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USAID Quality Reading Project (QRP) - The Kyrgyz Republic

Annual Report

October 2014 – September 2015



November 2015

A partnership with:

American Institutes for Research and Save the Children

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

**USAID Quality Reading Project (QRP) - The Kyrgyz
Republic
Annual Report
October 2014 – September 2015**

Submitted by:

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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
COP	Chief of Party
COR	Contracting Officer's Representative
CSPRO	Census and Survey Processing System
DED	District Education Department
EGRA	Early Grade Reading Assessment
GPE	Global Partnership for Education
HMU	Head of Methodological Unit
IED	Institute for Educational Development
IST	In-Service Training
ISTTI	In-Service Teacher Training Institute
KAE	Kyrgyz Academy of Education
KR	The Kyrgyz Republic
MOES	Ministry of Education and Science
MOU	Memorandum of Understanding
M&E	Monitoring and Evaluation
NSC-R	National Steering Committee on Reading
NTC	National Testing Center
PMU	Project Management Unit
QRP	Quality Reading Project
RE&MC	Republican Educational & Methodical Center
SC	Save the Children
TOT	Training of Trainers
USAID	United States Agency for International Development
VAT	Value Added Tax
WB	World Bank

I. Activity Summary

Lead Implementing Partner	American Institutes for Research (AIR)
Other Implementing Partners	Save the Children (SC)
Activity Name	USAID Quality Reading Project (QRP)
Activity Objective	The primary objective of this contract is to improve student reading levels among students in grades 1-4 in The Kyrgyz Republic and 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 October 27, 2017
Full Contract	
Total Estimated Contract/Agreement	\$ 19,706,184 (Modification #3)
Obligation to date	\$ 19,706,184 (Modification #3)
Total expense at beginning of Year 2	\$ 3,177,957
Accrued Expenditures Annual (October 2014 – September 2015)	\$ 4,839,000
Cumulative Accrued Expenditures to Date (September 2015)	\$ 8,016,957
Estimated Expenditure, Next Quarter July 2015 – September 2015)	\$ 1,080,900
The Kyrgyz Republic	
Total Estimated Contract/Agreement	\$ 9,410,609 (Modification #3)
Obligation to date	\$ 9,410,609 (Modification #3)
Total expense at beginning of Year 2	\$ 1,594,190
Accrued Expenditures Annual (October 2014 – September 2015)	\$ 2,232,394
Cumulative Accrued Expenditures to Date (September 2015)	\$ 3,826,584
Estimated Expenditure, Next Quarter (October 2015 – December 2015)	\$ 560,200

II. Executive Summary

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

The main activities for the USAID Quality Reading Project in the Kyrgyz Republic focus on rolling out an In-Service Teacher (IST) package at the school-level. As these are led by trained Master Trainers, the project also conducted one-day trainings for Master Trainers to build mentoring skills. During this reporting period, the USAID Quality Reading Project held a five-day workshop series (covering 40 hours of instruction) on "the Improvement of Early Grades Reading Skills" in Bishkek as well as in the Talas, Jalal Abad, and Chui oblasts, reaching 1,364 Cohort 1 teachers. In October and November 2014, the project held one-day Training of Trainers (TOT) workshops for 28 Cohort 1 National Trainers on mentoring skills for early grades reading. The National Trainers subsequently conducted a one-day training on mentoring skills for 1,224 Cohort 1 teachers. In December 2014, one-day trainings on mentoring were conducted for 845 participants in Osh, Batken, (Cohort 2) and Jalalabad (Cohort 1). The project also began its work with Cohort 3 during this project year. From August 10-18, 2015, the USAID Quality Reading Project hosted 40-hour workshops for the Professional Development of 917 Elementary school teachers and one-day trainings for mentors from 122 target schools from five districts and two towns in the Issyk-Kul oblast. In Naryn oblast, the USAID Quality Reading Project conducted 40-hour workshops for 773 primary school teachers (from 97 target schools) and a one-day training on mentoring for 97 schools mentors, from August 10-19, 2015.

Other major activities held this project year include promoting a mix of reading materials used in both schools and communities and activities to promote out-of-school reading. A two-day TOT was conducted for the USAID Quality Reading Project Community Mobilisers on Reading Summer Camp curriculum by the national consultant/developer. The TOT was followed by a set of one-day trainings for 943 Deputy Directors and Heads of Methodological Units (HMU) of target schools in Chui/Bishkek, Talas, Jalal-Abad (Cohort 1), and Osh, Batken (Cohort 2).

Regional USAID Quality Reading Project offices are being established within the government structure. The regional teams are flexible based upon where space can be provided by the government and are being established in the regional Teacher Training Institutes (RTTIs), Regional Education Bureaus, District Education Offices, or at schools. The USAID Quality Reading Project Regional Teams are building relationships with the regional MOES structures to support the Level 3 IST, out-of-school activities, and following up on mentoring activities.

A major challenge this quarter was the canceling of the United States Government and the Kyrgyz Republic bilateral agreement by President Almazbek Atambayev of the Kyrgyz Republic effective August 19, 2015. The USAID Kyrgyz Mission requested that all USAID partners limit Value Added Tax (VAT) expenses, so no purchases with VAT can proceed. The USAID Quality Reading Project was verbally requested not to purchase the books in the approved budget and work plan, and to put this activity on hold. Realizing there is no quick solution, the USAID Quality Reading Project has pushed back the planned November 2015 Cohort 4 training to January 2016. The Chief of Party (COP) will work closely with the USAID

Kyrgyz Mission and the Contracting Officer’s Representative (COR) to stay within USAID’s guidance, and highlight contractual issues the program may run in to due to this guidance.

III. Description of Accomplishments and Program Objectives (October 2014 – September 2015)

Introduction

The United States Agency for International Development (USAID) Quality Reading Project (QRP) is a four-year project implemented by the American Institutes for Research (AIR) and Save the Children (SC). The project works to improve reading skills among primary grade students in the Kyrgyz Republic and Tajikistan. By drawing on existing structures in both countries, the USAID Quality Reading Project is building capacity from the national-level down to the classroom, all supporting the common goal of improving student reading skills. The project uses a competency-based standards approach grounded in reading skills to inform teacher training, reading material dissemination, community activities, and strengthening government capacity around primary grade reading education. The report focuses on the activities in the Kyrgyz Republic.

School teachers receive In-Service Teacher Training (IST) through a cascade model, with Level 3 taking place at the school-level throughout the school year. As of September 2015, three Cohorts received training: Cohort 1 was targeted throughout the 2014/15 school year, Cohort 2 was brought into the program starting from December 2014 until December 2015; and Cohort 3 began at the start of the 2015/16 school year. In addition, during this project year, for out-of-school activities, the project developed tools and manuals on Summer Camp, Parents’ Program, and Community in Action. In addition, Summer Camps rolled out in some of the Cohort 1 and 2 schools.

This year, the USAID Quality Reading Project also focused on communicating to the broader population the importance of reading. This was accomplished through broad campaigns around International Book Day (April 23), Literacy Day (September 8) and National Book Day (December 12). The campaigns and events around these days focused on reading for enjoyment along with reading for lifelong learning. The Educational Departments, local libraries, and communities all played active roles in these campaigns.

The project works with the Ministry of Education and Science (MOES), as well as with local education departments to strengthen the process of mentoring at school and District Education Departments (DED). The close collaboration between the project partners and at all levels is a one of the successes of the project.

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

The Qualitative Baseline Analysis was conducted in November 2013, the dissemination of the findings were included in the December 2014 Early Grade Reading Assessment (EGRA) dissemination workshop. Please see Sub Result 4.2 for additional information on dissemination workshop.

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

Technical Support

Save the Children’s Asia Regional Advisor, Colin Alfred, visited the Kyrgyz Republic in April 2015 to review the quality of the IST package along with the system for rollout. Mr. Alfred supported the completion of the training modules for the IST programs as well as to revise the Pre- and Post- test questionnaires. He also assisted project staff in developing an instructional tool, “12 Topics to Clarify or Emphasize in IST,” for trainers. Mr. Alfred also reviewed the progress against objectives and provided his support on the implementation of out-of-school activities components such as the Parents Program, Reading Camp, Community in Action, and low cost reading materials.

Training Manuals

The IST materials have varying lengths of training: 72 hours over 10 days, 40 hours over 5 days, and 72 hours over 36 weekly sessions and were finalized and used in different levels of training. The project received suggestions from the participants and experts for changes. Taking into consideration the proposals, changes were made, such as editing the Kyrgyz version; changing the color of the cover in different packages; and changing the schedule of the last day of training with an increase in the time allocated for completing the post- test form. Also, instructions were also developed on “12 Topics to Clarify or Emphasize in IST”, to be attached to the IST manuals.

Standards on reading “The Minimum Requirements to Reading in Elementary Schools”

In relation to the project’s work with MOES, the Kyrgyz Academy of Education (KAE) expressed the need to modify the Reading Standards for Grades 1-4 to meet the new State requirements for Kyrgyz and Russian language studies, including reading. A working group was set up to finalize the existing “Basic Requirements for Reading in the Primary Grades” document developed in 2014 under the USAID Quality Reading Project. The reading standards were adjusted and the document completed from August 15 - September 15, 2015. Information on Russian language was added to the document. The section “General Provisions” was expanded and basic concepts and terms related to the Russian language added.

The information on Russian language was included in the section “Subject Approach”, which aims to better prepare students for a smooth transition from primary to middle school level. The goals, objectives and methodology of the subject scheme for Russian language were also substantially revised in order to strengthen core competencies to include Russian language knowledge (both oral and written) as well as reading skills in Russian. The revisions increased emphasis on morphemic awareness and knowledge, and also syntactic awareness, in addition to phonemic awareness. These adjustments reflect the fact that the Russian language is more highly inflected than English, and also the fact that many children studying in classes using Russian as language of instruction come from Kyrgyz-speaking homes. In addition, a table was developed to show “*Educational outcomes and evaluation: Expected learning outcomes of pupils by classes and grades*”. It covers subject-specific competences in the areas of language, speech, reading and cultural studies. Further, a section on basic principles of evaluation was developed and added to the document and the section on assessment revised and expanded. Expected learning outcomes and indicators for different levels of development were developed and presented in tabular form.

The standards for Kyrgyz and Russian language studies, including reading are ready for review and approval by KAE; however, the President of the Academy proposed to delay the review of these standards pending completion of the standards for other subjects, so that the standards for all primary grades subjects are reviewed together. The MOES is developing the standards for the other subjects and will provide them to the KAE; review is expected by the end of 2015 calendar year.

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

Training process: National Trainers training

During this past year, the USAID Quality Reading Project held training for National Trainers in Batken and Osh oblasts (for Cohort 2). Like in the past, trainers were selected from representatives of Oblast Methodological Centers, teachers of universities, vice-principals, and advanced primary school teachers. Participants attended the 10-day Training of Trainers (TOT) workshop based on an order from the MOES. The purpose of training was to prepare the National Trainers on innovative approaches in the development of reading skills of students in Grades 1-4. The training included role-playing and peer micro-teaching to give participants practice. As a result of this TOT, 71 participants received certificates signed by Dr. Mamytov, President of the KAE and Barbara Greenwood, Chief of Party (COP) of the USAID Quality Reading Project. This indicated that they were prepared to act as trainers at the local level for "improving reading skills of younger pupils."



Trainer Grigorjeva conducts session "The role and importance of family reading" for primary school teachers

National Trainers who had previously been trained for Cohort 1 (from Jalal-abad, Chui, Bishkek, and Talas), were called upon to support this TOT. This training opportunity allowed these trainers to further strengthen their skills in order to further support the project's sustainability efforts. Nevertheless, it was still difficult for them to follow all the steps required in the training materials - namely, to use interactive methods of teaching children, formative assessment, summative assessment, reading comprehension, conducting pre- and post-tests. In order to help the trainers strengthen their skills and knowledge, the USAID Quality Reading Project developed a summary document of the main points of the training material. By the beginning of training sessions for Cohort 3, (in Issyk-Kul and Naryn oblasts), the project identified 180 trained national trainers from other oblasts who had previously supported Cohorts 1 and 2. Prior to the trainings for Cohort 3, the project conducted a two-day refresher TOT for National Trainers on the revised IST package. In addition, the USAID Quality Reading Project distributed training materials, and Monitoring and Evaluation (M&E) forms to the Regional Coordinators. In total, 61 National Trainers participated in TOT; 35 from Issyk-Kul and 26 from Naryn region.

Workshop on "Improvement of Early Grade Reading Skills"

In November 2014, a 5-day (40 hours) training course was conducted for teachers of early grade students in Bishkek and Oblasts of Chui, Jalal-Abad, and Talas (from Cohort 1). This training was held again in January 2015 in Osh and Batken (for Cohort 2) and during August 2015 in Issyk-Kul and Naryn (for Cohort 3). These courses are aimed at improving teaching skills for early grade reading. The heads of municipal and regional educational centers supported the training workshops. During the trainings, handouts, guidelines and the basic reading requirements (standards) were disseminated. The trainers (Cohort 1 and 2), who previously participated in National Trainings (Level 1) and worked repeatedly as the trainers at Master Level were the instructors for these trainings. To develop support roundtable discussions were held at the Regional and District levels, including the administrative and educational leaders. During this project year, 6,336 primary school teachers were trained in Bishkek/Chui, Talas, Jalal-Abad, Osh, Batken, Issyk-kul, and Naryn Oblasts, see Table 1.

Table 1. Teachers that participated in the 5-day/40 hours IST training, by oblast

Region	Participants in 5 days IST training
Talas	58
Jalal Abad	829
Chui/Bishkek	554
Osh	2,281
Batken	924
Issyk-Kul	917
Naryn	773
TOTAL	6,336

During trainings this year, key lessons learned from previous trainings were integrated. For example, all the trainers received the required number of the Reading Guidebooks and Reading Standards at the seminars, as there was an inadequate number printed for the first round of trainings. At the beginning of each training, teachers received the required number of guidebooks. During the different trainings, the trainers and the participants used flipcharts, markers, colored paper, and stickers to support instruction and learning. There were three forms of participants' registration forms: Registration Form for all days of attendance, Monitoring Registration Form, and Lunch Registration Form. In addition, the project recognized that trainers needed to give participants sufficient time to fill out the Pre- and Post-Test, especially the Post-Test. The training schedule was therefore revised so that on the final day the post-test is filled out earlier in the day, instead of being handed to participants when they are almost ready to leave. Therefore, during the Cohort 3 trainings in August 2015, Pre- and Post-Tests were administered with better timing arrangements.

The teachers showed great interest in the reading topics (five reading sub-skills). They worked individually, in pairs, and in groups. During tasks given by the trainers some teachers demonstrated their sound knowledge in formative assessment, creativity, and professionalism in drawing, reciting the poems, writing lesson plans, presentations, etc. There were lively discussions on different issues on teaching reading and each teacher had opportunities to express his/her opinion freely at the seminars. At the end of the sessions, the trainers did summaries on the key points of the themes discussed and provided constructive feedback to the teachers.

At the preparation stage for Cohort 3 trainings, Project Coordinators paired one trainer from KAE or Institute for Professional Development with another trainer who was a primary school teacher, in order to ensure an effective balance of theoretical knowledge and practical experience. Those trainers taught effectively as teams, demonstrating mutual understanding, respect, planning together, and supporting each other during the teaching/learning processes. The trainers were confident and were able to explain difficult terms. They used interactive

In their Own Words:

During the observation, the trainers started and completed the training sessions on time. The themes, objectives, and expected results of the sessions were announced and written on the boards. The themes of the trainings were corresponding to the training program and the Guidebook. The trainers tried to involve all the participants in the discussions. They were able to create the ground for discussing the successes and issues in teaching reading based on teachers' experiences. They used different interactive method of teaching as group work, brainstorming, discussions, questioning, games...Lecture method was also successfully used, especially to arouse the teachers' interest in the training' themes, to facilitates large-group communication, and to disseminate not readily available material as 'Mentoring Guidebook'.

-- Batyrgulova Aigul and Kaikieva Guljamal, QRP M&E coordinator report during the mentoring workshop (Naryn, Group 3)

methods, gave clear instructions, and used the training time effectively. Some trainers periodically changed the group arrangements in order to have more interaction among the teachers from different schools.

