

USAID/Quality Reading Project (QRP): Kyrgyzstan & Tajikistan

Annual Report

October 2013 – September 2014



October 2014

A partnership with

American Institutes for Research and Save the Children

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**USAID/Quality Reading Project (QRP): Kyrgyzstan &
Tajikistan**

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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 (Tajikistan)
COP	Chief of Party
DCOP	Deputy Chief of Party
DED	District Education Department
EGRA	Early Grade Reading Assessment
GPE	Global Partnership for Education
HMU	Head of Methodology Unit
IED	Institute for Educational Development
ISTTI	In-Service Teacher Training Institute
KAE	Kyrgyz Academy of Education
KG	Kyrgyzstan
MOES	Ministry of Education and Science
MOU	Memorandum of Understanding
M&E	Monitoring and Evaluation
NSTR	National Steering Committee on Reading
NTC	National Testing Center
QRP	Quality Reading Project
SC	Save the Children
TA	Test Administrator
TJ	Tajikistan
TOT	Training of Trainers
RTTI	Regional Teacher Training Institute
USAID	United States Agency for International Development

I. Activity Summary

Lead Implementing Partner	American Institutes for Research (AIR)
Other Implementing Partners	Save the Children (SC)
Activity Name	USAID/Quality Reading Project (QRP)
Activity Objective	The primary objective of this contract is to improve student reading levels among students in grades 1-4 in Kyrgyzstan and Tajikistan. The contract focuses on the following results:1) Improved reading instruction in grades 1-4; 2) Increased availability of reading materials; 3) Increased out-of-school reading time; and 4) Increased government support to improve reading.
Life of Activity	June 28, 2013 to June 27, 2017
Total Estimated Contract/Agreement	\$14,906,184.00
Obligation to date	\$14,362,145.00
Accrued Expenditures 4 th Quarter (July 2014 – September 2014)	\$761,985.00
Activity Cumulative Accrued Expenditures to Date (September 2014)	\$2,908,433.00
Estimated Expenditure, Next Quarter (October – December 2014)	\$1,591,749.00

II. Executive Summary

The United States Agency for International Development (USAID)/Quality Reading Program's (QRP) main goal is to increase reading levels of Grades 1-4 students in Kyrgyzstan and Tajikistan. This is accomplished by working with the Ministry of Education and Science (MOES) in each country to create competency based reading standards, develop and implement an In-Service Teacher Training package, and raise awareness to parents and community members on the importance of reading through a variety of out-of-school activities.

The first full year of the program focused on start-up activities, operational, administrative, and programmatic. Memorandum of Understandings (MOU) were signed with MOES in each country, and with the Ministry of Culture in Kyrgyzstan. Letters of Cooperation were signed in each country with the National Testing Centers and in Kyrgyzstan with the Kyrgyz Academy of Education (KAE). These MOUs and Letters of Cooperation result in stronger lines of communication and aid in developing a mutually beneficial relationship built on transparency and trust and served as an official launch of the new four-year Quality Reading Project that builds on the U.S. Government's longstanding commitment to education in the Kyrgyz Republic and the Republic of Tajikistan.

Project offices were established in each country, American Institute for Research (AIR) was registered in both countries, operational and finance manuals developed, staff hired, and office equipment purchased.

The National Steering Committee on Reading was established in Kyrgyzstan to provide guidance for national reading initiatives. In Tajikistan, it was decided with the MOES and USAID that the program would work through existing committees and structures. This structure will be revisited in Year 2.

Reading Standards for Grades 1-4 in Kyrgyzstan were officially named *The Minimum Requirements to Reading in Elementary Schools* and were reviewed and approved by the MOES/KAE in Kyrgyzstan on May 30, 2014. The step-by-step approach to the development of reading standards has had additional unplanned positive effects: as a best practice and project lesson learned, the KAE is replicating the development process used for Grade 1-4 reading standards in developing other standards for other subjects, including Math, Nature of the Motherland, and Kyrgyz and Russian languages.

Reading Standards were developed for the Mother Tongue Subject in Tajikistan, but the finalizing of these standards is on hold due to the MOES deciding to split this subject into Language and Writing subjects. The developed standards already cover reading and writing, so once guidance is received from MOES on this change, USAID/QRP will move forward, split the standards into two subjects, and seek approval.

In Kyrgyzstan, the KAE's Academic Counsel endorsed the Training of Trainers (TOT) and the In-service Training (IST) packages. This approval has allowed USAID/QRP to move to the next step: conducting the National Level Trainings, TOT, and school based trainings.

The main accomplishment for the year as a whole for Tajikistan was completion of in-service training (IST) packages in Tajik and adapting Russian IST package developed by USAID/QRP team in Kyrgyzstan. The Tajik IST package was reviewed and approved by education board of the MOES, it is in final stages of overall MOES approval; IST workshops conducted at National, Master Trainer level, and the rollout has started at school level.

During the IST workshops primary teacher were exposed to the creation of low-cost materials with the purpose of the increasing availability of reading materials in schools for primary

grades. Along with the IST package development out of school reading materials such as Camp Guide, Flipbook, and parents reading cards were developed.

In Tajikistan and Kyrgyzstan, USAID/QRP has developed a close partnership with the MOES and its sub-institutions. MOES provides oversight and guidance to all steps of the program, including providing approval of IST package for the trainings, provides orders to the regions to support USAID/QRP activities, provides certificate to the participants of IST training, and provides feedback on all the developed material and trainings.

This year USAID/QRP also completed the Early Grade Reading Assessment (EGRA) and overall baseline assessment. USAID/QRP led the in-country MOES technical experts through the process of tool development, pilot testing, implementation, creation of performance level categories, and definitions for each grade level, and led the MOES staff through a process for deciding cut scores and the acceptable level of standard deviation of error.

The baseline was conducted in target and control schools in each country through a randomly selected sample. The research for this project will be looking to see the influence of in-service teacher training on the reading levels on Grades 2 and 4 students. There will be a mid-term and also end-term assessments.

The MOES in Kyrgyzstan took the preliminary results of EGRA and noted that there was a reading problem in Kyrgyzstan, and comprehension is a major issue. In Tajikistan, the MOES questions the data, and is concerned over the message the results are giving. USAID/QRP staff is working with the MOES to desensitize them to the data and to emphasize this is information for the beginning of the project, not a reflection on their job performance.

This report covers USAID/QRP activities in Kyrgyzstan and Tajikistan. When the in-country activities diverge, it is clearly noted.

III. Description of Accomplishments and Program Objectives (October 2013 – September 2014)

Introduction

The first year of USAID/QRP saw many successes along with challenges. Year 1 saw signing of MOUs between USAID and the Tajikistan and Kyrgyz Republic Ministries of Education and Science and the Kyrgyz Republic Ministry of Culture (MOC). These MOUs established the framework of cooperation for USAID/QRP and the MOES and MOC.

USAID/QRP established project offices in Dushanbe, Tajikistan and Bishkek, Kyrgyzstan. Key staff were hired within the first quarter of the project, with the exception of the Country Manager position for Tajikistan. There were no suitable applicants for this position, and with approval from USAID, this position was changed to Deputy Chief of Party (DCOP) and became an expatriate position filled under AIR. Other administrative accomplishments for Year 1, include registration of AIR in both countries, creation of manuals to run the office (finance, human resource, operations), hiring of local staff, purchasing of equipment (furniture, and technical equipment) and opening in-country bank accounts.

Year 1 for USAID/QRP was about creating a firm foundation for the rollout of the teacher training program and the out-of-school activities. The foundation includes collection of baseline data (a qualitative study was completed by Zerkalo and its sub-contractor El Pikir. The household and Early Grade Reading Assessment was conducted in 130 schools in each country.)

The following provides activity detail as per sub result.

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

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

Sub Result 1.1: Conduct a baseline qualitative analysis

AIR contracted Zerkalo to conduct a baseline qualitative analysis in Tajikistan and they subcontracted to El Pikir in Kyrgyzstan. M&E Specialist Amy Todd and the M&E Specialists in each country worked closely with Zerkalo and El Pikir to launch the analysis in October 2013. Prior to the award, an AIR team led by Literacy Specialist Rebecca Stone, Ed.D. began work on the development of tools for the classroom observation and focus group sessions. The tools were finalized after full consultation with USAID/QRP M&E and Lead Education Specialists from the field.

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

Grades 1-4 Reading Standards: Development of competency based Grades 1-4 Reading Standards packages were led by Rebecca Stone, Ed.D., who provided guidance and technical support to in-country developers. Kyrgyzstan did not initially have any type of standards, and no term for standards existed in the education laws. To fit the current education framework for Kyrgyzstan standards is called *The Minimum Requirement to Reading in Elementary School*. The in-country developers group which consisted of specialists from KAE, In-Service Teacher Training Institute, teachers, and deputy principals of schools, started from the beginning, with Dr. Stone leading them through a process of understanding and then development of competency-based standards based on the current curriculum and relating them to what is known internationally. For Kyrgyzstan, individual Grades 1-4 Reading Standards were developed for Kyrgyz and Russian. The standards were approved at the KAE Academic Council's meeting on the May 30, 2014.

The same process was followed in Tajikistan, but the country already had a draft for Mother Tongue Standards. Grades 1-4 standards were developed in Tajikistan for Tajik and Russian. Tajikistan MOES has reviewed the Mother Tongue Subject and is in the process of splitting it to Language and Writing. Once USAID/QRP receives official notice from the MOES, we will go forward with splitting the standards to Language and Writing.

The following is country specific detail for development of the In-Service Teacher Training Modules.

KYRGYZSTAN

Technical support: Save the Children (SC) Asia Area Education Advisor Colin Alfred co-facilitated with the AIR Reading Standards expert, Rebecca Stone, Ed.D., a workshop for USAID/QRP consultants on Reading standards and adaptation of SC Literacy Boost materials for the IST programs in Kyrgyzstan and Tajikistan in November 2013. Tajikistan consultants were brought to Bishkek to join the Kyrgyzstan consultants for this workshop.

Colin Alfred travelled again to Kyrgyzstan and Tajikistan in May 2014 to provide Technical Assistance to review the quality of IST package along with the system for rollout, to support completion of the training modules for the In-Service Teacher Training programs in Kyrgyzstan, and to make ready materials for delivery at the top level of IST cascade, including TOTs. Mr. Alfred also reviewed the project's progress against objectives and provided his advice on implementation of other components of the USAID/QRP project, particularly out of school and low cost reading materials.

Training Manuals: In line with the project objectives, the three manuals (varying by length of training: 72 hours over 10 days, 40 hours over 5 days, and 72 hours over 36 weekly sessions) of IST materials based on Literacy Boost were developed and reviewed by subject-based experts and teachers. The first developed package of Literacy Boost TOT module consists of a ten-day training sessions, which is 72 hours in total. The purpose of ten-day training was to develop the training skills and establishing the National trainers group from the Kyrgyz Academy of Education staff (KAE) and the Regional In-Service Teacher Training Institutes (ISTTI).

TOT for National Trainers: During the TOT for Cohort 1 (Djalal-Abad, Talas, Chui oblasts and Bishkek) participants were introduced to different types of training skills and how to practice them during daily classroom and extra-curricular activities as well as working with families and parents. The participants learned how to develop lesson plans covering the five components of basic reading skills (knowledge of letters, phonemic awareness, fluency, vocabulary, and reading comprehension), how to conduct a formative assessment in order to improve the reading skills of students and tools for providing mentoring support to teachers. At the end of the course, participants were awarded certificates from the KAE and USAID/QRP as National Trainers.

Training package for KAE/ISTTI. The second training package consists of five days with 40 hours in total. This package is destined for regular KAE and ISTTI in-service courses for primary grade teachers. The training package has been integrated into the existing ISTTI's curriculum and already used for current courses. The training package was developed to build the capacity of KAE and ISTTI's staff on reading instruction by adapting and using Literacy Boost methodology, and advocate for changes in the existing ISTTI curriculum. USAID/QRP successfully advocated for the integration of the 40-hour Literacy Boost training module into the existing National 72-hour ISTTI curriculum. Meanwhile the five-day training package was used for training of Master Trainers, comprised of advanced teachers, Heads of Methodology Units and Deputy Directors and primary school teachers at district levels. The

Master Trainers will organize and conduct a Saturday methodological day training and provide mentoring support at their respective schools. One day additional training and extra supplementary materials will be provided for Master Trainers at district level.

Training package for schoolteachers: The third package contains training materials for the weekly sessions of a 36-week long training to take place during the school year for primary grade teachers in project targeted areas. The training package activities were developed based on an interactive and participatory approach. The developers also prepared clear, easy to read handouts that teachers and facilitators will be able to refer to in the future for more in-depth information. The main objective of the school-based trainings is to encourage teachers to apply the best practices of lesson planning and teaching that incorporates the five foundational skills of basic reading, and share their experience and knowledge with each other. The trainings will take place on Saturdays, which are reserved as a weekly professional development day, so teachers will not be disturbed from their regular teaching. Teachers will also receive on-going mentoring support from the Master Trainers/mentors (advanced teachers, Heads of Methodology Units and Deputy Director) during the school year. It is worth mentioning that KAE has approved the ISTTI package for school-based training and will provide certificates after completion of the entire course. The teacher's portfolio will be used as part of the review for receiving a certificate of course completion.

TAJKISTAN

USAID/QRP program staff, in cooperation with local and international consultants and other stakeholders, developed the IST package for Regional Teacher Training Institutes (RTTIs) in modules focused on formative assessment, vocabulary, language issues, reading fluency, reading comprehension, TOT guide, mentoring guide, and portfolio development. The overall objective of the training is to equip all teachers of primary school with useful tools and techniques to effectively teach children how to read. These modules cover the five key reading skills. In developing this teacher-training package, the following research-based principles were applied:

- Learning to read is neither simple nor automatic—teachers need to teach component skills deliberately.
- Training is more effective if done regularly and frequently (rather than one-off), and if it is school-based and with smaller groups of teachers (rather than large groups in district-wide or province-wide training).
- Teachers must practice skills between sessions.
- Teachers must reflect on practice when they return for the next session.
- Explicit links must be made to national government curricula and textbooks.

The IST package was translated into English and sent for review to Colin Alfred, Save the Children's Asia Area Education Advisor. Colin's suggestions, which included changes to the length of each module, the organization of modules, and further adaptation of each activity to increase local relevance and practicality, were incorporated into the modules. After the draft version of the IST package was completed, it was field tested in Kurgonteppe in collaboration with Academy of Education (AOE) and the regional RTTI. Field-testing of the IST package was conducted for 10 days during which 25 primary teachers from local schools gave their feedback and made comments on the pedagogy and content of the material.

All the comments and the feedback were incorporated in the IST materials, the package was sent for editing to AOE, RTTIs, and the Methodological Center. The editing process also included reviewing the materials comprehensively alongside the MOES norms and standards.

After the revision, the IST modules were prepared for approval by MOES in order to start TOT training at National level in mid-June. However, during the meeting at MOES with GPE-4 it was suggested that USAID/QRP of USAID had developed modules only for reading while in Tajikistan reading is not taught separately from language which means that writing and grammar module is missing. Representatives of World Bank and MOES pointed out that USAID took commitment to prepare IST modules for both reading, language (writing) therefore without a language module the IST package cannot be approved, and trainings could not be authorized.

