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# USAID Quality Reading Project (QRP) - Tajikistan 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) - Tajikistan**  
**Annual Report**  
**October 2014 - September 2015**

Submitted by:

American Institutes for Research

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

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## Acronyms

AIR	American Institutes for Research
AKF	Aga Khan Foundation
AOE	Academy of Education
CLA	Children's Library Association
CSPro	Census and Survey Processing System
DED	District Education Department
EGRA	Early Grade Reading Assessment
GBAO	Gorno-Badakshan Autonomous Region
GPE	Global Partnership for Education
HMU	Head of the Methodological Union
IED	Institute for Educational Development
IST	In-Service Teacher Training
MOES	Ministry of Education and Science
MOU	Memorandum of Understanding
M&E	Monitoring and Evaluation
NTC	National Testing Center
QRP	Quality Reading Project
RED	Regional Education Department
RTTI	Republican Teacher Training Institute
TTI	Teacher Training Institutes
SC	Save the Children
TJ	Tajikistan
TOT	Training of Trainers
TTI	Teacher Training Institute
USAID	United States Agency for International Development

## I. Activity Summary

Lead Implementing Partner	American Institutes for Research (AIR)
Other Implementing Partners	Save the Children (SC)
Activity Name	USAID Quality Reading Project (QRP)
Activity Objective	The primary objective of this contract is to improve student reading levels among students in grades 1-4 in 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 October 2015 – December 2015)	\$1,080,900
Tajikistan	
Total Estimated Contract/Agreement	\$10,295,575 (Modification #3)
Obligation to date	\$10,295,575 (Modification #3)
Total expense at beginning of Year 2	\$1,583,767
Accrued Expenditures Annual (October 2014 – September 2015)	\$2,606,606
Cumulative Accrued Expenditures to Date (September 2015)	\$4,190,373
Estimated Expenditure, Next Quarter October 2015 – December 2015)	\$520,700

## 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 report focuses on the activities undertaken in Tajikistan.

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

During the second year of the project, Master training (Level 2) was conducted for 870 Cohort 1 and 2 schools with 2,401 Master trainers being trained. Cohort 1 schools completed the 72-hours of IST at school-level (Level 3), delivered by Master Trainers during the Saturday Methodological Union Days at project schools. School-level (Level 3) trainings are being delivered in Cohort 2 schools that received Level 2 training in January 2015. Cohort 2 schools started their school-level training in February 2015 and will complete the entire 72-hour IST by December 2015. Cohort 3 schools will start Level 3 training from October 2015 and will complete their school-level training by June 2015.

Another major activity during this period was the finalization of the Family Guide on the "Importance of Reading for Children in the Family," which was submitted for review and approval to MOES. The training will reach parents through the cascade model. For Cohort 1 and 2, parents and family program training for Master Trainers will be conducted during the 3-day mentoring trainings. Parents and family program training for Master Trainers for Cohort 3 was delivered during the IST and the same structure will be used for Cohort 4.

Through close collaboration with the MOES Center for Out-of-School Activities, the USAID Quality Reading Project finalized the Reading Camp Guide and sent it for review and approval to MOES. To test the quality of the module, the program conducted a pilot of the materials in 10 schools in Kurganteppa, Kulob, Dushanbe, and Khujand Regions. The project conducted a two-day orientation training for National Trainers, who in turn delivered the 3-day training for camp teachers from June 24-26, 2015 at the pilot sites. The USAID Quality Reading Project also finalized the 18-hour IST on Tajik reading standards that the MOES and GPE-4 rolled out at 55 pilot schools in August 2015.

The USAID Quality Reading Project continues to work with the Global Partnership for Education-4 (GPE-4) to integrate and streamline competency-based standards for reading and writing into the overall standards-based reform process coordinated by GPE-4 with the MOES. During this reporting period, MOES officials and other relevant stakeholders have become actively involved in project activities, which included attending trainings and monitoring visits, and providing feedback on the IST packages and mentoring support.

The main challenges experienced have been delays in obtaining necessary government approvals for materials and with the procurement of additional reading materials. To address this latter issue, it was decided to mobilize communities and parents to contribute additional

reading materials to the schools where their children study. This initiative has been well received and is making good progress in many project schools. The project continues to work with MOES to improve their understanding of project activities and collaboration for timely approvals. With execution of the Modification #3, the USAID Quality Reading Project is working with the MOES to update and finalize the list of grade-appropriate reading materials with the anticipated procurement by the end of 2015.

### 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 project is building capacity from the national level down to the classroom, all supporting the common goal of improving student reading skills. The project uses a competency-based standards approach grounded in reading skills to inform teacher training, reading material dissemination, community activities, and strengthening government capacity around early grade reading.

The USAID Quality Reading Project delivers in-service teacher training (IST) through a cascade module with three-levels, with Level 3 taking place at the school-level throughout the school year. This year, Cohort 1 has completed the entire cycle of the IST at school-level (Level 3) within the 2014/2015 school year. Cohort 2 is at the midway point of the school-level (Level 3) IST and will complete the trainings in December 2015. For Cohort 3, IST was conducted for Level 1 (National Trainer) in July 2015 and Level 2 (Master Trainer) in July and August 2015, with rollout of school-level (Level 3) training in October with expected completion by June 2016 at the end of the 2015/2016 academic year.



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

The out-of-school component of the project is supporting reading with additional activities such as Reading Camp, Reading Buddies, Holding National Book Day and Teachers' Day events, and the Family Program (previously the Parents' Program). During this year, the Reading Camp module was finalized and pilot trainings were conducted. Guidelines for the Reading Buddies program were developed, finalized, and delivered to teachers during the Cohort 3 (Level 1 and 2) IST. In preparation for National Book Day, a set of reading tests were developed for primary grades and based on the tests, a competition of "I'm a Reader" was piloted in Kulob and Kurganteppa. The Family Program will be delivered based on the Parents' Guide on the "Importance of Reading for Children in the Family." The USAID Quality Reading Project developed the guide and sent it for review to the Ministry of Education and Science (MOES). The Parents/Family Guide will be implemented with the incorporation of MOES' recommended changes.

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

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

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

**Sub Result 1.1: Conduct a baseline qualitative analysis**

BASELINE COMPLETED – Report submitted March 2014.

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

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

**Grades 1-4 Reading Standards:**

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

The standards were submitted to the MOES for a second round of review and were updated based on feedback from key stakeholders, education experts, and international consultants. While the GPE-4 project leads the standards development reform process for all grades and subjects in Tajikistan, the USAID Quality Reading Project continues to contribute to the development of reading standards for primary grades in Tajik language.

In August 2015, the GPE-4 project conducted a series of IST on Tajik language and Math standards in 55 pilot schools across all regions of Tajikistan. The GPE-4 IST lasted 5 days and covered all primary grade teachers in the 55 pilot schools and used many of the same National and Master trainers cultivated by the USAID Quality Reading Project. Among those 55 GPE-4 pilot schools, there are 18 USAID Quality Reading Project schools (including one EGRA treatment school and four EGRA control schools). See Table 1 for GPE-4 and QRP school overlap. (The USAID Quality Reading Project does not work in the Gorno-Badakshan Autonomous Region (GBAO).)

**Table 1. Number of GPE-4 pilot schools where the new curriculum standards are piloted in Tajik language and Math on competency-based approaches (Total 55 schools)**

Region	# of pilot GPE-4 schools	# of schools overlapping with QRP	
		# of QRP treatment schools	# of QRP EGRA schools
Dushanbe	10	8	1 treatment
DRS	12	6	2 control
Sughd	13	3	1 control
Khatlon	12	1	1 control
GBAO	8	0	0
<b>TOTAL</b>	<b>55</b>	<b>18</b>	<b>5</b>

GPE-4 will be piloting the standards during 2015/2016 academic year and upon on successful piloting on school-level, the standards and competency-based approach will updated and then will be rolled out across Tajikistan. The process for selecting GPE-4 pilot schools was discussed with the USAID Quality Reading Project staff. Although it would have been ideal to avoid having the GPE-4 pilot overlap with USAID Quality Reading Project schools, the various ways the GPE-4 pilot overlaps the USAID Quality Reading Project research design will give some insight into how the different programs, activities and strategies behave and potentially align at the school-level. The number of schools participating in the GPE-4 pilot is not large enough to make any findings statistically significant within the USAID Quality Reading Project research design but it will provide some interesting anecdotes that could prove useful to the USAID Quality Reading Project, GPE-4, and the MOES.