5-Day Trainings Issues, Lessons Learned, and Recommendations

The project staff identified key issues that affected the success of the trainings as well as key lessons learned to improve future trainings, including:

- In some groups, lecture-teaching method prevailed over interactive method. In those cases, it was tiring for the teachers to learn for long hours. Project Staff recommend using pair work to help for deeper understanding of the new ideas and better interaction between the teachers.
- During the session on formative assessment, it was difficult for some of the participants to see differences between formative, summative, and diagnostic assessments as in the IST manual only information on formative assessment was given. In the future, trainers should give short information on the other two types of assessments (summative and diagnostic) in the Guidebooks.
- Although all the trainers summarized and gave concluding remarks on the key points of the themes they taught, still there were some issues around quality. Trainers need to summarize and review conclusions of the key points of sessions and at the end of the training, providing conclusions.
- The project staff identified the need to review the Kyrgyz Guidebook (green cover) once more, to do updates on the topics mentioned above, and to include in a Glossary the definitions of some terms.
- An extra information sheet was developed to be shared with mentors, reinforcing key points for the In-Service Teacher Training.

School-Level Trainings

During this reporting period, trainings/sessions at the school-level were conducted in target schools in Cohort 1 and 2. In Batken oblasts, participants from the A. Masalieva School and the B. Bainazarova School commented that they were pleased with the local trainings because they received objectives at the beginning of the lessons and opportunity to reflect and receive feedback at the end of the lessons. Teachers were excited to receive trainings and manuals. For some participants the word “Phonema” had previously been unknown, and they heard this word for the first time during the project trainings. Teachers eventually came to understand what ‘phonemes’ and ‘phonemic awareness’ mean and why they are important in learning to read.

In July-August 2015, the verification of Cohort 1 (Chuy/Bishkek, Talas, and Jalal-Abad) teachers’ portfolios were completed and sent to KAE for certification. In addition, the project worked to refine and submit the lists of teachers for certificates in August-September 2015. Starting from July 2015, teachers from target schools submitted the following documents for certification: two lesson plans that provides for the development of reading skills; a plan of extracurricular activities in reading; and parent meeting protocol. Teachers had taken part actively in delivery of these documents. It was a challenge to verify all the documents. It was a lesson learned and with recommendations from KAE in the future teachers will be expected to provide only one lesson plan that provides for development of reading skills with introspection lesson for next cohorts.

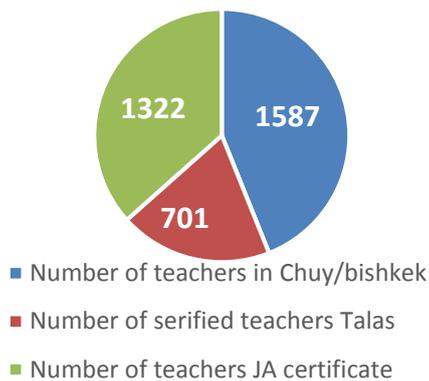
In Their Own Words: The Impact of School-level Training

I'm participating in this training with great interest, every day I'm coming home late, but I'm excited again for the morning, for coming back to school, where trainers are giving lots of new and interesting lessons. I'm a young teacher of this school. During participation in trainings, I resolved to myself such kind of questions like "children must know every letter of alphabet", but sometimes it isn't appropriate all the time, because it depends on their early skills of reading. On phonemic perception, phonemes were unknown to me [previously], which is very important for reading and pronunciation while reading, after forming phonemic perception. In addition, in cursory reading children must share the text to logical (meaning) parts and to intonate the text, to attract attention on pauses, logical stress, and separate words. The most interesting moment was in [learning] that students fill their vocabulary while learning new words. The direct teaching of new words helps for students to understand reading text. This disadvantage I'll arrange in the future, after using 5 components of quality reading".

-- Nishanova Kulpinisa, Kan of Batken region

Approximately 2,024 teachers from the Chuy region and Bishkek had participated in IST. Of these, 1,587 teachers had applied for a certificate. In Jalal-Abad, 1,879 teachers were trained

Figure 1. Number of certified teachers of Chuy/Bishkek, Talas and Jalal-Abad



and 1,322 of them had applied for a certificate in October and the remaining 470 will apply for certification in December 2015. In Talas, 743 were trained and 701 will receive the certificate on October 2015. See breakdown in Figure 1. Some schools from Cohort 1 were delayed in completing the 72-hour trainings, thus causing a delay for teachers to apply for certification. Some teachers in Cohort 1 began the training late, they still aim to complete the course a semester later.

As a result, the USAID Quality Reading Project supported 3,610 teachers from 617 Cohort 1 (Chuy/Bishkek, Talas, and Jalal-Abad) schools to receive IST certificates.

Sub Result 1.4: Strengthen systems for teacher mentoring/coaching

Also this project year, the USAID Quality Reading Project conducted a one-day training on mentoring as a part of IST for mentors from Cohorts 1 and 2. As for Cohort 3, modules on mentoring/coaching were revised and changed. The changes were made by an expert from KAE included: 1) guidance for trainers was developed and attached to support to reading instruction; 2) the agenda was extended to two days instead of one; 3) the algorithm of providing mentoring at school level and gathering documentation to KAE for certification were developed and as an Annex attached to the Manual; and 4) language editing was completed.

This year, one-day trainings on mentoring for the primary school Heads of Methodological Units (HMU) and Deputy Directors of the target schools were held (253 in Issyk-Kul and 164 in Naryn) on August 14 (first shift) and 19 (second shift). The second day training will be scheduled for January 2016. The objectives of the seminar were to support the personal and professional development of Deputy Directors and HMUs in order to increase the effectiveness of the educational process. Training on mentoring was successful and the trainees perceived to take in the information, asked questions and actively participated. All participants were given information on mentoring, worked as individuals and through group work where they gained new knowledge. As an additional resource, they received manuals on mentoring.

Observations of what worked:

- Work in pairs of trainers (where one of the coaches was an employee of KAE).
- It was noted by the participants of the training that in previous trainings, there was little to no follow-up afterward to see if they had learned or incorporated the material. They appreciated that these workshops have their own distinctive approach, which are accompanied by subsequent follow-up and mini-trainings at schools throughout the school year, where teachers can ask questions and reinforce the materials, which they use in the classroom.
- The participants and mentors appreciated the manuals that they can use during the workshops on school level.
- A sufficient number of handbooks for mentors and their mentees were distributed to the target elementary schools.

Recommendations / Comments:

- Carry out an additional 1-2 refreshing training for mentors throughout the school year.
- Provide already-developed plans of extra-curricular activities on improved reading skills.
- Provide already-developed plans of parent-teacher meetings.

In total, 2,418 Deputy Directors, HMUs and/or advanced teachers from 1,276 target schools participated in the mentoring training. The second day of mentor training will be held in January 2016.

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

Midterm data collection in the Kyrgyz Republic was conducted in the 60 schools (30 treatment and 30 control) in Cohort 1 regions: Talas, Jalalabad, Bishkek, and Chui in April 2015. In January and February the Monitoring and Evaluation (M&E) staff was involved in updating, piloting, and finalizing the Early Grade Reading Assessment (EGRA) instruments: the section on unfamiliar words was re-developed so unfamiliar words were substituted to meaningless words according to international practice and lessons learned from baseline, as well as the vocabulary section was updated to include more complex words. Other instruments were also edited and slightly revised based on baseline experience in all languages (Kyrgyz, Russian and English). The Manual for Data Collectors was revised to give more detail and clear instructions, checklists and other quality check tools were developed and included in the manual. A TOT was conducted in Bishkek for 4 days (the increase in the number of days for TOT training from 1 to 4 was part of the lessons learned, staff needed time not only to train on data collection, but time needed to be allotted for practice and also to cover all the logistical requirements). Then 4-day trainings for Data Collectors in three regions were conducted by trainers/supervisors. The 68 EGRA test administrators were deployed to collect data. The majority of the EGRA administrators conducted the baseline data collection in 2014. New administrators were paired with more experienced team members for support. Data collection occurred from April 13-28, 2015. This year the National Testing Center (NTC) played an important role in training, organizing, and data collection. For each region, the NTC supervisors were paired with the USAID Quality Reading Project M&E specialists to conduct monitoring visits of EGRA administration to ensure proper administration of the assessment and to support troubleshooting as necessary. See detail information in Table 2.

Table 2. Number of schools and Data administrators

Region	Schools		Administrators	Supervisors
	Treatment	Control		
Jalalabad	14	14	27	3
Bishkek\Chui	12	13	29	4
Talas	4	3	12	1
TOTAL	30	30	68	7

The EGRA was conducted in Grades 2 and 4. The Grade 2 students who were assessed were the same Grade 1 students who were assessed in 2014 baseline. They will also be assessed in 2017 in Grade 4. Interviews were also conducted with students (as a part of EGRA), teachers, librarians, and parents. In total, 2,286 students were tested, 239 classrooms were observed with 230 teachers, 97 librarians, and 600 parents interviewed.

Table 3. Number of respondents

Region	Number of students (EGRA)		Lesson observation	Teacher interview	Labrarian interview	Parent interviews
	Grade 2	Grade 4				
Jalalabad	543	543	112	111	40	280
Bishkek\Chui	468	461	99	91	43	250
Talas	135	136	28	28	14	70
TOTAL	1,146	1,140	239	230	97	600

For more effective data processing, the USAID Quality Reading Project hired a Census and Survey Processing System (CSPRO) programmer in Tajikistan to help the Tajikistan M&E Manager in the development of a multilingual data entry application for the various instruments (in English, Tajik, Russian, and the Kyrgyz languages). The Tajikistan M&E Manager developed two and the programmer three data entry applications. The AIR M&E Specialist, Amy Todd completed rigorous testing of the applications and approved their utilization. The use of the CSPRO application is designed to improve data quality and data entry efficiency through the reduction of human error in manual data entry. The data entry process was first launched in the Bishkek office from May 10-13 with the Tajikistan M&E Manager traveling to Bishkek to provide training for the data entry clerks. All data was submitted to AIR in Washington, DC for further data analysis.

Having completed two assessments, the USAID Quality Reading Project will transition to tablet data collection for future EGRA and related M&E activities. Use of tablets will help collect data more effectively as well as give an opportunity to the NTC to receive new technology and experience needed for their long-term work. According to the Year 2 work plan, it was planned to have a capacity workshop for the NTC to analyze the mid-term data, but due to the resignation of the Technical Advisor, Dr. Abdullah Ferdous in May 2015, the workshop was postponed to November 2015. After the workshop, the USAID Quality Reading Project with the NTC will present EGRA Midterm data during a one-day stakeholders meeting.

The Kyrgyz Republic EGRA midline report as well as Annual M&E PMEP report will be provided as separate documents.

Intermediate Result 2: Increased availability of reading materials

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

The USAID Quality Reading Project staff developed a report on availability of grade-level appropriate Kyrgyz and Russian-language 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 during Year 1 of the project.

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

According to the study, which was conducted in the framework of this project in 2013 there are not nearly enough books in schools for children to read for enjoyment. In order to solve this problem, during the IST, teachers were trained how to produce low cost books from inexpensive materials, and then on various occasions the children themselves or together with the teacher or parents produced such books, which are then used by the schools in book corners or in mini libraries. Children can borrow books from this corner and return them after they have finished so that others can also borrow and read them.



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



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

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

During this project year, the USAID Quality Reading Project in partnership with the MOES and the Ministry of Culture hosted various events to promote the importance of reading throughout the Kyrgyz Republic. The goal of these events is to expand the project’s impact beyond the school to promote reading among children and young people in the wider community.

National Day of Literature: On December 12, 2014 the MOES, Ministry of Culture, Information and Tourism, and the USAID Quality Reading Project celebrated the National Day of Literature in Bishkek and Chui, Talas, Jalal-Abad, Batken, and Osh oblasts through a series of fun events in primary schools including open classes, reading competitions, book fairs, drawing contests, and literary quizzes.

World Book Day Weeklong Celebration: From April 20-25, 2015, a Week of Celebration was held in the Kyrgyz Republic centered around World Book Day on April 23. The USAID Quality Reading Project held activities in partnership with the National Steering Committee for Reading (NSC-R) (under the MOES); the Ministry of Culture, Information and Tourism; the UNICEF Program for Promoting Reading for Young Children; the Family Reading Project of the Aga Khan Foundation (AKF), and other organizations. Events included an official opening ceremony at Press-Hall of “Vecherniy Bishkek” and a concert with participation of Kyrgyz variety stars were held at Kurman-Datka square; meetings with writers, book exhibitions, book fairs and presentations were also organized within the framework of the week. The celebration held various activities to promote children’s literature in schools, libraries, kindergartens, public cultural centers, hospitals, orphanages, and boarding schools. A

roundtable was held on April 24 in the Bayalinov Republican Kids and Youth Library where state institutions for education and culture, local and international public organizations, experts, librarians, educators, parents, and mass media representatives discussed issues related to fostering reading culture in the community, particularly among children and in families.

International Literacy Day: On September 8, 2015, in each oblast, the USAID Quality Reading Project staff in partnership with local education departments, local authorities, and school administrations celebrated International Literacy Day. With the aim to strengthen literacy at schools and communities, a competition called “*Literacy Expands the Personal Opportunities*” was conducted in Osh Oblast library. This event took place with representation of students from Grades 2-4 from four project schools of Osh city (including two Kyrgyz and two Russian schools). The total number of participants included 90 children (40 boys and 50 girls). In addition, there was a representation from Osh City Education Department. There were various activities organized during this event including an essay writing on “*How I Spent my Summer Holiday*” and “*The Kyrgyz Republic is my Homeland*”. Children also played with word and vocabulary puzzles and completed quizzes on the famous fairy tales. The event culminated in prizes, provided by the USAID Quality Reading Project to competition winners, including books and stationery.



Playing with words’ first and last letters, school #49, Telman, Kara-Suu

Activities like “Total Dictation” were held in Bishkek with eight schools. Its aim was to highlight the importance of literacy to individuals, communities, and societies to create a sustainable, cultural, and civilized society in the Kyrgyz Republic. There were 107 participants who wrote dictation. The students of Grades 2-4, teachers, and parents took part in this activity. After writing dictations, their works were checked by the judges (school administration and teachers), and the best writers were awarded with the books and stationary.

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

Reading Camp

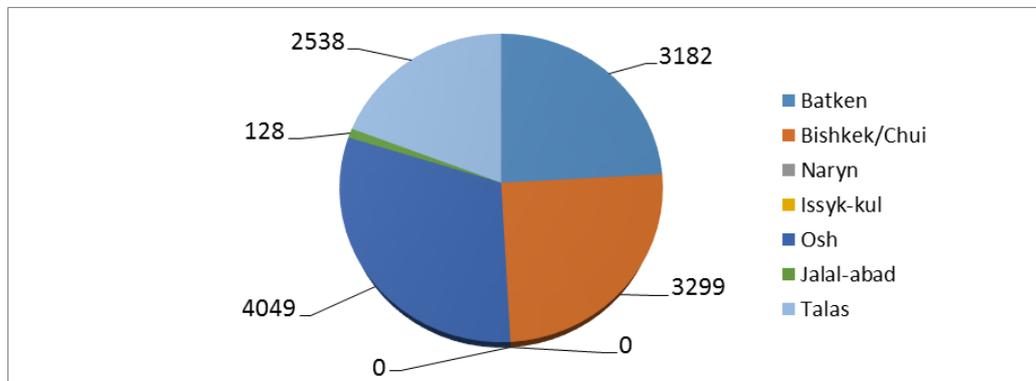
During this year, the USAID Quality Reading Project worked closely with the MOES and developed a Reading/Summer Camp curriculum. Like the previous year, the MOES provided an “order” for organizing Reading/Summer Camps. In April 2015, community mobilisers participated in a two-day TOT on Reading Camps, conducted by the developers of this curriculum. In turn, the community mobilizers then conducted trainings on Reading Camp methodology for target school mentors, organized nationwide from late April through June. In total, 51 trainings for mentors took place in schools from October 2014-September 2015.

Table 4. Reading Camp for the period October 2014 - September 2015

Region	# of trainings	Number of Reading Camps
Chui/Bishkek	10	136
Talas	5	113
Jalal-Abad	14	5
Osh	16	181
Batken	6	154
TOTAL	51	589

After the training, participating schools hosted 589 Reading Camps, which included participation from 13,196 children (See figure 2). In all schools where reading camps were conducted mentors, teachers, and volunteers of reading camps observed enthusiasm by both students and parents.