With the agreement of USAID's Education Management Specialist for Tajikistan and USAID/QRP's Chief of Party, development of a language module was planned to be ready within two weeks. The USAID/QRP program team invited two developers with strong background in teaching language and developing materials for primary grades and submitted the draft within ten days. Then the module was sent for review and feedback to the Methodological Training Center, Academy of Education, and RTTI.

The entire IST package was sent to MOES for approval and they sent it again for review before discussing it at the curriculum board. The review process took around 10 days and then was put in the list of curriculum board for approval. In the curriculum board panel representatives of all sub institutions such as RTTI, Methodological Training Center, Academy of Education, and well known professors discussed the package and approved it. However, it was recommended that the titles of some modules needed to be made more appropriate to the Tajik language and that one of the editors recommended by MOES should review it. IST package was approved at the education board and after the review is completed in August, IST will be reviewed at the Ministry Board for final approval.

The Russian IST package developed by Kyrgyzstan USAID/QRP program team was shared with the Tajikistan USAID/QRP program for adaptation and contextualization. After the April workshop with the Russian-language IST consultant from Kyrgyzstan, a local consultant adapted the package and it was reviewed and edited by AOE and RTTI experts. One of the main points of feedback given for the adapted IST package was to translate English words given in pictures and tables within the modules. Feedback was considered relevant and changes were made into the package.

Based on the cascade model of the trainings, the IST package developed for National and Master Level trainings was adapted to school level trainings as well. Therefore, two versions of the IST packages for Tajik and Russian-language schools have been sent to MOES for approval.

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

KYRGYZSTAN

Selection of participants for the National trainers' training: In close coordination with MOES, KAE, Regional and district Education Departments, the National trainers were identified for Cohort 1 in April-May, 2014. The participants were selected based on specific criteria: experience in conducting training, good training skills, staff of KAE or a RTTI or teacher from a University or other educational institution or oblast / rayon education department.

Training process: The MOES signed an official order for conducting the 10-day Training of Trainers



*Small Working Group TOT
June 27, 2014 in Jalalabad*

(TOT) on "Improving reading skills of primary school children" for Cohort 1 National Trainers that was held from June 16-27, 2014 in Jalal-Abad and from June 30 to July 11, 2014 in Bishkek city. There were 49 participants in total, comprising Jalal-Abad and Talas Provincial and District Education departments, staff of the RTTIs, Methodological centers, teachers from Universities, deputy principals of schools, and advanced primary school teachers.

Table 1. Participants in the 10-day Training of Trainers

Region	# of participants	Female	Male	Positions
Russian Group				
Talas region	5	4	1	Teachers, staff of the RTTIs/Methodological centers
Jalalabad Region	9	6	3	NCT, staff of the RTTIs/Methodological centers, Teachers, Deputy of education departments, and teacher from University.
Bishkek	22	22	0	Staff KAE, Teachers from Pedagogical University, RTTIs/Methodological centers, Teachers, Deputy of education departments, Deputy of principle of schools.
Kyrgyz Groups				
Talas	9	9	0	Teachers, staff of the RTTIs/Methodological centers
Jalalabad	26	23	3	NCT, staff of the RTTIs/Methodological centers, Teachers, Deputy of education departments, and teacher from University.
Bishkek	29	26	3	Staff KAE, Teachers from Pedagogical University, RTTIs/Methodological centers, Teachers, Deputy of education departments, Deputy of principle of schools.

The purpose of the training was preparation of National trainers on innovative approaches for the development of reading skills of students in Grades 1-4 for Master Trainings at District level. The training was carried out in Bishkek and Jalal-Abad simultaneously. All the participants took roles of "volunteer trainer" and practiced conducting sessions from the training modules. The sessions were prepared with clear instruction and mentoring of USAID/QRP Trainers. Mr. Toktosunov the Head of Methodological Center in Jalalabad Province and Ms. Kinderbaeva, Deputy Minister of Education and Mr. Mamytov, President of KAE in Bishkek participated in closure ceremonies and awarded certificates to the 100 TOT participants.

Participant Comments from the Post-training Evaluations

"Such simulations provide an opportunity to realize ourselves as a trainer, and as part of this, the manual practical issues are very well thought out, and teachers will take a lot of useful and necessary knowledge and skills."

– stressed Rymtay Turdumambetova, Teacher from Jalal-Abad province.

"The training was very useful and I was impressed by the content. I am very glad that the project "Reading Together" will continue in class mentoring support after the training. I'm hopeful that there will be more published books, magazines, and visual aids to improve the reading skills of students"

– mentioned by Bairamkulova Fatima – primary school teacher, #88 secondary school, Bishkek.

“Such training should be conducted frequently, every year. I liked the variety of teaching methods proposed and introduced by trainers. The training was very useful to me and it was exactly what I need in my job. I learned a lot, got acquainted with the experiences of other teachers. Discussions were interesting. I will definitely use this knowledge in my classroom with my children”
– commented by Potehina Svetlana – primary school teacher, #3 primary school of Ivanovka, Issyk-Ata rayon, Chuy oblast

Workshop on “Improvement of Early Grade Reading Skills”: The 5-day workshops on “Improvement of Early Grade Reading Skills” took place from August 11-27, 2014 (three shifts, 5-days each) in Jalal-Abad, Talas, Chui oblasts, and Bishkek city.

The main objectives of the workshop were: to increase and improve the professional qualification of primary school teachers, Deputy Principals of schools, HMUs (Heads of Methodological Units), and specialists of DED (District Education Department) on reading and to build effective reading environment in schools, at home, and at community level.

The participants of the workshop were primary school teachers, Deputy Principals of schools, HMUs, and the specialists of DEDs. Trained National trainers ran the workshops at the district level. Moreover, four National level trainers conducted two-day orientation refreshment workshop before the five-day IST started. At the beginning of the workshop the trainers of each group were provided with the stationery items and the training materials (Modules in Russian and Kyrgyz languages).

Pre- and post-tests were administered at the start and end of the workshops to measure gains in the trainees’ understanding and knowledge. These tests consisted of multiple-choice questions, to facilitate processing at scale. The test items were developed through collaboration between SC’s team, SC’s Asia Area Education Advisor (Colin Alfred) and AIR’s Research Specialist (Amy Todd). All collected pre- and post-test forms were sent for analysis to the AIR adviser and the work is in process. AIR will report the results just of Mentors at this stage and will conduct post-test for teachers upon their finishing the 72 hours course at the end of year and then will report the results. Test results at the top national level should be treated with caution because at this level we would expect workshop participants to already possess a relatively high level of knowledge and there to show a relatively small gain. The main purpose of the pre- and post-tests at this level was therefore to pilot the test items.

The workshop content covered eight modules:

- Day 1: Module on development of reading skills of primary grade students
- Day 2: Formative assessment and Solving language issues in the classroom
- Day 3: Letter knowledge and Letter sounds
- Day 4: Reading fluency and Vocabulary
- Day 5: Reading Comprehension

The trainers modeled interactive teaching and learning methods, encouraging the engagement of teachers through mini-lectures, discussions, debates, group brainstorming exercises, games, group and pair work, role-play, learning by doing, as well as presentations and practical activities such as simulations. The practical and field activities gave teachers the opportunities to learn by doing as well as to test their ability to apply newly acquired knowledge in practice. The workshop increased awareness and knowledge, as well as focusing on practical knowledge-transfer skills.

All the workshops were organized and conducted at schools and the school administrators provided full support to make it happen such as providing a lunch at the school canteens, clean classrooms, and drinking water were provided to the participants in due time.

In Djalal-Abad there were 35 groups organized with 25-36 participants in each group. Total 1046 participants were there. In Talas oblast, there were 22 groups with the total 641 participants with the same number of teachers in groups. In Chui oblast, 42 groups with the total 1001 participants and in Bishkek 8 groups were organized with total 230 participants. Overall, there were 107 groups (Kyrgyz and Russian groups) with 2918 participants.

Table 2. Total numbers of IST trainings (groups) and participants in Cohort 1 according to the registration lists

Region	Total number of trainings	Total number of participants
Talas	22	641
Jalal Abad	35	1046
Chui	42	1001
Bishkek	8	230
Total	107	2918

Monitoring Quality Workshop Delivery

The M&E Coordinators, Field Education Coordinator, and Project Manager monitored the quality of the workshops delivery by the trainers. During the 5 days, the workshops in all the groups were observed. During the monitoring visits, different kinds of successes such as teachers becoming motivated around reading and issues such as administrative paperwork and layout of training document. Then those successes and issues were generalized and shared at the meetings after the completion of the workshops each day. The layout of the training document was discussed among the trainers, and suggestions were made for next round. At the meetings, feedback was provided to the mentors and trainers.

In addition, the workshop participants were asked the following questions aiming to understand their opinions and ideas on what they would do in their own schools in the future after the completion of the workshops. Here are some of the questions and answers of the participants:

1) What are you going to do further on reading after the completion of the workshop?

“...make a plan of further actions to implement new ideas got during the seminar; introduce new materials into the school program; use the newly learnt reading techniques in the classroom to improve the students’ reading skills; organize reading camps; plan activities with parents for organizing family reading; organize a “Reading Together” club; improve children’s reading fluency; apply all knowledge and skills throughout the classes; use different games; use tests and questionnaires for reading comprehension; support the students to improve their reading skills; work more closely with parents, to involve them in the process of reading; use formative assessment; every lesson to use 5-6 minutes for reading, pay attention not only to reading speed but also to intonation and expressive reading as well; teach the young teachers to use and practice new reading techniques, will observe their classes and provide feedback to them.”

2) How will you do this?

“Incorporate the new material into the plan of work of Methodological Unit (MU); spread and share the information among the primary school teachers; all my students will have portfolios; via parents’ meeting, make the parents to be interested in their children’s reading, organize home library, explain how important the role of reading at home; reading comprehension should be at the heart of the reading process regular monitoring and summary of the work”.

3) Who will carry out the work?

“Primary school teachers, Deputy Principals of schools, school methodologist, and a librarian; heads of MUs, students, parents, community, all stakeholders should work cooperatively”. According to their responses, it seems that the participants have a clear understanding of what they are expected to do after the workshops in their schools. In the future, the participants will get detailed instructions on organization of the work and mentoring provision within the methodological section of primary school teachers.

Workshop Outcomes

- Capacity building of the primary school teachers, HMUs, Deputy Principals of schools, DED specialists on teaching reading was increased (400 people);
- USAID/QRP staff got acquainted with the Project’ program schools in all target regions;
- Awareness on USAID/QRP’s reading activities were increased among the DED, Regional Methodological Center, and school administration and teachers;
- The school stakeholders included training materials into the school planning and are ready to implement at school level; and
- The participants’ motivation to continue working on the improvement of the reading skills of the early grade students is increased.

Training Issues

Some issues were identified during the workshops:

It was challenging to organize the workshops that were going simultaneously in 107 groups in four oblasts from the point of general coordination, communication, monitoring, and making payments to the participants and trainers (lunches, mobile units, and transport expenses). The lack of human resources (Regional Field Coordinator, Mobilizer, and M&E Coordinator) was another issue during the workshops. At the same time, it was real USAID/QRP teamwork and we are very proud of it.

Training materials

Although the Literacy Boost IST Module was designed well, there was a proposal to divide resource materials for teachers and materials for the trainer. Because the teachers were given the same package as the trainers, they could read the facilitators’ words and were aware of the next steps of the trainers and activities described in the book. Knowing what was coming in advance, the teachers were to some extent deprived of thinking and using their creativity and imagination. Taking into account their recommendations, we have separated materials and will publish them separately for future trainings.

TAJKISTAN

The original USAID/QRP work plan had IST training for Cohort 1 National training scheduled for June 16’ 2014. This training was initially planned for 50 participants for Khatlon area from among AOE, RTTI, and Methodological Training Centers (MTC), and for District Education Departments (DEDs) from Dushanbe, Kurganteppa, and Kulob area. After the modification and moving of the schools from Cohort 2 to Cohort 1 and increasing the number of trainers at Master training level from two teachers from each target school to three, the work plan for IST training has changed significantly. The number of trainers at national

level increased from 6 to 12 and the number of participants went up from 50 to 100 for Khatlon, Dushanbe and Sughd.

A further modification was made to the IST training after the GPE-4 meeting when the training was postponed from June 16 to July 8, 2014. Approval was received for the IST training at both National and Master Trainer levels on July 7. The USAID/QRP program team was not able to arrange the workshop immediately on July 8 as all the participants required letters of approval from MOES in order to participate in the training. As the program was behind schedule due to the approval delays from MOES, the first cohort of Sughd participants were also invited to Kurganteppa for the IST training at national level. In total 113 participants (90 from Khatlon and Dushanbe, 23 from Sughd) received IST TOT training at National level.

For Cohort 1, national trainers were identified from among AOE, RTTI, MTC, and DED from Dushanbe, Kurganteppa, and Kulob area. The process for selection of Master Trainers was to identify specialists who are experienced, willing to learn, and motivated to work with the project during the summer IST trainings.

The IST training was launched on July 9 in Khatlon for 150 participants. In the opening ceremony of the IST training, a representative of MOES made the first speech and pointed out the importance for primary teachers of the USAID/QRP in general and the IST trainings specifically. She also emphasized the close collaboration of MOES in all aspects of USAID/QRP activities. The representative of AOE, Professor Lutfulloev (writer of many primary school books and editor of the IST package) made the second speech. He explained each module and its relevance for primary teachers in terms of content and pedagogy. He urged teachers to take seriously the TOT training, as they will be future trainers for other primary teachers. The Deputy Director of the Regional Education Department spoke of their close collaboration with USAID/QRP and expressed their support for all aspects of the IST Training in Kurganteppa. Finally, USAID/QRP's Education Program Coordinator made a presentation on the overall program and explained in detail the IST training with its objectives and stages.

Master Trainings were conducted from August 4-27, 2014 in Dushanbe, Kurganteppa, and Sughd with 2603 teachers were trained with IST materials, as indicated in the following table.

Table 3. Participants in IST training August 4-27, 2014

Region	District	Number of Participants
Dushanbe	Sino	51
	Shohmansur	20
	Firdavsi	35
	I.Somoni	9
Subtotal		115
Kurganteppa	Yovon	145
	Norak	33
	Vakhsh	122
	Rumi	113
	Jilikul	78
	Qumsangri	108
	N.Khusraw	27
	Panj	99
	Kabodiyon	94
	Shahrtuz	86

Region	District	Number of Participants
	Jomi	138
	Khuroson	92
	Bokhtar	120
	KT/Sarband	49
Subtotal		1304
Kulob	Kulob	122
	Vose	134
	Danghara	135
	Hamadoni	104
	Farkhor	132
	Baljuvon	44
	Temurmalik	68
	Muminobod	95
	Khovaling	64
	Shurobod	57
Subtotal		955
Sughd	Khujand	55
	Chkalovsk	11
	Qayrakum	27
	B.Ghafruov	136
Subtotal		229
Total Trained		2603

Sub Result 1.4: Strengthen systems for teacher mentoring/coaching

KYRGYZSTAN

Modules on mentoring/coaching were developed as a part of IST. The modules contain information about the goals and objectives of the monitoring/mentoring tools (e.g., questionnaires, interviews and scheme of analysis teacher's portfolio and lessons), and a guide on how to use these materials.

The IST package also includes mentoring and coaching guides for support to reading instruction. During the pilot trainings, teachers suggested that for this module more focus should be on improving the mentor's sense of responsibility and the practice of providing constructive feedback to teachers after classroom observation. Mentors must have strong analytical skills to provide relevant support. These suggestions were incorporated into the Module on Mentoring within the IST package. One-day trainings for Mentors at district level Cohort 1 schools will be start from November 2014.