Within the GPE-4 collaboration framework, MOES requested the USAID Quality Reading Project to develop an 18-hour IST module on standards for mother tongue and a teachers' guide on standards for primary schools with Tajik as language of instruction. Two specialists who were involved in the USAID Quality Reading Project standards and IST development process were hired to develop the IST module and teachers' guide on the standards. Based on the 18-hour IST module on standards developed by USAID Quality Reading Project, trainings on standards were conducted in the pilot schools of GPE-4. The material developed are currently being reviewed by the USAID Quality Reading Project team and MOES GPE-4 specialists based on the ongoing pilot in the 55 schools across Tajikistan. The Tajik language standards and the 18-hour IST module on standards will be edited again at the end of the pilot for national approval and dissemination for the 2016/2017 academic year.

GPE-4 and the MOES do not plan to move forward with "Mother Tongue" Standards for the Russian language at this time. The Ministry plans to continue to use the entire curriculum package from the Russian Federation for Russian language primary schools. The USAID Quality Reading Project will continue to work with the MOES to support Russian language schools on IST, out-of-school activities, mentoring, and other USAID Quality Reading Project implemented activities. The project will continue to discuss with the MOES the needs and opportunities for Russian language primary schools.

### **In-service teacher training modules**

One of the major successes of the year was the approval of the IST package for Tajik-language primary schools by the MOES in December 2014. Before the approval, the IST package was reviewed by Mr. Lutfulloev Mahmadullo, a professor at the Academy of Education (AOE) recognized in the country as one of the most prolific writers for the primary grades and a well-known scholar in the field of primary education. He reviewed the whole IST package and recommended printing the set for all the primary schools of Tajikistan.

Besides Mr. Lutfulloev's review, the MOES advised all IST modules for Tajik schools as language of instruction to be edited by Mr. Kamoliddinov Bahriddin, a professor and well known Tajik language specialist. After editing by Kamoliddinov, the USAID Quality Reading

#### **In Their Own Words: QRP Creates Quality Pedagogical Resources**

The IST modules developed by USAID Quality Reading Project are indeed a very useful pedagogical resource for the primary teachers in Tajikistan. The language of the modules is easy for primary teachers to understand and the methods of teaching recommended are up-to-date. As reading is a cornerstone of all education, IST provides very comprehensive modules on "Reading and Comprehension" "Reading Fluency", "Vocabulary" "Letter Knowledge and Phonemic Awareness" and Grammar and Language Issues". I would be really glad if all primary teachers would receive the IST set as most of the teachers besides the textbook do not have any methodological guides. It would also be very productive if they receive trainings based on the modules. I'll recommend to MOES the approval of the IST and its dissemination in all the primary schools in the whole country."

- Mr. Mahmadullo Lutfulloev, professor, AOE

Project integrated his feedback; the IST set was approved by the MOES and printed. The approval process was rigorous and included reviews by specialists from the MOES primary education department, Republican Teacher Training Institute (RTTI), and the Methodological Training Center. The first cycle of approval for the materials took place at the Education Board of MOES and the second and final approval for the IST was received at the Collegium of MOES in December 2014. However, despite obtaining approval from the Collegium, the MOES Deputy Minister sent the material for another review in July 2015. While the purpose of sending the approved packet for another review was unclear, the USAID Quality Reading Project looks forward to any additional feedback the AOE might provide that will strengthen the quality and sustainability of the IST for Tajik mother tongue instruction. Any additional comments will be included in future updates to the IST package.

The USAID Quality Reading Project printed 15,000 copies of the IST package for Tajik schools for school-based (Level 3) trainings. These copies were distributed to all Cohort 1 and 2 schools and teachers in August 2015 as they were previously sharing draft sets. Cohort 3 schools will receive the Tajik IST package for school-level training in October 2015. All primary grade Tajik mother tongue teachers will receive a copy of the IST package. Additional copies will be made available to regional Teacher Training Institutes (TTIs), District Education Department (DED), Regional Education Department (RED) staff, and other key stakeholders.

The Russian IST package underwent another review during the January IST for Russian teachers and their comments and suggestions were incorporated into the material. After the revision, the Russian IST package was sent for approval to MOES on 30 April 2015 and is currently going through review at the RTTI and awaiting approval. Upon final approval from the MOES, the USAID Quality Reading Project will print the Russian IST package and distribute it to the Cohort 1 and Cohort 2 Russian schools for ongoing use by teachers during future Methodological Union Days. The Cohort 1 and 2 Russian schools have so far been using the draft IST modules and were sharing sets at the school-level. There are no Russian schools in Cohort 3. At this time, participation of Russian schools in Cohort 4 has yet to be determined.

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

**In Their Own Words: QRP IST Aligns with President's Vision**

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

- Teacher, Istaravshan

The rollout of the IST at the National Trainers' level (Level 1) and Master Trainers' level began in the summer of 2014. Level 1 training was conducted for 113 National trainers in June 2014. Master Trainer level (Level 2) was conducted in August 2014 for 2,603 Master Trainers of Cohort 1 schools, followed by the Level 3 school-level trainings that began in November 2014. All the

Master Trainers in their schools were provided with the stationery and materials to conduct the trainings at school-level on Saturday Methodological Union Day training for those primary teachers who did not participate in the Level 2 training. During the Level 3 Saturday training sessions the primary teachers receive 3-hour of IST from their senior colleagues. At the start of the IST at school-level, a sample of teachers filled in the pre-test questionnaires to be used to measure their knowledge acquisition through the IST process. When they complete the IST program, a post-test will be administered.

The Level 3 trainings held on Saturdays are a way to revitalize the Methodological Union Day during which teachers historically received continuing professional development. After the collapse of Soviet Union, the MOES was unable to re-establish the Methodological Union Day due to the lack of methodology trainers and resources, even though the teachers are required to

attend the schools on Saturdays. Currently with the IST at school-level in the project schools, teachers are keen to obtain this professional development. Since November, 8936 Cohort 1 primary teachers from Kurganteppa, Kulob, four districts of Sughd, and Dushanbe are receiving Saturday IST in their schools, (see Table 2).

**Table 2. Cohort 1 number of participants in Level 2 and 3 IST**

Region	# of Master Trainers	# primary teachers receiving IST at school-level
<b>Kurganteppa</b>	1,313	2,827
<b>Kulob</b>	946	1,978
<b>Sughd</b>	233	619
<b>Dushanbe</b>	111	909
<b>TOTAL</b>	2,603	6,333*

\*Final verification of completion of 72-hour IST pending

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

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



*Student showing her progress from her portfolio in Istaravshan*



*Display of teacher and students’ portfolios*

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

One of the major successes of the IST at school-level is that in many project schools not only are primary education teachers attending the Saturday Level 3 trainings, but teachers of other

subjects from the upper grades are also actively participating in the trainings. In addition, there are schools where the language of instruction is Tajik and Uzbek and teachers teaching in Uzbek classes participate in IST and widely use the IST methods in their lessons. In most of the schools in Kurganteppa and Sughd regions where IST was conducted, Uzbek teachers are also invited and engaged with great enthusiasm in the implementation of the methods in their classrooms since there are limited materials available in Uzbek. They have also requested the IST materials be translated into Uzbek, which unfortunately is outside of the project's scope of work, but the request was forwarded to the MOES.

## Level 2 Master Training for Cohort 2

For the Level 2 - January 2015 Master Training, 334 schools participated in Cohort 2 training. These schools were selected based on their eligibility within the USAID Quality Reading Project criteria and based on their accessibility, as some districts become difficult to reach in winter. For Cohort 2, a refresher training was conducted for 62 National Trainers (Level 1) who wanted more practice prior to the Level 2 IST commencement. Overall, there were sufficient National Trainers at the local level from Cohort 1, so the project was able to basically remove one level of the cascade.

From each of the 334 schools, three representatives (Primary Education Deputy Director, Head of the Methodological Unit, and best teacher) were invited to participate. In addition, the Primary Education Methodologist from each DED was also invited. There were 1,071

participants in the Cohort 2 IST for Master Trainers. Upon completion of the training, all participants were awarded certificates of successful completion of the Ministry-approved IST course on reading. See Table 3 for a breakdown of Cohort 2 Master Trainer participants.

**In Their Own Words: Creating visual aids improves reading**

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

- Boboalimov Alijon, teacher, Panj district

**Table 3. Cohort 2 Master Trainer (Level 2) IST, January 2015**

Districts	Schools	Invited	Attended	Groups	Trainers	Mentors
Hisor	58	174	170	7	14	1
Rudaki	57	177	160	7	14	1
Shahrinaw	10	30	30	1	2	0
Tursunzoda	32	96	96	3	6	1
Vahdat	44	132	115	5	10	1
Dushanbe	42	159	96	6	12	1
Dushanbe, DRS, Khatlon (Rus IST)	29	105	74	4	8	1
Jabor Rasulov	17	51	51	2	4	1
Spitamen	24	72	72	3	6	1
Istaravshan/Shahrison	58	177	165	7	14	1
Sughd (Rus IST)	17	60	42	2	4	1
<b>TOTAL</b>	<b>388*</b>	<b>1,233</b>	<b>1,071</b>	<b>47</b>	<b>94</b>	<b>10</b>

\* During Cohort 2, 334 physical schools participated; however, 54 schools serve as both Tajik language and Russian language schools. This dual use creates an additional 54 schools.