Figure 2. Total number of students participated in Reading Camp October 2014 – September 2015



One of the biggest issues identified by the project is the limited availability of resources and spaces for reading. School children do not have additional places to spend their free time and learn about more than the subjects they are taught in school. Children did not read other books in addition to their school textbooks before and the books in the school libraries are mainly academic subject textbooks. Through the activities of the project, each school has been supported to slowly fill up their bank book. With support from the USAID Quality Reading Project and thanks to donations from parents and community members, now 80 percent of primary classrooms of Cohort 1 and 2 have a book corner. Now, during Reading Camps (which also may take place throughout the year, not just during summer breaks), the children have an opportunity to take a wider variety of books from the book corners or mini-libraries for independent reading at home.

It was also noted by several teachers that during summer time and school vacation time there is no entertainment for children in the villages, there is no place to spend free time that provides benefit for children. Reading camps have been a welcomed new resource to families. For example, Ormonbekova Sakish, a teacher from Ashymbek Shyikymbaev school of Kara-Buura rayon, commented, “...after the end of the Reading Camp the children and their parents came to me and asked whether such camps will be organized again. The camp was active, even after the camp the children came and ask when will be the next camp?!”

One example of a successful Reading Camp program comes from the Osh oblast at school #89 named after B. Abdyrakhmanova of Kara-Suu region. This school has become a champion among other schools in the oblast – they showed a great interest and enthusiasm with the organization of reading camps. It is a mixed school with Kyrgyz, Uzbek and Tajik students and has both Kyrgyz and Tajik classes. All primary classes’ teachers created eight



Reading camp at school named after A. Shyikymbaev of Kok-Dobo village of Kara-Buura rayon, Talas region. July 13, 2015

groups, six of which are with Kyrgyz language of instruction and two in Tajik classes with Tajik language of instruction. Those two Tajik groups' teachers are not USAID target schools (because they work in Tajik language of instruction), however, they also participated in the school based training on reading camp and on their own initiated two groups for their students from Tajik classes. These teachers verbally translated the manual's texts and exercises from Kyrgyz into the Tajik language and successfully applied them with students. It was interesting to observe how one teacher from the same school used music from DVD player during the portfolio exercise.



Students' portfolios at school #40, Osh city



Students' portfolios, school Lenin #66, Kara-Suu

According to many teachers, preparing the Reading Camp plan with roles and responsibilities of each teacher was a challenge. Most of the teachers felt some fear and uncertainty; teachers worried how they would manage the Reading Camp and how parents would perceive it later. However, after initiating the first few lessons, teachers identified the camp's content as very meaningful, helpful, interactive, and a productive way to improve students' reading skills. The rest of the lessons went smoothly. Teachers noticed an increase in the number of participants and parents' appreciation for the work they do. Based on the success, some schools expressed that would like to continue working with the Reading Camp materials in the future and to use the methodology and lessons throughout the year.

All participants showed interest during the camp activities and particularly enjoyed a "Make and Take Home" activity, in which students produced some kind of small literacy item. One example is "A book for first sounds" where students draw an object that begins with the sound, which is listed on each page. Students who are able to write should write the name of the object. If students are not yet able to write, the teacher helps them to write the name of the object for them. As part of the "Book for sounds and names" activity, students drew items in the book that begin with the same sound as their names. For example, Farida will draw fruit, fountain, and frog, etc., "Book of the letter «O», where on the first page, the student must write a letter "O". On each page, the student will have to write a word that contains that letter (the letter can be located in any part of the word - for example, the dog, frog, log, etc.). In addition, the student must draw a picture of the written words on the appropriate page. Students could take these books home with them after the reading camp. The high motivation and active participation was most evident where children worked in small groups of 4-5 people. Students liked this kind of teamwork, which provided an opportunity to share their skills and help each other. This informal setting also allowed them to better interact with each other despite differences in age, gender, ethnicity, and skill levels. Kids in such teams seemed better-organized, promptly understood teacher's instructions and reached the session's objectives more successfully and in time as compared with classes where the arrangement was more formal with limited movement and interaction.

From this year's implementation of the Reading Camps, key lessons learned were identified and recommendations were made for future programming that will be helpful to schools, local self-governance, Rayon Educational Departments, Oblast and Rayon Village Libraries, and Rayon State Administration. The staff recommended organizing Reading Camps continuously through schools or district libraries in the village. Additionally, during Reading Camps, it is

recommended to arrange the physical environment in more creative ways and to practice presenting text and other verbal and written exercises outside of a classroom, in the school's yard or garden to distinguish from the approach in normal classes.



Practicing various exercises at school #49 Telman, Kara-Suu region



Creating of the rhyming words, school T.Aytmatov, Aravan region

JumpStart

Under the JumpStart program, the USAID Quality Reading Project works to promote integration and implementation of the materials to support training modules for the “Preparation for School Program”. This year, the project received approval by the MOES for teacher training materials to prepare children for school program "Nariste", which was developed with the support of the World Bank’s Global Partnership for Education (GPE) at the MOES. At the stage of development for these training materials, a national consultant was hired, who was a member of the working group and integrated literacy into these training materials. All these materials are taken from the existing training package designed within the framework of the USAID Quality Reading Project. The GPE developed training material includes a training program for teachers of preschool and school organizations for up to 10 days (5 + 5) with a CD-application. The agenda for Day 7 included two sessions that focus on reading: 1) education knowledge of letters and the alphabetical principle, and 2) the daily or weekly activities in the classroom on the perception of phonemes. The module includes the entire teaching material on these two components of the USAID Quality Reading Project: Alphabetic principles and phonemic perception.

In total, 2,000 primary school teachers and teachers of state and municipal pre-school institutions were trained in June and August 2015. The MOES has scheduled trainings for an additional 300 primary teachers and 800 specialists’ on community kindergartens in November 2015. A total 3,300 primary school teachers and educators of preschool institutions will be trained on this module, including the two components of effective reading. Trained teachers will have cover roughly 82,500 students during this academic year.

Intermediate Result 4: Increased government support to improve reading

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

National Steering Committee on Reading

This year, the USAID Quality Reading Program provided continuous support to the MOES and the Ministry of Culture, Information and Tourism of the Kyrgyz Republic to improve reading for primary grade students in Kyrgyz and Russian languages. The main goal of this committee is help coordinate programs and activities around reading and guide national reading campaigns and strategies. The NSC-R works to review current information/data and status, and to recommend concrete steps forward for reading partners.



USAID Quality Reading Project Presentation in the Conference Hall of the Issyk-Kul State Administration

The NSC-R met three times during this year. The first meeting was held on February 20, 2015, under the MOES in order to establish a working group to finalize the existing “Basic requirements for reading in the primary grades,” developed in 2014 as part of the USAID Quality Reading Project under the KAE. In addition, this

meeting aimed to coordinate and collaborate with all interested actors on the development of thematic standards in order to develop unified thematic standards on the Russian and Kyrgyz languages (which includes a component for reading).

The second meeting of NSC-R, chaired by the MOES and AKF was held on March 18, 2015. The purpose of this meeting was the overview of books and electronic applications to promote reading among children, which were developed by AKF.

On April 24, the third meeting of NSC-R under the MOES was held. The representatives of MOES, Ministry of Culture, and the Republican Library opened the meeting. There was a presentation of key partners’ activities and then next steps for promoting reading in the country were developed by members convening in working groups.

The USAID Quality Reading Project will continue to work with the NSC-R to reach its full potential to provide guidance and coordination of reading activities at the national level and to promote reading throughout the Kyrgyz Republic.

Sub Result 4.2: Increase capacity to use reading assessment results

Dissemination workshop

On 4 December 2014, the NTC and the USAID Quality Reading Project conducted a conference on the EGRA and the project’s baseline results. Mr. Usenaliev Marat Dzholdoshbekovich, MOES Head of Pre-school and Primary School Department, Michael Green, USAID Mission Director, and Mark Kutner, AIR Senior Vice President opened the conference. Deputy Minister of Education, Ashimbaeva Toktobubu Abasovna and Head of the NTC, Bakirov Artur Nasipbekovich opened the afternoon session. There was much discussion in the afternoon session on how to use the results. The MOES are very positive partners in every aspect of the USAID Quality Reading Project’s implementation, the positive outcomes of this conference is due to this strong partnership. Three representatives from the MOES and NTC of Tajikistan participated in this event to learn from the Kyrgyz Republic’s experience.



Bakirov Artur Nasipbekovich, Director NTC



Co-presenter Shamishidinova Baktygul, NTC, Coordinator of Reading Skills Evaluation

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

In order to strengthen the capacity of the local partners and partnership with local authorities and education departments, as well as to promote sustainability, roundtable discussions were held in Osh, Jalal-Abad, Talas, Naryn, and Issyk-Kul this year.

For example, on August 4, 2015, a roundtable discussion with the representatives of local governments, the heads of the district and town educational departments, and libraries took place prior to the roll out of the USAID Quality Reading Project in Issyk-Kul oblast. Among the participants was the Vice-Governor of Issyk-Kul oblast, Ms. R.N. Borbukeyeva. The Vice-Governor had words of greetings, told briefly about the educational sectors of the oblast, wished success in the work of the project, and pointed out that the Issyk-Kul oblast administration will help and support in the implementation of the project. Specialists from the regional library and the Vice-akims of Tup and Ton districts emphasized that in their libraries there have been held different activities on reading for the schoolchildren and they even counted out what activities have they held. The project was discussed and the heads of the district educational sectors continued their work after the coffee break where they had a chance to clarify the questions about the upcoming trainings.

The work of the round table discussions were reflected in several newspapers of the Issyk-Kul oblast such as “Issyk-Kol kabarlary” (# 30, August 20, 2015), “Vesti Issyk-Kulya” (#31, August 17, 2015) and “Bilim Kenchi” and the local TV showed it in its news on August 5, 2015 at 6:00pm. According to the opinion of the head of the social sector of Issyk-Kul oblast administration- Isakova B.S. the roundtable discussion had informed all the representatives of educational sectors on different levels and cleared out many questions. Further work of the project will be supported by the administrations of educational sectors because they know about the aims and requirements of the project and the project team can rely on their support.

Comparative and International Education Society Conference

The USAID Quality Reading Project was pleased to present the project’s standards and assessment strategy at the Comparative and International Education Society (CIES) Conference in Washington, DC in March 2015. Ms. Baktygul Shamshidinova from the Kyrgyz NTC and Ms. Saule Khamzina from the USAID Quality Reading Project Kyrgyz Republic presented the results from the 2014 EGRA baseline in The Kyrgyz Republic. Mr. Aliev Abdujabbor, Director Pre-Primary and Secondary Education represented the Republic of Tajikistan MOES at the Conference and co-presented with Mr. Fayziddin Niyozov, Education Advisor for the USAID Quality Reading Project Tajikistan, on the competency based standards setting and assessment process undertaken in Tajikistan. Mr. Abdullah Ferdous, Ph.D., opened the panel with a presentation on standards setting within USAID’s reading framework and its use in the USAID Quality Reading Project. Participation in the CIES conference allowed project staff and related Ministry stakeholders to attend presentations, meetings, and events on reading, standards, and evaluation from around the world. Lessons learned from this conference and meetings with the AIR reading, standards, and assessment technical experts are incorporated into USAID Quality Reading Project activities and within the MOES in each country. The formative assessment experience of AIR in Latin America is now included in the formative assessment task included in the Year 3 work plan.



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

IV. Progress against Work Plan

Table 5. Status of Activities – Kyrgyz Republic

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments		
			Oct 14'	Nov	Dec	Jan 15'	Feb	Mar	April	May	Jun	Jul	Aug	Sept					
1	Program Start-Up																		
2	Deliverable: Finalize Implementation annual work plan	AIR																Not planned this quarter	Year 2 Work Plan was updated and resubmitted Jan 15'
3	Deliverable: Finalize PMEP	AIR																Accomplished	PMEP baseline was submitted in 01 Nov 2014, revisions to PMEP based on baseline is submitted with the Oct-Dec 14' Quarterly Report. A new PMEP was also submitted with the revised proposal in June 15'.
4	Intermediate Result 1: Improved reading instruction in grades 1-4																		
5	Sub Result 1.1: Conduct a baseline qualitative analysis																		
6	Deliverable: Presentation of key findings baseline qualitative	AIR, NTC															1 workshop with MOES to present key findings (workshop will be same workshop as for baseline)	Accomplished	Study complete and submitted to USAID March 14'. Presentation of key findings presented at Dec 14' baseline dissemination workshop.
7	Sub Result 1.2: Design in-service training (IST) package																		
8	Deliverable: Finalize reading standards for grades 1-4	SC, MOES, KAE															10 000 Hard copies in Russian and Kyrgyz languages printed and disseminated to participants of LB IST, MOES and KAE. Hard and electronic copies in Russian, Kyrgyz and English languages to COR.	Accomplished	Approved by KAE on June 2014. Electronic and hard copy to COR (in English) on September 2014.
9	Deliverable: Final IST packages approved	SC, MOES, KAE															Order of Approval from KAE and Copies of IST materials (10000 copies-36 days, 10000 copies-5 days, 1000 copies - 10 days TOT)	Accomplished	Approved by KAE on June 2014. Electronic and hard copy to COR (in English) on September/October, '14
10	Sub-Result 1.3: Conduct in-service trainings for teachers and other educators																		

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments	
			Oct '14'	Nov	Dec	Jan '15'	Feb	Marc	April	May	Jun	Jul	Aug	Sept				
11	In-Service Teacher Training Conducted	SC, MOES														Two per 10 days TOT. One in Jalal-Abad for participants from Talas and Jalal-Abad (49 participants) and the other in Bishkek for participants from Bishkek and Chui (51 participants). Total 100 trainees were trained in Aug '14	Accomplished	Approval of National Trainers by MOES.
12	Cohort 1 School based trainings through rollout of 90-minutes micro-modules	SC														In 620-target schools, Cohort 1 for 3516 primary school teachers will be conducted 72 hours LB IST and 1240 mentors will be trained. At the end all teachers and mentors will receive Certificate from KAE	Accomplished	Started September 2014. Head of Methodological Unit (HMU) meet with teachers on a regular basis for 90-minutes micro-modules workshops. Now the documents for teacher certification are selecting
13	Identify National Trainers and Master Trainers Cohort 2 - 3.	SC, MOES														Cohort 2: about 55 NT and MT identified in Oct '14, for Osh and Batken; Cohort 3: 25 in May, '15 for Naryn and Issyk-kul	Accomplished	Selection process for trainers at second level is accepted. Accomplished for Cohort 2 and master trainers for Cohort 3 completed
14	Conduct 10-Days TOT for National Trainers for Cohort 2 and 3.	SC														Cohort 2: Nov '14 Batken and Osh 55 NT will trained, Cohort 3: Jun-July, '15 Naryn and Issyk-Kul 25 NT will trained	Accomplished	Accomplished for Cohort 2. For Cohort 3 were removed since there are enough National trainers from other oblasts.
15	Conduct 5-Days training for Cohort 2 and 3 Master Trainers and primary school teachers at target districts level.	SC														Cohort 2 in Jan '15 and Cohort 3 in Aug '15. Total: about 4022 primary school teachers and 1792 DDs, HMU trained on 5 days LB IST	Accomplished	Local Education Department, DDs, HMU and primary school teachers participate in trainings. Accomplished for Cohort 2. For Cohort 3 was conducted on August 2015
16	Cohort 2 and 3 School based trainings through rollout of 90-minutes micro-modules.	SC														Cohort 2: about 487 schools and 2842 teachers from Batken and Osh from Jan '15 until Dec '15. Cohort 3: about 198 schools and 1180 teachers from Naryn an Issyk-Kul from Sep '15- until May '16. Total about 4022 primary school teachers will be conducted 72 hours school based LB IST and 1792 mentors will be trained. At the end all teachers and mentors will receive Certificate from KAE	On-Going	HMU meet with teachers on a regular basis for 90-minutes micro-modules workshops. On-going Cohort 2