The Mentoring Module as part of the IST package was approved by KAE. KAE has approved the IST package for teacher training certification at the school level and will use teacher portfolios as part of the review for receiving a certificate of course completion.

TAJIKISTAN

From the initial stage of IST development, mentoring/coaching was considered as an inseparable part of the whole package and was developed as a part of IST. This module was designed for the mentors with the purpose of providing methodological support to primary teachers throughout the academic year. Therefore, it contains information about the goals and objectives of the mentoring, teacher observation techniques (e.g., questionnaires, interviews and scheme of analysis teacher's portfolio and lessons), and a guide on how to use these

materials. The IST package also provides reading instruction support during mentoring period to primary teachers.

Mentoring Module was approbated and was review on National and Master training level by various MOES, RTTI, AOE, and EDI specialists and provided constructive feedback. All the feedback were analyzed and incorporated into the module. During the trainings for Cohort 1 at National and Master level, 2716 Mentoring modules were printed and disseminated to participants. USAID/QRP is looking at conducting an additional day of training for just mentors in Year 2.

Sub Result 1.5: Implement classroom-based reading diagnostics (process focused); administer national, standardized reading assessments (outcome focused), such as an EGRA, in a representative sample

The classroom-based reading diagnostics was rolled into the IST package with a module focusing on assessment. The baseline and EGRA discussions began the first quarter of the project when Dr. Abdullah Ferdous, Ph.D, Psychometrician and Assessment Specialist, travelled to Kyrgyzstan and Tajikistan to meet with the National Testing Centers and to work with the USAID/QRP team in creating detailed timelines for assessments.

For the USAID/QRP EGRA, a review of the 2012 EGRA and other were assessments was conducted. The decision was made to assess Grades 1, 2 and 4 for the baseline; and grades 2 and 4 for mid-term and end assessments.

Dr. Ferdous met with the heads of each countries National Test Centers to brief and discuss the standard-based assessment approaches there are proposed, designed, and implemented under the Project in close collaboration with the MOES and NTCs. In Kyrgyzstan and Tajikistan, the NTCs were very positive about working with USAID/QRP and a Letter of Cooperation was developed and signed in both countries.

USAID/QRPs approach to EGRA was to lead outcome-based workshops where the MOES experts developed EGRA tools development, definitions for assessment categories, and cut scores. The purpose of this process was so all material was developed in country by MOES experts and they directly pertained to each countries reading standards and curriculums. The first workshop, Early Grade Reading Assessment Instruments Development Workshop was held in January 2014 in each country. During this workshop, test specifications for EGRA tools based on grade level reading standards were drafted. USAID/QRP also developed assessment items on Oral Vocabulary and Fidel knowledge as part of the modified version of EGRA. Tools were piloted and approved for usage in each country.

Next step was the development of EGRA Optimal Mark Recognition form template for test administrators to capture student's responses. Scanners were purchased for each country to read these forms.

School based data was collected in each country so that the random school selection process could move forward. There was a challenge in both countries in collecting current reliable school data, for neither country has functioning Education Management Information Systems.

The following provides country specific detail around EGRA and baseline implementation.

KYRGYZSTAN

School Selection

USAID/QRP identified 1,300 schools as the project intervention schools out of 1,672 eligible schools. The staff was involved in the randomized selection of schools together with MOES

and NTC. The sample for the EGRA baseline was also identified (130 schools: 65 treatment and 65 control schools). During the school selection process the following criteria were taken into consideration: school size (large, medium, and small schools), location (urban/rural), language of instruction (Kyrgyz/Russian), and school type. USAID/QRP schools can be summarized by regions as follows: Bishkek (49), Chui (200), Jalal-Abad (295), Talas (77), Batken (129), Osh City (12), Osh region (318), Issyk-Kul (122), and Naryn (98). The total number of primary students enrolled in 1,300 schools is about 275,632 pupils.

The MOES approved the list of program schools and EGRA assessment schools on April 4.

EGRA and Baseline

Manuals for Test Administrators (TA) were developed for EGRA and Baseline data collection. USAID/QRP in collaboration with NTC conducted four-day workshops on standardized EGRA administration and M&E procedure at five locations from April 8-11, 2014. The candidates for TAs were selected by USAID/QRP on the following criteria: knowledge of Kyrgyz/Russian languages, teaching experience, ability to work in a team, solve problems and make decisions, availability, and willingness to travel



Modeling EGRA, at the TA workshop
Osh, April 08-11, 2014

outside of their workplace, perhaps overnight. Overall, about 180 TAs were trained. During the workshops, each TA was provided with a package of documents comprising the EGRA and monitoring instruments, a ‘Manual for Administrators’, a list of EGRA schools (130) with their codes, and pens, pencils, and erasers. The last day of the workshop, the TAs were grouped (four people in each group) and Team Leaders were chosen. The necessary number of printed EGRA and monitoring instruments and manuals were transported to the regions and distributed to the Team Leaders in accordance with the number of schools for which the Regional Supervisors were responsible. The Agreements and Institutional Review Board forms for protection of human subjects and confidential information were signed by the TAs at the end of the workshops and submitted to USAID/QRP office.

Administration of EGRA (nationwide)

USAID/QRP carried out the EGRA administration nationwide on April 14-30, 2014 in eight regions (Bishkek, Chui, Osh, Jalal-Abad, Batken, Issyk-Kul, Naryn, and Talas). During the data collection, teams of four people were deployed to administer the EGRA tests in 130 schools (65 pilot schools and 65 control schools). Twenty students were tested from each Grades 1, 2, and 4 for a total of 60 students per school in Bishkek, Chui, and Talas regions, and for a total of 40 students per school in Osh, Issyk-Kul, Naryn, Jalal-Abad, and Batken regions (Grades 2 and 4). The testing took 2.5 days in each school. The students were given the Russian EGRA if they studied in Russian or the Kyrgyz EGRA if they studied in Kyrgyz. Only the students



Student taking EGRA
Jalal-Abad region, Suzak rayon, Manas School

who studied in Russian or Kyrgyz were the part of the EGRA sample.

Generally, the administration of EGRA was positive. As one of the Team Leaders, Jyldyz Toichueva (Osh) said: *“Conducting qualitative reading assessment requires selecting a reliable tool. EGRA was that instrument that allowed the students to demonstrate their educational achievements. At the beginning, there were doubts whether the children would cope with the test. The different types of questions, interesting assignments, and meaningful texts did not strain the children, but created opportunities for realizing the potential of a child.”*

In addition, interviews were conducted with 1,300 parents, approximately 520 teachers, and 30 librarians. Overall, nearly 520 classroom observations were conducted, gathering information on the level of teaching of reading in the primary grades, on the availability of school reading materials, and on the current reading culture in schools and households.

The USAID/QRP and Regional Supervisors made random visits to schools to monitor the quality of test administration and the accuracy of the data collected. The EGRA and monitoring forms were collected, checked, and submitted to the USAID/QRP office in Bishkek by the Regional Supervisors along with their reports and other supporting documents.

The results of the baseline are available in the PMEP/Baseline report, which is jointly submitted with this report.

Training on Developing Performance Level Descriptors (PLDs) for Primary Grade Reading

The workshop on “Developing Performance Level Descriptors for Primary Grade Reading” was conducted on April 7-8 in Bishkek. The nineteen participants in the workshop consisted of state leaders, including representatives from MOES, NTC, KAE, and teachers. Dr. Ferdous conducted the workshop.

The objectives of the workshops were to decide and define (through consensus) the performance standards for Grades 1-4 reading:

- How many categories should the performance standard scale have?
- What would be the name of those categories?
- How would we define those categories in general terms?



Development of detailed definitions of PLCs
Bishkek

Deputy Minister of Education Dogdurgul Kendirbaeva opened the workshop. In her speech, she marked the importance of reading as “one of the most important skills in life, without which the child cannot comprehend the world around, and

it is a primary school teacher who teaches the much-needed ability to children”. The participants of the workshop worked in groups of five people. Each group had at least two language experts (one Kyrgyz and one Russian) and one reading standard expert. By the end of the workshop four categories (levels) of performance standard were defined as: “Advanced”, “Proficient”, “Standard-Norm”, and “Below Standard”. Each category was described in general terms in both Russian and Kyrgyz. The workshop was concluded with the presentation of the final products to Dogdurgul Kendirbaeva. She remarked on the

successful work of the participants and appealed to all the stakeholders (KAE, City and Rayon Educational Departments, University, schoolteachers, families) to be actively involved in the improvement of the quality of teaching reading that will result in the enhancement of the primary students' reading skills.

Training on Standard Setting for EGRA

Next, USAID/QRP conducted a four-day workshop from June 23-26, 2014 for developing detailed definitions of performance level categories for each Grades 1-4 and each language of Kyrgyz and Russian. Twenty (11 in Kyrgyz group and 9 in Russian group) teachers, language experts, and reading standard developers attended the workshop. The participants developed detailed consensus definitions for each competency within each component (e.g., phonemic consciousness) for each of the Grade 1-4 content standards. The following are the definitions created and agreed upon by the participants and the MOES.

Table 4. Definitions for each Competency

Categories (Levels)	Definition
Advanced	The learner demonstrates excellent knowledge, skills, and abilities in all areas of reading content standards in the appropriate grade (Grade 1: 37 or more words read per minute, Grade 2: more than 52 words read per minute, Grade 3: more than 72 words read per minute, Grade 4: 92 or more words read per minute).
Proficient:	The learner demonstrates a high level of knowledge, skills, and abilities in all areas of reading content standards in the appropriate grade (Grade 1: more than 25 words per minute; Grade 2: more than 40 words per minute; Grade 3: more than 60 words per minute; Grade 4: more than 80 words per minute).
Standard	The learner demonstrates the requisite knowledge, skills and abilities within the reading content standards in the appropriate grade (Grade 1: 25 words per minute, Grade 2: 40 words per minute, Grade 3: 60 words per minute, Grade 4: 80 words reads per minute).
Below Standard	The learner demonstrates partial knowledge and insufficient level of skills in reading content standards in the appropriate grade (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).

After developing detailed definitions of performance level categories, the participants established an interim set of cut scores for each Grades 1, 2, and 4 and for each language (Kyrgyz and Russian) using a yes/no variation from the Angoff method (Plake & Ferdous, 2005). The participants provided two rounds of individual and independent ratings of each EGRA question, and feedback data was provided to the participants between the rounds. The Round 2 ratings were used for estimating the interim cut scores. Dr. Ferdous analyzed the Round 2 rating data and estimated multiple sets of cut scores for each grade and language (Kyrgyz and Russian) by adjusting varied level of judgmental errors (i.e., standard error of mean), and then calculated impact data (i.e., percentage of students in performance level categories) for each set of corresponding cut scores. At the end of the workshop, the participants were awarded the participation certificates.

USAID/QRP collaborated with the MOES in deciding the recommended cut scores for classifying student reading ability based on a compensatory or conjunctive model. A half-day roundtable was conducted with MOES in finalizing the cut scores on June 27, 2014. Dr.

Ferdous made a presentation on interim results and the decision models, and strongly recommended a conjunctive model for decision making process with a rationale that student must master all grade level requisite knowledge and skills in each of the five sub-reading skills (fluency, reading comprehension, listening comprehension, phonological consciousness, and dictation). The MOES decided that a plus 1 Standard Deviation of Error for cut scores was appropriate and had similar results to other in-country assessments.

TAJKISTAN

Tajikistan and Kyrgyzstan followed the same process for baseline data collection.

Identification of the Project-eligible schools

In collaboration and coordination with the Tajikistan MOES, a list of the project schools was identified via electronic random selection. To do this, the Tajikistan secondary schools were analyzed on the following criteria, to ensure equal access to project services and equal representation:

- a. Location of schools (urban, rural)
- b. Size of schools (large, medium, small), depending on the # of primary grades students
- c. Language of instruction (Tajik, Russian). Other languages were excepted.
- d. Ownership of schools (state, private, privileged, presidential, etc.)
- e. Types of schools (schools for disabled categories, orphans, etc)

The criteria and justifications of the selection were discussed and agreed between USAID/QRP and the MOES. Out of the 3067 schools in the project coverage area, 1721 were selected and submitted to the Ministry for approval (March 31, 2014). Regionally, the selected schools are as follows: Districts of Republican Subordination (DRS)-571; Sughd-450; Khatlon-644, and Dushanbe-56. Formal approval is still pending on school selection.

Assessment of reading in early/ primary grades (EGRA)

The formerly developed set of the EGRA tools consisted of 11 test/assessment tools (three for Grade 1; four for grade 2; and four for Grade 4). The set was presented, discussed and agreed upon with the MOES and its subordinate institutions. The Project and the Ministry collaborated to pilot test these EGRA tools in 20 secondary schools (10 Tajiki and 10 Russian language of instruction schools). The schools were randomly selected. The EGRA pilot test was held between March 31 and April 3, 2014. Later, the 11 tools were integrated into three finalized sets of instrument, one for each of the three grade levels.

Along with the EGRA tool, there were multiple M&E data tools, including interviews with parents and teachers of the primary grade students, school administrators, librarians, and primary grade students.

The following is a list of activities conducted throughout the year in relation to EGRA and Baseline Data Collection:

- a. A nationwide baseline EGRA was conducted May 15-31, 2014
- b. Presentation of the EGRA tools to the MOES for review, discussions and amendments. The MOES, AEO, IED, and Republican Educational and Methodical Center studied the set of tools during March and April.
- c. Participation at the Bishkek Training for test administrators. The Tajikistan M&E staff attended the Bishkek Training for EGRA administrators April 6-13, 2014, to prepare for the trainings in Tajikistan.

- d. Training for (Regional) trainers was held from May 3-5, 2014 in Dushanbe with the participation of the 14 future trainers, from all the six USAID/QRP geographic areas. The 14 participants were trained in both the content and the process of conducting EGRA baseline. These 14 trainers were to train EGRA test administrators in their areas of residence.
- e. Printing of the EGRA tools (Administrator and student booklets, baseline tools, and administrative documents) required a public tender to identify the most appropriate company to print the EGRA tools. The overall approximate number of the materials for both EGRA and M&E was 290,000 pages.
- f. Training for test administrators occurred through four training workshops that were held simultaneously on May 10-13, 2014 with 157 test administrators in Sughd, Kulob, Kurghonteppa, and Dushanbe.
- g. The EGRA and baseline collection were conducted between May 15- 31, 2014. As in Kyrgyzstan, 2.5 days were needed in each school to complete the EGRA and baseline tools.
- h. 1300 parents, 149 librarians, 508 primary grade teachers were interviewed and 517 classroom observations took place. The focus of the observations was to gather information about attitudes and practices around primary grade reading.

“Developing Performance Level Descriptors for Primary Grade Reading”

This process started in Tajikistan in June 17-19, 2014 with the first training, in the multi-step effort to identify, describe, discuss, present, finally, approve, and accept of reading standards. Participants of the first training workshop were language specialists, experienced teachers, and representatives of the educational decision-making entities and authors of the reading textbooks. The workshop successfully developed four categories of reading standards, in common consensus of all the participants. In August, a 5-day workshop was held to develop detailed definitions for performance assessment categories along with defining cut scores in a similar manner as in Kyrgyzstan. A meeting was also held with the MOES to discuss cut scores and the MOES after much deliberation and discussion decided on minus 2 Standard Deviation Level of Error for the cut scores.