Prior to the Cohort 2 IST, a letter of approval was obtained from MOES, which instructed all the heads of RED and DED to cooperate and assist during the IST in the selected schools. In addition, MOES representatives requested to attend the trainings as well. It was a positive gesture from their side as they are core partners and stakeholders for the project and are necessary to ensure greater sustainability. Representatives from MOES, AOE, RTTI, and DEDs observed the process of the trainings and provided very constructive feedback for the improvement of the trainings and aligning them even more closely with MOES requirements.

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

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



USAID delegation visit to IST in Dushanbe

Unlike Cohort 1, Cohort 2 IST was delivered over a 12-day period. This change was requested by the MOES in order to accommodate the logistics, transport, and limited daylight during January. The same 72 hours was covered but over a 12-day period so that the trainees would not have to travel to and from the training in the dark. There were limited budget implications for restructuring the training because the project was able to use cost savings from not hosting a full Level 1 National Trainer IST and but restructuring the coffee/tea break and lunch. The continuing objective of the training is to equip all primary grade teachers with useful tools and techniques to effectively teach children how to read. As with Cohort 1, these modules cover the five key reading skills of letter knowledge, phonemic awareness, vocabulary development, reading fluency and comprehension, as well as modules focused on formative assessment, language issues, Training-of-Trainers, mentoring, and portfolio development. During the final days of the IST, all the participants practiced conducting sessions from the training modules with their group, in their role as Master Trainers. They then received real time feedback from

**In Their Own Words: QRP IST Aligns with President’s Vision**

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

- Teacher, Istaravshan

their peers. These new Master Trainers have returned to their schools to work with the other primary grade teachers to provide the school-level 72-hour training over 36 weekly sessions during the Saturday Methodological Union Days. The USAID Quality Reading Project mentoring system is based on the structure created by the MOES and the TTIs. Mentoring is a school-level activity

under the direction of the Deputy Director and the school-based Head of the Methodological Union (HMU) teacher. Teachers receive support from mentors (Deputy Directors and HMU) and from the DED staff. Project staff monitor the mentoring process and provide support on a case-by-case basis. Each school sets its own calendar for how to roll out the 72-hours training, in order to take into consideration other activities at the school and in the community. The trainers and teachers are able to photocopy or adapt materials from the IST manual, as necessary, to support the Level 3 IST and teaching within their classrooms.

### Level 3 IST at school-level



*School-level (Level 3) Training, Kulob*

Cohort 1 IST at school-level (Level 3) (regions of Kurganteppa, Kulob, and four districts of Sughd) began in November 2014 and came to a close in mid-June 2015. Primary teachers received IST at school-level for three hours on Saturdays on the Methodological Union Day. Some schools organized their school-level IST on other days to accommodate local needs, which helped to ensure the participation of the largest number of teachers possible. After completion of the IST at school-level, every school is planning their own schedule for the

next academic year, which starts in September. The MOES and USAID Quality Reading Project staff, through review of teacher portfolios and training records to continue to verify the final number of the teachers who completed the 72-hour IST to ensure no discrepancies and ensure appropriate credit is applied.

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

At the conclusion of the open class, the Head of the Qumsangir DED, Elchizan Pallaeva, said that he had heard much about the project from his colleagues but had not previously had a chance to see it in practice. He also said, "Today, I witnessed a classroom where students are fully engaged and motivated to learn. Reading components such as formative assessment and reading comprehension are a vital part of every primary teacher's lesson. In the lesson taught by the young teachers, it was clearly noticed that we need to promote such practices in the future." After the DED's comments, the Qumsangir District Primary Methodologist, Ghafurov Abdurasul, said, "The USAID Quality Reading Project laid a solid foundation to spread and continue best practices through such events."

In some districts of Khatlon (Khuroson, Sharutz, and Qubodiyon) and Sughd (B. Ghafurov, Spitamen, Jabor Rasulov, and Istaravshan) there are many bilingual Tajik-Uzbek schools; however, the USAID Quality Reading Project only targets Tajik and Russian primary teachers. In these areas, only Tajik primary teachers were invited to the Master Training; however, at

school-level Uzbek primary teachers also actively participate in the IST conducted on Saturday Methodological Union Days. During visits to these Tajik-Uzbek schools, the project staff observed that interactive and child-centered reading methods were not only used by Tajik primary teachers but also widely implemented by Uzbek teachers. During conversations with the Directors of the bilingual schools, the Directors noted that the Uzbek teachers had considerable enthusiasm to participate in Saturday IST conducted by the Master Trainers and incorporated the new methodologies into their classrooms. Upon visiting some of the Uzbek classrooms, project staff observed print-rich environments, student and teacher portfolios, use of formative assessment tools, and reading corners, all contributing to improve children’s reading.

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



*Saturday Methodological Union Day in Nurobod  
(Level 3 – School-level training)*

One challenge faced by some schools is that they only sent one teacher to the Level 2 Master Training, so that the single Master Trainer may not be fully capable of conducting the IST at school-level. One example is from Dushanbe City school #3, they sent one teacher to the Level 2 - Master Training, he was then not capable of delivering the Saturday IST with the reason of not feeling confident to conduct it alone. During USAID Quality Reading Project monitoring at this school, they found that the Saturday Level 3 trainings were being conducted by the

**In Their Own Words: New Tools**  
 “Prior to the USAID Quality Reading Project IST, my only tool for teaching was the classroom textbook.”  
 -Teacher, Kulob #10

Deputy Director of the primary grades, Zulola Ziyodulloeva, who had not attended the Master Training. Despite not participating in the Level 2 Master Training, the project team was amazed by her training skills and her knowledge of the USAID Quality Reading Project IST. When asked how she obtained the knowledge and skills to

conduct the Saturday Methodological Union Days through the USAID Quality Reading Project IST set, she responded that, “The IST material has very simple and easy to understand language and instructions”. She also stated that, “The IST modules provided me with the necessary tools as the activities and techniques provided are adjusted to the age of children”. Ultimately, Zulola acknowledged that she would like to participate in the project’s structured training to advance her knowledge and skills as a trainer.

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

IST. When the USAID Quality Reading Project team visited the school with the USAID Tajikistan Education Management Specialist, Mavjuda Nabieva, teachers expressed their thoughts of when the IST on Saturdays started in their school they were reluctant to participate in the school-based training. They described how the Master Trainer convinced her Deputy Director to allow her to lead one IST session. When primary teachers gathered and the Master Trainer conducted her first session, the primary grade teachers' attitudes changed regarding the training. The primary grade teachers requested the Master Trainer to continue the sessions every Saturday. The primary grade teachers originally thought that this training would be like the traditional Methodological Union Days; however, they quickly realized it was very practical and relevant for their professional development. This is how the Saturday ISTs were established in this school. Such schools are very few among the USAID Quality Reading Project schools, but they exist and the project team with Master Trainers, DED and TTI staff continues to encourage reluctant schools to establish IST through the Saturday Methodological Union Day.

### Level 2 Master training for Cohort 3

During the school summer holiday in July and August 2015, Level 2 - Master Training was organized for 457 schools in the remaining project districts of Tajikistan. Before the Level 2 - Master Training, the National Trainers received 5-day refresher training from the USAID Quality Reading Project and MOES staff. This refresher included updates to the IST and one additional day dedicated to the new out-of-school reading activities such as Family Reading Program, Reading Buddies, and reading competitions. The length of the Level 3 - Master Training was increased from 10 to 11 days in order to incorporate the new out-of-school reading activities.

During the Cohort 3 IST on Level 1 and 2, National and Master Trainers, the M&E team provided a half day M&E session for National Trainers, and a 2-hour M&E Session for Master Trainers. During the sessions, M&E staff described all M&E tools to the participants and explained procedures related to M&E and reporting. The sessions completed by a small test to check the level of mastering of presented materials. The project printed and distributed necessary amount of M&E forms to training participants for use during school-level (Level 3) trainings.



*Cohort 3 Master Level Training in Khuiand*

Prior to conducting the IST, all the processes and materials were agreed upon with the MOES. Table 4 includes the training characteristics for the Cohort 3 Master Trainers.

