselves. Another aspect that the project undertakes is to organize a corner for books in each class, and this initiation is designed to involve parents. There is a proposed component to engage students with reading literature through Reading Camps and the making of cartoon to improve the culture of reading.

*Tojinisso Mahmadova, Ministry of Education (recommendations)*

Ms. Mahmadova made recommendation on to continuing with cartoons. As it was mentioned, 25 series of cartoons were completed and the Ministry of Education and Science has offered to continue to make 100 more series of cartoons. The reason was articulated to have more audience and access to all households. Therefore, this would be good to have additional project for the development of the cartoon.

She questioned the role of Reading Camps and QRP agreed to work with the MOES to make this activity clearer.

Lastly, QRP is working on the parent's instruction (flipbook) to support parent's to engage in reading to their children. The activity includes:

- Training for trainer
- Material for the trainer
- Sensitization for school community and parents

*Additional Recommendations*

The way the students are sitting in the class should be standard and in accordance with the regulation that has been underlined by the Government and the Ministry of Education. Ms.

Mahmadova, Ministry of Education stated that the way the trainers were instructed to arrange the class in U-shape for group work is not allowed and was not approved by the Ministry.

The training session for the trainers was very effectively put forward.

Literature and family were mentioned to be very important in QRP.

The competency of reading is good to involve the family.

The leaders of methodologies and the vice-directors that schools should all participate in the program.

#### *7. Suhrob Aminov, Monitoring and Evaluation Coordinator, USAID QRP*

The evaluation is done by the team of evaluators, who are visiting the schools and checking the work of the teachers who participated in training. According to QRP, each school has sent three teachers to participate in the Master training. These teachers had one test before starting the training and second test after the completion. So the evaluators are working with teachers in all regions, as each region has its own team of evaluators who are visiting the trainers and assessing the work of teachers, observation of the class and the process of conducting the class. This process will help QRP understand the quality of the IST and make changes as necessary. The evaluation form was reviewed for approval by the MOES.

##### *Tojinisso Mahmudova, Ministry of Education (recommendations)*

The importance of the survey is to define the problem of standards, to work on the solving of the problem, and to get the result throughout the project. So the team of evaluators is evaluating to make the QRP process more feasible.

##### *Latofat Nazirova, RTTI (recommendation)*

The evaluation should be done by some other agency not by own project.

#### *8. Mavjuda Nabieva, Education Specialist Manager, USAID/CA/Tajikistan*

Ms. Nabieva concluded meeting by thanking the participants for cooperation and exchanged ideas. The recommendations were taken to consideration and it was agreed that the USAID/QRP team would organize a meeting to have technical discussions with the Ministry's specialists. Ms. Nabieva, stated that QRP specialists are open for a dialogue, in consistency with the agreement signed by both parties and in accordance of with the approved Work Plan and available resources.

Ms. Nabieva requested the MOES to communicate directly with the USAID and copy USAID/QRP in case of confusion and/or other programmatic technical constraints to ensure open discussions and dialogue tackling the needs and challenges.

USAID/QRP agreed that the next Partners meeting with the Ministry of Education and Science and its affiliates will be scheduled in mid-May 2015 (date will be confirmed by MOES).