The MOES was not pleased with the EGRA results and questioned steps taken from tool development, implementation and analysis. The MOES is weary of data collected by outside agencies, so the process of tool development, to definition creation for performance level categories was done by MOES experts in-country.

The MOES reaction to EGRA results was different in Tajikistan to Kyrgyzstan and this could be due to a variety of reasons. In Kyrgyzstan, the NTC was an active partner for the entire EGRA process. In Tajikistan, the NTCs workload was too large to be involved in EGRA, but discussions are now in place for NTCs active involvement in mid-term assessments. Also, in Kyrgyzstan the Deputy Minister of Education for Primary School attended sections of all the EGRA workshops, while in Tajikistan, the Deputy Minister was not directly involved. Those involved in the trainings did not brief the Deputy Minister, thus there was a gap in information about EGRA, process for development of tools and the implementation process. USAID/QRP will follow up with the Deputy Minister on a regular basis in the future.

Intermediate Result 2: Increased availability of reading materials

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

KYRGYZSTAN

USAID/QRP staff developed a report on availability of grade-level appropriate Kyrgyz and Russian-languages books. The focus was on those that could be printed and distributed, which required information on titles, authors and publication. The report was submitted to USAID.

TAJKISTAN

USAID/QRP program team completed a review of additional primary-grade reading materials. More than two hundred titles of children books were identified and categorized by grade level. In addition to the prepared report submitted to USAID, 25 titles of storybooks for primary children published by the Education Program of Aga Khan Foundation under USAID-funding were reviewed and considered to be included in the list. In addition, MOES proposed more children books published after the review to be included in the list of books that will be procured for the project schools.

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

KYRGYZSTAN

Teachers were instructed on the compilation of different types of books to support student reading comprehension. Many existing materials are made from paper, cheap supplies, and household items. Teachers learned to make it and then presented their own reading books to other participants. Teachers' having additional knowledge on the development of low cost reading materials will provide suitable additional material for children's reading in classroom as well as at home. IST packages have an Annex with instruction, which teachers can use in their daily work to develop and identify additional reading materials.

TAJKISTAN

During the IST workshops, Master level participants (deputy director, HMU, and advance teachers) from the schools that are responsible for ensuring an enriching mix of reading materials were given tips and exposure to low cost reading materials development. Professional bookmakers demonstrated techniques how to create books from low cost material for children. During the trainings, a competition was conducted for the best book and reading materials made from low cost resources. By the end of the training, teachers received awards and took their sample books to their schools. Such activities will be conducted in every project schools during the IST school-based trainings.

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

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

KYRGYZSTAN

On December 12, 2013 the MOES, MOC, and USAID's "Reading Together" Project celebrated the 85th birthday of the great writer Chingiz Aitmatov. In cooperation with the Kyrgyz MOES, there were lessons in the elementary grades devoted to the works of Chingiz Aitmatov. The purpose of the event was to celebrate Chingiz Aitmatov's achievements, introduce students to his works and to promote reading of books for children of all ages. In Bishkek, volunteers on the streets read copies of "The First Teacher" throughout the city at schools where Chingiz Aitmatov paints a picture through words, and one cannot think of a greater gift to bring to children and families than to read and appreciate such great writers.

Reading is important at so many levels including enjoyment. The “First Teacher” will be travelling with us throughout the life of the program providing reading opportunities to children of all ages and encouraging families to read at home.

On April 23, 2014 National Book Day was celebrated in Kyrgyzstan. USAID/QRP in collaboration with the MOC participated in organizing book related events and exhibitions of children's writers. USAID/QRP provided prizes for winners of the "children's book" competition. USAID/QRP made a presentation of the “Reading Together” project, as the project is known in this country.

On September 8, 2014 the MOES, the TV channel "Balastan" Republican Library for Children named after K. Bayalinova and USAID/QRP celebrated International Literacy Day. On this day, open lessons with “Mobile theatre” were conducted in Bishkek’s project target schools. In the lessons, children read favorite books, recited poems, and took part in a fun quiz. The event aimed to increase interest in reading books with children in primary school. A special event for children and adults was organized in the Republican Library for Children and Adolescents of K. Bayalinova. There was a 15 minutes television program on International Literacy Day named "Сабаттуулук куну" (Literacy Day) broadcast on KG National channel on September 27, 2014. (A copy of DVD is available.)

National Steering Committee

The USAID/QRP is providing support to the Kyrgyz MOES and the MOC to improve reading for primary grade students in Kyrgyz and Russian languages. One-step is to foster greater dialogue on reading at the national level and to coordinate planning through the establishment of a National Steering Committee on Reading (NST-R). This NST-R will assist in the implementation of the National Education Development Strategy (2012-2020) and Kyrgyzstan’s National Sustainable Development Strategy (2013-2017) to support primary education and improve reading skills among primary grade students. More specifically this committee will help coordinate programs and activities around reading and guide national reading campaigns and strategies.

The first meeting of NSC-R was held on June 13, 2014 at the MOES. There were 14 participants from different partner organizations. The purpose of this first meeting was to introduce the Terms of Reference of NSC-R and discuss the future work of members of NSC-R. The participants gave their recommendations on the Terms of Reference. USAID/QRP in collaboration with the Ministry of Education finalized the Terms of Reference and then sent them to all members of NSC-R for their review and consideration.

Cooperation between USAID’s Project of “Reading together” and newspaper “Til jana Madaniyat”.

USAID/QRP is in discussions about establishing an agreement with the newspaper “Til jana Madaniyat” (“Language and Culture” in English). The aim of this cooperation is to provide children and parents at the community level with additional reading materials, as well as to raise awareness of community members about the project goals and activities.

Possible Collaboration with United States Peace Corps

USAID/QRP met with the Tammy Harris, the Country Representative for US Peace Corps in Kyrgyzstan and her team to discuss possible collaboration in Year 2. The US Peace Corps has volunteers throughout Kyrgyzstan. Preliminary discussions brought brainstorming on possible areas of collaboration. USAID/QRP will share our targeted schools sites, along with participating in the fair at the end of the new Peace Corps Volunteers trainings. In January

2015, there will be additional follow-up to discuss community mobilization mentoring and participation in Reading Campaigns.

TAJKISTAN

Product placement

In accordance with the work plan, products that are bought by the majority of population, including children themselves, were identified. However, it was found that most of these products are either potentially detrimental to children's health and/or are produced outside Tajikistan, and the MOES was not supportive of the product placement idea. Therefore, at the suggestion of MOES and with the agreement of the USAID/QRP Chief of Party this money could be used for cartoon development with a focus on reading.

Develop reading information cards

A consultant was hired to develop reading information cards. Materials are in the process of development and the consultant is working closely with AOE in terms of content and design of the product. Finalized reading information cards will be sent to MOES for their review and approval.

Parents program

A local consultant was hired to adapt the Literacy Boost Flipbook for parents to the Tajikistan context. A draft of the adapted material is going through revision and editing. Since rural people in Tajikistan are not used to the flipbook format, the parents' program consultant has suggested designing it in the form of a Guide for parents.

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

KYRGYZSTAN

Summer Camp

USAID/QRP worked closely with the MOES to develop and pilot a summer camp curriculum. The MOES provided an "order" allowing USAID/QRP to develop this curriculum and for schools that had summer camps to participate in its pilot. A national consultant was hired for the adaptation of the "Reading Camp Curriculum" (Literacy Boost Toolkit), which was originally created by Hagar Berlin, Elliott Friedlander, and Gavin Sosa at the Stanford University, School of Education in March 2010.

The main goals of the Reading Camp are the following:

- To help foster literacy and learning by providing children with the opportunity to interact with literacy outside of school, in an enjoyable way.
- To encourage children to see reading as a fun and engaging activity that is useful in all situations, not just for school.

For two days, (June 10-11 2014) School #24 in Bishkek held a training session to train educators in Bishkek to conduct Summer Reading Camps. The participants consisted of Deputy Directors and primary school teachers who worked in "pilot school" Summer Camps for USAID/QRP. Participants were trained on how to plan and organize Reading Camps. Materials were provided including paper, cardboard, pens, crayons, and markers to support the implementation of the Reading Camps. At the end of the training, the participants were excited about conducting summer camps and discussed funding for books and libraries.

From June 9 – July 9, 2014 Summer Camps were held in 21 of USAID/QRP's target schools in Bishkek. All teachers in the Summer Camps received stationery and books. Feedback was

collected from the teachers and all teachers, including the Bishkek City Education Administration, considered the USAID/QRP developed curriculum easy to use and are ready to use some of the activities for the regular school year.

The Jump Start activity was also discussed. The timing for the current MOES pre-grade one program begins in March, so USAID/QRP will assist in reviewing current curriculum and assist MOES with revision for 2015 Jump Start activities. This has been discussed with USAID.

TAJKISTAN

For the Reading Camp activity, the camp programs and curriculum of the MOES were reviewed with an expert from MOES. After thorough review, the local consultant based on Reading Camp materials from Literacy Boost adapted the Reading Camp guide. These material were sent for review and editing to RTTI and AOE. The finalized materials were sent to MOES for their review and approval in July. As the review of Camp Materials took a long time, there was a delay in conducting summer reading camp activities through USAID/QRP in Year 1.

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

Intermediate Result 4: Increased government support to improve reading

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

Sub Result 4.2: Increase capacity to use reading assessment results

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

Year 1 saw the Kyrgyz Republic and the Republic of Tajikistan governments take on the issue of reading in schools. The Kyrgyz MOES embraced the EGRA results and are partners in every step of USAID/QRP roll out. The Tajikistan MOES is cautious with every step, but has still taken reading, specifically comprehension as an issue that needs to be addressed. USAID/QRP has continuous dialogue with the MOES through formal meetings, but also through informal meetings. The MOES of each country has provided orders for all activities so the project can move forward as planned.

One lesson learned is that meetings with the MOES need to be regular, including quarterly updates.

IV. Progress against Work Plan

Year 1 for USAID/QRP saw many achievements as described in previous section. The following chart shows completion of major activities in relation to the Year 1 Work Plan for each country. The chart highlights just the major activities. Comments are made in the Notes section to explain delays or changes.

Activities Completed and Not Completed

Please Note: When Tajikistan and Kyrgyzstan program activities are on a different timeline it is clearly stated.

Activity/Deliverable	2013	2014		Notes
	Q1	Q2	Q3	
Overall Objective: Reading levels increased among grade 1-4 students				
Program Start-up				
Contract Key Staff				The first three months of the program key staff were hired, for the first six months rest of staff were hired with the exception of Country Manager for Tajikistan. USAID approved this position to be changed to Deputy Chief of Party, located in Dushanbe. The position was filled with the DCOP in Q4.
Intermediate Result 1: Improved reading instruction in grades 1-4				
Sub-Intermediate Result 1.1: Conduct a baseline qualitative analysis				
Deliverable: Draft Baseline Qualitative Analysis Note: National elections may delay this activity to finalize in Dec 13				Qualitative Baseline activity was conducted 1 st quarter, report submitted 2 nd quarter
Deliverable: Presentation of Key Findings of Baseline Qualitative Analysis (Note: same as above)				Presentation of Key Findings will be presented at baseline/EGRA dissemination workshop
Sub-Intermediate Result 1.2: Design in-service training (IST) package				
Finalize Reading Standards for Grades 1-4				Kyrgyzstan: Grade 1-4 Reading Standards were approved by KAE Tajikistan: Grade 1-4 Reading Standards submitted for approval.
Develop Teacher Training Materials (IST package)				IST packages for Russian, Kyrgyz, and Tajik languages were developed. The IST packages were approved in KG. In TJ, the IST package was resubmitted to MOES end of September.
Sub-Intermediate Result 1.3: Conduct in-service trainings for teachers and other educators				
Conduct TOT for National Trainers (Cohort 1)				
Conduct TOT for Master Trainers (Cohort 1)				
Conduct School Based trainings				School Based Trainings will begin in October and will continue throughout the academic year
Sub-Intermediate Result 1.4: Strengthen systems for teacher mentoring/coaching				
Develop Mentoring/Coaching Guide for reading instruction support				

Activity/Deliverable	2013	2014			Notes
	Q1	Q2	Q3	Q4	
Provide Mentoring for Cohort 1 teachers					Mentoring will roll out with In-service teacher training at the school level, also there will be an additional training just for Deputy Directors and HMUs to cover mentoring in details (including project expectations)
Launch portfolio system for Cohort 1 teachers					This will roll out in Year 2
Sub-Intermediate Result 1.5: Implement classroom-based reading diagnostics; administer national, standardized reading assessments					
Develop EGRA tool					
Train Administrators					
Administer outcome focused assessment tool					
Setting Reading performance standards and establishing cut scores					
Data Analysis - EGRA and Baseline report					KG report will be submitted end of October 2014, TJ report will be submitted in November 2014
Intermediate Result 2: Increased availability of reading material					
Sub-Intermediate Result 2.1: Conduct a comprehensive review of the quantity of primary grade-level reading material available in Tajikistan and Kyrgyzstan					
Develop a detailed list of appropriate Kyrgyz and Russian language books for reproduction and distribution					Lists were developed
Sub-Intermediate Result 2.2: Ensure a mix of reading materials are used by schools and communities					
Provide low-cost primary grade materials available for classroom use and at home in all targeted schools/communities					This activity will roll out in Year 2
Organize National Children's Book Competition					This activity will roll out in Year 2 with out-of-school activities
Intermediate Result 3: Increased out-of-school reading time					
Sub-Intermediate Result 3.1: Increase public awareness about the importance of reading as a cornerstone of education and life-long success					
Review and submit memo on reading advocacy campaigns					Carried over to Year 2
Develop Parent reading information cards					
Product Placement					Discussion with USAID as been to drop product placement, but to explore public private partnership. The reason to drop product placement is that the project does not want to endorse the unhealthy snacks children buy, but to focus on other ways of getting the reading message out to the general population.
Support Children's Library Association to Develop Mobile Theaters					Carried over to Year 2 to roll out same time as IST training
Conduct Out-Reach programs to children and communities to promote reading (cohort 1)					Carried over to Year 2

Activity/Deliverable	2013	2014			Notes
	Q1	Q2	Q3	Q4	
Hold National Book Day Event					
Support National Children's TV to create children reading support program					Carried over to Year 2
Develop Teacher's guide on how to conduct school and parents reading promotion activities					The guide is developed differently in each country. In KG the guide is around summer camps, in TJ is about our of school reading activities. These will be completed Year 2
Sub-Intermediate Result 3.2: Implement out-of-school reading activities					
Develop Extracurricular activities guide for Deputy Directors					
Reading Camp Curriculum material adapted and implemented					
Jump Start developed and incorporated into existing curriculum					
Book Chest/Mobile Library					Books will be purchased in Year 2
Intermediate Result 4: Increased government support to improve reading					
Sub-Intermediate Result 4.1: Increase dialogue about the existing environment for reading acquisition					
Sub-Intermediate Result 4.2: Increase capacity to use reading assessment results					
Sub-Intermediate Result 4.3: Strengthen the enabling environment to support improved reading instruction reform					
Provide Continuous Capacity Building					
Hold Quarterly meetings with MOES					
Disseminate Reports					
Create National Steering Committee on Reading					
Monitoring and Evaluation					
Finalize PMEP					
Quarterly Performance Reports					
Participant Training Reports					Data in Trainnet is up to date for Tajikistan Trainings, for KG trainings it will be completed next quarter
Annual Performance Report					Submitted October 14'