**Table 4. Figures for Cohort 3 Master Level (Level 2) Trainings**

District	Schools	Invited	Participated	Groups	Trainers	Mentors
Aini	39	117	112	5	10	1
Asht	39	117	116	5	10	1
Faizobod	17	51	51	2	4	1
Ghonchi+Istaravshan	35	108	97	4	8	1
Isfara	56	171	169	7	14	2
Jirgatal	7	21	20	1	2	1
Konibodom	38	114	115	5	10	1
Kuh.Mastchoh	8	27	23	1	2	1
Mastchoh/Tabashahr	32	96	88	4	8	1
Nurobod/Tavildara	22	66	69	2	4	1
Panjakent	82	243	235	10	20	2
Rasht	29	87	74	4	8	1
Roghun	6	18	19	1	2	1
Tojikobod	11	33	33	1	2	1
Varzob	19	57	57	2	4	1
Zafarobod	17	51	50	2	4	1
<b>TOTAL</b>	<b>457*</b>	<b>1380</b>	<b>1328</b>	<b>56</b>	<b>116</b>	<b>18</b>

\* All Cohort 3 schools were Tajik language schools.

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

To strengthen teacher capacity, one of the main project activities is to provide ongoing mentoring and coaching support to primary grade teachers. Mentoring is a school-level activity under the direction of the Deputy Director and the school-based Head of the Methodological Union (HMU) teacher. Teachers receive support from project-trained mentors (Deputy Directors and HMU) and from the DED and TTI staff. Project staff monitor the mentoring process and provide support on a case-by-case basis. After the monitoring visits to Cohort 1 and 2 schools, the USAID Quality Reading Project team has decided to strengthen mentoring activities for Cohort 2 schools and continue case-by-case mentoring in Cohort 1 schools despite their completion of the Level 3 IST. This aligns with recommendations made by USAID to strengthen mentoring and coaching through DED and local TTIs. Although the RED, DED, and TTI representatives serve as Level 1 - National Trainers for the USAID Quality Reading Project IST, by fully involving them in the mentoring process, it will strengthen support to teachers at the school-level and the collaboration between the project, local MOES sub-institutions, and increases the potential of local specialists to provide continued support to their local schools beyond the life of the USAID Quality Reading Project. Such engagement will also contribute to sustainability and project ownership by the MOES and the TTIs.

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



*QRP Education Field Coordinator conducting mentoring*

The USAID Quality Reading Project Education Coordinators and Community Mobilizers also provide coaching support and oversight. Mentors have been provided with the guide on how to conduct classroom observation, to coach teachers, and instructions on how to fill in the required documents for reporting. Several mentors have commented that the forms provided by the project are much more comprehensive than they had previously used. The new forms have clear expectations, which make mentoring the teachers more effective and practical. In some remote areas, teachers need more methodological support and in some schools the number of primary grade teachers is very high and there are not enough Mentors to provide comprehensive mentoring support to all the teachers on a timely and regular basis. Based on the identified challenges in the schools, the USAID Quality Reading project program staff is developing a strategy with the TTIs and DEDs to address the challenges.

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

During April and May 2015, the Tajikistan 2015 midterm data collection ran without the EGRA instrument. As the MOES had not approved the EGRA baseline report by the start of mid-term data collection period for April/May 2015 and after discussions with USAID, it was determined that the MOES would likely not approve and support the 2015 EGRA. The decision was made to skip EGRA this year with Grade 2 students and conduct it next year, April 2016, covering Grade 3 – the students who were supposed to be assessed this year in Grade 2 from Cohort 1. Although this shift is not ideal, it will still provide the project with the three necessary data points for the longitudinal research. The project has scheduled the development of the EGRA tool for Grade 3 for November 2015 followed subsequently by pilot testing during the winter.

In April 2014, the project collected data corresponding to pupil reading outcomes at the pre-intervention stage to establish a baseline. Midterm data on pupil reading progress to monitor progress will be gathered in April/May 2016. The team has used cross-sectional and longitudinal research designs for the study. For the cross-sectional design covering Grades 2 and 4, the baseline group will be compared to different groups of pupils at the same schools and the same grade levels in subsequent years.

For the longitudinal design, the same pupils’ reading performance at Grade 1 in 2014 will be compared with their performances at Grade 3 in 2016 and at Grade 4 in 2017. A key feature of this design is that pupil reading performances at Grades 1, 3, and 4 are tracked and reported on the same measurement scale on several of the subtasks. The process of bringing reading performance onto the same scale is called vertical scaling. Table 5 shows the assessment data collection plan.

**Table 5: Cross-sectional and Longitudinal Design for Tajikistan**

Cohort	2014	2015	2016	2017
<b>Cross-Sectional Design</b>				
<b>1</b>	G2		G2	G2
	G4		G4	G4
<b>2 &amp; 3</b>	G2		G2	G2
	G4		G4	G4
<b>Longitudinal Design</b>				
<b>1</b>	G1			
			G3	
				G4



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

To measure pupil progress accurately cross-sectionally (i.e., a different cohort of pupils at the same schools in the same grade in different years) and longitudinally (i.e., same pupils in different years) without the tests being exposed, the USAID Quality Reading Project employs different sets of equated assessments in the baseline, mid-term, and at the end of the project. The assessments across different years will be horizontally linked through the same set of common items used for vertical equating. A

total of two three-set instruments have been developed for EGRA; one set for Tajik and one set for Russian, with each set consisting of Grades 1, 2, and 4 assessments. As the USAID Quality Reading Project in Tajikistan was not able to collect Grade 2 data in 2015, to ensure the longitudinal research design, the Grade 3 EGRA tool will be developed this year.

Although the USAID Quality Reading Project Tajikistan did not implement EGRA in 2015, all other mid-term data collection activities proceeded as plan. The M&E team revised the data collection tools based on experience gained from the Kyrgyz workshop; the baseline study; and necessary revisions to the tools reflected in inconsistent translations of the Tajik, Russian, and Kyrgyz language tools. In early April, the project invited baseline test administrators from the Dushanbe region to participate in the editing and refining of the instruments for Tajikistan. In Tajikistan, the last section of the EGRA tool “Student Background Info” was used in the form of a separate instrument called “Student Questionnaire” in order to gain critical information from students for the Performance Monitoring and Evaluation Plan.

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

From April 13-15, 2015, the USAID Quality Reading Project conducted a Master Training for data collection supervisors and for data collectors from April 16-18, 2015. At these trainings, Amy Todd, AIR M&E Specialist, participated in the training for data collectors and provided invaluable technical assistance particularly on data quality, confidentiality, and sampling.

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



*Classroom observation in a Control School in Kulob*

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

The USAID Quality Reading Project hired a Census and Survey Processing System (CSPro) programmer to support the M&E Manager in the development of a multilingual data entry application for the various instruments (in English, Tajik, Russian, and Kyrgyz languages). The 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.

During the next quarter, planning will begin for the 2016 mid-term data collection for both Tajikistan and the Kyrgyz Republic. This process will include collective planning through a workshop in Bishkek led by Amy Todd. The 2016 mid-term data collection will transition from paper-based data collection to tablet-based data collection. The use of tablets should increase efficiency and data quality. The Tajik team will also work with the National Testing Center (NTC) to develop the Grade 3 EGRA instrument for the 2016 mid-term data collection.

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

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

COMPLETED. Report submitted to USAID and the MOES and will be reviewed before procurement of the additional reading materials.

The USAID Quality Reading Project has been working with Aliev Abdujabor, Head of Primary Grade Education Department to update the list of grade-appropriate reading materials for Tajik primary schools. The final list will be presented to the Book Review Committee at the MOES for guidance and approval with subsequent submission to Deputy Minister Mahamdova for final approval. The USAID Quality Reading Project expects the finalized list early next quarter and will immediately work with publishing houses and distributors on the procurement of these reading materials for project schools in alignment with sub-result 2.2.

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

To improve reading availability of additional reading materials for children is crucial. Therefore, one of the components of the USAID Quality Reading Project is enrich schools and communities with adequate number of grade-appropriate supplementary reading materials. Realizing the importance of availability of additional reading materials in primary schools, the



*Teachers jointly create storybooks from low cost materials*

USAID Quality Reading Project worked with teachers through the IST to create additional reading materials to increase its impact on enriching reading resources in the classroom and improve students' progress. During the IST at the Master Level. Master Trainers were taught how to create storybooks from low-cost materials for primary grades students. Then during the Saturday IST at the school-level, Master Trainers shared their experience with all the primary teachers in their schools as well created samples of low-cost material with teachers creating multiple types based on this guidance. In some schools, primary teachers have been sharing their knowledge and skills in the development of the

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

During their field visits, the USAID Quality Reading Project staff monitor the enrichment of additional reading materials as well as observes how teachers and students use them in the classroom. From the field visits, it is becoming obvious that not only are Master Trainers using the additional reading resources created from low-cost material or books donated by parents but that the primary teachers who are receiving IST on Saturdays are also widely using such resources with their classrooms. The eager adoption of this activity in the schools is an exciting trend to observe. In addition, with the help of teachers, students are also making books - mainly fairy tales - that have been added to the book corners. The books they created are to be given to younger students, as they will help to increase and motivate reading.