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments
			Oct 14'	Nov	Dec	Jan 15'	Feb	Marc	April	May	Jun	Jul	Aug	Sept			
17	Teacher Training for School for the Blind in Bishkek and Osh	AIR, SC													80 Teachers in School for the Blind in Bishkek and 34 teachers in Osh receive training and TA from Perkins School for the Blind	Not planned this quarter	This activity is included in modified budget
18	Sub-Result 1.4: Strengthen systems for teacher mentoring/coaching																
19	Distribute guides to regional In-service TTI staff and deputy school principals on Primary Grade Cohort 1, 2 3 (IR 1.2-part of teachers package)	SC, MOES													About 4000 trainer's materials, as part of Teachers packages in Russian, Kyrgyz languages.	On-Going	DDs, HMU use module on mentoring, as part of teachers' package
20	Provide mentoring to Cohort 1 teachers	SC, DDs, HMU													About 3516 primary school teachers receive mentoring support	On-Going	Started September 2014. DDs and HMU use mentoring tools from IST package
21	Provide mentoring to Cohort 2 teachers	SC, DDs, HMU													Feb '15 until Dec '15 (Batken and Osh) and about 2842 primary school teachers receive mentoring support	On-Going	Head Teachers and School Directors use tools
22	Provide mentoring to Cohort 3 teachers	SC, DDs, HMU														Not planned this quarter	
23	Launch portfolio system for evaluation of Cohort 1 teachers competencies - (in TT package IR 1.2)	SC, MOES, KAE													In 620-target schools, Cohort 1 for 3516 primary school teachers will develop portfolios. At the end, all teachers and mentors will receive Certificate from KAE	Accomplished	MOES / KAE accepts portfolios as a basis for teacher evaluations and certification. Certificates will be distributed to teachers of school Cohort 1 target schools on Celebration Teacher's Day in Kyrgyzstan, October 09, 2015.
24	Launch portfolio system for evaluation of Cohort 2 teachers competencies	SC, MOES													Cohort 2: about 487 schools and 2842 teachers from Batken and Osh from Jan '15 until Dec '15.	On-Going	Local TTIs accepts portfolios as a basis for teacher evaluations and certification
25	Launch portfolio system for evaluation of Cohort 3 teachers competencies	SC, MOES													Teachers portfolios	On-Going	Discussion on Agreement with local TTIs for accepting portfolios as a basis for teacher evaluations and certification started in Cohort 2 and 3 oblasts.
26	Sub-Result 1.5: Implement classroom-based reading diagnostics (process focused); administer national, standardized reading assessments (outcome focused), such as an EGRA, in a representative sample																

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments	
			Oct 14'	Nov	Dec	Jan 15'	Feb	Marc	April	May	Jun	Jul	Aug	Sept				
27	Review EGRA tests (section vocabulary), M&E tools	AIR, NTC														EGRA test	Accomplished	EGRA tool was finalized
28	Deliverable: Reading assessment report (Baseline)	AIR, NTC															Accomplished	Report Submitted and presented
29	Training of Test Administrators	AIR, NTC														90 test administrators trained (Bishkek, Chui, Talas, JA)	Accomplished	
30	Administer outcome focused assessment tool – mid-term (1 st wave districts/schools)	AIR, NTC															Accomplished	
31	Administer outcome focused assessment tool – mid-term (Cohorts 2 and 3 districts/schools)	AIR, NTC															Not planned this quarter	Students are available for testing (MOES prioritizes the assessment over other year-end activities)
32	Data Scanning	AIR, NTC															Accomplished	
33	Psychometric data analysis and reporting (automated) results of the outcome focused assessment	AIR, NTC															Accomplished	
34	Deliverable: Reading assessment report (mid-term Cohort 1)	AIR, NTC															Accomplished	Report Submitted
35	Deliverable: Reading assessment report (mid-term Cohort 2 and 3)	AIR, NTC															Not planned this quarter	
36	Conduct Household (or community) surveys in conjunction with reading assessments to determine quantity of reading materials at home or in out-of-school activities	AIR, NTC															Accomplished	NOTE: This deliverable has been tied in with the assessment timelines, making it more efficient and practical
37	Administer outcome focused assessment tool – end of project (all targeted districts)	AIR, NTC															Not planned this quarter	By June 2017. Students are available for testing (MOES prioritizes the assessment over other year-end activities)
38	Intermediate Result 2: Increased availability of reading materials																	
39	Sub-Result 2.1: Conduct a comprehensive review of the quantity of primary grade-level reading material available in Kyrgyzstan																	

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments
			Oct 14'	Nov	Dec	Jan 15'	Feb	Mar	April	May	Jun	Jul	Aug	Sept			
40	Finalize and submit comprehensive review	AIR, MOES													Report Completed and submitted to USAID	Accomplished	done in 2014
41	Sub-Result 2.2: Ensure a mix of reading materials are used by schools and communities																
42	Develop a set of options and recommendations (to USAID and the MOES) for creating a mix of low-cost, grade appropriate materials	AIR, MOES													Memo	Slight Delay	To be submitted to USAID next quarter
43	Provide support to KAE to develop training module to train on criteria to develop/ procure appropriate reading materials	AIR, SC, MOES													Training module	Accomplished	Part of IST
44	Provide low-cost primary grade materials available for classroom use and at home in all targeted communities	SC													Newspaper, TV, radio, handmade small books, (200,000 pieces total)	Delayed	Funds for this activity is in modified budget was approved 01 September, so this activity will be delayed.
45	Organize National Children's Book Competition	AIR, SC, MOC, RCL														Accomplished	this year were within National Book Day on December, 12; International Literacy day on September, 8; and World book day on April 23, 2015
46	Deliverable: Options memo detailing options and recommendations for creating a mix of low-cost, grade-appropriate materials	AIR, SC													Memo provided to USAID	Slight Delay	To be completed upon Modified budget will approved.
47	Intermediate Result 3: Increased out-of-school reading time																
48	Sub-Result 3.1: Increase public awareness about the importance of reading as a cornerstone of education and life-long success																
49	Review current practices in reading advocacy campaigns	AIR														Delayed	UNICEF, AKF and USAID are the main partners working with the MOES to improve reading standards. QRP worked closely with these organizations in discussing advocacy campaigns and worked together to develop a PSA
50	Submit the review to MOES	AIR													Memo to USAID and NSC-R	Delayed	

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments	
			Oct 14'	Nov	Dec	Jan 15'	Feb	Marc	April	May	Jun	Jul	Aug	Sept				
	Parent reading information cards	SC															Accomplished	Local consultant developed Parents Palm card. Conducted TOT for Community mobilizers. In August planning to printing them
51	Hire consultant and develop reading information cards	SC														1 set of 20 cards developed	Accomplished	Consultant completed her job
52	Print and disseminate reading information cards (for Cohort 1, 2) School Communities	SC														39 000 sets of Reading information cards printed. 30 sets of reading information cards disseminated per (Cohort 1 and 2) 1100 school/ communities. Total: 33 000	On-Going	The cards were developed and now At the stage of tender announcement for printing. The dissemination will starting on October 2015 to be completed since Modified budget approved.
53	Define target community members and conduct orientation workshop/ sessions with PTA, School administrators. Community leaders, women groups to present and discuss reading information cards with population	SC														33,000 community members (30 per 1100 schools/community Cohort 1 and 2) get workshop materials/guidance on how to read with children in Russian and Kyrgyz languages	On-Going	Community Members are targeted in Cohort 1, 2 and 3 Manual for Community action is adapted and training in November 2015- January 2016 for community and target schools librarian, since Modified budget approved.
54	Deliverable: Parents and communities guidance on how to read with children	SC														Electronic and hard copy to COR (in English) on December 2014	On-Going	Developed and will printing on October 2015 since Modified budget approved.
55	Explore what is possible with Public Private Partnership to support Reading	SC															Accomplished	during World Book Week on April, 2015 were explored that Public private organizations can support reading events
	Mobile Theater/Libraries																Accomplished	Total 7 Mobile theaters (1 Osh, 1 Batken, 2Talas, 1 in Jalal-Abad, 2 in Bishkek) and libraries were organized during April 2015
56	Develop TOR for Republican Children's Library (RCL) to design and conduct community outreach programs	AIR - SC														TOR	Slight Delay	Children's Library will start conducting outreach programs within modified budget. So this activities slight delay since Modified budget approved in September 2015.

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments
			Oct 14'	Nov	Dec	Jan 15'	Feb	Marc	April	May	Jun	Jul	Aug	Sept			
57	Sign a cooperation agreement with RCL	AIR - SC													Cooperation agreement	Not planned this quarter	Deleted as it was decided with RCL that an agreement is not necessary since there is a MOU with Ministry of Culture in place
58	Support RCL to create Mobile Theater and Mobile Libraries at regional level using Book Chests Resources	SC - RCL													620 Mobile Libraries created under Cohort 1, Cohort 2 start developing complete Year 3	Not planned this quarter	Purchase of Books is linked to modified budget, which was approved 01 September 2015. QRP has been requested by USAID to delay the purchase of books while the status of the bilateral is being reviewed.
59	Conduct outreach programs to children and communities to promote reading - Cohort 1, 2 target districts	SC - RCL													2 outreach programs materials per 1500 school/community (Cohort 1: 1240 and Cohort 1 one outreach program in Year Two, Cohort 2: 487 activities)	On-Going	Ongoing with IST training
60	On-going monitoring and supervision of outreach programs	AIR - SC													Tool/instruments	On-Going	M&E Team support with monitoring tools
	Hold National Book Day															Accomplished	23 April , World Book day
61	Support RCL to design and plan National Book Day	SC, AIR, MOES, MOC, NSC - R													Agenda	Accomplished	23 April , World Book day
62	Design and conduct a variety of competitions around reading	SC, AIR, MOES, MOC, NSC - R													Agenda	Accomplished	23 April , World Book day
63	Present the results of competitions in National Book Day and present awards	SC, AIR, MOES, MOC, NSC - R														Accomplished	23 April , World Book day
64	Disseminate Baseline Reading assessment results and household survey results	AIR														Accomplished	Conference Held 4 December 2014
65	Conduct regular household (or community) surveys to gauge awareness on importance of reading etc. (In conjunction with IR 2)	AIR														Accomplished	Completed with Cohort 1 mid-line
	Parents/Family Program	SC														On-Going	

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments	
			Oct 14'	Nov	Dec	Jan 15'	Feb	Mar	April	May	Jun	Jul	Aug	Sept				
66	Hire consultant and develop/adapt LB Parents Flipbook	SC														10 000 LB Parents Flipbook in Russian, Kyrgyz and English languages	Accomplished	developed
67	Support the communities around target schools to create or support existing groups to focus on reading	SC															On-Going	Community mobilizers and coordinators are working with EDD and Local Libraries
68	Train volunteers and members of groups to conduct community reading awareness campaign to encourage parents reading for their children	SC														3 per 1100 school/community total 3300 volunteers and group members trained.	On-Going	
69	On-going monitoring and supervision of parents program	SC, AIR														Tools/ instruments	Not planned this quarter	will starting next quarter after training on Parents program
	Media Public Awareness Reading Campaigns																Accomplished	within National Book Day on December, 12; International Literacy day on September, 8; and World book day on April 23, 2015
70	Sign agreement with National Children's TV and National TV	AIR-SC														Agreement	Accomplished	National TV signed agreement with AKF and GPPAS as well as QRP in partnership with AKF
71	Support National Children's TV to create children reading support program	AIR-SC														Concept Note of children reading support program	Accomplished	In partnership with AKF
72	Pilot test of reading support program																Accomplished	with National TV, AKF, UNICEF
73	Broadcast reading support program on regular basis	AIR-SC															Accomplished	In partnership with AKF, linked to GGPAS support
74	Develop and implement additional reading awareness campaign	AIR-SC														One at national and one in each target school/community. Total 1100	Accomplished	Celebrating World Book day on April 23, 2015 and conduct Round Table/ Reading Steering Committee

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments	
			Oct 14'	Nov	Dec	Jan 15'	Feb	Mar	April	May	Jun	Jul	Aug	Sept				
75	Sign agreement with MOES press center, publishing house, and "Kut Bilim" newspaper staff to create campaigns to advocate reading	AIR-SC														Cooperation agreement signed	Slight Delay	This activity is slight delay since it is linked to modified budget
76	Support MOES develop, print and disseminate posters that advocates importance of reading through affiliated agencies	AIR-SC														Posters in Russian, Kyrgyz and English languages	Slight Delay	This activity is slight delay since it is linked to modified budget
77	Design and conduct International Literacy Day	SC, AIR, MOES, MOC, NSC - R														Agenda, Concept Note.	Accomplished	September 8, 2015
	School Reading Promotion	AIR-SC															On-Going	Part of IST is conducting different events at school level for promoting reading
78	Hire consultant and develop primary homeroom teacher's guide on how to conduct school and parents reading promotion activities	AIR-SC														Primary homeroom teacher's guide in Russian, Kyrgyz and English languages	Accomplished	
79	Print and disseminate Teacher's Guide on School and Parents Reading Promotion Activities through Saturday trainings	AIR-SC														10 000 teachers' guides printed and disseminated	Accomplished	
80	Conduct different activities on School and Parents Reading Promotion, such as school presentations (Tuesday Reading Parent, Family Night), performances of children's choral reading and creative dramatics, and bookmarks, leaflets, and booklists of grade-appropriate reading materials	AIR-SC														2 per school/community Cohort 1 schools/communities total of 1240 activities. Agendas and Reading materials	On-Going	
81	Sub-Result 3.2: Implement out-of-school reading activities																	

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments	
			Oct 14'	Nov	Dec	Jan 15'	Feb	Marc	April	May	Jun	Jul	Aug	Sept				
	Extracurricular activities to promote reading	SC															On-Going	
82	Develop/adapt extracurricular activities guide for DDs	SC															Accomplished	part of IST
83	Conduct training for DDs on planning and delivery of extracurricular reading activities (in conjunction with IR 1.3)	SC														1100 DDs will be trained. Agenda of the training and training materials.	On-Going	on Reading Camp Curriculum
84	Conduct extracurricular activities at school level	SC														Total: about 1240 events (2 events in each target schools). Minutes.	On-Going	activities on-going at Cohort 1 and 2 schools
	Reading Camp	SC															On-Going	Reading Camp in Cohort 1 and 2 schools
85	Adapt and Incorporate LB Reading Camp Curriculum into existing winter and summer school camps for primary grades	SC														Summer camp Curriculum in Russian, Kyrgyz and English languages	Accomplished	
86	Print and disseminate Reading Camp Curriculum and supplementary reading materials to target schools	SC, AIR														10 000 LB Reading Camp Curriculum print and disseminate to 1300 Project Target schools. Act of acceptance	Accomplished	
87	Support target schools to plan and deliver reading camps for primary grades	SC														Trainings materials as part of IST	On-Going	Reading Camps mainly take place during school holidays, but some schools are using the material throughout the year
88	Conduct monitoring and evaluation of Target School Reading Camps	SC														Monitoring Tools	On-Going	Reading Camps mainly take place during school holidays, but some schools are using the material throughout the year
89	Deliverable: LB Reading Camp Curriculum and materials adapted and incorporated	SC															Accomplished	

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments	
			Oct 14'	Nov	Dec	Jan 15'	Feb	Marc	April	May	Jun	Jul	Aug	Sept				
	Jump Start	SC															On-Going	QRP as member of WG in collaboration with MOES and PMU at GPE. The training modules developed with support of QRP and about 3300 teachers trained on JumpStart program by WB
90	Review existing one-year preschool preparation programs	SC, MOES, WB	■													As a member of WG at the MOES	Accomplished	One-year preschool preparation program curriculum is developed, QRP provided support on Reading and writing part.
91	Develop and incorporate jump-start program and learning materials to the one-year pre-school preparations of intended Grade 1 students	SC	■	■										■		1100 Jump Start program (one per each target school)	Accomplished	One-year preschool preparation program curriculum is developed, QRP were involved in the development committee.
92	Print and disseminate jump-start program and materials to target schools (Cohort 1, 2)	SC		■	■		■	■						■	■	10 000 Jump Start Modules print and disseminate to 1100 Target schools. Act of acceptance	Accomplished	through trainings for teachers the program were disseminated
93	Train volunteers from upper grades to conduct jump start program in target schools (Cohort 1, 2)	SC			■	■	■	■	■	■	■	■	■	■	■	5500 volunteers (5 per each 1100 target schools) trained and get training materials	Not planned this quarter	JumpStart is now attached to the GPE program. Training is through the PMU at GPE.
94	Deliverable: Jump Start Program and Learning materials incorporated into pre-school preparation program	SC									■						Accomplished	done
	Book Chest / Mobile Library (also see SIR 3.1)	SC, MOC															On-Going	
95	Select, translate and edit Literacy Boost Book Bank materials/texts	SC		■	■											LB Book Bank Materials in Russian, Kyrgyz and English languages	Accomplished	
96	Identify and purchase additional readers/books for creating Book Bank collection	SC	■	■	■	■	■	■									On-Going	Waiting for Modified budget approval to purchasing can begin. With GPASS

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments	
			Oct 14'	Nov	Dec	Jan 15'	Feb	Marc	April	May	Jun	Jul	Aug	Sept				
97	Disseminate Book Chests to target schools (Cohort 1, 2, 3)	SC														One Book Chest per community or school. Cohort 1, total 620 Book Chests disseminated	On-Going	with USAID GPASS
98	Identify, train and contract community mobilizers for each target field (Cohort 1, 2, 3)	SC														To hire 1 Community Mobilizers per each target field. Total:7)	Accomplished	
99	Conduct regular community reading activities using Book Chests	SC														2 per school/community, Total 1,240 Cohort 1	On-Going	Community Reading activities exist using low cost reading material and community libraries
100	Monitoring of the facilitation of Book Bank activities	SC, AIR														Monitoring Tools	On-Going	
	Reading Buddies	SC															Accomplished	Within Reading camp through this year 2015
101	Hire consultant and develop training modules on implementing after-school reading practices	SC														Training Materials in three languages	Accomplished	Part of IST
102	Train deputy directors and head of MU and community members to plan and facilitate reading buddies approach in target schools	SC														10,100 DDs trained	Accomplished	Part of IST
103	Deliverable: School and communities training module to increase and implement after-school reading practices	SC															Accomplished	on printing
104	Intermediate Result 4: Increased government support to improve reading																	
105	Sub-Result 4.1: Increase dialogue about the existing environment for reading acquisition																	
106	Hold policy workshops best practices/policy	AIR, SC														Agenda, Minutes	Accomplished	Held one policy workshop/round table at the end of Literacy Week in April.
107	Hold quarterly briefings with Minister of Education	AIR, SC														Minutes	Accomplished	Please note, that as of September 2015, QRP was notified of a new protocol to set appointments with the MOES. The new protocol is cumbersome.