V. Coordination with host governments, donors and implementing partners

Key Meetings with USAID and Partners

TAJIKISTAN

Date / Location	Attendees	Subject	Follow-up / Notes
07/11/2013 QRP Office	USAID Education Partner's meeting in Tajikistan (QRP Tajikistan team plus COP and SCI Rep.) Deputy Director	Partners presented to USAID and MOES projects, QRP, this was our first partner's meeting as such	Follow-up with MOES on understanding of program with USAID
07/11/2013 QRP Office	USAID (Mitch Kirby, Marc B, Mavjuda) and QRP (Barbara G., Saule K., Fayziddin Z., Kiomiddin and Safina)	Review PMEP and Workplan	Finalize WP and PMEP based on feedback
09/01/2014 QRP	USAID, Chief of Party	Program updates	
11/02/2014 AOE	Chief of Party, Education Coordinator, M&E Manager, Consultant and AOE staff	Update AOE on USAID/QRP activities	Provide AOE with the work plan
14/02/2014 RTTI	USAID/QRP and RTTI staff	IST finalization and approval	Prepare 36 hours Training program for RTTI
01/04/2014	M&E Manager, Education Consultant, MOES	EGRA roll out	Following up on MOES order to conduct baseline study in selected schools
14/04/2014 MOES	USAID, UNICEF, AKF, OSI, MOES	GPE-4 meeting	Meet the deadline
22/04/2014 AOE	Education Coordinator, AOE staff	Editing and review of Russian IST	Provide AOE with the two copies of IST Package and receive the review within two weeks
03/05/2014 RTTI	USAID/QRP and RTTI staff	IST certification in three levels training	To prepare 36 hours Training program for RTTI
09/05/2014 MOES	USAID/QRP, WB, MOES	GP 4 meeting	Develop new module on Language and add to IST package
20/05/2014 MOES	RTTI, Deputy Minister and USAID/QRP Education Coordinator	IST Approval process	Follow up the approval mechanism and structure
10/06/2014 MOES	Deputy Minister, head of Primary Education and USAID/QRP Education Coordinator	IST National and Master level training	Provide training report
17/07/2014 AOE	Education Coordinator, AOE staff	Flip Book and Parents Reading Cards	Developed Materials should be reviewed by AOE
8/09/14	USAID/QRP Staff, USAID Central Asia Office.	WP Year 2 Discussion	Completion of the WP Year 2.
29/09/2014 MOES	Deputy Minister, USAID/QRP Education Coordinator	Cartoon development	Hire company to develop the Cartoons

KYRGYZSTAN

Date / Location	Attendees	Subject	Follow-up / Notes
10/09/13 MOES	USAID, USAID/QRP staff, Minister of Education	Introduction of the USAID/QRP	Launch of the USAID/QRP
1/12/13 MoC	USAID, USAID/QRP staff, Deputy of the Ministry of Culture	Agenda of the ceremony of signing of the MOU	Agenda approved.
8/01/2014 KAE (conducted on weekly basis throughout year one)	Project Manager, Field Education Coordinator, IST developers/ consultants and KAE staff	Review IST packages	Develop IST packages, check the KAE IST curriculum
24/01/2014 MoC	USAID/QRP Project Manager, Specialist of the Ministry of the Culture	Review of the WP of USAID/QRP and MoC	Share Work Plans
07/03/2014 MOES	Chief of Party, Project manager, M&E Manager, Deputy of the Minister	TOR for National Steering committee on reading discussion, Base line assessment, Update USAID/QRP activities.	To get comments for NSC on Reading. Order from the MOE for baseline assessment
11/03/2014 Special school for blind children	USAID/QRP Project manager, AIR HQ Program Director, Jerome Mindes, Director of the school.	Needs assessment meeting	Identification of intervention
13/03/2014 USAID/QRP Office, Bishkek	Chief of Party, USAID/QRP Project manager, M&E Manager, USAID, AIR HQ Program Director, Jerome Mindes.	Project updating	Updating WP and Budget modification
27/03/2014 DPCC	USAID/QRP Project manager, USAID, DONORS, NGOs Education department	Donor's program briefing	Next DPCC USAID/QRP, USAID will make a presentation the sustainability of interventions
27/05/2014 IREX	USAID/QRP COP, Manager	Follow-up with IREX on the possibility of additional support for libraries, including training for librarians and primary school teachers.	Next discussions
03/06/2014 MOES, Deputy of the Minister	USAID/QRP COP, Project manager,	Summer Camp and IST LB	Order for the LB TOT at National level and R-Summer Camp
24/06/2014 AKF	USAID/QRP COP, Project manager, AKF Education specialist,	Discussed partnership on developing Television Show to promote family reading	Concept Note developed by AKF
10/06/2014 WFP	USAID/QRP COP, Project manager,	Partnership issues	Changed with the list of pilot schools
27/06/2014 MOES, PIU WB	Chief of Party, Project manager, AIR Dr. Abdullah	Assessment issues.	Staff of USAID/QRP will participate at WB training on assessment tool development.
12/06/2014 DPCC	USAID/QRP Project manager, USAID, DONORS, NGOs Education department	Donor's program briefing	Out of school activities issues should be discussed

Date / Location	Attendees	Subject	Follow-up / Notes
28/07/14	USAID/QRP COP, Manager, Deputy of the Minister of Education	LB 5 Days IST issues	Deputy of Minister of Education will provide Order for the 5 Days LB IST within USAID/QRP based on the request letter from USAID/QRP.
4/08/14	USAID/QRP manager, President of KAE,	Certificates for the LB IST participants issues	USAID/QRP we will give list of LB 5 Days IST participants to the KAE and they enroll them all at the 72-hour course. At the end of the year based on the log of teacher participation and teachers portfolio KAE will give certificates to those who participated in all 72 hours.
8/09/14	USAID/QRP Staff, USAID Central Asia Office.	WP Year 2 Discussion	Completion of the WP Year 2.
11/09/14	USAID/QRP COP, Director of the Health and Education department USAID, Garth , Mission Director USAID/KG- Michael J. Green, USAID/QRP Manager	USAID/QRP WP Updates	WP for Year 2 completion
25/09/14	USAID/QRP COP , USAID/QRP Manager	USAID Partner Meeting	Copy of the documents.

VI. Summary of Administrative, Operational and Staffing Issues

Operations

- AIR Registered in December in both countries
- Office space: it was decided in both countries that a USAID/QRP project office would be established. This was due to the limited space in Save the Children's office to house the project.
- USAID and the MOES in the Republic of Tajikistan signed a Letter of Cooperation on July 25, 2013
- The Kyrgyz Republic signed a Memorandum of Understanding with USAID on September 27, 2013
- Contract modification was executed September 19, 2014
- After several meetings with USAID it was decided to modify the budget and undergo a third modification to remove the CLINs, this modification is currently in process.

Project Staffing

- Chief of Party, Barbara Greenwood arrived in Bishkek August 29, 2013
- Lead Education Specialists and M&E Managers were hired for both countries within the first quarter of the project. In Kyrgyzstan, the Lead Education Specialist position was reviewed and changed to Education Manager. In Tajikistan, there was a turn over of the Lead Education Specialist, the original Specialist resigned in December 2013 and the new Specialist began work at the end of January 2014.
- Country Manager position for Tajikistan was reviewed after four unsuccessful recruitment attempts. USAID and AIR come to an understanding that this position should be changed to Deputy Chief of Party. DCOP was recruited and arrived in Tajikistan in September 2014.

VII. Planned Activities for the Next Year (October 2014- September 2015)

Year 1 of the project was about creating a firm foundation for the Year 2 roll out of USAID/QRP in-service teacher training activities and mentoring along with out of school activities. In-Service Teacher Training will continue for Cohort 1 schools and begin in Cohort 2 schools in January, mentoring activities will roll out the same time. The Out-Of-School activities will also roll out at the school and community levels in conjunction with the in-service teacher training.

USAID/QRP will continue to work in close collaboration with the MOES and the education sections under the MOES. Please see Attachment F for Year 2 Work Plan Charts for each country. The attached workplan is a condensed version of detailed workplan submitted to USAID for approval.

Table X. Planned International Travel for Year 2

Name of Traveler	Destination (s)	Dates of Travel	Purpose of trip
Barbara Greenwood	Dushanbe, TJ	Every other Month	To meet with MOES, USAID, and to plan with USAID/QRP team
Kathryn Fleming	Bishkek, KG	Every other Month	To plan with COP
Abdullah Ferdous	Bishkek, KG and Dushanbe, TJ	TBD	For dissemination workshop and to work with NTCs to create a capacity building plan
Amy Todd	Bishkek, KG and Dushanbe, TJ	TBD	For dissemination workshop and to provide TA to M&E field teams
Rebecca Stone	Dushanbe, TJ	TBD	To work with consultants to finalize Language and Writing Standards
Chinara Djumagulova	Dushanbe, TJ	Quarterly	USAID/QRP meetings
Sherali Saidoshurov	Bishkek, KG	Quarterly	USAID/QRP meetings

VIII. Progress against Performance Monitoring and Evaluation Plan

Year 1 for USAID/QRP was about gathering data for the baseline, so the program would have a starting point in which to compare the end line results. During Year 2, we will see progress against most of the indicators. For detailed information on the baseline, the PMEP/Baseline report is submitted in conjunction with this report.

Performance Monitoring and Evaluation Reporting Table

USAID/QRP PMP SUMMARY

#	Indicator	Baseline Value (2014)	2014 Target	2014 Actual	EOP Target	Notes
Goal: Increase in reading levels of grade 1–4 students						
1	Percent change in proportion of students in program schools who read proficiently according to national standards	KG: 7.5% TJ: -			TBD per baseline	Percent change can be reported after mid-term EGRA is administered. KG: Reports the percent of students who meet proficiency standards for fluency. TJ: Data will be reported when available.
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	KG: 11.7% TJ: -			TBD per baseline	Tajikistan data will be reported when available.
Intermediate Result 1: Improved reading instruction in grades 1-4						
3	Percent of teachers/educators gaining knowledge of primary grade reading instruction from training	-	85%	-	85%	Will be reported in year 2 when teachers complete school-based training.
4	Percent of teachers demonstrating in the classroom instructional best practices in reading	KG: 26% TJ: 20%	85%	-	85%	
5	Number of primary grade students taught by teachers who have received reading training	-	KG: 77,650 TJ: 168,600 Total: 246,250	-	KG: 257,500 TJ: 411,240 Total: 668,740	Will be reported in year 2 when cohort 1 teachers complete school-based training.
Intermediate Result 1: Improved reading instruction in grades 1-4 (continued)						
6	Number of schools getting support	0	KG: 387 TJ: 766 Total: 1,153	KG: 478 TJ: 0 Total: 478	KG: 1,283 TJ: 1,978 Total: 3,261	KG: Cohort 1 regions have changed, so by September 2014, primary grade teachers from 478 schools (out of 621 schools of cohort 1) participated in the district-level training. TJ: School-level activities will start in mid-October 2014.

#	Indicator	Baseline Value (2014)	2014 Target	2014 Actual	EOP Target	Notes
7	Number of in-service training packages developed and approved by MOE	0	KG: 2 TJ: 2	KG: 6 TJ: 0	KG: 2 TJ: 2	KG: 3 training packages, differing by level and length of training, were submitted for Kyrgyz reading standards, 3 for Russian reading standards. All 6 were approved by Academic Council of KAE, Protocol #5, on May 30, 2014. TJ: Each IST set (in 2 languages) includes 4 training packages, differing by level and length of training. All were submitted to the MOE for approval; approval is expected in October 2014.
8*	Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	0	KG: 2,274 teachers TJ: 5,056 teachers Total: 7,330 teachers	KG: 100 teachers TJ: 2,716 teachers Total: 2,816 teachers	KG: 7,538 teachers TJ: 12,334 teachers Total: 19,872 teachers	KG: Actual numbers include national trainers, who received level 1 training. TJ: Reported number of mentors trained as well. Teachers from cohort 1 will be reported after completing school-based trainings in year 2. <i>Note that targets have been consolidated to include teachers or mentees as a combined figure, as they are often the same.</i>
Intermediate Result 1: Improved reading instruction in grades 1-4 (continued)						
9	Number of teachers/other educators receiving in-service training in reading Includes: <ul style="list-style-type: none"> Trainers, MOE/IRTTI/DED officials Mentors (Deputy principal, methodist, advanced teacher) Primary grade teachers (except mentors) 	0	KG: 2,299 (25 trainers; 774 mentors; 1,500 teachers) TJ: 5,106 (50 trainers; 1,915 mentors; 3,141 teachers) Total: 7,405	KG: 100 (100 trainers) TJ: 2,716 (113 trainers; 0 mentors; 2,603 teachers) Total: 2,816	KG: 7,613 TJ: 12,484 Total: 20,097	In both countries, numbers reflect those who completed the national-level training. KG: Mentors and teachers from target schools in cohort 1 will be reported after completing school based trainings in project year 2
10	Number of in-service training materials distributed to teachers/other educators	0	KG: TBD TJ: TBD Total: TBD	KG: 5,836 TJ: 2,716 Total: 8,552	KG: TBD TJ: TBD Total: TBD	For Kyrgyzstan, the number includes training materials and the new reading standards. <i>Note that this indicator was changed to record the total number of materials including, rather than the number of discrete materials (excluding COPIes).</i>
11	Number of mentoring guides distributed to mentors	0	KG: 1,000 TJ: 1,700 Total: 2,700	KG: 0 TJ: 2,716 Total: 2,716	KG: 3,000 TJ: 5,000 Total: 8,000	In Kyrgyzstan, the mentoring guide will be distributed in November 2014 during the cohort 1 mentoring training.
12	Percent of teachers using results of classroom-based reading assessment	KG: 28% TJ: 9%	-	-	65% (will be updated per	

#	Indicator	Baseline Value (2014)	2014 Target	2014 Actual	EOP Target	Notes
					baseline)	
Intermediate Result 2: Increased availability of reading materials						
13	Percentage of schools and communities with adequate number of grade-level-appropriate supplementary reading materials	KG: 15% TJ: 10%	-	-	KG: TBD TJ: TBD	
14	Number of supplementary reading materials for grade 1–4 students distributed to schools and communities/libraries	0	KG: 500,000 TJ: 500,000	KG: 108 TJ: 0	KG: 500,000 TJ: 500,000	In Kyrgyzstan, this number is the number of materials distributed during 2014 summer camps.
Intermediate Result 3: Increased out-of-school reading time						
15	Percent of parents whose attitudes towards reading have changed	-	-	-	KG: 15% TJ: 15%	
16	Percent of primary grade students participating in out-of-school reading activities	0	KG: 50% TJ: 50%	-	KG: 50% TJ: 50%	Note that at baseline, 61% of students reported participating in events in Kyrgyzstan, and 34% in Tajikistan.
17	Percent of parents/other adults reading non-textbook materials to students at home	KG: 84% TJ: 73%	-		TBD per baseline	
18	Percent of primary grade students participating in at-home reading program	KG: 90% TJ: 70%	-		85%	Reading at home is defined by students who say that they read at home, without an indication of frequency
19	Number of out-of school reading activities	0	KG: 774 TJ: 1532 Total: 2,306	KG: 18 TJ: 0 Total: 18	KG: 2,566 TJ: 3,956 Total: 6,522	Kyrgyzstan numbers include piloted summer camps.
20	Number of teachers, other educators, and community members (including parents) trained and equipped to implement out-of-school reading activities	0	KG: 11,610 TJ: 22,980 Total: 34,590	KG: 32 TJ: 0 Total: 32	KG: 38,490 TJ: 59,340 Total: 97,830	Activities will start in year 2. Note that at baseline, 50% of librarians in Kyrgyzstan and 48% in Tajikistan report that they have received training in implementing reading activities.