## Attachment B: CIES Presentations

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

Abdullah Ferdous  
Principal Psychometrician



March 2015

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## Introduction

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



2

## Introduction

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

## Standards based Framework



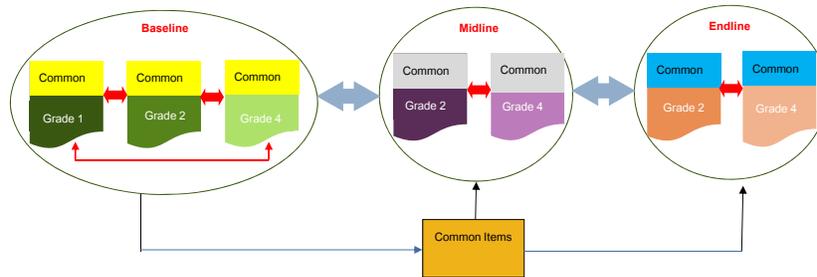
## Research Design

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

## Assessment Design

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

# Assessment Design



# Decision Models

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

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

## Decision Models

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

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

## USAID's F-Indicators

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

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

## Measure of F-Indicators

### Reading Fluency:

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

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

## Measure of F-Indicators

### Reading Fluency:

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

**Compensatory Model:** Average 50 WPM

**Decision:** Meeting national standard

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

**Decision:** NOT meeting national standard

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

## Measure of F-Indicators

### Reading Comprehension:

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

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

## Measure of F-Indicators

### Reading Comprehension:

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

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

## USAID's F-Indicators

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

**Conjunctive** (Fluency, Comprehension)

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

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

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



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

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Ministry of Education and Science of Tajikistan

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Comparative and International Education Conference  
Washington, DC  
9 March 2015





## USAID Quality Reading Project – Tajikistan

### Major Activities:

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



## Background

### National Education Development Strategy by 2020



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



## Development process and joint efforts

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



## Standards-based Framework





## Defining Assessment Framework

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



## Key features of USAID Quality Reading Project proposed assessment framework

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



## Early Grade Reading Assessment – Description

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



## Early Grade Reading Assessment – Processes

### 1. EGRA tools development

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

### 2. EGRA tools field testing

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



## Early Grade Reading Assessment - continued

### 3. EGRA schools selection process

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

### 4. EGRA tool finalization and approval

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



## Early Grade Reading Assessment - continued

### 5. EGRA test administration training

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

### 6. EGRA test administration

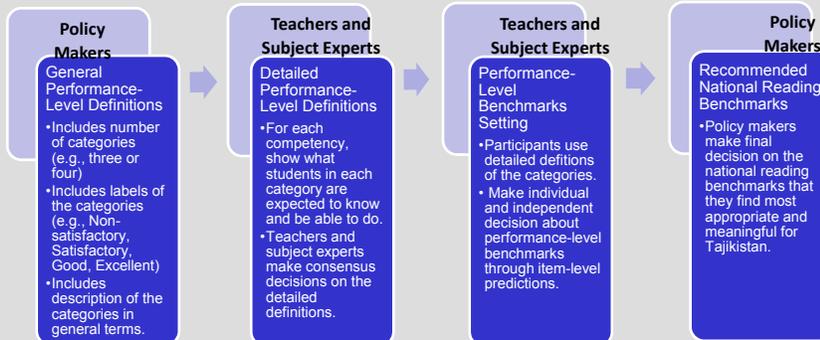
- EGRA were conducted 130 schools in May 2014
- Test was administered to 6,050 Grade 1, 2 and 4 students

### 7. EGRA data cleaning and scanning

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



## Setting National Performance Benchmarks



## General Definitions of Performance-level Categories

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



## EGRA results dissemination

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



## Policy Implication of EGRA results

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



## Question?

Thank You! Спасибо! Сипос!



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

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Washington, DC  
March 09, 2015



### USAID/Quality Reading Project: Kyrgyzstan

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

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





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

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



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

#### Standard USAID indicator:

- Proportion of the students in intervention schools who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text.