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments	
			Oct 14'	Nov	Dec	Jan 15'	Feb	Mar	April	May	Jun	Jul	Aug	Sept				
108	Disseminate summaries, reports, findings to regional, district, and school-level MOES and other stakeholders	AIR, SC														Districts, schools Cohort 2 - about 487 schools and Cohort 3 - about 198 schools receive a fact sheet on results	Accomplished	December 4, 2014, Dissemination Conference was held in Bishkek.
109	Sub-Result 4.2: Increase capacity to use reading assessment results																	
110	Review and assess existing education management information systems	AIR														Report on review	On-Going	
111	Develop capacity building plan (national assessment centers)	AIR, NTC														Plan	Slight Delay	Capacity Building Plan for NTC completed, working with NTC to define QRP training within this plan. Training will take place in November 2015
112	Organize capacity building workshops	AIR, NC														Build capacity of 25 specialist	Delayed	Training will take place November 2015.
113	Present findings on reading assessments to Reading Assessment Committee and NGOs and research institutions	AIR, MOES, NTC														A workshop to present findings is conducted	Accomplished	Conducted baseline dissemination conference 4 December 2014, a workshop is planned for 26 November to review the Cohort 1 mid-line.
114	Analyze and submit recommendations to MOES	AIR, NTC														Recommendations provided to MOES	Not planned this quarter	
115	Sub-Result 4.3: Strengthen the enabling environment to support improved reading instruction reform																	
116	Work through NSC-R to link components of the project directly to policy initiatives that are identified in each countries' education strategy	AIR, SC, MOES, donors, NGOs														TOR NSC-R. Minutes of the Total 12 (1 per Quarter) NSC-R meetings	Accomplished	meeting of National Committee on reading were conducted this year on February 20, March 18 and on April 24, 2015
117	Promote laws, policies, regulations, and foundational education documents developed or modified to support improved practices	AIR, SC, MOES, donors, NGOs														New Standard on Reading for Grades1-4 in Russian, Kyrgyz developed and approved and translated into English language	Accomplished	
118	Develop a strategic plan to scale-up successful project interventions, including major challenges	AIR, SC, MOES, donors														Strategic Plan created with MOES	Not planned this quarter	
119	Monitoring & Evaluation																	

	Activities/Deliverables	Responsible	FY15												Outputs/Products	Status	Comments	
			Oct 14'	Nov	Dec	Jan 15'	Feb	Marc	April	May	Jun	Jul	Aug	Sept				
120	Finalize PMEP	AIR														PMEP updated and submitted to USAID	Accomplished	PMEP submitted with Oct-Dec 2014 Quarterly Report
121	Quarterly Performance Reports	AIR														Quarterly Performance Reports submitted to USAID	Not planned this quarter	
122	Participant Training Reports	AIR, SC														TraiNet is updated quarterly	Accomplished	Updated Quarterly
123	Annual Performance Reports	AIR														Annual Reports submitted to USAID	Accomplished	1st annual report was submitted October 2014; 2nd Annual Report is submitted on November 2015

V. Coordination with host governments, donors and implementing partners

Table 6. Key Meetings with USAID and Partners

Date / Location	Attendees	Subject	Follow-up / Notes
14/10/14 MOES	USAID QRP staff Deputy Minister of Education	Introduction of the Year 2 WP	Work Plan
21/10/14 KAE	QRP staff	Official certificates for teachers of target school have been trained for 72 hours	Agreement and Order
03/12/14 MOES	USAID QRP Staff of the Deputy Ministry of Education	Agenda of the National Book Day, December 12.	Agenda
04/12/14 MoC	USAID QRP Deputy Minister of Culture	QRP project activities updating and Agenda of the National Book Day, December 12.	Work Plan and Agenda
26/01/2015 WB PMU at MOES	QRP PMU staff	School preparatory program\Jump Start	Partnership issues
03/02/2015 MOES	QRP Deputy Minister of Education	Agenda of the National Steering committee on February 20.	Agenda and list of participants
04/03/2015 MOES	QRP Deputy Minister of Education	Project updating and Agenda for the World Book Day Celebration	Updating WP and Agenda
20/04/15 KAE	QRP KAE staff	Process of the certification issues	Discuss developed teachers package for certification
05/04/15 Ministry of Culture	QRP USAID	Meeting with Minister and the staff for discussion issues regarding celebration of National Book day on April, 23.	Agreement
11/05/15 MOES	QRP Specialists of the Department on School, out of school and preschool activities	Summer Camp	Order on Summer Camp send to QRP field staff
19/05/15 AKF	QRP AKF GGPAS	Discussed partnership on developing Television Show to promote family reading	Episodes developed by AKF
16/07/15 MOES	QRP Deputy Minister of Education	Order for IST, Cohort 3	Order send to Issyk-Kul and Naryn

VI. Summary of Administrative, Operational and Staffing Issues

Operations

- During this year, regional USAID Quality Reading Project offices were established in each target regions at the regional TTIs, Regional Methodological centers, or at schools. The USAID Quality Reading Project Regional Teams managed to build very good relationships with the regional education and local authorities structures to support the Level 2 and 3 IST, out-of-school activities, and following up on mentoring activities.
- There were procurements of printing training materials, Reading Camp Manual, and catering for level 1 and 2 IST as well as out of school activities.
- During this reporting period, the USAID Quality Reading Project Team conducted quarterly meeting in Bishkek to review the each quarterly work plan based on lessons learned from the previous quarterly project implementation and plan activities for the next quarter.

Project Staffing

- Todd Drummond, PhD, joined the American Institutes for Research on September 1, 2015 as a Senior Psychometrician. He will support the USAID Quality Reading Project in the areas of EGRA, summative assessment, and capacity building of the National Testing Center.
- All national staff salaries are in accordance with local practices in the Kyrgyz Republic and the guidelines of SC and AIR in the Kyrgyz Republic. Note: all staff and their Level of Effort are listed in Attachment C.
- This year, six Regional Field Coordinators in Chui, Talas, Osh, Batken, Jalalabad, and Naryn were hired. These positions lead program activities in the all targeted regions by providing capacity building training and follow-up mentoring to regional and district education authorities.
- This year, four Regional Field M&E Coordinators were hired for Naryn, Issy-Kol, Talas and Jalabad. A Database Coordinator was also hired full-time as of September 2015.
- SC proposed the position of Finance Officer to be responsible for day-to-day finance processes, payments, verification of vouchers, posts transactions into the automated financial system, and oversee banking functions. Initially, it was held by Kunduz Toktogaraeva. Then Dinara Otorbaeva was employed to this position at the beginning of 2015.
- Field Logistics Office. SC proposed the position of Logistics Officer to be responsible for supporting program staff with logistics and arranging trainings and events throughout the country. Chinara Karabekova was employed to this position since the February 2015.
- Due to the high representation and management oversight, the Lead Education Specialist title was changed to Education Project Manager. Since December 2014, Chinara Dzhumagulova continues in the position of USAID Quality Reading Project - Education Project Manager.
- The project hired seven Community Mobilizers in the Kyrgyz Republic. Please note this position was previously titled Book Bank Facilitator/Community Mobilizer.

Table 7. Completed International Travel this Quarter

Name of Traveler	Destination (s)	Dates of Travel	Purpose of trip
Kathryn Fleming	Bishkek, Kyrgyz Republic	August 23-29, 2015	Acting COP to participate in meetings on non-renewal of USAID and Kyrgyz bilateral agreement

VII. Planned Activities for the Next Quarter (October 2015- December 2015)

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

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

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

- Approval of the Standards on Reading and writing for primary school.

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

- Cohort 2, 3, and 4 school-based trainings through rollout of 90-minutes micro-modules
- Conduct 5-Days training for Cohort 4 Master Trainers and primary school teachers at target districts level on January 2016.

Sub Result 1.4: Strengthen systems for teacher mentoring/coaching

- Provide mentoring to Cohort 1, 2, 3, and 4 teachers
- 2 Days training on Mentoring at District level for schools Deputy Directors, HMUs and Teachers Cohorts 3 and 4 in January 2016
- Training on mentoring for trainers/mentors

Intermediate Result 2: Increased availability of reading materials

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

- Completed and previously submitted to USAID

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

- Organize National Children's Book Competition

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

- Meeting of National Steering Committee on Reading
- Continue discussion with newspaper "Til jana Madaniyat" and sign contract.
- To develop joint Annual Work plan with Republican Children Library Bayalinov.
- Print and disseminate reading information cards (for Cohort 1, 2, 3, and 4) School Communities
- Conduct outreach programs to children and communities to promote reading - Cohorts 1, 2, 3, and 4 target districts

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

- Reading Camps throughout the academic year - winter holiday and summer holiday 2015-2016
- Parents Programs trainings for Mentors in 2015-2016
- Celebration National as well as World Book Days, International Literacy Day
- Support National Children's TV to create children reading support program
- Conduct extracurricular activities at school level
- Monitoring of implementation of JumpStart program and learning materials to the one-year pre-school preparations of intended first grade students
- Provide support to JumpStart program with materials to target schools (Cohort 1-4)

- Train Deputy Directors, HMU and community members to plan and facilitate reading buddies approach in target schools

Intermediate Result 4: Increased government support to improve reading

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

1. Celebration of Reading December 11, 2015 throughout the country

Sub Result 4.2: Increase capacity to use reading assessment results

1. Regional Capacity Building Workshop in Bishkek, KG for NTC representatives from Tajikistan and the Kyrgyz Republic
2. Dissemination of EGRA Cohort 1 Midline report with Reading Committee and Oblast Education Heads

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

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

Table 8. Planned International Travel for next quarter

Name of Traveler	Destination(s)	Dates of Travel	Purpose of Trip
Safina Zoiri	Bishkek, KG	October 4-11, 2015	Regional financial management and training
Barbara Greenwood	Dushanbe, TJ	November 9-13, 2015	Quarterly meeting with USAID and staff
Amy Todd	Bishkek, KG	November 15-27, 2015	<ul style="list-style-type: none"> • Planning for tablet data collection for 2016 midterm data collection • PMP data quality review
Suhrob Animov	Bishkek, KG	November 15-27, 2015	<ul style="list-style-type: none"> • Planning for tablet data collection for 2016 midterm data collection • Participate in combined NTC Capacity Building Workshop • PMP data quality review
Kathryn Fleming	Bishkek, KG	November 18-20, 2015	PMP data quality review
Todd Drummond, PhD	Bishkek, KG and Dushanbe, TJ	November 22-27, 2015 and November 28-December 5, 2015	<ul style="list-style-type: none"> • Lead combined NTC Capacity Building Workshop • Lead Midterm EGRA dissemination event • Facilitate Grade 3 EGRA development workshop with Tajik NTC
Sherali Saidoshurov	Bishkek, KG	November 22-27, 2015	Participate in combined NTC Capacity Building Workshop
Adiba Kosimova Five NTC Representatives (TBD)	Bishkek, KG	November 22-27, 2015	Participate in combined NTC Capacity Building Workshop
Pooja Nakamura, PhD	Dushanbe, TJ	December 7-16, 2015	Tajik language and textbook alignment and utility study
Barbara Greenwood	Dushanbe, TJ	TBD	USAID and MOES partners meeting

	Target met (>90%)
	Target nearly met (75%-89%)
	Target not met (<75%)

VIII. Progress against Performance Monitoring and Evaluation Plan

Table 9. Performance Monitoring and Evaluation Reporting Table and Scorecard – Kyrgyz Republic

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY2015	Actual Q1 FY2015	Actual Q2 FY2015	Actual Q3 FY2015	Actual Q4 FY2015	Total PY2	% of achievement	Score	Comments
1	Percent change in proportion of students in program schools who read proficiently according to national standards	reading skill, performance level, grade, gender, language	sample-based EGRA	yearly	34.52%	20% percent increase	n/a	n/a	n/a		20.28% percent change (41.53%) Cohort 1	100%		Assessment data April'15 (Cohort 1) Note: Indicator 1 measures <i>percent change</i> , and not percentage point change.
2*	Proportion of students in intervention schools who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	reading skill, performance level, grade, gender, language	sample-based EGRA	yearly	34.25%	50%	n/a	n/a	n/a		52.36% C1	104%		Assessment data April'2015 (Cohort 1)
Intermediate Result 1: Improved reading instruction in grades 1-4														
3	Percent of teachers/educators gaining knowledge of primary grade reading instruction from training	gender, language, cohort, region	sample-based knowledge pre and post-test	at the beginning and end of each training	-	85%	80% (Post-test C1, L2)	n/a	n/a	76,9% (Post-test C1, L3)	76.9%	90,5%		Reported on test results of Cohort 1 teachers after completing 72 hours IST
4	Percent of teachers demonstrating in the classroom instructional best practices in reading	gender, region, language	sample-based classroom observation tool	yearly	26%	50%	n/a	n/a	n/a	n/a	36.52% Russ: 40% Kyrgyz: 35%	73%		Assessment data April'15 (Cohort 1)

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY2015	Actual Q1 FY2015	Actual Q2 FY2015	Actual Q3 FY2015	Actual Q4 FY2015	Total PY2	% of achievement	Score	Comments
5	Number of primary grade students taught by teachers who have received reading training	gender, grade	training roster, school database	annually	0	130,000	130,000 (in process)	n/a	129,300 (in process)	91,374 Talas: 14,834 (7182 F; 7652 M) Chui\B: 47,260 (23,362; 23,898 M) JA: 29,280 (14,551 F; 14,729 M)	91,374 F: 45,095 M: 46,279	70%		Reported only students of C1 teachers completed the 72 hours and certified by KAE. After certification remaining teachers data on C1 will be updated in PY3
6	Number of schools getting support	region, type of support (training, material)	activity roster, school database	according to training schedule	0	1,080 (C1&2 schools)	616 (C1)	1,065	1,059 (C1&2)	1,276 (C1&2 training, mentoring support; C3 training)	1,276 (C1-608; C2-449; C3 -219)	118 %		24 schools excluded from the list of target schools, C3 schools completed L2 training has been added
7	Number of in-service training packages developed and approved by MOE	type	training package, approval document	annually	n/a		approved in PY 1				NTY			Achieved in PY 1
8*	Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support <ul style="list-style-type: none"> Trainers, MOE/ITTI/DED officials Mentors (DD, methodologist, advanced teacher) 	gender, region, cohort, level of training	training rosters	according to training schedule	n/a	4,696 (1,196 mentors; 3,500 teachers – C1)	1,904* 66 trainers (C2) Mentors: 1,219 (C1) Talas: 144 JA: 521 Chui\B: 473 Teachers: 1,534 Talas: 57 JA: 842 Chui\B: 635	3,421 (C2, L2 only) Mentors: 770 (C2) Batken: 198 Osh: 572 Teachers: 2,651 Batken: 719 Osh: 1855 Chui: 77	KG: TBD	1,690 (C3, L2 only) Mentors: 429 IK: 265 Naryn: 164	C1 – 3610 Chui\B: 1587 (333 mentors) Talas: 701 (76 mentors) JA: 1325	77%		Annually reported teachers completed 72 hours IST and certified by KAE. Because of late start of L3 trainings some of schools in Jalalabad and Chui regions will be certified with C2 schools in PY3