With the aim of increasing involvement of parents and educators as well as primary grade students, the USAID Quality Reading Project organized various events on the importance of reading. The USAID Quality Reading Project in partnership with the USAID-funded Aga Khan



*Poet/author Azizi Aziz talking with kindergarden and grade 1 students about the joy of reading, poetry and literature*

Foundation's Reading for Children Project hosted a Literacy Day 2014 event in Sarband at school #1 in Kurganteppa. Students, parents and teachers, Ms. Khadijat Mojidi, Acting Country Director USAID/Tajikistan, Ms. Shahnoza Kholova, DED Head, and Mr. Kholmurudov Abdusator, Representative of the Sarband District, attended the celebration of reading and literacy. Pre-school and primary school children performed songs and dances, a puppet show, and role-playing based on the books they read. Teachers were pleased to present the storybooks that they developed for their pupils, using the low-cost materials

available in rural areas. A key moment for teachers and students was the open-dialogue with children's book writers, Ms. Latofat Kenjaeva, Mr. Azizi Aziz, and Mr. Haibatov Hamad, who explained how they create the books, adjusting Tajik traditional stories and creating new ones.

In addition, the USAID Quality Reading Project celebrated National Book Day in the children's library of Sughd region. Primary and secondary students, teachers, parents, poets and children storybook writers, DEDs from of Bobojon Ghafurov and Khujand, primary education methodologists, and USAID Quality Reading Project representatives, attended the celebration. Ceremony began with poets and writers speech about the importance of reading and book for students and then students recited poems and sang songs about the value or reading and books. In addition, students and teachers who write stories and poems were invited

from all over the region to the event to share their writings with the participants. At the end of the event, children's book writers distributed their books to children.

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

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

The importance of reading as a cornerstone of education and life-long success is gradually increasing in Tajikistan and one initiator for the public awareness is the USAID Quality Reading Project in partnership with Regional and District Education Departments. For this purpose, various materials have been developed and different events are organized. One of the events that emphasized the importance of books in life and reading as a basis for success in life was an event called “Books-priceless treasure” conducted on May 20, 2015 in gymnasium #2 of Bobojon Ghafruov district. The USAID Quality Reading Project, Deputy Chief of Party, Kathryn Fleming and Education Project Manager, Sherali Saidoshurov, and the USAID Tajikistan Education Management Specialist, Mavjuda Nabieva attended this event.



*Sabohat Sangova holds a big book made by one of her 4<sup>th</sup> grade students*

At this event, teachers from all over the district participated and primary students talked and sang about the value books and importance of reading. Two prominent individuals were invited to the event who have contributed significantly in the development of reading materials and books. One of them was poet and writer, Mr. Niyozov, and the other, a textbook writer for schoolchildren, Mrs. Shuaybova. After children completed their performance Mr. Niyozov and Mrs. Shuaybova talked about importance of reading books and increasing reading time during everyday life. Mr. Niyozov recited some of his poetry about reading and Mrs. Shuaybova displayed her textbooks and talked about the process of writing the textbooks. This event was well organized and delivered the message on the importance of reading to the participants. The project will encourage such events and use the model of the “Books-priceless treasure” in Bobojon Ghafruov as a sample for all the project sites.

#### **Product placement**

In accordance with the work plan, products were identified that are bought by the majority of the population, including children. However, most of the products that children buy are harmful for their health and the rest are produced outside Tajikistan, so MOES was not supportive of the product placement idea. Therefore, the MOES proposed that these funds be used for cartoon development with the focus on reading. The USAID Quality Reading Project is exploring a collaboration with UNICEF and the Open Society Institute (OSI) who are already working on the development of cartoons on early childhood development with the MOES. Such collaboration would increase the coverage of cartoon and reading topics. This process also highlight the collaboration and the leveraging of resources among donors and projects related to reading in Tajikistan. The change of this activity is in year 3 work plan.

#### **Reading Buddies**

In almost all primary grade classes, the number of students is very high, averaging 35-40 students per class. Therefore, it is difficult for one teacher to work individually with the students who fall behind the reading standards. During IST and field visits, it was encouraged

to use the assistance of ‘Reading Buddies’. The primary grade teachers were encouraged to involve Reading Buddies as assistants to work with the students who need more support and assistance with reading. For this purpose, teachers in many project schools involve students from grades 8, 9 and 10 as Reading Buddies for the primary students on a 1:1 ratio. Students who need more support are identified based on the balanced score card indicators. The practice



*Student from an upper grade reads a story to younger students from a storybook made with low cost materials*

has been well received by teachers as it was in place during the Soviet period but since fell into disuse. However, most of the young teachers do not know how to use reading buddies and that the criteria for choosing the reading buddies. Therefore, the USAID Quality Reading Project developed the “Reading Buddies Guide” with all the details needed for teachers on how to work with the reading buddies in their classrooms. The Guide has also been incorporated into the Cohort 3 IST for Master Trainers who in turn will share their experience at school-level IST with other teachers. For

Cohort 1 and Cohort 2 Master Trainers, this session will be conducted during the mentoring trainings. The Reading Buddy approach will therefore be valuable in supporting weaker students who are struggling with basic literacy and empower older students to help younger student (and their siblings) to excel in their education. It was observed that in some schools the idea has already been enthusiastically implemented.

### **Parents/Family Program**

To increase the number of parents/other adults reading non-textbook materials to and with students at home, the USAID Quality Reading Project with the support of the well-known writer of children’s books, Azizi Aziz, developed the Parents/Family Guide on the “Importance of Reading with Children at Home”. The Guide was sent to the MOES for review and approval. From the MOES, the Parents/Family Guide was sent to AOE approval. Professor Lutfullov provided review of the material for the AOE. Professor Lutfullov provided positive feedback on the documents.

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

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

Through this process, the USAID Quality Reading Project expects parents to work with their children at home to increase their time spent reading. After receiving the training, all the teachers will work with parents and will receive the training guide.

### **Develop reading information cards**

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

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

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

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

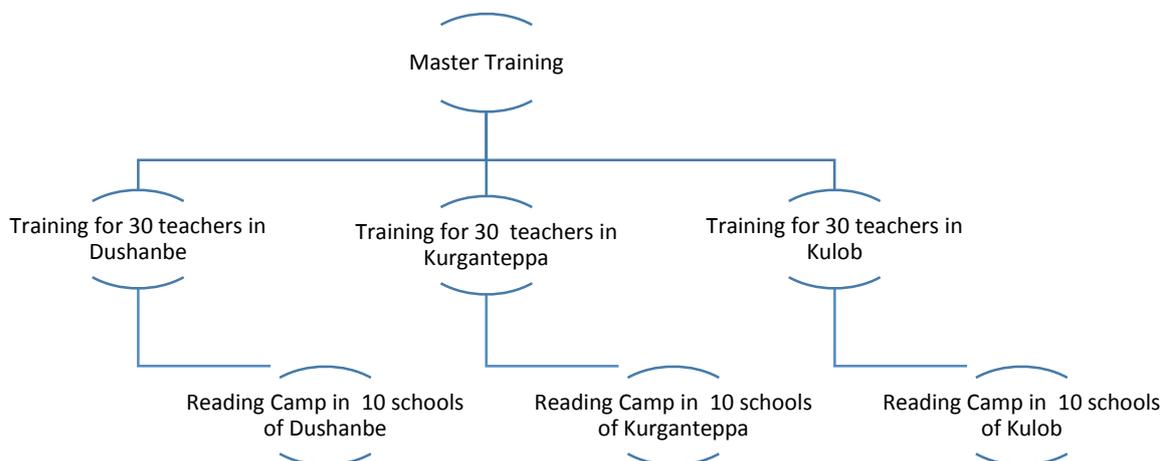
**Reading Camp**

Through close collaboration with the MOES Center for Out-of-School Activities, the Reading Camp Guide was developed for use at Tajikistan school-based camps. The guide has been submitted to RTTI for review and approval. Pending national approval from the RTTI for the Reading Camp training, the USAID Quality Reading Project team decided to get approval from REDs to pilot the Reading Camp training. A letter of request for approval with the draft reading Camp Guide and agenda was sent to the City Education Department of Dushanbe and RED of Khatlon. Approbation training was approved for 30 schools of Dushanbe, Kurganteppa, and Kulob (10 schools in each location). Before the Reading Camp is launched at school-level, a 2-day Training-of-Trainers (TOT) was conducted for six Master Trainers on June 22-23, 2015 in Dushanbe. After completion of the Master Training, two Master Trainers in each location were paired-up to conduct a 3-day Reading Camp training for three teachers (Deputy for Out-of-School activities and two camp facilitators) from selected schools. Figure 1 indicates the hierarchical/cascade structure of the Reading Camp trainings.