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

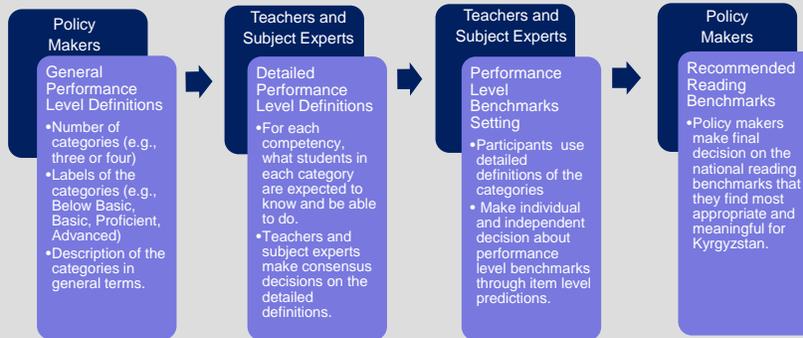


## Sample

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



## Setting Benchmarks



## National Performance Benchmarks

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

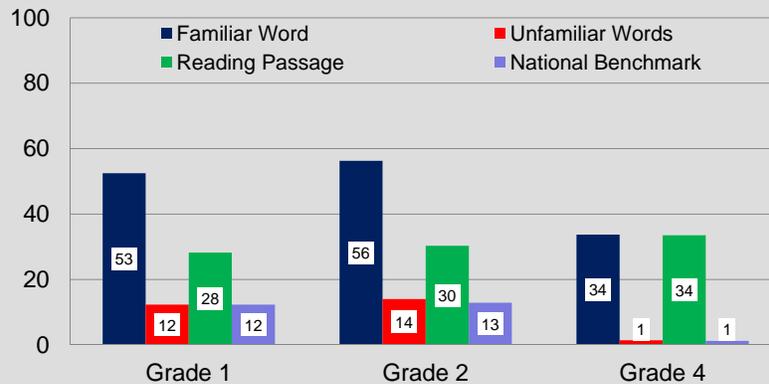


### Reading fluency

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

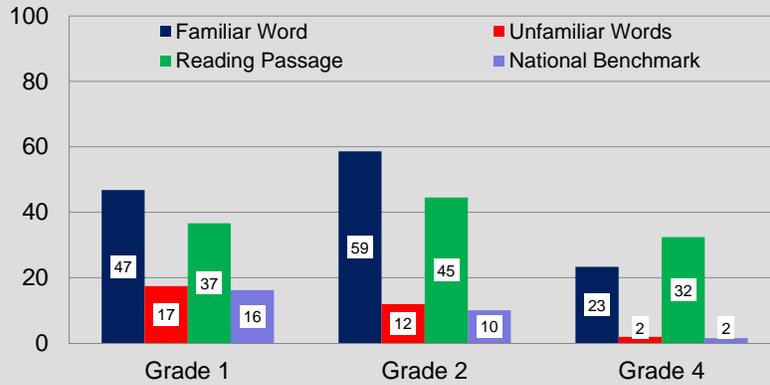


### What Percentage of Students Meeting Reading Fluency Benchmark in Kyrgyz?





### What Percentage of Students Meeting Reading Fluency Benchmark in Russian?



### Reading Comprehension

Reading Comprehension was assessed through three EGRA sections:

- Oral Vocabulary
- Listening comprehension
- Reading comprehension

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



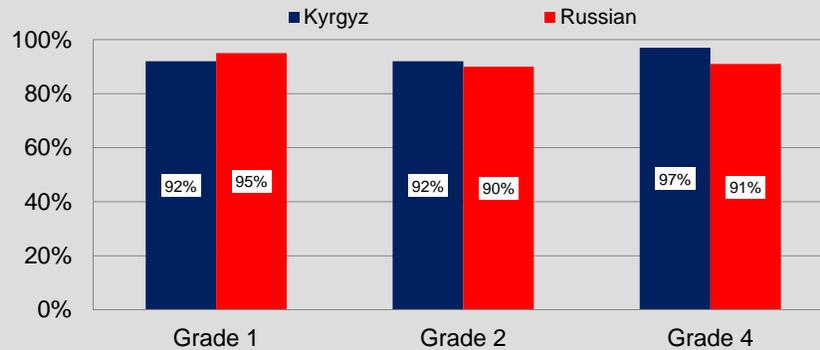


## Reliability Measures

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

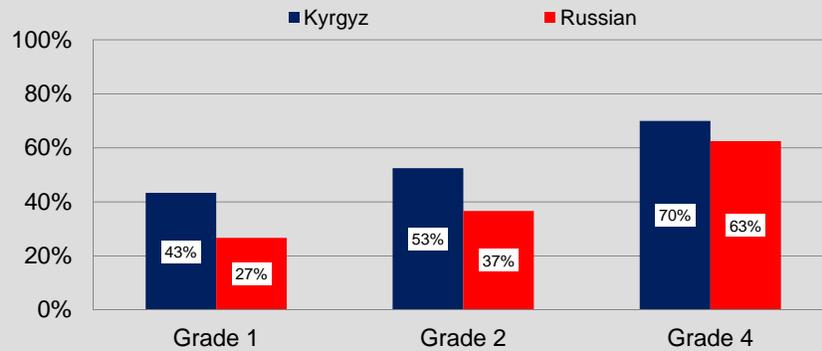


## Average Percentage Scores Obtained in Oral Vocabulary Knowledge

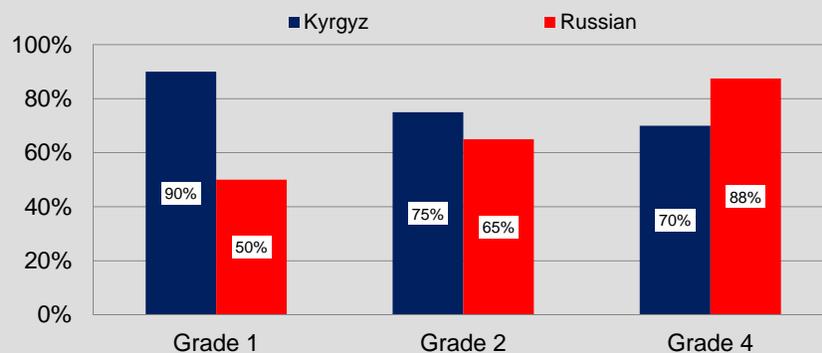




### Average Percentage Scores Obtained in Reading Comprehension



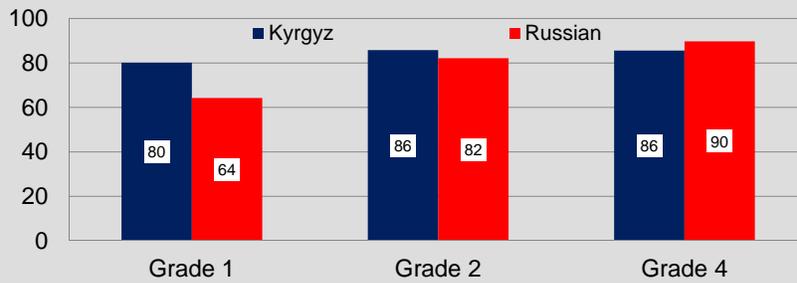
### Average Percentage Scores Obtained in Listening Comprehension





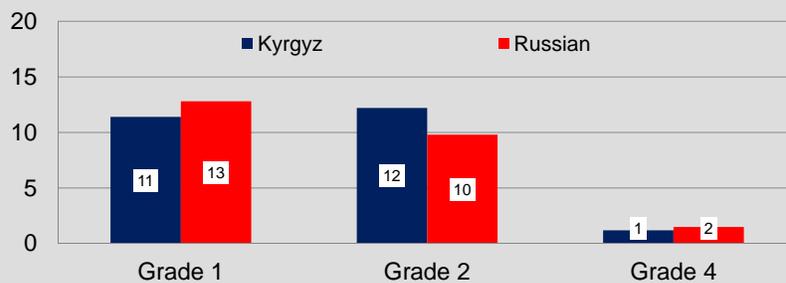
Grade	Kyrgyz (Benchmarks)	Russian (Benchmarks)
1	75%	71%
2	67%	59%
4	70%	67%

**What Percentage of Students Meeting Reading Comprehension Benchmarks ?**



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

**What Percentage of Students Meeting Fluency and Comprehension Benchmarks ?**





## Conclusions

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



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

(from an OLS multivariate regression)

#### **Factors positively associated with all reading outcomes**

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

#### **Factors positively associated with some reading outcomes**

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

#### **Factors not associated with any reading outcomes**

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

#### **Factors negatively associated with some reading outcomes**

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





## General Recommendations

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



## General Recommendations

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



## EGRA results dissemination

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



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

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



### Policy Implication of EGRA Results

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



Thank you!  
Chon Rakhmat!

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