#	Indicator	Baseline Value (2014)	2014 Target	2014 Actual	EOP Target	Notes
Intermediate Result 4: Increased government support to improve reading						
21*	Number of standardized reading assessments supported by USG	0	KG: 1 TJ: 1	KG: 1 TJ: 1	KG: 4 TJ: 4 Total: 8	EGRA baseline conducted in both countries in April–May 2014.
22	Number of administrators and officials successfully trained on using reading assessment results	0	KG: 50 TJ: 50 Total: 100	KG: 0 TJ: 0 Total: 0	KG: 120 TJ: 120 Total: 240	Assessment result dissemination workshops postponed to December 2014 in both countries.
Intermediate Result 4: Increased government support to improve reading (<i>continued</i>)						
23*	Number of laws, policies, regulations, or guidelines developed or modified improve to primary grade reading programs or increase equitable access	0	TBD	KG: 2 TJ: 0	TBD	KG: Primary grade reading standards (“Minimal requirements to reading in Elementary school”) developed and approved for Kyrgyz and Russian by KAE Academic Council (Protocol #5, May 30, 2014) TJ: Reading standards were submitted for approval.

* Standard USAID indicator

IX. Success Stories

SUCCESS STORY

Standards Setting on Reading

USAID supports development of reading standards for Grades 1 – 4 in Kyrgyzstan and Tajikistan

“This is a much needed training. Such training should be conducted every three months for beginning teachers, to improve their skills and techniques.”

- Matkabylova Aisalkyn, primary grade teacher at Voznesenovka, Panfilov Rayon, Chuy Oblast



Training of Trainers, Jalal-Abad City

Photo: USAID/Quality Reading Project

“Standards for reading skills - this is the basis for the formation of students' reading skills. If previously the standards were written in general terms, these standards are different in being much more specific, so that each item can be measured against the standard. Now we know exactly what we require from each student. For primary school teachers, this invaluable standard will help us in developing the reading skills of younger pupils, and in assessing student achievement in reading.”

- Aynura Sulaimanova, Head Teacher at School №68 in Bishkek

The USAID/Quality Reading Project brought international advisors to Bishkek to conduct a capacity-building workshop for national consultants, developers of Reading Standards and In-service Teacher Training packages for Kyrgyzstan.

Standards for reading entail a set of rules and guidelines defining the major areas of reading, minimum standards for student achievement, and basic requirements for quality teaching of primary grade students. Standards serve as the basis for the development of curriculum, textbooks, and teaching materials for primary schools.

Standards for early grades reading address the following six foundational skills:

1. Phonemic Awareness
2. Phonics
3. Vocabulary
4. Fluency
5. Reading comprehension and literary aspects
6. Listening comprehension and writing

Developing standards is essential for any effort at improving the teaching of reading in Kyrgyzstan and Tajikistan. In Kyrgyzstan, one challenge was the existing Law on Education does not currently include documents such as Standards; thus, it became a challenge to adopt the reading Standards developed through the USAID/Quality Reading Project. After extensive discussion and advice from the Ministry of Education and Kyrgyz Academy of Education, the Standards on Reading developed were re-named the *Minimum Requirements on Reading in Primary Grades*.

Despite this minor procedural setback, the careful step-by-step approach for development of the reading Standards has had an additional unplanned positive effect: the Ministry of Education has indicated that they will develop similar *Minimum Requirements* for other subjects, based on the USAID/Quality Reading Project experience.

The project will continue to support the Ministry's broader vision as we wish to encourage the development of standards in other subject areas.

On May 30, 2014, In-service Teacher Training materials and *Minimum Requirements on Reading in Primary Grades* were approved at a meeting of the Academic Council of Kyrgyz Academy of Education. The Ministry of Education has authorized the project to move forward with national level trainings, followed by school level trainings, and dissemination of *Minimum Requirements on Reading in Primary Grades* to participants of the USAID/Quality Reading Project In-service teacher trainings.

SUCCESS STORY

Literacy Boost in Kyrgyzstan

Kyrgyz Ministry of Education and Science approves new In-Service Teacher Training materials for early grade reading



Photo: USAID/Quality Reading Project

Teacher training, Chuy oblast, August 2014

“I will use in my classes at school techniques which I learned on this five-day training. These five days have been an invaluable experience. I believe that applying the approach of this training will help to improve the reading skills of our children.”

- *Kaikieva Guljamal, primary grade teacher at School #66, Bishkek*



Photo: USAID/Quality Reading Project

Use of new teaching methodology at School #66, Bishkek

The USAID/Quality Reading Project’s In-Service Teacher Training materials were adapted from Save the Children’s *Literacy Boost* signature program, were approved at a meeting of the Academic Council of Kyrgyz Academy of Education on May 30, 2014 for use in Grades 1 – 4 to improve primary grade reading.

The In-Service Teacher Training materials includes three manuals of varying length of training: 72 hours over 10 days, 40 hours over five days, and 72 hours over 36 weekly sessions based on experiences from *Literacy Boost* and developed by the USAID/Quality Reading Project. Kyrgyz pedagogical and methodological experts and teachers reviewed these manuals to ensure quality and consensus for primary grade students.

Olga Dudkina, Literacy Boost In-Service Teacher Training developer, senior teacher at the Kyrgyz Academy of Education said: “Approbation of developed manuals methodology showed that children were interested and understood what they read.”

These new manuals provide teachers with a variety of tools and activities to involve and excite the students more around reading and will help to improve their reading skills and reading comprehension.

The Kyrgyz Ministry of Education and Science in reviewed and approved the Training of Trainers package and the In-Service Teacher Training package. Gaining this approval was the crucial step that has allowed the USAID/Quality Reading Project to proceed with the activities that will ultimately achieve the impact desired: National and School-level trainings.

In August 2014, the USAID/Quality Reading Project conducted its first round of teacher trainings for 3,000 primary grade teachers of schools in Bishkek, Chuy, Jalal-Abad, and Talas oblasts. The trainings were received by the teachers with enthusiasm and a commitment to take the new skills back to their schools and classrooms to work with primary grade students to improve their reading and comprehension skills.

FIRST PERSON

Improved reading will lead to complex and deeper thinking

Teachers learn additional methods to enhance the quality of reading and comprehension in their classrooms



Photo: USAID/Quality Reading Project

Shorahomova Guliston demonstrating the visual aid she created for the vocabulary session during a Training of Trainers in-service teacher training workshop

My name is Shorahimova Guliston. I am a primary teacher of school #9 of Panj district, Tajikistan. When I was told that I should participate in the In-service teacher training conducted by the USAID/Quality Reading Project in August I was so happy. During my 12 years as a teacher, I had never taken any in-service trainings because of budget issues. However, when I heard it was about 'quality reading' I couldn't imagine what kind of methods and skills we will be given in just 10 days of training to make our students read faster and more fluently. I thought for the sake of formality I'll just attend the first day, register myself and then leave, as I thought that this training won't be worth attending in full.

However, when the training began, just sitting in the Introduction, I realized the importance of this in-service teacher training activity on improved reading for Tajikistan's primary teachers. Our current practices only focus on very small aspects of reading - reading fluency and speed. During the sessions, I realized that teaching reading is a very broad and complex topic as it includes so many other aspects - vocabulary enrichment, reading comprehension, formative assessment, reading fluency, letter recognition, phonemic awareness, and so on.

Now, I understand that one of the biggest parts that we were missing was comprehension; during our teaching, we never paid much attention whether a student understands whatever they read. We only focused on how fluent and fast they read. After the training, I know how we can develop these skills in children. I also learned the importance of asking different types of question that lead students to more complex and deeper thinking.

Another very valuable skill that I learned from the training was how to make the classroom a reading-friendly environment. As a primary teacher, I was never exposed to the idea of making visual aids or the importance of displaying children's work on the walls of the classroom.

During the training, we also practiced how to make storybooks from low-cost materials. In our school, children in primary grades do not have access to additional reading materials besides their subject books - materials such as stories, puzzles, poems, riddles, etc. With the skills obtained from the training, we will definitely create more materials for the improvement of reading in our classrooms and school.

Understanding the importance of reading, I will try to my fullest potential to use the new methods and skills during my classes and to share the knowledge and experience I have gained USAID/Quality Reading Project with the teachers from my school who did not participate in the training.

X. Attachments

Attachment A: Commodities Procured and Revised Inventory

KYRGYSTAN

Asset ID	Equipment Type	Description	Acquisition Date	Model #	Purchase Price LC	Purchase Price USD
#0055	IT equipment	Laptop	21 January 2014	Dell Vostro 3560 15,6"	31103.00	623.53
#0056	IT equipment	Laptop	21 January 2014	Dell Vostro 3560 15,6"	31103.00	623.53
#0057	IT equipment	Laptop	21 January 2014	Dell Vostro 3560 15,6"	31103.00	623.53
#0058	IT equipment	Laptop	21 January 2014	Dell Vostro 3560 15,6"	31103.00	623.53
#0059	IT equipment	Laptop	21 January 2014	Dell Vostro 3560 15,6"	31103.00	623.53
#0060	IT equipment	Laptop	21 January 2014	Dell Vostro 3560 15,6"	31103.00	623.53
#0061	IT equipment	Laptop	21 January 2014	Dell Vostro 3560 15,6"	31103.00	623.53
#0062	IT equipment	Printer HP Laser Jet Pro 400	21 January 2014	MFP M425dw (CF288A)	36377.00	729.26
#0114	IT equipment	Desktop, Monitor	02 March 2014	OptiPlex 3010 MT	76752.00	1532.02
#0115	IT equipment	Desktop, Monitor	02 March 2014	OptiPlex 3010 MT	76752.00	1532.02
#0116	IT equipment	Desktop, Monitor	02 March 2014	OptiPlex 3010 MT	76752.00	1532.02
#0117	IT equipment	Server	02 March 2014	Dell PowerEdge T110 II	145987.00	2913.99
#0119	IT equipment	Desktop	27 May 2014	Intel Core i3, ASUS P8H61-M,	47364.00	1823.02
#0120	IT equipment	Monitor	27 May 2014	LCD 21,5", AOC E2251SWN LED		
#0121	IT equipment	Desktop	27 May 2014	Intel Core i3, ASUS P8H61-M,	47364.00	1823.02
#0122	IT equipment	Desktop	27 May 2014	LCD 21,5", AOC E2251SWN LED		
#0118	IT Equipment	Scanner	07 March 2014	DR-G1100	435455	8025.31
					Total	24,275.37

TAJKISTAN

Asset ID	Equipment Type	Description	Acquisition Date	Model #	Purchase Price LC	Purchase Price USD
0034	Furniture	Meeting table	18 Oct'13	n/a	2,850.00	\$598.74
0054	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$780.00
0055	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$780.00
0056	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$780.00
0057	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$780.00
0058	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$780.00
0059	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$780.00
0060	IT Equipment	Laptop (Returned)	13 Jan'14	HP Probook 4540s	3,861.00	\$780.00
0061	IT Equipment	Laptop (Returned)	13 Jan'14	HP Probook 4540s	3,861.00	\$780.00
0062	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$780.00
0063	IT Equipment	Laptop for scanner	13 Jan'14	HP Probook 4540s	3,861.00	\$780.00
0064	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$780.00
0065	IT Equipment	Monitor/Desktop	13 Jan'14	HP LV2010	4,455.00	\$900.00
0066	IT Equipment	Monitor/Desktop	13 Jan'14	HP LV2010	4,455.00	\$900.00
0067	IT Equipment	Monitor/Desktop	13 Jan'14	HP LV2010	4,455.00	\$900.00
0068	IT Equipment	Server /Desktop	13 Jan'14	HP Proliant ML310eGen8	9,009.00	\$1,820.00
0074	IT Equipment	Printer	13 Jan'14	Canon i-SENSYS LBP-7100CN Color Laser	2,045.00	\$413.13
0075	IT Equipment	XEROX	13 Jan'14	Xerox WorkCenter 3220 (3220V/DN)	7,177.00	\$1,449.90
0080	IT Equipment	Projector	19 Mar'14	ACER X1240MR DLP QNX1108	3,593.10	\$753.27
0081	IT Equipment	Projector	19 Mar'14	ACER X1240MR DLP QNX1108	3,593.10	\$753.27
0088	IT Equipment	Scanner	14 Mar'14	Canon Image Formula DR-G1110	-	\$8,025.31
0093	IT Equipment	Laptop	27 May'14	HP Pavilion DV7-4325SR	4,171.00	\$849.51
0101	IT Equipment	Monitor/ Desktop	23 June'14	HP LV2011/ HP Pro 3500		\$1,010.00
0103	IT Equipment	Monitor/ Desktop	23 June'14	HP LV2011/ HP Pro 3500		\$1,010.00
0105	IT Equipment	Monitor/ Desktop	23 June'14	HP LV2011/ HP Pro 3500		\$1,010.00
0110	Equipment	Air-Conditioner	25 Aug'14	AR12HQFNAWKXER	4,394.50	\$883.14
0117	IT Equipment	Laptop	29 Sep'14	HP 15-D037DX	4,698.87	\$941.30
0118	IT Equipment	Laptop	29 Sep'14	HP 15-D037DX	4,698.87	\$941.30

Asset ID	Equipment Type	Description	Acquisition Date	Model #	Purchase Price LC	Purchase Price USD
0119	IT Equipment	Laptop	29 Sep'14	HP 15-D037DX	4,698.87	\$941.30
0120	IT Equipment	Laptop	29 Sep'14	HP 15-D037DX	4,698.87	\$941.30
0121	Equipment	Air-Conditioner (inside block)	17 Oct'14	GVHN24AANK1A1A/I	8,375.00	\$1,676.74
		Air-Conditioner (outside block)		GVHN24AANK1A1A/O		
TOTAL					8,375.00	\$35,298.21

Attachment B: Reports, Analyses, Documents Produced

TAJIKISTAN

1. Summary report for the Ministry of Education and Science on USAID/QRP
2. First, Second and Third Quarterly reports for AIR on USAID/QRP program implementation
3. 10 days TOT IST packages. (Russian and Tajik) and translated into English
4. LB IST packages for 36 sessions at school level training and translated into English
5. Grade 1-4 Mother Tongue Standards (Russian and Tajik translated in to English)
6. Report on availability of grade-level appropriate reading books.(English)
7. Adapted Summer Reading Camp Curriculum
8. USAID/QRP goals and objectives Presentations on PowerPoint
9. CD with 20 photos
10. Pre and Post Test on IST trainings
11. EGRA and baseline tools (Tajik and Russian)
12. PMEP
13. Years 1 and 2 Work Plans