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY2015	Actual Q1 FY2015	Actual Q2 FY2015	Actual Q3 FY2015	Actual Q4 FY2015	Total PY2	% of achievement	Score	Comments
	<ul style="list-style-type: none"> Primary grade teachers (except mentors) 						*In August – 2,918 C1							
9	Number of teachers/other educators receiving in-service training in reading.	Note: We propose eliminating this indicator moving forward. It is duplicative of indicator 8. Our original thinking was the capture those who get a certificate and can demonstrate successful completion through a final test with indicator 8, where indicator 9 would just mark full attendance. Because the certification system differs by country, and the test is captured in a separate indicator, we don't think indicator 9 adds any new information. The following indicators will keep their original numbering for consistency in reporting.												
10	Number of in-service training materials distributed to teachers/other educators	type, # of copies	part of training roster	according to training schedule	0	2,842	2,819	11,906 5,199 L3 IST (C1) 3,311 L2 IST (C2) 3,396 L3 IST (C2)	0	5,001 2811 L3 IST (C3) 2190 L2 IST (C3)	19,726	682%		IST materials divided based on level of training, so teachers can get IST material of 2 and 3 level both, includes Cohort 3
11	Number of mentoring guides distributed to mentors	type, # of copies	material distribution records	according to training schedule	0	2,000	1,219 (C1)	1,033 (C2)	0	800 (C3)	3,052	152%		Cohort 1,2 and 3
12	Percent of teachers using results of classroom-based reading assessment	gender, school language	sample-based teacher and student questionnaire	baseline midterm C1, midterm C 2&3, endline	28%	45%	n/a	n/a	n/a		37% Kyrgyz: 28% Russ: 46.7%	82%		Assessment data April'15 (Cohort 1)
Intermediate Result 2: Increased availability of reading materials														
13	Percentage of schools and communities with adequate number of grade-level-appropriate supplementary reading materials	region, school, communities, language	Sample-based teacher, librarian and parent questionnaire	baseline midterm C1, midterm C 2&3, endline	15%	25%	n/a	n/a	n/a		17%	68%		Assessment data April'15

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY2015	Actual Q1 FY2015	Actual Q2 FY2015	Actual Q3 FY2015	Actual Q4 FY2015	Total PY2	% of achievement	Score	Comments
14	Number of supplementary reading materials for grade 1-4 students distributed to schools and communities \ libraries	Type, # of copies	material distribution roster	annually	0	200,000	0	0	0	0	0	0		Postponed, book procurement delayed as a result of bilateral agreement issue
Intermediate Result 3: Increased out-of-school reading time														
15	Percent of parents whose attitudes towards reading have changed	region, gender, language	sample-based parent questionnaire, KAP section	baseline midterm C1, midterm C2&3, endline	-	6%	n/a	n/a	n/a		30.5% (C1 only) F: 38% M: 37%	500%		Assessment data April'15 (Cohort1)
16	Percent of primary grade students participating in QRP out-of-school reading activities	region, gender	activity roster	by schedule of activities	0	50%	0	n/a	KG: 6, 323 Osh: 78 Talas: 1,555 Batken: 1,756 JA: 0 Chui/B: 2,934	KG:6,873 Osh: 3,971 Talas: 983 Batken: 1,426 JA: 128 Chui/B: 365	6,4% 13,196 (6,948 F; 6,248 M) Osh: 4,049 Talas: 2,538 Batken: 3,182 JA: 128 Chui/B: 3,299	13%		% from total number of primary grade students in C1&2 (206,075). Out-of-school activity in all schools will be continued by the end of 2016. Participants of Reading camp only
17	Percent of parents/other adults reading non-textbook materials to students at home	region, gender	sample-based parent questionnaire	baseline midterm C1, midterm C 2&3, endline	84%	84%	n/a	n/a	n/a	n/a	89.8%	107%		Assessment data April'15
18	Percent of primary grade students participating in at-home reading program	region, gender, language, grade	sample-based parent questionnaire	baseline midterm C1, midterm C 2&3, endline	90%	90%	n/a	n/a	n/a	n/a	94%	104%		Assessment data April'15

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY2015	Actual Q1 FY2015	Actual Q2 FY2015	Actual Q3 FY2015	Actual Q4 FY2015	Total PY2	% of achievement	Score	Comments
19	Number of out-of school reading activities	Region, region, school	activity roster	by schedule of activities	0	1,196 (2 per school\ community)	0	34 Talas:13 Chui\B:11 JA: -10	351 Talas: 95 (67 RC) Chui\B: 124 (121 RC) JA: 22 Batken: 99 (88 RC) Osh: 11 (4 RC)	345 Talas: 52 (46 RC) Chui\B: 23 (15 RC) JA: 17 (5 RC) Batken: 69 (66 RC) Osh: 178 (177 RC) IK - 6	732 Talas:160 (113 RC) Chui\B: 158 (136 RC) JA: 49 (5 RC) Batken: 168 (154 RC) Osh: 191 (181 RC) IK - 6	61%		Report on reading camps as well as other school \ community reading promotion activities (Reading competitions (RC), Book days etc.)
20	Number of teachers, other educators and community members (including parents) trained and equipped to implement out-of-school reading activities	Region, gender, language	training activity roster	by schedule of activities / trainings	0	2,990 (5 per school\ community)	0	0	958 (15 M; 940 F) Talas: 84 (78 F, 6 M) JA : 274 (1M, 243F) Chui\B: 171 (1M, 170F) Batken: 126 (5 M, 121 F) Osh: 303 (2 M, 201 F)	23 (F-23) JA:11 Osh :12	981 (15 M; 966 F) Batken: 126 Chui\B: 171 Talas :84 Osh: 315 JA: 285	33%		Trained on 1-day Reading camp training. Because of focus on IST out of school activities trainings have been started late
Intermediate Result 4: Increased government support to improve reading														
21*	Number of standardized reading assessments supported by USG	Cohort, Project Year	EGRA	yearly	0	1	Not this quarter		1		1	100%		April 2015

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY2015	Actual Q1 FY2015	Actual Q2 FY2015	Actual Q3 FY2015	Actual Q4 FY2015	Total PY2	% of achievement	Score	Comments
22	Number of administrators and officials successfully trained on using reading assessment results	gender, institutions	EGRA dissemination workshop roster	by workshop schedule	0	50	65	0	0	0	65	125%		1 day Conference conducted in December'14
23*	Number of laws, policies, regulations or guidelines developed or modified to improve primary grade reading programs or increase equitable access	n/a	Gov't. docs	Annually	0	0								Reading Standard updated according the new regulation in Q4, will be re-approved in PY3

IX. Success Stories

See Attached File

X. Attachments

Attachment A: Equipment

Non-Expendable USG Equipment per page 24 of Contract Modification #3

Asset ID	Equipment Type	Description	Acquisition Date	Model #	Purchase Price KGS	Purchase Price USD
0055	IT equipment	Laptop	21 January 2014	Dell Vostro 3560 15,6"	40412.00	\$ 810.15
0056	IT equipment	Laptop	21 January 2014	Dell Vostro 3560 15,6"	40412.00	\$ 810.15
0057	IT equipment	Laptop	21 January 2014	Dell Vostro 3560 15,6"	40412.00	\$ 810.15
0058	IT equipment	Laptop	21 January 2014	Dell Vostro 3560 15,6"	40412.00	\$ 810.15
0059	IT equipment	Laptop	21 January 2014	Dell Vostro 3560 15,6"	40412.00	\$ 810.15
0060	IT equipment	Laptop	21 January 2014	Dell Vostro 3560 15,6"	40412.00	\$ 810.15
0061	IT equipment	Laptop	21 January 2014	Dell Vostro 3560 15,6"	40412.00	\$ 810.15
0062	IT equipment	Photocopier HP Laser Jet Pro 400	21 January 2014	MFP M425dw (CF288A)	36377.00	\$729.25
0063	IT equipment	Printer HP LaserJet Pro 200	21 January 2014	M251n (CF146A)	22245.00	\$445.95
0071	IT equipment	Screen with tripod	18 February 2014	180*180	4638.00	\$ 88.69
0072	IT equipment	Projector	18 February 2014	ACER X112	19610.00	\$379.44
0077F	IT equipment	Printer Canon	25 December 2014	I-Sensys MF4870dn	24565	\$426.89
0114	IT equipment	Desktop, Monitor	02 March 2014	OptiPlex 3010 MT	85719.00	\$ 1,711.00
0115	IT equipment	Desktop, Monitor	02 March 2014	OptiPlex 3010 MT	85719.00	\$ 1,711.00
0116	IT equipment	Desktop, Monitor	02 March 2014	OptiPlex 3010 MT	85719.00	\$ 1,711.00
0117	IT equipment	Server	02 March 2014	Dell PowerEdge T110 II	145987.00	\$ 2,914.00
0118	IT Equipment	Scanner	07 March 2014	DR-G1100	435455	\$ 8,025.30
0119	IT equipment	Desktop	27 May 2014	Intel Core i3, ASUS P8H61-M,	47364.00	\$911.51
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	\$911.51
0122	IT equipment	Monitor	27 May 2014	LCD 21,5", AOC E2251SWN LED		
0145F	IT equipment	Laptop	25 December 2014	ACER Aspire E1-570	42194.00	\$733.26
0146F	IT equipment	Laptop	25 December 2014	ACER Aspire E1-570	42194.00	\$733.26

Asset ID	Equipment Type	Description	Acquisition Date	Model #	Purchase Price KGS	Purchase Price USD
0147F	IT equipment	Laptop	25 December 2014	ACER Aspire E1-570	42194.00	\$733.26
0148F	IT equipment	Laptop	25 December 2014	ACER Aspire E1-570	42194.00	\$733.26
0149F	IT equipment	Laptop	25 December 2014	ACER Aspire E1-570	42194.00	\$733.26
0150F	IT equipment	Laptop	25 December 2014	ACER Aspire E1-570	42194	\$733.26
0151F	IT equipment	Laptop	25 December 2014	ACER Aspire E1-570	42194	\$733.26
00157F	IT equipment	Printer Canon	25 December 2014	I-Sensys MF4870dn	24565	\$426.89

Attachment B: Reports, Analyses, Documents Produced

1. Quarterly Report October-December 2014
2. Quarterly Report January-March 2015
3. Quarterly Report April-June 2015
4. Two-Day Training packages on Mentoring. (Russian and Kyrgyz) and translated into English
5. Adapted Parents Program (Kyrgyz, Russian) and translated into English
6. 20 Parents Cards
7. Adapted Community Action guideline (Kyrgyz, Russian) and translated into English
8. <https://youtube/sclAa7qrw28>
9. <https://youtube/9J4aXjDAsc>
10. CD with 20 pictures

Attachment C: USAID Quality Reading Project - Personnel Summary

*Salary information will be provided separately to USAID

AIR

	Name	Title	LOE	Salary Rate/KGS
1	Safina Zoiri	Regional Finance Manager [†]	50%	-
2	Saule Khamzina	M&E Manager KG	100%	-
3	Aikynai Yusupova	M&E Field Coordinator (Chui)	100%	-
4	Aizada Sarybaeva	KG Finance Officer	100%	-
5	Diana Raeva	Administrative/Procurement officer	100%	-
6	Jyldyz Kubanychbekova	Administrative/Finance assistant	100%	-
7	Aigerim Kaldybaeva	Administrative/Procurement Assistant	100%	-
8	Asel Toibolotova	Cleaner	100%	-
9	Gulnara Aijigitova	M&E Field coordinator based in Batken	100%	-
10	Ulukbek Zhanikulov	M&E Field Coordinator in Batken	100%	-
11	Mariya Sultanova	M&E Field Coordinator in Jalal-Abad	100%	-
12	Kubatbek Asan Uulu	M&E Field Coordinator in Naryn	100%	-
13	Saiera Abdurakhmanova	M&E Field Coordinator in Osh	100%	-
14	Aida Asanbekova	M&E Field Coordinator in Talas	100%	-
15	Temirbek Zhanadilov	M&E Field Coordinator in Issyk-Kul	100%	-
16	Saparbek Omorov	Data Coordinator	100%	-
17	Aziz Shadiev	Part-time IT specialist/Service agreement	100%	-
18	Andrei Gladkov	Driver/Service agreement	100%	-

[†]Regional Finance Manager's LOE is 50% Tajikistan and 50% The Kyrgyz Republic

Save the Children

	Name	Title	LOE	Salary Rate/KGS
1	Thomas Wimber	Country Director	8%	-
2	Chinara Dzhumagulova	Project Manager - Bishkek	100%	-
3	(Vacant)	Regional Field Coordinator Chui	100%	-
4	Svetlana Khudayberdieva ~	Regional Field Coordinator Chui	100%	-
5	Abai Aitikulov ~	Regional Field Coordinator Chui	100%	-
6	Asylgul Toktobaeva	Regional Field Coordinator Issyk-kul	100%	-
7	Zuhriddin Saadabekov	Regional Field Coordinator Talas	100%	-
8	Kubanychbek Nishanov	Regional Field Coordinator Osh	100%	-
9	Aigul Mamadieva	Regional Field Coordinator Batken	100%	-
10	Askat Alimbekov	Regional Field Coordinator Jalalabad	100%	-
11	Aigul Niyazaleva	Regional Field Coordinator Naryn	100%	-
12	Dinara Otorbaeva	Finance Officer	20%	-
13	Kunduz Toktogaraeva ~	Finance Officer	20%	-
14	(Vacant)	Finance Assistant	100%	-
15	Nargiza Mamatalieva ~	Finance Assistant	100%	-
16	Ainur Sydykova	HR Assistant	20%	-
17	Chinara Karabekova	Logistics Officer Bishkek	100%	-

	Name	Title	LOE	Salary Rate/KGS
18	(Vacant)	Logistics/HR Assistant Osh	100%	-
19	Aigul Otorbaeva	Admin/Logistic Officer	20%	-
20	Iskender Kulov	Admin/Logistic Officer	20%	-
21	Kanatbek Zaribek uulu ~	Security Guard	15%	-
22	Konylbekov Taalaybek ~	Security Guard	15%	-
23	Baikituulu Taalav ~	Security Guard	15%	-
24	Bekayim Torogeldieva	Community Mobilizer - Chui	100%	-
25	Dinara Mensurova	Community Mobilizer - Issy Kol	100%	-
26	Zarina Turukmanova	Community Mobilizer - Talas	100%	-
27	Anarhon Kalilova	Community Mobilizer - Osh	100%	-
28	Aisalkyn Kochkorova	Community Mobilizer - Batken	100%	-
29	Ainur Murzaparova	Community Mobilizer - Jalalabad	100%	-
30	Toktogul Osmokeeva	Community Mobilizer - Naryn	100%	-

~ Formerly in position, worked in FY 2015

International Staff

AIR

	Name	Title	LOE	Salary Rate/US\$
1	Barbara Greenwood	Chief of Party	100%	-
2	Kathryn Fleming	Deputy Chief of Party	100%	-
3	Jerry Mindes	Project Manager	35%	-
4	Abdullah Ferdous	Assessment Specialist	20%	-
5	Amy Todd	M&E Specialist	20%	-
6	Alvaro Ballarin Cabrera	Research Assistant	1%	-
7	Daniel Friedeberg	Project Management Assistant	0.5%	-
8	Rebecca Stone	Literacy Specialist	0.5%	-
9	Snyezhanna Ishchuk	Finance Associate	25%	-

Save the Children

	Name	Title	LOE	Salary Rate/US\$
1	Colin Alfred	Basic Education Specialist	7.5%	-
2	Jennifer Upton	Director-Finance Management	2.5%	-
3	Lindsey Lange	Awards Manager	4.62%	-

Attachment D: Subcontracts

Subcontractor Name: Save the Children

Services to be Performed:

CLIN#	IR#	Costs	Description
CLIN 0005	1.2		Design in-service training (1ST) 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

*Costs information will be provided separately to USAID

Attachment E: Implementation Challenges and Lessons Learned

One of the main challenges arose towards the end of this fiscal year. The President of the Kyrgyz Republic canceled the bilateral agreement between the Kyrgyz Republic and the United States Government effective 19 August 2015. In response the USAID Kyrgyz Republic mission requested that all partners limit payment of Value Added Tax (VAT) and to limit purchases. USAID Quality Reading Project was requested verbally not to purchase books, which is an activity in our work plan. USAID Contracting office provided a broad letter of guidance, please see Attachment H. USAID GGPAS was in the process of procuring books for all of USAID Quality Reading Project target schools, but this has also been put on hold. There is no expectation that this issue will be resolved next quarter.