*Reading Camp Training at Master level*

*Figure 1. Hierarchical/Cascade Structure of Reading Camp Training*



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

**JumpStart**

Although ‘JumpStart’ is an out-of-school component, due to its pedagogical nature, it was incorporated into the IST package. It includes a 10-day school preparation program called

“Before ABC period”. This material was developed by local consultants from RTTI and AOE, based on the new the standards for primary education modified under the project and in collaboration with GPE-4. This material was incorporated into the Phonemic Awareness and Letter Knowledge Module of the IST package. JumpStart materials were used during the IST Master Training workshop and may be reviewed again by the teachers who provided feedback. Comments were incorporated into the final version and sent to MOES for their approval within each IST package. In December 2014, the JumpStart module was approved together with the IST package for Tajik language and as such is being printed and distributed through the IST process as mentioned earlier. Cohort 3 schools received training on JumpStart during the July and August 2015 Level 2 – Master Trainer IST, and all three Cohorts began implementing JumpStart activities at the beginning of the school year for first grade students in September 2015 with support from the USAID Quality Reading Project staff and National Trainers from the TTI, and Regional and District Education Departments.

### Reading Competition

One of the ways to raise interest of children towards reading is their involvement in out-of-school reading activities. The USAID Quality Reading Project implements various activities such as reading competitions. On Thursday, June 4, 2015, the USAID Quality Reading Project’s Education Field Coordinator Umeda Ermatova stood before an eager, uniformed Grade 2 classroom in the city of Kulob preparing to proctor a reading exam. When she asked what work the students had done over the course of the past academic year, small hands shot into the air.

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



*Fourth Grade students completing the comprehension portion of the “I Am a Reader” competition*

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

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

The “I Am a Reader” competition is a comprehensive literacy exam comprising four parts: a multiple choice reading comprehension test, a written portion asking students to write a story

based on a provided image, a brief vocabulary quiz, and an oral portion in which students recount a story they have read and then read a text aloud to the best of their ability.

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

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

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

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

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

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



*Primary School Teacher is telling a story from a book she created, Kulob*

During visits and meetings with Tajik education officials, the project staff provide information on the project and its goals and objectives and describe the real situation on reading environment. Understanding and acceptance of the realities of the existing environment for reading and consistency of the project goals and objectives toward improving the situation makes local officials supportive in achieving the project goals. Nonetheless, mid-level officials prefer seeing more tangible assistance from the project side in the form of stationery, reading materials and equipment in classrooms. Regular discussions and evident progress of primary grade teachers in IST input in conception of importance of project strategies and approaches in improving the existing environment for reading.

Throughout the year, M&E and Education Coordinators held regular meetings with DEDs to ensure support and engagement related to project objectives and activities and to update the heads of DEDs and education advisors on the project's progress. Heads of Farkhor, Kulob, and

Muminobod DEDs in Kulob and Yovon, Norak, Sarband, and Rumi DEDs in Khatlon expressed considerable support of the project; they indicated that they will request that the Deputy Directors of project schools ensure the involvement of their primary grade teachers in Level 3 – school-based trainings without any interruption. In June, when the majority of primary grade teachers were on annual leave, the mentioned DED heads and advisors helped the project to complete Cohort 2 post-tests (as described earlier as part of the Performance Monitoring and Evaluation Process) at school-level (Level 3), which showed their added commitment to the project.

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

The original baseline EGRA report raised questions among MOES officials related to methodology and what types of data should be publically available across Tajikistan. The project staff worked with the MOES to understand and revise the report with the specialists of Primary Education Department of MOES. After a year of negotiations, the MOES and the USAID Quality Reading Project agreed to a modified report for public dissemination. The Revised Baseline Report was completed September 2015. The USAID Quality Reading Project will work with USAID and the MOES for a limited distribution of the revised report. The only changes made to the report relate to the public dissemination of Grade 4 findings. The project and USAID will continue to use the complete data set throughout the life of the project, but the Revised Baseline Report will only be publically disseminated with data from Grades 1 and 2.

This process raised the knowledge of MOES staff on methodology and approaches applied by the USAID Quality Reading Project for the implementation of the EGRA. The USAID Quality Reading Project looks forward to a limited distribution of the Revised Baseline EGRA Report for use with REDs, DEDs, and TTIs across Tajikistan.

In preparation for the 2015 Mid-term M&E data collection, specialists of MOES worked with the M&E staff of the USAID Quality Reading Project to revise the data collection instruments to avoid questions on the results. Five instruments were reviewed and updated as noted in sub-result 1.5. This process supports the MOES and its understanding of data collection and using data for decision making with the long-term goal of improving their overall capacity in using reading assessment results.

The USAID Quality Reading Project is working with the NTC in both Tajikistan and The Kyrgyz Republic for the upcoming capacity-building workshop in Bishkek for NTC staff from both countries. The M&E Manager had meetings with the Director of the Tajikistan NTC Khurshed Teshaev, Deputy Director Savzali Ja'farov, and other specialists regarding the needs and expectations of the NTC through this workshop and future technical assistance activities. The NTC is eager for such an opportunity and is supportive of the project's research and assessment work. They have recently begun the development of reading and math assessments under the framework of a GIZ secondary education project and are eager to enhance their skills with support from the USAID Quality Reading Project. The NTC looks forward to providing quality data to the MOES from reading assessment results.

The project purchased two copies of Remark software for scanning and processing M&E forms and assessment tools, one for each country. This summer IST pre- and post-test as well as Cohort 1 post-tests from school-level (Level 3) were scanned and cleaned in field offices. Further, field offices will process all data locally. Bringing data cleaning and processing to the field offices increases both local staff knowledge and capacity and enhances the M&E staff's own skills and increases the opportunity to share the new skills and information with NTC and MOES partners.

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

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

The DED heads in the Kulob area during the annual attestation found that the knowledge and skills of primary grade teachers in the USAID Quality Reading Project schools are higher and were thankful of project activities. During monthly meetings, they request that school Directors support the project. Their support led to the project being able to negotiate and run the summer Reading Camp pilot through the active involvement of DEDs at the local level in Kulob and Kurganteppa areas.

**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. 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. 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. 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 American countries and information provided is now included in the formative assessment task included in the Year 3 work plan.



*Teachers after receiving Certificate of Completion as Master Trainers in Kurganteppa (Cohort 3)*

## IV. Progress against Work Plan - Year 2

**Table 6. Status of Activities**

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments	
			Month															
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept				
1	<b>Program Start-Up</b>																	
2	<b>Deliverable:</b> Finalize Implementation annual work plan	AIR														Finalized work plan submitted to USAID	Submitted	Year 3 Work Plan was updated and submitted to USAID, pending approval
3	<b>Deliverable:</b> Finalize PMEPP	AIR														PMEPP finalized and submitted	Accomplished	Submitted with the Oct-Dec 14' Quarterly Report
4	<b>Intermediate Result 1: Improved reading instruction in grades 1-4</b>																	
5	<b>Sub Result 1.1: Conduct a baseline qualitative analysis</b>																	
6	<b>Deliverable:</b> Presentation of Key Findings of Baseline Qualitative Analysis	AIR														Presentation to MOES with EGRA in November	Accomplished	Study is complete and submitted to USAID March 14'. Presentation of key findings were included in Dec 14' baseline dissemination workshop
7	<b>Sub Result 1.2: Design in-service training (IST) package</b>																	
8	<b>Draft reading standards for each grade 1 – 4</b>																	
9	<b>Deliverable:</b> Finalize reading standards for grades 1 – 4	AIR, SC														MOES approved Reading and Writing Standards	Delayed	Under redesign based on integration with all grade and subject standards as organized by GPE-4. GPE-4 to submit all standards to MOES in July. Under pilot through 2015/2016 academic year, expected approval August 2016.
10	<b>Develop standard guide for teachers and other educators</b>																	
11	Drafting standard guides for teachers and other educators	AIR, SC														Draft Standard Guides	Delayed	Under redesign based on integration with all grade and subject standards as organized by GPE-4. GPE-4 to submit all standards to MOES in July. Under pilot through 2015/2016 academic year, expected approval August 2016.
12	Finalizing the standard guides for teachers and other educators	AIR, SC														Finalized Standard guides for teachers and other educators	Delayed	Under redesign based on integration with all grade and subject standards as organized by GPE-4. GPE-4 to submit all standards to MOES in July. Under pilot through 2015/2016 academic year, expected approval August 2016.