KYRGYZSTAN

1. 10 days TOT LB IST packages. (Russian and Kyrgyz) and translated into English
2. 5 Days LB IST Packages. (Russian and Kyrgyz) and translated into English
3. LB IST packages for 36 sessions at school level training. (Russian and Kyrgyz) and translated into English
4. Standards on reading “The Minimum Requirements to Reading in Elementary Schools” (Russian and Kyrgyz) and translated into English
5. Report on availability of grade-level appropriate Kyrgyz and Russian-languages books. (English)
6. Adapted Summer Reading Camp Curriculum (Kyrgyz and Russian) and translated into English
7. Copy DVD of 15 minutes television program on International Literacy Day named "Сабагтуулук куну" (Literacy day) at KG National channel on September 27, 2014.
8. USAID/QRP goals and objectives Presentations on PowerPoint
9. CD with 20 photos
10. LB IST Pre, Post- TEST
11. EGRA and baseline tools (Kyrgyz and Russian)
12. PMEP
13. Years 1 and 2 Work Plans

Attachment C: USAID/QRP - Personnel Summary

TAJKISTAN

	Name	Position	LOE	Salary Rate/TJS
1	Safina Zoiri	Regional Finance Manager	100%	-
2	Kiomidin Davlatov	M&E Manager	100%	-
3	Rahimjon Sharipov	Finance Officer/Accountant	100%	-
4	Omar Dadaev	IT Specialist part-time	50%	-
5	Alijon Kurbonov	Administrative Officer/Procurement	100%	-
6	Fayziddin Niyozov	Education Adviser	50%	-
7	Adiba Kosimova	M&E Coordinator in Dushanbe	100%	-
8	Shafoat Ghozieva	M&E Coordinator in Kulob region	100%	-
9	Shukhrat Makhmadullaev	Driver	100%	-
10	Umeda Kakharova	Office Cleaner	100%	-
11	Amrullo Imatov	Night-Guard	100%	-
12	Siyavush Saidqul	Night-Guard	100%	-
13	Toshbaev Abutolib	Night-Guard	100%	-
				Salary Rate/USD
14	Kathryn Fleming	Deputy Chief of Party	100%	-

KYRGYZSTAN

	Name	Position	LOE	Salary Rate/KGS
1	Saule Khamzina	M&E Manager	100%	-
2	Aizada Sarybaeva	Finance Officer	100%	-
3	Diana Raeva	Administrative /Procurement Officer	100%	-
4	Aikynay Yusupova	M&E Field Coordinator in Osh oblast	100%	-
5	Gulzat Kochorova	M&E field Coordinator in Chui oblast	100%	-
6	Zhyldyz Jubanychbekova	Administrative/Finance assistant	100%	-
7	Sanjar Kurmanov	Administrative/Procurement assistant	100%	-
8	Andrei Gladkov	Driver	100%	-
9	Vadim Aleev	IT Specialist part-time	50%	-
10	Asel Toibolotova	Office Cleaner	100%	-
				Salary Rate/USD
11	Barbara Greenwood	Chief of Party	100%	-

HOME OFFICE INTERNATIONAL

	Name	Position	LOE	Salary Rate/USD
1	Jerome Mindes	Senior Project Manager	35%	-
2	Rebecca Stone	Literacy Specialist	20%	-
3	Abdullah Ferdous	Assessment Specialist	30%	-
4	Amy Todd	M&E Specialist	20%	-
5	Terry Salinger	Technical Quality Assurance Director	1%	-
6	Thomas de Hoop	Technical Quality Assurance Researcher	3%	-
7	Carlos Penagos	Finance Compliance Specialist	3%	-
8	Snyezhanna Ishchuk	Finance Associate	35%	-

*Salary information will be provided separately to USAID

Attachment D: Subcontracts

Subcontractor Name: Save the Children

Services to be Performed:

CLIN#	IR#	Costs	Description
CLIN 0005	1.2	-	Design in-service training (IST) package
CLIN 0006	1.3	-	Conduct in-service trainings for teachers and other educators
CLIN 0007	1.4	-	Strengthen systems for teacher mentoring / coaching
CLIN 0009	3.1	-	Increase public awareness about the importance of reading
CLIN 0010	3.2	-	Implement out-of-school reading activities

Subcontractor Name: Zerkalo

Services to be Performed:

CLIN#	IR#	Costs	Description
CLIN 0001	1.1	-	Conduct a baseline qualitative analysis

*Costs information will be provided separately to USAID

Attachment E: Implementation Challenges and Lessons Learned

KYRGYZSTAN

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

Despite the fact that the one of the purpose of our project to develop standards on reading, it turns out that in the Law on Education there is no such document, so we received comments from the President of the KAE , that we should name this document differently, or lobby for changes in the law. We discussed this issue with the Deputy Minister of Education and other experts and agreed to name it “Minimum Requirements on Reading in Primary Grades”

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

The original plan was that in August 2014 trainings would be conducted for two or three representatives of the Cohort 1 pilot schools. These representatives are the Deputy Director of Studies, Head of Methodical Association of schools and senior teacher of elementary schools. They were to be trained by National level trainers, who would be trained by IST developers in June-July 2014. Then in September, it was scheduled to begin training for teachers of pilot schools on Saturdays during the school year (36 weeks for 90 minutes each session).

However, it was decided to adjust this plan to include all remaining primary school teachers from pilot schools in the August trainings. This decision was taken for the following reasons:

- There were doubts as to whether all the pilot schools would train teachers on a regular basis every Saturday for 90 minutes.
- The training modules on Reading Fluency, Vocabulary Development, and Reading Comprehension come towards the end of the IST, after the modules on the more basic concepts and skills. While this is appropriate for the Grade 1 teachers, the teachers of Grades 2-4 need these topics much earlier in the school year.
- The Master TOT participants include the Deputy Directors and HMUs, but these people are also primary school teachers at the same time. Therefore, for more effective implementation of the project, it was proposed to cancel the TOT at the master level and instead of 10 days to conduct 5 days of training for all teachers. However, we still retain the Saturday teacher meetings and have them focus on discussion of practical classroom issues arising from their implementation of the IST training, sharing their experiences and practices each week, since this is very important for young and inexperienced teachers.
- This approach allows ordinary teachers to gain a better grasp of the IST material because they have direct contact with the IST developers, who also participate in the August master level training.
- There is an issue of teacher certification by KAE for the school level IST. If the school level master trainers (namely the Deputy Director and HMU) would conduct these trainings then KAE rules would not allow them to give certificates to the participating teachers, as KAE staff does not conduct the training. Getting a certificate from the KAE is a powerful motivation for teachers to participate in the training and would be good for the teacher’s professional portfolio in the future. The changed course of training allows giving the certificate to teachers, as training was conducted by trainers who are staff of KAE. KAE has approved the IST package for teacher training certification at the school level and will use teacher portfolios as part of the review for receiving a certificate of course completion.

Sub-Result 3.2: Implement out-of-school reading activities. There was planned an activity to review available preschool preparation programs implemented in Kyrgyzstan and develop a “Jump Start” module for the project. This activity was postponed to the next project year, because the existing three-month courses to prepare children for school start in March and we did not have enough time to engage in it. Taking into account the fact that the MOES within the framework of the GPE project is planning to expand the existing three-month program for the Annual program, USAID/QRP will join the workinggroup under MOES, as MOES starting from September 2014 will develop the new preparatory program. Therefore, USAID/QRP is planning to conduct a “Jump Start” program next year.

TAJIKISTAN

One of the biggest issues that were faced during the implementation of the project was the modification the budget that then reflected on changing the number of schools and Cohorts. This modification enormously increased the workload for the USAID/QRP program team with limited amount of time for the IST trainings. Thus for August during the workshops, the entire USAID/QRP program team intensively worked for the whole month even during the weekends.

Another biggest constraint for the project implementation was the approval process of the IST activities and workshops by the MOES. One of them is the approval of IST package that has been reviewed several times but not finally approved yet at the Ministry board. However, being approved at the education board IST trainings were allowed to be conducted.

The IST training were initially planned from June to August but due to the delay of the training approval by MOES IST Master Training was conducted within a very short period of time. Such tight schedule created many logistical issues, however; with the support of the Save the Children logistical team, problems were resolved on time.

Attachment F: Year Two Work Plan

Blue represents activities. Brown represents deliverables.

KYRGYZSTAN

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Comments	
			Month														
			Oct 14'	Nov	Dec	Jan 15'	Feb	Mar	April	May	Jun	Jul	Aug	Sept			
1	Intermediate Result 1: Improved reading instruction in grades 1-4																
2	Sub Result 1.1: Conduct a baseline qualitative analysis																
3	Deliverable: Presentation of key findings baseline qualitative	AIR, NTC														1 workshop with MOES to present key findings (workshop will be same workshop as for baseline)	Report is completed, findings will be part of baseline findings workshop
4	Sub Result 1.2: Design in-service training (IST) package																
5	Deliverable: Finalize reading standards for grades 1-4	SC, MOES, KAE														10 000 Hard copies in Russian and Kyrgyz languages printed and disseminated to participants of LB IST, MOES and KAE. Hard and electronic copies in Russian, Kyrgyz and English languages to COR.	Approved by KAE on June 2014. Electronic and hard copy to COR (in English) on September 2014.
6	Deliverable: Final IST packages approved	SC, MOES, KAE														Order of Approval from KAE and Copies of IST materials. (10 000 copies-36 days, 10 000 copies-5 days, 1000 copies - 10 days TOT)	Approved by KAE on June 2014. Electronic and hard copy to COR (in English) on September/October, '14
7	Sub-Result 1.3: Conduct in-service trainings for teachers and other educators																
8	In-Service Teacher Training Conducted	SC, MOES														Two per 10 days TOT. One in Jalal-Abad for participants from Talas and Jalal-Abad (49 participants) and the other in Bishkek for participants from Bishkek and Chui (51 participants).	Approval of National Trainers by MOES.

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Comments	
			Month														
			Oct 14'	Nov	Dec	Jan 15'	Feb	Mar	April	May	Jun	Jul	Aug	Sept			
9	Cohort 1 School based trainings through rollout of 90-minutes micro-modules	SC														In 620-target schools, Cohort 1 for 3516 primary school teachers will be conducted 72 hours LB IST and 1240 mentors will be trained. At the end all teachers and mentors will receive Certificate from KAE	Started September 2014. Head of Methodological Unit (HMU) meet with teachers on a regular basis for 90-minutes micro-modules workshops
10	Conduct 10-Days TOT for National Trainers for Cohort 2 and 3	SC														Cohort 2: Nov '14 Batken and Osh 55 NT will trained, Cohort 3: Jun-July, '15 Naryn and Issyk-Kul 25 NT will trained	Selection process for trainers at second level is accepted
11	Conduct 5-Days training for Cohort 2 and 3 Master Trainers and primary school teachers at target districts level	SC														Cohort 2 in Jan '15 and Cohort 3 in Aug '15. Total: about 4022 primary school teachers and 1792 DDs, HMU trained on 5 days LB IST	Local Education Department, DDs, HMU and primary school teachers participate in trainings
12	Cohort 2 and 3 School based trainings through rollout of 90-minutes micro-modules	SC														Cohort 2: about 487 schools and 2842 teachers from Batken and Osh from Jan '15 until Dec '15. Cohort 3: about 198 schools and 1180 teachers from Naryn an Issyk-Kul from Sep '15- until May '16. Total about 4022 primary school teachers will be conducted 72 hours school based LB IST and 1792 mentors will be trained. At the end all teachers and mentors will receive Certificate from KAE	Head of Methodological Unit (HMU) meet with teachers on a regular basis for 90-minutes micro-modules workshops
13	Teacher Training for School for the Blind in Bishkek and Osh	AIR, SC														80 Teachers in School for the Blind in Bishkek and 34 teachers in Osh receive training and TA from Perkins School for the Blind	This activity is included in modified budget
14	Sub-Result 1.4: Strengthen systems for teacher mentoring/coaching																
15	Distribute guides to regional In-service TTI staff and deputy school principals on Primary Grade Cohort 1, 2 3 (IR 1.2-part of teachers package)	SC, MOES														About 4000 trainer's materials, as part of Teachers packages in Russian, Kyrgyz languages.	DDs, HMU use module on mentoring, as part of teachers' package

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Comments
			Month													
			Oct 14'	Nov	Dec	Jan 15'	Feb	Mar	April	May	Jun	Jul	Aug	Sept		
16	Provide mentoring to Cohort 1 teachers	SC, DDs, HMU													About 3516 primary school teachers receive mentoring support	Started September 2014. DDs and HMU use mentoring tools from IST package
17	Provide mentoring to Cohort 2 teachers	SC, DDs, HMU													Feb '15 until Dec '15 (Batken and Osh) and about 2842 primary school teachers receive mentoring support	Head Teachers and School Directors use tools
18	Launch portfolio system for evaluation of Cohort 1 teachers competencies - (in TT package IR 1.2)	SC, MOES, KAE													In 620-target schools, Cohort 1 for 3516 primary school teachers will develop portfolios. At the end, all teachers and mentors will receive Certificate from KAE	MOES / KAE accepts portfolios as a basis for teacher evaluations and certification
19	Launch portfolio system for evaluation of Cohort 2 teachers competencies	SC, MOES													Cohort 2: about 487 schools and 2842 teachers from Batken and Osh from Jan '15 until Dec '15.	MOES / KAE accepts portfolios as a basis for teacher evaluations and certification
20	Sub-Result 1.5: Implement classroom-based reading diagnostics (process focused); administer national, standardized reading assessments (outcome focused), such as an EGRA, in a representative sample															
21	Deliverable: Reading assessment report (Baseline)	AIR, NTC														By the end of September 2014
22	Administer outcome focused assessment tool – mid-term (1 st wave districts/schools)	AIR, NTC														Students are available for testing (MOES prioritizes the assessment over other year-end activities)
23	Deliverable: Reading assessment report (mid-term Cohort 1)	AIR, NTC														
24	Conduct Household (or community) surveys in conjunction with reading assessments to determine quantity of reading materials at home or in out-of-school activities	AIR, NTC														NOTE: This deliverable has been tied in with the assessment timelines, making it more efficient and practical
25	Intermediate Result 2: Increased availability of reading materials															
26	Sub-Result 2.1: Conduct a comprehensive review of the quantity of primary grade-level reading material available in Kyrgyzstan (within 5 mos of award)															
27	Sub-Result 2.2: Ensure a mix of reading materials are used by schools and communities															

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Comments	
			Month														
			Oct 14'	Nov	Dec	Jan 15'	Feb	Mar	April	May	Jun	Jul	Aug	Sept			
28	Provide low-cost primary grade materials available for classroom use and at home in all targeted communities	SC														Newspaper, TV, radio, handmade small books, Patents cards (200,000 pieces total)	Funds for this activity is included in modified budget
29	Organize National Children's Book Competition	AIR, SC, MOC, RCL															With the National Book Day every year
30	Deliverable: Options memo detailing options and recommendations for creating a mix of low-cost, grade-appropriate materials	AIR, SC														Memo provided to USAID	Electronic and hard copy to COR (in English) in December 2014
31	Intermediate Result 3: Increased out-of-school reading time																
32	Sub-Result 3.1: Increase public awareness about the importance of reading as a cornerstone of education and life-long success																
33	Review current practices in reading advocacy campaigns	AIR															
34	Submit the review to MOES	AIR														Memo to USAID and NSC-R	
35	Print and disseminate reading information cards (for Cohort 1, 2) School Communities	SC														39 000 sets of Reading information cards printed. 30 sets of reading information cards disseminated per (Cohort 1 and 2) 1100 school/ communities. Total: 33 000	
36	Deliverable: Parents and communities guidance on how to read with children	SC														Electronic and hard copy to COR (in English) on December 2014	
37	Explore what is possible with Public Private Partnership to support Reading	SC															QRP is looking at working with WFP on reading material for nutritious meals and on PPP. Product Placement feasibility is being revisited