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

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

USAID Quality Reading Project staff noted that previous pre- and post-tests were not sufficiently completed with detailed responses that provided enough information to accurately measure the results. The project adjusted the training schedule so that these tests are not completed at the end of the day, but rather in the middle, with sufficient time to complete the tests allocated.

Official certification of teachers from school Cohort 1 was a major challenge faced during this reporting period. Teachers were required to attend courses organized by the regional Teacher Training Institutes (TTI), in addition to the USAID Quality Reading Project IST, which was burdensome, and they were unsure whether the Government would endorse the certificates awarded by the project. After discussions with the Regional TTIs and KAE this was successfully resolved and will receive certificates in November 2015.

The Cohort 4 IST planned for November 2015 is pushed back to January. This is due to the fact that catering companies all pay VAT. The project is hoping to have a solution with USAID before January so Cohort 4 training can move forward as planned.

Intermediate Result 2: Increased availability of reading materials

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

The Quality Reading Program has benefited from close coordination with other USAID projects in the Kyrgyz Republic. For example, to help increase the availability of reading materials, USAID's Good Governance and Public Administration Strengthening Program (GGPAS) is intending to purchase more than 90 identified titles in Kyrgyz language for all of the schools in KR. This activity is now on hold.

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

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

After conducting trainings on reading camps in April - June, initially, only 100 project schools out of 328 provided Osh office with their camps' schedules. Many schools said it was an extra workload for them, which should be additionally paid. In order to solve this issue, Osh team timely reached out to six rayons' Education Departments and discussed with representatives of Rayon Education Departments as well as Osh city Education Department. As a result, the team received schedules for reading camps from 196 groups. Therefore, we recommend considering this issue in future while planning the same activity in Cohorts 3 - 4.

In addition, our team identified an issue during the evaluation of reading camps: the limited availability of books for reading out during the lesson time. There are limited funds for

libraries' available at schools. One of the purposes of the reading camps is to attract children from socially vulnerable families, where they would be able to read books. Books expected through the USAID GGPAS project are on hold, thus not all schools had books for the reading camps.

In addition, some teachers did not clearly understand the camp's methodology and could not fully use the camp's Handbook. This happened because some mentors, who participated on reading camps' trainings, did not fully explain to their colleagues how to use the Handbook and organize lesson according to the manual. At some schools the physical setting was organized similar to schools' lessons – students were sitting by two. Other schools had problems with ventilation or limited stationary supplies. All these issues with reading camps were taken into consideration and immediately resolved through detailed consultations and explanations how to use the Handbook. The recommendations for improvements were also provided to the teachers who faced the difficulties with methodology. The issues with the groups' arrangements were also resolved by showing examples from other successful reading camps. In addition, the team recommended schools to create a better air environment during camps: open windows and take children outdoors. The project team distributed A-4 papers to the camps.

Attachment F: Year Three Work Plan

The Kyrgyz Republic

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Comments			
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept					
1	Program Start-Up																		
2	Deliverable: Finalize Implementation annual work plan	AIR																	
3	Deliverable: Finalize PMEP	AIR																PMEP will be revised after baseline report is completed	
4	Intermediate Result 1: Improved reading instruction in grades 1-4																		
5	Sub Result 1.1: Conduct a baseline qualitative analysis																		
6	Deliverable: Presentation of key findings baseline qualitative	AIR, NTC															Completed	Completed	
7	Sub-Result 1.2: Design in-service training (IST) package																		
8	Draft Reading Standards	AIR, KAE																Adapting the already approved Reading Standards to the new MOES formats is expected to be completed by November/ December 2015	
9	Sub-Result 1.3: Conduct in-service trainings for teachers and other educators																		
10	Cohort 2 School based trainings through rollout of 90-minutes micro-modules	SC																Cohort 2, primary school teachers will be conducted 72 hours LB IST and mentors will be trained. At the end all teachers and mentors will receive Certificate from KAE	Cohort 2 started from Jan - Dec 15. HMU meet with teachers on a regular basis for 90-minutes micro-modules workshops
11	Conduct 5-Days training for Cohort 3 and 4 Master Trainers and primary school teachers at target districts level.	SC																Cohort 3 in Aug -Sep -Nov'15 and Cohort 4 in Jan-March '16. Total: about 3166 primary school teachers and about 1000 DDs, HMU trained on 5 days LB IST	National Trainers are already identified and trained, so no new selection, Local Education Department, DDs, HMU and primary school teachers participate in trainings. May be delayed to bi-lateral issue

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept			
12	Cohort 3 and 4 School based trainings through rollout of 90-minutes micro-modules.	SC														Cohort 3 starting from July 15 till May 16. Cohort 4 started from Jan, 16 till Dec, 16. Cohort 3: about 294 schools and 2144 teachers from Naryn, Issyk-Kul, Talas and Jalal-Abad. Cohort 4: about 125 schools and 1021 teachers from Osh and Bishkek\Chui. Total about 3166 primary school teachers will be conducted 72 hours school based LB IST and 1000 mentors will be trained. At the end all teachers and mentors will receive Certificate from KAE	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	This activity is included in modified budget
14	Sub-Result 1.4: Strengthen systems for teacher mentoring/coaching																
15	Training for mentors Cohort 3 and 4 and Distribute guide on Mentoring to regional In-service TTI staff and deputy school principals on Primary Grade Cohort 1, 2 3 and 4	SC, MOES														Train about 588 mentors from Cohort 3 schools and about 250 mentors from Cohort 4 schools on Mentoring. About 4000 trainer's materials on mentoring in Russian, Kyrgyz languages.	Aug- Sep 2015 -Cohort 3 and In January 2016 Cohort 4 DDs, HMU use module on mentoring Cohort 4 may be delayed due to bilateral issues Cohort 4 may be delayed due to bilateral issues
16	Provide mentoring to Cohort 1 teachers	SC, DDs, HMU														About 3516 primary school teachers Cohort 1 receive mentoring support	Started September 2014 Cohort 1. DDs and HMU use mentoring tools from IST package
17	Provide mentoring to Cohort 2-4 teachers	SC, DDs, HMU														Batken and Osh: 3261 primary school teachers receive mentoring support; Sep, 15 till May 16 about 2144 primary school teachers receive mentoring support; Feb '16 until Dec '16 (Osh, Bishkek\Chui) and about 1021 primary school teachers receive mentoring support	Cohort 4 may be delayed due to bilateral issues

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept			
18	Launch portfolio system for evaluation of Cohort 1 teachers competencies - (in TT package IR 1.2)	SC, MOES, KAE														In 459 target schools Cohort 2, 294-target schools Cohort 3 and 125 target schools Cohort 4 for 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 Cohorts 2, teachers competencies	SC, MOES														Cohort 2: about 459 schools and 3261 teachers from Batken and Osh from Jan '16 until Mar '16	MOES / KAE accepts portfolios as a basis for teacher evaluations and certification
20	Launch portfolio system for evaluation of Cohort 3 teachers competencies	SC, MOES														Cohort 3: about 294 schools and 2144 teachers from Naryn, Issyk-Kul, Talas and Jalal-Abad from June '16 until Aug '16	MOES / KAE accept portfolios as a basis for teacher evaluations and certification.
21	Launch portfolio system for evaluation of Cohort 4 teachers competencies	SC, MOES														Cohort 4: about 125 schools and 1021 teachers from Naryn Osh, Bishkek\Chui from Jan '17 until Mar '17.	MOES / KAE accept portfolios as a basis for teacher evaluations and certification.
22	Participate in monthly DED meeting to strengthen school level mentoring and DED and TTI oversight and support	SC, MOES, DED, TTI														Monthly and Quarterly DED meetings with DD, TTI, etc.	QRP will participate in monthly DED meetings and support an additional day of training on topics like mentoring and IST on a quarterly basis
23	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																
24	Review EGRA tests (section vocabulary), M&E tools	AIR, NTC														EGRA and M&E mid-line and end-line instruments reviewed and revised	Tablets will be purchased for data collection for the next two years. The EGRA tool will be reviewed in terms of content but also in terms of data programming
25	Training of Test Administrators	AIR, NTC														100 data collectors, and supervisors trained	
26	Administer outcome focused assessment tool – midline and end line	AIR, NTC														Mid and-line data collection administered End line data collection administered	

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Comments
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept		
27	Data Scanning	AIR, NTC													Data entered and scanned	less time will be spent on data scanning due to the use of tablets
28	Psychometric data analysis and reporting (automated) results of the outcome focused assessment	AIR, NTC													Psychometric Data analyzed and reported	
29	Deliverable: Reading assessment report (mid-line and end-line)	AIR, NTC													EGRA and Project Mid-line and End-line Reports	
30	Deliverable: Raw data submitted to USAID														Raw data submitted to USAID within 4 months of data collection	
31	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
32	Develop Formative Assessment videos for schools															
33	Intermediate Result 2: Increased availability of reading materials															
34	Sub-Result 2.1: Conduct a comprehensive review of the quantity of primary grade-level reading material available in Kyrgyz Republic															
35	Sub-Result 2.2: Ensure a mix of reading materials are used by schools and communities															
36	Provide low-cost primary grade materials available for classroom use and at home in all targeted communities	SC													Newspaper, handmade small books, Parent cards, low cost school made materials, new books (est. 200,000 units)	Funds for this activity is included in modified budget May be delayed due to bi-lateral issue
37	Organize National Children's Book Competition	AIR, SC, MOC, RCL													8 of Sep, 12 of Dec., 23 of April every year	With the National Book Day every year December event may be delayed due to bi-lateral issue
38	Intermediate Result 3: Increased out-of-school reading time															
39	Sub-Result 3.1: Increase public awareness about the importance of reading as a cornerstone of education and life-long success															
40	Parent reading information cards	SC														
41	Print and disseminate reading information cards (for Cohort 1, 2, 3 and 4) School Communities	SC													40,710 sets of Reading information cards printed. 30 sets of reading information cards disseminated per (Cohort 1 and 2, 3 and 4) 1357 school / communities. Total: 40,710	

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept			
42	Define target community members and conduct orientation workshop/ sessions with PTA, School administrators. Community leaders, women groups to present and discuss reading information cards with population	SC														40,710 community members (30 per 1357 schools/community Cohort 1, 2,3 and 4) get workshop materials/guidance on how to read with children in Russian and Kyrgyz languages	
43	Deliverable: Parents and communities guidance on how to read with children	SC														Electronic and hard copy to COR (in English) on Nov, 2015	
44	Mobile Theater/Libraries																
45	Develop TOR for Republican Children's Library (RCL) to design and conduct community outreach programs	AIR - SC														TOR	
46	Support RCL to create Mobile Theater and Mobile Libraries at regional level using Book Chests Resources	SC - RCL														1357 Mobile Libraries created by the end of Dec, 2016	
47	Conduct outreach programs to children and communities to promote reading - Cohort 1-4 target districts	SC - RCL														2 outreach programs materials per 1357 school/community	
48	On-going monitoring and supervision of outreach programs	AIR - SC														Tool/instruments	
49	Hold National Book Day																
50	Support Reading Committee to design and plan National Book Day	SC, AIR, MOES, MOC, NSC-R														Agenda for 8 of September, 12 of December and 23 of April	May be delayed due to bilateral issues
51	Design and conduct a variety of competitions around reading	SC, AIR, MOES, MOC, NSC-R														Agenda	May be delayed due to bilateral issues
52	Present the results of competitions in National Book Day and present awards	SC, AIR, MOES, MOC, NSC-R														8 of September, 12 of December and 23 of April	May be delayed due to bilateral issues
53	Family Program	SC															

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Comments
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept		
54	Disseminate developed Family Program to schools via training to DD	SC													1500 in Russian, 2500 Kyrgyz languages printed and distributed to DD via trainings. 1357 DD trained	
55	Support the communities around target schools to create or support existing groups to focus on reading	SC													78 local library amount target schools	
56	Train volunteers and members of groups to conduct community reading awareness campaign to encourage family reading for their children	SC													3 per 1357 school/community total 4071 volunteers and group members trained.	
57	On-going monitoring and supervision of Family Program	SC, AIR													Tools/ instruments	
58	Media Public Awareness Reading Campaigns															
59	Support National Children's TV to create children reading support program	AIR, SC													In partnership with AKF, supported by GGPAS	
60	Broadcast reading support program on regular basis	AIR, SC													In partnership with AKF, supported by GGPAS	
61	Develop and implement additional reading awareness campaign	AIR, SC													One at national and one in each target school/community.	
62	MOES Reading Support Campaign	AIR, SC														
63	Sign agreement with MOES press center, publishing house, and "Kut Bilim" newspaper staff to create campaigns to advocate reading	AIR-SC													Cooperation agreement signed	Agreement with "Kut Bilim" may be delayed due to bilateral issues
64	Support MOES develop, print and disseminate posters that advocates importance of reading through affiliated agencies	AIR, SC													Posters in Russian, Kyrgyz and English languages	May be delayed due to bilateral issues
65	School Reading Promotion	AIR, SC														

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept			
66	Conduct different activities on School and Family Reading Promotion, such as school presentations (Tuesday Reading Parent, Family Night), performances of children's choral reading and creative dramatics, and leaflets, bookmarks, and booklists of grade-appropriate materials	AIR, SC														2 per school/community Cohort 1, 2, 3 and 4 schools/communities total of 1357x2=2714 activities. Agendas and Reading materials	
67	Sub-Result 3.2: Implement out-of-school reading activities																
68	Extracurricular activities to promote reading/ Reading Camp	SC															
69	Conduct training for DDs on planning and delivery of extracurricular reading activities on Reading Camp (with IR 1.3)	SC														1357 DDs will be trained. Agenda of the training and training materials.	
70	Conduct extracurricular activities at school level	SC														Total: about 2714 events (2 events in each target schools).	
71	Print and disseminate Reading Camp Curriculum and supplementary reading materials	SC, AIR														3000 LB Reading Camp Curriculum print and disseminate to 1357 Project Target schools. Act of acceptance	Started on May 2015
72	Support target schools to plan and deliver reading camps for primary grades	SC														Reading Camp Curriculum Trainings materials	Started on June 2014
73	Conduct monitoring and evaluation of Target School Reading Camps	SC														Monitoring Tools	
74	Deliverable: LB Reading Camp Curriculum and materials adapted and incorporated	SC														Reading Camp Curriculum is finalized	
75	JumpStart	SC															Eliminated
76	Deliverable: JumpStart Program and Learning materials incorporated into Grade 1 preparation program	SC															Eliminated: Shared with GPE and incorporated into their kindergarten program
77	Intermediate Result 4: Increased government support to improve reading																
78	Sub-Result 4.1: Increase dialogue about the existing environment for reading acquisition																
79	Hold policy workshops best practices/policy	AIR														Agenda, Minutes	May be delayed due to bilateral issues