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments		
			Month																
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept					
13	Develop teacher training materials / adaptation of literacy boost manual / translation																		
14	Finalize QRP IST package	AIR, SC, MOES														Finalized Tajik and Russian IST packages for L2 and L3 training	Accomplished	The Tajik IST package was approved by MOES. Russian IST is sent for review and approval to MOES	
15	Re-submission of developed IST materials for approval to the Board of the MOES	AIR, SC														Tajik IST approved; Russian IST has been sent for approval	Accomplished	The Tajik IST package was approved by MOES. Russian IST is sent for review and approval to MOES	
16	<b>Deliverable:</b> Final IST Packages	AIR, SC														Approved IST packages	Delayed	Russian pending final approval from MOES	
17	Printing of IST Package	SC														Printed 17 000 Tajik and Russian IST for Master training level and school-level trainings	Slight Delay	15,000 copies of Tajik IST printed. Distribution during Cohort 3 Level 2 training and to Cohort 1 and 2 schools prior to start of 2015/2016 academic years. Russian will be printed upon approval by MOES.	
18	<b>Sub-Result 1.3: Conduct in-service trainings for teachers and other educators</b>																		
19	<b>In-Service Teacher Training Conducted</b>																		
20	Cohort 1 School based trainings through roll-out of micro-modules	SC, DED														6500 teachers trained (Tajik Language) Dushanbe: Kulob: 2500 Kurganteppa 3500 Sugd: 500	Accomplished	DDs, teachers, heads of MU have the skills and knowledge to conduct the trainings	
21	Identify trained National Trainers for Master Trainers Cohort 2 and 3	SC, MOES														198 National Trainers trained	Accomplished	Selection process for trainers at second level for Cohort 2 was completed. Refresher training for National Trainers prior to commencement of Cohort 3 IST	
22	Conduct Training for Cohort 2 Master Trainers at target districts level	SC														1233 MT (100%) trained	Accomplished		

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
23	Cohort 2 School based trainings through roll-out of micro-modules	SC													3900 teachers trained; DRS: Tajik: 2100; Sugd: Tajik: 2100, Russian 15; Kurgenteppa: Russian: 115; Dushanbe: Russian: 170	Ongoing	Teachers attend trainings on a regular basis. The numbers of Tajik versus Russian teachers trained are approximates, these numbers may change based on reality on the ground. USAID QRP still plans on training 3,900 teachers total.
24	Conduct Training for Cohort 3 Master Trainers in target districts	SC												116 MT trained	Accomplished	After discussion, Cohort 3 was added back into the work plan to cover the schools that are unreachable during winter	
25	Cohort 3 School based trainings through roll-out of micro-modules	SC												3000 teachers trained	Ongoing	Teachers attend trainings on a regular basis. The number of Russian teachers to be trained out of this 3,000 is still being processed, for Russian taught classes are decreasing.	
26	<b>Sub-Result 1.4: Strengthen systems for teacher mentoring/coaching</b>																
27	Printing of mentoring / coaching guide for reading instruction support (IR 1.2-part of teachers package)	AIR, SC												Part of IST	Ongoing	Printed at the same time as IST package	
28	Distribute guides to regional In-service TTI staff and deputy school principals on Primary Grade	SC, MOES												2800 guides distributed	Ongoing	Distribution planned with IST package distribution	
29	Provide mentoring to Cohort 1 teachers	SC, Head Teachers, School Directors												6000 teachers receive mentoring support	Ongoing	All targeted Head Teachers and School Directors use guide	
30	Provide mentoring to Cohort 2 teachers	SC, Head Teachers, School Directors												3900 teachers receive mentoring support	Ongoing	Head Teachers and School Directors use guide	
31	Print professional portfolio guide for teachers competencies	SC												Part of IST	Ongoing	Distributed with the IST package. Teachers use portfolios on a regular basis and this is incorporated into system	

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
32	Implement portfolio system for evaluation of Cohort 1 teachers/ mentors competencies (in TT package IR1.2)	SC, MOES													Portfolio system launched	Accomplished	MOES accepts portfolios as a basis for teacher evaluations
33	Implement portfolio system for evaluation of Cohort 2 teachers/ mentors competencies	SC, MOES													Portfolio system launched	Accomplished	MOES accepts portfolios as a basis for teacher evaluations
34	Implement portfolio system for evaluation of Cohort 3 teachers/ mentors competencies	SC, MOES													Portfolio system launched	Ongoing	MOES accepts portfolios as a basis for teacher evaluations
35	<b>Sub-Result 1.5:</b> Implement classroom-based reading diagnostics (process focused); administer national, standardized reading assessments (outcome focused), such as an EGRA, in a representative sample																
36	Review of current data collection tools (both mother tongues and Russian) to identify gaps and revise	AIR													EGRA reviewed and revised	Accomplished	No EGRA planned for 2015, only midline M&E data collection
37	Training of Data Administrators	AIR, NTC													110 TAs trained	Accomplished	Occurred in mid-April to be closer to data collection period
38	Administer outcome focused assessment tools - midline -Cohort 1	AIR, NTC, MOES, regional ED													Midline data collection administered	Accomplished	
39	Data Scanning														1st midline Data scanned	Accomplished	
40	Psychometric data analysis and reporting (automated) results of the outcome focused assessment	AIR, NTC													Psychometric Data analyzed and reported	Ongoing	Psychometric data analysis applies to EGRA. Statistical analysis will be used for midline M&E data analysis and reporting
41	Deliverable: Submission of the Report to USAID and MOES	AIR														Not planned this quarter	M&E and Household Report due November 2015. Agreement on results dissemination with the MOES
42	<b>Intermediate Result 2: Increased availability of reading materials</b>																
43	<b>Sub-Result 2.1: Conduct a comprehensive review of the quantity of primary grade-level reading material available in Tajikistan</b>																
44	Develop a detailed list of appropriate, Russian-language books adapted to the Tajik	AIR, MOES														Delayed	Initial list completed. Revised list under negotiation with MOES.

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
45	Finalize and submit comprehensive review	AIR, MOES													English version submitted to USAID	Delayed	Revised list pending approval from MOES
46	<b>Sub-Result 2.2:</b> Ensure a mix of reading materials are used by schools and communities																
47	Provide technical assistance to AE and EDI to develop guidelines for Readability and writing criteria for Primary Grades reading materials	AIR, SC, AE, EDI													Developed Readability and writing criteria guidelines for Primary Grades reading materials	Removed from WP	This is ongoing with final criteria to be completed next quarter through GPE-4 with support from QRP.
48	Develop a set of options and recommendations for creating a mix of low-cost, grade appropriate materials	AIR, SC, MOES,													List of materials created	Accomplished	Part of IST package training
49	Develop a guideline to create/procure appropriate reading materials	AIR, SC, MOES													Guidelines on reading materials developed	Accomplished	Developed with MOES
50	Provide low-cost primary grade materials available for classroom use and at home in all targeted communities	SC													150,000 low-cost primary grade materials	Slight Delay	Procurement of books pending approval of the list of books from the MOES. Stationary for development of low cost materials distributed with IST Level 2 and 3 trainings.
51	<b>Intermediate Result 3:</b> Increased out-of-school reading time																
52	<b>Sub-Result 3.1:</b> Increase public awareness about the importance of reading as a cornerstone of education and life-long success																
53	Develop Reading Information Cards (RIC)	SC													1 set of 20 RIC developed	Removed from WP	This activity was removed from the Y3 WP at the request of the MOES to be replaced with an advocacy and communications campaign
54	Print and disseminate RIC (for Cohort 1, 2) school communities	SC													At least 2000 sets of RICs printed and disseminated	Removed from WP	
55	Define target community members and conduct orientation workshop / sessions	SC													85% communities targeted	Removed from WP	
56	Explore Public-Private Partnership (PPP)															Ongoing	There are limited PPP options in Tajikistan. QRP will continue to explore opportunities including texting messaging with cell phone providers and other media partnerships.
57	<b>Mobile theater/libraries</b>																

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
58	MOU with Children's Library Association	AIR - SC													Agreement with CLA	Delayed	Linked to book procurement, expected next quarter.
59	Establish Mobile Theater and Mobile Libraries at regional level using Book Bank Resources	SC - CLA													Created Mobile Theater and Mobile Libraries at regional level	Delayed	Linked to book procurement, expected next quarter.
60	Conduct outreach programs to children and communities to promote reading	SC - CLA													Conducted Reading Promotion Programs	Slight Delay	After establishing the Mobile Theater the outreach program will commence
61	On-going monitoring and supervision of outreach programs	AIR - SC													Results of Monitoring the programs available	Slight Delay	Pending commencement of outreach program
62	<b>Hold National Book Day/Literacy Day events</b>																
63	Design and conduct a variety of competitions and events around reading	SC													Reading Competitions plan	Ongoing	Planned for National Book Day, Teacher's Day, Navrus and end of school year
64	<b>Parents/Family Program</b>																
65	Develop/adapt Parents/Family Flipbook	SC													Developed/ adapted LB Parents Flipbook	Accomplished	Submitted to MOES for approval
66	Train volunteers and members of groups to conduct community reading awareness campaign to encourage parents reading to their children	SC													25% of parents read for their children at home	Ongoing	Master training occurred during L2 IST. Community and parental training will occur through teachers and mentoring sessions at the school/community level throughout the year.
67	On-going monitoring and supervision of Parents' Program	SC													Monitoring and supervision is conducted	Ongoing	
68	<b>Media Public Awareness Reading Campaigns</b>																
69	Discuss cartoon collaboration with UNICEF and OSI	AIR-SC													Partnership Meetings	Ongoing	Develop mutually beneficial MOU with UNICEF
70	Sign MOU with UNICEF	AIR-SC													MOU signed	Delayed	Activity revitalized and to begin next quarter. UNICEF full year behind in implementation. Now aligns with modified QRP budget.