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Comments	
			Month														
			Oct 14'	Nov	Dec	Jan 15'	Feb	Mar	April	May	Jun	Jul	Aug	Sept			
38	Conduct outreach programs to children and communities to promote reading - Cohort 1, 2 target districts	SC - RCL														2 outreach programs materials per 1500 school/community (Cohort 1: 1240 and Cohort 1 one outreach program in Year Two, Cohort 2: 487)	
39	Design and conduct a variety of competitions around reading	SC, AIR, MOES, MOC, NSC - R														Agenda	
40	Present the results of competitions in National Book Day and present awards	SC, AIR, MOES, MOC, NSC - R															
41	Disseminate Baseline Reading assessment results and household (community) survey results	AIR															September/October 2014
42	Support the communities around target schools to create or support existing groups to focus on reading	SC															
43	Train volunteers and members of groups to conduct community reading awareness campaign to encourage parents reading for their children	SC														3 per 1100 school/community total 3300 volunteers and group members trained.	
44	Develop and implement additional reading awareness campaign	AIR-SC														One at national and one in each target school/community. Total 1100	At national and local levels
45	Support MOES develop, print and disseminate posters that advocates importance of reading through affiliated agencies	AIR-SC														Posters in Russian, Kyrgyz and English languages	
46	Design and conduct International Literacy Day	SC, AIR, MOES, MOC, NSC-R														Agenda, Concept Note.	September 8th, 2014

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Comments	
			Month														
			Oct 14'	Nov	Dec	Jan 15'	Feb	Mar	April	May	Jun	Jul	Aug	Sept			
47	Conduct different activities on School and Parents Reading Promotion, such as school presentations (Tuesday Reading Parent, Family Night), performances of children's choral reading and creative dramatics, and bookmarks, leaflets, and booklists of grade-appropriate reading materials	AIR-SC														2 per school/community Cohort 1 schools/communities total of 1240 activities. Agendas and Reading materials	
48	Sub-Result 3.2: Implement out-of-school reading activities																
49	Conduct extracurricular activities at school level	SC														Total: about 1240 events (2 events in each target schools). Minutes.	
50	Support target schools to plan and deliver reading camps for primary grades	SC														Trainings materials as part of IST	
51	Deliverable: LB Reading Camp Curriculum and materials adapted and incorporated	SC															
52	Develop and incorporate jump-start program and learning materials to the one-year pre-school preparations of intended first grade students	SC														1100 Jump Start program (one per each target school)	
53	Print and disseminate jump-start program and materials to target schools (Cohort 1, 2)	SC														10 000 Jump Start Modules print and disseminate to 1100 Target schools. Act of acceptance	
54	Train volunteers from upper grades to conduct jump start program in target schools (Cohort 1, 2)	SC														5500 volunteers (5 per each 1100 target schools) trained and get training materials	

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Comments	
			Month														
			Oct 14'	Nov	Dec	Jan 15'	Feb	Mar	April	May	Jun	Jul	Aug	Sept			
55	Deliverable: Jump Start Program and Learning materials incorporated into pre-school preparation program	SC															
56	Identify and purchase additional readers/books for creating Book Bank collection	SC															
57	Disseminate Book Chests to target schools (Cohort 1, 2, 3)	SC														One Book Chest per community or school. Cohort 1, total 620 Book Chests disseminated	
58	Identify, train and contract community mobilizers for each target field (Cohort 1, 2, 3)	SC														To hire 1 Community Mobilizers per each target field. Total:7)	
59	Conduct regular community reading activities using Book Chests	SC														2 per school/community, Total 1,240 Cohort 1	
60	Train deputy directors and head of MU and community members to plan and facilitate reading buddies approach in target schools	SC														10 100 DDs trained	
61	Deliverable: School and communities training module to increase and implement after-school reading practices	SC															
62	Intermediate Result 4: Increased government support to improve reading																
63	Sub-Result 4.1: Increase dialogue about the existing environment for reading acquisition																
64	Hold policy workshops best practices/policy	AIR, SC														Agenda, Minutes	
65	Hold quarterly briefings with Minister of Education	AIR, SC														Minutes	
66	Sub-Result 4.2: Increase capacity to use reading assessment results																

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Comments	
			Month														
			Oct 14'	Nov	Dec	Jan 15'	Feb	Mar	April	May	Jun	Jul	Aug	Sept			
67	Review and assess existing education management information systems	AIR														Report on review	
68	Develop capacity building plan (national assessment centers)	AIR, NTC														Plan	
69	Organize capacity building workshops	AIR, NC														Build capacity of 25 specialist	
70	Present findings on reading assessments to Reading Assessment Committee and NGOs and research institutions	AIR, MOES, NTC														A workshop to present findings is conducted	
71	Analyze and submit recommendations to MOES	AIR, NTC														Recommendations provided to MOES	
72	Sub-Result 4.3: Strengthen the enabling environment to support improved reading instruction reform																
73	Work through NSC-R to link components of the project directly to policy initiatives that are identified in each countries' education strategy	AIR, SC, MOES, donors, NGOs														TOR NSC-R. Minutes of the Total 12 (1 per Quarter) NSC-R meetings	
74	Promote laws, policies, regulations, and foundational education documents developed or modified to support improved practices	AIR, SC, MOES, donors, NGOs														New Standard on Reading for Grades1-4 in Russian, Kyrgyz developed and approved and translated into English language	
75	Monitoring & Evaluation																
76	Finalize PMEP	AIR														PMEP updated and submitted to USAID	
77	Quarterly Performance Reports	AIR														Quarterly Performance Reports submitted to USAID	
78	Participant Training Reports	AIR, SC														Trainnet is updated quarterly	
79	Annual Performance Reports	AIR														Annual Reports submitted to USAID	

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	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Comments			
			Month																
			Oct 14	Nov	Dec	Jan 15	Feb	March	April	May	Jun	Jul	Aug	Sept					
1	Intermediate Result 1: Improved reading instruction in grades 1-4																		
2	Sub Result 1.1: Conduct a baseline qualitative analysis																		
3	Deliverable: Presentation of Key Findings of Baseline Qualitative Analysis	AIR																Presentation to MOES with EGRA in November	Study is complete and submitted to USAID
4	Sub Result 1.2: Design in-service training (IST) package																		
5	Deliverable: Finalize reading standards for grades 1 – 4	AIR, SC																MOES approved Reading and Writing Standards	The time for this deliverable will depend on when the MOES provides QRP with the directive to split the Mother Tongue Subject into Reading and Language (Writing)
6	Finalizing the standard guides for teachers and other educators	AIR, SC																Finalized Standard guides for teachers and other educators	
7	Finalize QRP IST package	AIR, SC, MOES																Finalized QRP Tajik and Russian IST packages for Master level training and School level training	The Tajik IST package has included a writing module and the entire package is undergoing another review by an editor as requested by MOES. Expecting this will be the final review and the package will move through the final approval stage
8	Re-submission of developed IST materials for approval to the Board of the MOES	AIR, SC																MOES Board reviewed Tajik and Russian IST package	
9	Deliverable: Final IST Packages	AIR, SC																Approved IST packages	
10	Sub-Result 1.3: Conduct in-service trainings for teachers and other educators																		
11	Cohort 1 School based trainings through roll-out of micro-modules	SC,																9300 teachers trained	DDs, teachers, heads of MU have the skills and knowledge to conduct the trainings
12	Cohort 2 School based trainings through roll-out of micro-modules	SC																2000 teachers trained	Teachers attend trainings on a regular basis

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Comments	
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13	Conduct Training for Cohort 3 Master Trainers in target districts	SC														1409 MT trained	After discussion, Cohort 3 was added back into the work plan to cover the schools that are unreachable during winter
14	Cohort 3 School based trainings through roll-out of micro-modules	SC														2819 teachers trained	Teachers attend trainings on a regular basis
15	Sub-Result 1.4: Strengthen systems for teacher mentoring/coaching																
16	Provide mentoring to Cohort 1 teachers	SC, Head Teachers, School Directors														6000 teachers receive mentoring support	All targeted Head Teachers and School Directors use guide
17	Provide mentoring to Cohort 2 teachers	SC, Head Teachers, School Directors														4000 teachers receive mentoring support	Head Teachers and School Directors use guide
18	Implement portfolio system for evaluation of Cohort 1 teachers/ mentors competencies (in TT package IR1.2)	SC, MOES														Portfolio system launched	MOES accepts portfolios as a basis for teacher evaluations
19	Implement portfolio system for evaluation of Cohort 2 teachers/ mentors competencies	SC, MOES														Portfolio system launched	MOES accepts portfolios as a basis for teacher evaluations
20	Sub-Result 1.5: Implement classroom-based reading diagnostics (process focused); administer national, standardized reading assessments (outcome focused), such as an EGRA, in a representative sample																
21	Administer outcome focused assessment tool – mid-term (1 st wave districts/schools)	AIR, NTC, MOES, MS Dept, regional ED														1st mid-term Assessment administered	Students are available for testing and MOES prioritizes the assessment over other year end activities
22	Deliverable: Submission of the Report to USAID and MOES	AIR															Agreement on results and new protocols of the MOES
23	Intermediate Result 2: Increased availability of reading materials																
24	Sub-Result 2.1: Conduct a comprehensive review of the quantity of primary grade-level reading material available in Tajikistan (within 5 mos of award)																

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			Month														
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25	Develop a detailed list of appropriate, Russian-language books adapted to the Tajik	AIR, MOES															
26	Finalize and submit comprehensive review	AIR, MOES														English version submitted to USAID	Review was submitted in Tajik already, English version undergoing final edits
27	Sub-Result 2.2: Ensure a mix of reading materials are used by schools and communities																
28	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	The Criteria may change a little if there is a change in the final Reading Standards for Grades 1-4
29	Develop a set of options and recommendations for creating a mix of low-cost, grade appropriate materials	AIR, SC, MOES														List of materials created	
30	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	Procurement of books and low cost primary grade material timing will be connected to when modified budget is approved. What is provided and or developed at the local level will be an assortment of materials
31	Intermediate Result 3: Increased out-of-school reading time																
32	Sub-Result 3.1: Increase public awareness about the importance of reading as a cornerstone of education and life-long success																
33	Develop Reading Information Cards (RIC)	SC														1 set of 20 RIC developed	
34	Explore Public-Private Partnership																
35	Establish Mobile Theater and Mobile Libraries at regional level using Book Bank Resources	SC - CLA														Created Mobile Theater and Mobile Libraries at regional level	
36	Conduct outreach programs to children and communities to promote reading - Cohort 1, 2 target districts	SC - CLA														Conducted Reading promotion Programs	

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			Month													
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37	Design and conduct a variety of competitions around reading	SC													Reading Competitions plan	
38	Develop/adapt LB Parents Flipbook	SC													Developed/ adapted LB Parents Flipbook	
39	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	Number is taken from PMEP
40	Support National Children's TV to create children reading support program	AIR-SC													National Children's TV created children reading program	
41	Broadcast reading support program on regular basis	AIR-SC													Regular broadcast of reading support programs	
42	Sub-Result 3.2: Implement out-of-school reading activities															
43	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	DDs have time and willingness to deliver extracurricular reading activities
44	Conduct extracurricular activities at school level	DDs, Teachers													Implemented extracurricular activities at schools	
45	Finalize Reading Camp Guide and incorporate it into existing summer school camps for primary grades	SC													Reading Camp package completed	
46	Print and disseminate Reading Camp guide and supplementary reading materials/stationery to target schools	SC													860 printed RCGT available for target schools	Targeted schools for Reading Camps receive the guide
47	Support target schools to plan and deliver reading camps for primary grades	SC													8600 teachers and volunteers receive training to implement the Camps	Provision of sufficient number of volunteers for the Reading Camps
48	Deliverable: LB Reading Camp Curriculum and materials adapted and incorporated	SC, AIR													Reading Camp modules/package submitted to USAID	

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49	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	Approval may be delayed due to MOES procedures
50	Train G1 teachers to conduct jump start program in target schools (through IST) in Cohort 1 and 2	SC														Trained G1 teachers in 1721 schools	Time limit at the beginning of September may cause challenge to conduct Jump Start in all 1721 schools
51	Deliverable: Jump Start Program and Learning materials incorporated into pre-school preparation program	SC															Jump Start incorporated into 10 day "ABC Program" at beginning of Grade 1 School year
52	Develop a Guide to create Book Chest on how to run it	SC, CLA														Book Chest guide	
53	Identify and purchase additional readers/books for creating Book Chest collection	SC, AIR, MOES														Book Chest created	Connected to budget modification
54	Disseminate Book Chests to the libraries in target schools/ communities	SC														1 Book Chest established per target school community	
55	Conduct community reading activities using Book Chests	SC														2 reading activities conducted in the communities	
56	Train DDs and head of MU to plan and facilitate Reading Buddies approach in target schools	SC, MOES														DDs in 1721 schools trained	Not all the target schools may have DDs so HMUs or School Directors may be nominated
57	Intermediate Result 4: Increased government support to improve reading																
58	Sub-Result 4.1: Increase dialogue about the existing environment for quality reading																
59	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	Once MOES officially splits the Mother Tongue Subject a review of the developed standards will take place, so time may shift depending on MOES timing

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60	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 GP4	
61	Hold quarterly briefings with MOES	AIR, SC, AE, EDI														4 update meetings held throughout the year, minutes from meetings	
62	Hold semi-annual high-level forums on quality reading	AIR, SC														2 Semi-annual high-level forums on quality reading	
63	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)	Dissemination will be based on approval of MOES at district and school levels
64	Sub-Result 4.2: Increase capacity to use reading assessment results																
65	Develop capacity building plan for NTC, EDI	AIR														Developed annual EDI capacity building plan	Open for discussion
66	Organize capacity building workshop	AIR														1 capacity building workshop provided on psychometric data analysis; based on MOES and NTCs timelines another workshop may be planned	MOES supports workshops
67	Provide capacity building training to AE, EDI and NTC staff to analyze and report results	AIR, NTC														Capacity building workshops held	NTC may also be involved in this
68	Present findings on reading assessments to Reading Steering Committee and NGOs and research institutions	AIR, MOES, NTC														2 EGRA presentations held to RCS and other stakeholders	MOES accepts results and approves their dissemination
69	Analyze and submit recommendations to MOES	AIR, NTC														Recommendations submitted to MOES	Recommendations will be based on baseline results
70	Sub-Result 4.3: Strengthen the enabling environment to support improved reading instruction reform																

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71	Identify MOES and other reading stakeholders and establish Reading Steering Committee	AIR														Reading Steering Committee established	MOES may decide against establishing a Reading Steering Committee, in Year 1, they recommended against it, but QRP sees a need and will request again, if not a Steering Committee then quarterly meetings with stakeholders
72	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	MOES is supportive of changes to promote reading standards and curriculum
73	Monitoring & Evaluation																
74	Finalize PMEP	AIR														PMEP 2015 developed and finalized	
75	Quarterly Performance Reports	AIR														4 Quarterly Performance Reports	
76	Participant Training Reports	AIR, SC														Trainnet updated	
77	Annual Performance Reports	AIR														1 Annual Performance Report developed	

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