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept			
80	Hold quarterly meetings at National, Regional and District levels	AIR, SC														Minutes	
81	Disseminate summaries, reports, findings to regional, district, and school-level MOES and other stakeholders	AIR														Districts, schools Cohort 2 - about 459 schools; Cohort 3 - about 294 schools; Cohort 4- about 125 schools receive a fact sheet on results	
82	Sub-Result 4.2: Increase capacity to use reading assessment results																
83	Develop capacity building plan (national assessment centers)	AIR, NTC														Completed	
84	Organize capacity building workshops	AIR, NTC														Build capacity of 25 specialist	
85	Present findings on reading assessments to Reading Assessment Committee and NGOs and research institutions	AIR, NTC														A workshop to present findings is conducted	Cost included in activity 81
86	Analyze and submit recommendations to MOES	AIR, NTC														Recommendations provided to MOES	
87	Sub-Result 4.3: Strengthen the enabling environment to support improved reading instruction reform																
88	Work through NSC-R to link components of the project directly to policy initiatives that are identified in country education strategy	AIR, SC, MOES, MOC														Minutes of the NSC-R. Total 5 (1 per Quarter) NSC-R meetings	
89	Promote laws, policies, regulations, and foundational education documents developed or modified to support improved practices	AIR, SC															
90	Develop a strategic plan to scale-up successful project interventions, including major challenges	AIR														Strategic Plan created with MOES	
91	Monitoring & Evaluation																
92	Finalize PMP	AIR														PMP 2015 developed and finalized	Updated Annually as necessary
93	Deliverable: Quarterly Performance Reports	AIR														Quarterly Performance Reports submitted to USAID	
94	Participant Training Reports	AIR, SC														TraNet is updated quarterly	
95	Deliverable: Annual Performance Reports	AIR														Annual Reports submitted to USAID	

Attachment G: Ministry Officials who Work with USAID Quality Reading Project

Central

	Name	Title	Institution	Location
1	Ashimbaeva Toktokan Abasovna	Deputy Minister	MOES	Bishkek
2	Usenaliyev Marat Joldoshbekovich	Head of School department	MOES	Bishkek
3	Akimkulova Gulbara Omurbekovna	Specialist of School departments	MOES	Bishkek
4	Mamytov Abakir Mamytovich	President	KAE	Bishkek
5	Babaev Dolon	Head of ITTI	KAE	Bishkek
6	Toktomametov Almaz	Head of preschool and primary school laboratory	KAE	Bishkek
7	Bakirov Artur	Director	NTC	Bishkek
8	Shamshidinova Baktygul	Head of methodological departments	NTC	Bishkek
9	Sultangazieva Roza	Director	Republic Children Library Bayalinova	Bishkek

Talas Oblast

	Name	Title	Institution	Location
1	Nazaralieva Tynara Apasovna	Head of RED (rayon educational department)	RED	Talas rayon
2	Sulaimanova Dildekhan	Head of methodical study	RED	Talas rayon
3	Chiketaev Bekbolot	Head of methodical study	RED	Bakai-Ata rayon
4	Aitkulova Kumarkul	Head of methodical study	RED	Kara-Buura rayon
5	Batyrbekova Aziya Asemkulovna	Head of methodical study	RED	Manas rayon
6	Karbozova Salkynbubu	Deputy Head	Rayon State Administration	Kara-Buura rayon
7	Tamara Ryspekovna	Deputy Head	Rayon State Administration	Manas rayon
8	Jarkynalieva Telegei Sagynovna	Director	Talas oblast Library A. Toktogulov	Talas town
9	Umetov Ermek Asanovich	Director	Talas Oblast Broadcasting	Talas town
10	Tilekmatov Tabyldy Kasymbekovich	Director	Oblast Methodical Center of Education	Talas town
11	Aymanbetov T.U	Head	Bakyayn AO	Kara-Buura rayon
12	Zhanyshbekov SH.N	Chairman Village Council	Bakyayn AO	Kara-Buura rayon
13	Aytaliev A.ZH	Representative	Kok-Sai AO	Kara-Buura rayon
14	Umarbekov B.A	Head	Beisheke AO	Kara-Buura rayon
15	Temirbekova N.T	Deputy	Beisheke Village Council	Kara-Buura rayon
16	Abdraimov D.I	Head	Maimak AO	Kara-Buura rayon
17	Turdumambetov T.K	Director	Rayon Library	Kara-Buura rayon

	Name	Title	Institution	Location
18	Babenov N.	Executive Secretary	Cholponbai AO	Kara-Buura rayon
19	Bekbolotov B.T	Head	Kara-Buura AO	Kara-Buura rayon
20	Baydovletov B.N	Head	Bakayiy AO	Kara-Buura rayon
21	Kozhobekov T.E	Head	Ak-Chii AO	Kara-Buura rayon

Batken Oblast

	Name	Title	Institution	Location
1	Aijigitova Mehrinsa	Head of Methodical center	Methodical center	Batken city
2	Majlimov Oljobai	Chief specialist	Batken DED	Batken city
3	Jeemuratov Ulukbek	Chief specialist	Leilek DED	Leilek city
4	Mamatalieva Gulnara	Leading specialist	Kyzylkya City Education Department	Kyzylkya city
5	Kaumova Temirjan	Leading specialist	Suluktu City Education Department	Suluktu city

Naryn Oblast

	Name	Title	Institution	Location
1	Joldosheva S.J.	Chief Specialist	Oblast State Administration	Naryn city
2	Egimbaeva J.	Director	Career Development Center of Teachers and Continuing Education	Naryn city
3	Mamytov K.N.	Head	Regional Methodological Center	Naryn city
4	Aidiev R.N.	Mayor of Naryn city	Naryn City Administration	Naryn city
5	Toktobaeva Z.B.	Director	Regional Library	Naryn city
6	Duishenaliyeva A.A.	Akim Deputy of At-Bashinskyi Rayon	Rayon State Administration	At-Bashinskyi village
7	Dootkulov D.J.	Head of RED of At-Bashinskyi Rayon	At-Bashinskyi DED	At-Bashinskyi village
8	Sultanov U.	Deputy of Methodical Study	At-Bashinskyi DED	At-Bashinskyi village
9	Cherikbaev S.M.	Akim	Rayon State Administration	Baetova village
10	Kuban uluu Rahat	Head of RED	Ak-Talinskyi DED	Baetova village
11	Alymbaeva J.	Resource Specialist	Ak-Talinskyi DED	Baetova village
12	Jumaeva R. R.	Akim Deputy	Rayon State Administration	Naryn city
13	Belekov B.	Head of RED	Naryn DED	Naryn city
14	Isakova B.	Head of Methodics Department	Naryn DED	Naryn city
15	Kurmanbai kyzy Gulzada	American Center Coordinator	American Center	Naryn city

	Name	Title	Institution	Location
16	Isagulov A.I.	Akim of Jumgal Rayon	Rayon State Administration	Chaek village
17	Kydyraliev K.Sh	Head of RED of Jumgal Rayon	Jumgal DED	Chaek village
18	Matanova T.J.	Leading Specialist	Jumgal DED	Chaek village
19	Jusupbekov N.I.	Akim of Kochkor Rayon	Rayon State Administration	Kochkor village
20	Omurov T.	Deputy Head of RED	Kochkor DED	Kochkor village
21	Ibraeva V.	Leading Specialist of RED	Kochkor DED	Kochkor village
22	Asanalieva A.D.	Head of Methodics Department	Kochkor DED	Kochkor village
23	Kalykov B.	General Director	Naryn TV	Naryn city

Issyk-Kul Oblast

	Name	Title	Institution	Location
1	Borbukeyeva R.N.	Vice-Governor of Issyk-Kul on social issues	Issyk-Kul Regional administration	Karakol town
2	Isakova B.	The head of the social department	Issyk-Kul Regional administration	Karakol town
3	Bektenova M.S.	Leading specialist on social issues	Issyk-Kul Regional administration	Karakol town
4	Urumov J.K.	Director	Issyk-Kul regional institute of education	Karakol town
5	Temiraliyev M.U.	Head of ED	Ak-Suu DED	Ak-Suu v.
6	Chekirova S.J.	Head	Djeti-Oguz DED	Kyzyl-Suu v.
7	Abirova D.E.	Head	Issyk-Kul DED	Cholpon-Ata town
8	Mambetova N.S.	Head	Balykchy town educational department	Balykchy town
9	Apysheva V.S.	Head	Karakol town educational department	Karakol town
10	Ashubaev B.Sh.	Deputy head	Ton DED	Bokombaev v.
11	Jumadylova A.A.	Deputy head	Tup DED	Tup v.
12	Musieva Z.B.	Head	Issyk-Kul regional library	Karakol town
13	Shabdanbekova R	Head	Issyk-Kul regional children`s library	Karakol town
14	Egemberdiev A.	Editor	Newspaper "Ysyk-Kol kabarlary"	Karakol town
15	Taytekeyev R.	Director	Issyk-Kul TV	Karakol town
16	Internet site (media)	Regional Journalist	AKI press Turmush Issyk-Kul	Karakol town

Bishkek/Chui

	Name	Title	Institution	Location
1	Mursaeva Ainura	QRP focal point	Bishkek City Education Department	Bishkek

	Name	Title	Institution	Location
2	Usenbaeva Maksat	QRP focal point	Sokuluk DED	Sokuluk
3	Shin Valentina	QRP focal point	Jail district DED	Kara-Balta town
4	Uzbekova Narynkul	QRP focal point	Panfilov DED	Kainda town
5	Kalchaeva Damira	QRP focal point	Ysyk- Ata DED	Kant town.
6	Orozbaeva Svetlana	QRP focal point	Alamedin DED	Lebedinov v
7	Orozaeva Jaina	QRP focal point	Kemin DED	Kemin town

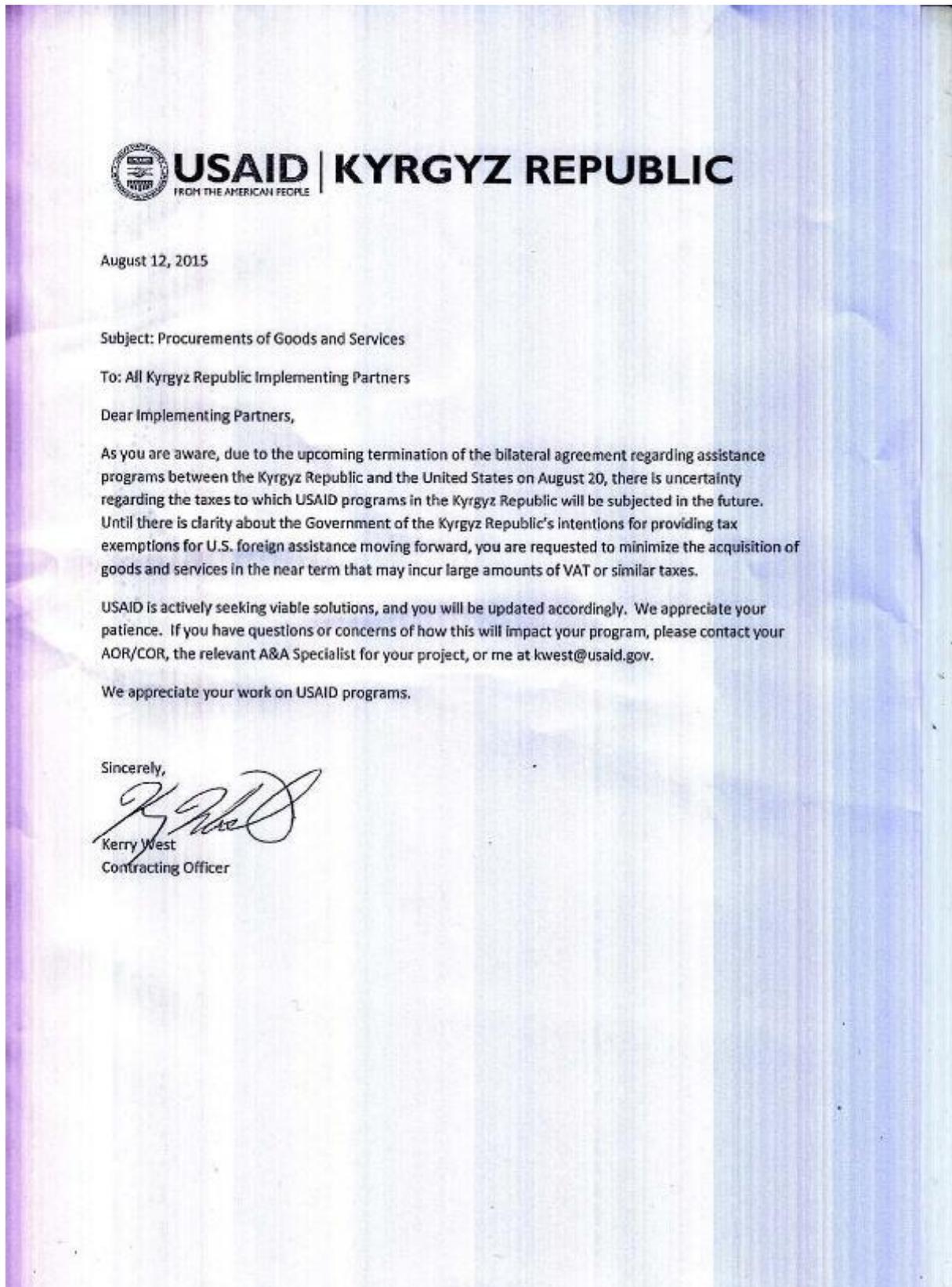
Osh Oblast

	Name	Title	Institution	Location
1	Muratov Abdurekim	Director	Osh Institute of Education	Osh city
2	Dosmuratov Tynchtykbek	Specialist	Osh City Education Department	Osh city
3	Ibraimov Sharabidin	Chief specialist	Alayiskiy DED	Gulcho village
4	Sultanov Toktorali	Chief specialist	Aravan DED	Aravan village
5	Hakimova Aliza	Resource Specialist	Karasuu DED	Karasuu town
6	Almanbetova Surmakan	Specialist	Kara-Kuljinslyi DED	Kara – Kulja village
7	Karataeva Minavar	Chief specialist	Nookat DED	Nookat town
8	Kokoev Boronchu	Leading specialist	Uzgen DED	Uzgen town
9	Djoroev Egemberdi	Chief specialist	Chon-Alayiskiy DED	Daot Korgon village
10	Ormokeev Bulashbai	Chief specialist	Uzgen DED	Uzgen town

Jalal- Abad Oblast

	Name	Title	Institution	Location
Rayon				
1	Usenbaev Mirabdilla	Head of DED	Aksy DED	Kerben town
2	Mirzahmedova Umsunai	Specialist on ES	Aksy DED	Kerben town
3	Akparaliyev Sonunbek	Head of DED	Ala-Buka DED	Ala-Buka village
4	Aitalieva Saliya	Specialist on ES	Ala-Buka DED	Ala-Buka village
5	Usenov Tynychbek	Head of DED	Bazar-Korgon DED	Bazar-Korgon village
6	Kudaiberdieva Dilbar	Specialist on ES	Bazar-Korgon DED	Bazar-Korgon village
7	Kozuev Bakyt	Head of DED	Nookan DED	Masy village
8	Shamamatova Umutai	Specialist on ES	Nookan DED	Masy village
9	Rejevaliev Nabi	Head of DED	Suzak DED	Suzak village
10	Koychumanova Chynyngul	Specialist on ES	Suzak DED	Suzak village
11	Imanberdiev Bolot	Head of DED	Toguz-Toro DED	Kazarman village
12	Shermatov Almaz	Specialist on ES	Toguz-Toro DED	Kazarman village
13	Sulpukarova Damira	Head of DED	Toktogul DED	Toktogul town
14	Kazakova Nurila	Specialist on ES	Toktogul DED	Toktogul town
15	Tynyshov Tajybai	Head of DED	Chatkal DED	Kanysh-Kyia village
16	Subanova Gulgaky	Specialist on ES	Chatkal DED	Kanysh-Kyia village
City				
17	Kalchaev Rysbek	Head of TED	Jalal-Abad TED	Jalal-Abad town
18	Abdrashev Azimjan	Specialist on ES	Jalal-Abad TED	Jalal-Abad town
19	Kojoshova Damira	Head of TED	Kara-Kol TED	Kara-Kol town

	Name	Title	Institution	Location
20	Ismailova Venera	Specialist on ES	Kara-Kol TED	Kara-Kol town
21	Seidakmatova Satkyntash	Head of TED	Kok-Jangak TED	Kok-Jangak town
22	Mirzahmedova Elmira	Specialist on ES	Kok-Jangak TED	Kok-Jangak town
23	Karashova Gulnara	Head of TED	Mailuu-Suu TED	Maluu-Suu town
24	Djuraeva Busara	Specialist on ES	Mailuu-Suu TED	Maluu-Suu town
25	Shabdanov Tagaybek	Head of TED	Tash-Komur TED	Tash-Komur town
26	Mamytova Busara	Specialist on ES	Tash-Komur TED	Tash-Komur town
27	Toktosunov Akylbek	Director	Jalal-Abad RMS	Jalal-Abad town



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