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
71	Develop sub-titles for existing UNICEF produced cartoons prior to first round airing in May														Sub-titles included in all cartoons.	Delayed	Activity revitalized and to begin next quarter. UNICEF full year behind in implementation. Now aligns with modified QRP budget.
72	Collaborate on including reading centered messages and images	AIR-SC													Reading messages and images included.	Delayed	Activity revitalized and to begin next quarter. UNICEF full year behind in implementation. Now aligns with modified QRP budget.
73	<b>MOES Reading Support Campaign</b>																
74	Promote workshop for MOES to develop their leadership in advocating reading (see "Media Public Awareness Reading Campaigns" and IR 4)	AIR-SC													MOES representatives accomplished workshop on leadership in advocating reading	Ongoing	
75	<b>Sub-Result 3.2: Implement out-of-school reading activities</b>																
76	<b>Extracurricular activities to promote reading</b>																
77	Finalize the extracurricular activities guide for DDs	SC, AOE, Center for out-of-school activities													Guide is used by deputy directors	Slight Delay	All materials developed and pending approval from RTTI next quarter.
78	Conduct workshop for DDs on planning and delivery of extracurricular reading activities (in conjunction with IR 1.3)	SC													1 training is conducted for Cohort 1, 2, 3 school DDs on extracurricular activities	Ongoing	Half day training during Cohort 3 IST. The Cohort 1 and 2 schools will receive during the 3-day mentoring workshop to commence in January 2016. Cohort 4 will receive half day training during January IST.
79	Conduct extracurricular activities at school-level	DDs, Teachers													Implemented extracurricular activities at schools	Ongoing	Ongoing in Cohort 3 schools and Cohort 1 and 2 pilot schools. Remaining Cohort 1 and 2 schools will conduct activities after 3-day mentoring workshop training.
80	<b>Reading Camp</b>																
81	Finalize Reading Camp Guide and incorporate it into existing summer school camps for primary grades	SC													Reading Camp package completed	Accomplished	Submitted to MOES for approval

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
82	Obtain approval of MOES on Reading Camp Guide for primary grades														MOES approved guide	Slight Delay	Submitted to MOES for approval
83	Print and disseminate Reading Camp guide and supplementary reading materials / stationery to target schools	SC													860 printed RC GT available for target schools	Ongoing	Targeted schools for Reading Camps receive the guide after MOES approval
84	Support target schools to plan and deliver reading camps for primary grades	SC													8600 teachers and volunteers receive training to implement the Camps	Ongoing	Pilot program in June, scale up to begin next quarter and then ongoing, pending MOES approval. Provision of sufficient number of volunteers for the Reading Camps
85	Conduct monitoring and evaluation of target school Reading Camps	SC, AIR													M&E results of the Reading Camps available	Ongoing	Tools will be developed for MOES and USAID QRP to use to monitor activity
86	<b>Deliverable:</b> Reading Camp Curriculum	SC, AIR													Reading Camp modules/package submitted to USAID	Slight Delay	Pending MOES approval, expected next quarter
87	<b>JumpStart</b>																
88	Obtain approval of the MOES for Jump Start program and learning materials to the 10-day pre-school preparations of intended first grade students	SC, AIR													MOES approved JumpStart program	Accomplished	Included in IST
89	Print and disseminate Jump Start program and materials to target schools (will be delivered with IST package)	SC													Included in IST	On-Going	Printed and Disseminated at Master Level (L2). For school-level, to be included in IST package printing
90	Train Grade 1 teachers to conduct Jump Start program in target schools (through IST) in Cohort 1 and 2	SC													Trained C1 teachers in 1721 schools	On-Going	JumpStart will roll out with each Cohort Master Trainer IST

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
91	<b>Deliverable:</b> Jump Start Program and Learning materials incorporated into pre-school preparation program	SC														Slight Delay	Included in IST
92	<b>Book Chest / Mobile Library (also see SIR 3.1)</b>																Other donors are found to assist in development of Book Chest
93	Develop a Guide to create Book Chest/Mobile Library on how to run it	SC, CLA													Book Chest guide	Slight Delay	Linked to book procurement, expected next quarter.
94	Identify and purchase additional readers/books for creating Book Chest collection	SC, AIR, MOES													Book Chest created	Slight Delay	Linked to book procurement, expected next quarter.
95	Disseminate Book Chests to the libraries in target schools/ communities	SC													1 Book Chest established per target school community	Slight Delay	Linked to book procurement, expected next quarter.
96	Identify and train Book Chest facilitators	SC													1721 Trained Book Chest facilitators	Slight Delay	Linked to book procurement, expected next quarter.
97	Conduct community reading activities using Book Chests	SC													2 reading activities conducted in the communities	Slight Delay	Linked to book procurement, expected next quarter.
98	Monitoring of the facilitation of Book Chest activities	SC, AIR													Book Chest activities monitored	Slight Delay	Linked to book procurement, expected next quarter.
99	<b>Reading Buddies</b>	SC															
100	Train DDs and head of MU to plan and facilitate Reading Buddies approach in target schools	SC, MOES													DDs trained	On-Going	Not all the target schools may have DDs so HMUs or School Directors may be nominated
101	<b>Intermediate Result 4: Increased government support to improve reading</b>																
102	<b>Sub-Result 4.1: Increase dialogue about the existing environment for quality reading</b>																
103	Conduct round table with primary education experts and teachers to review and discuss Reading Standards	AIR, SC, MOES, donors, NGOs, GP4													Conducted round tables; Reading Standards reviewed and discussed	Transferred	Convened by MOES and GPE-4 related to overall standards and IST reform.

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
104	Hold policy workshops best practices/policy	AIR, SC													One workshop held each year around an aspect of reading. The workshop may be around creating standards or how to read and use assessment results	Accomplished	December 14' Workshop/conference held to disseminate baseline findings and discuss how to use this information.
105	Hold quarterly briefings with MOES	AIR, SC, AE, EDI													4 update meetings held throughout the year, minutes from meetings	Accomplished	Meeting held on 24 June 2015. 4 <sup>th</sup> quarter meeting postponed until next quarter by MOES
106	Hold semi-annual high-level forums on quality reading	AIR, SC													2 Semi-annual high-level forums on quality reading	Slight Delay	RTTI, TTIs, and DEDs Capacity Building Forum on Quality Reading tentatively planned for next quarter (December)
107	Disseminate summaries, reports, findings to regional, district, and school-level MOES and other stakeholders	AIR, SC													Assessment findings disseminated after finalized (baseline and midline for Cohort 1)	Not planned this quarter	Dissemination will be based on approval of MOES at district and school-level
108	<b>Sub-Result 4.2: Increase capacity to use reading assessment results</b>																
109	Develop capacity building plan for NTC, EDI	AIR													Developed annual EDI capacity building plan	Accomplished	NTC developed a Capacity Building Plan with USAID QRP.
110	Organize capacity building workshop	AIR													1 capacity building workshop provided on psychometric data analysis; based on MOES and NTCs timelines	Delayed	Delayed until November
111	Provide capacity building training to AE, EDI and NTC staff to analyze and report results	AIR, NTC													Capacity building workshops held	Delayed	Delayed until November
112	Present findings on reading assessments to Reading Steering Committee, NGOs and research institutions	AIR, MOES, NTC													1 EGRA presentations held to RCS and other stakeholders	Accomplished	Conference held 9 December 2014. Pending final midterm report. No EGRA midterm in 2015. MOES rejected Reading Steering Committee organization

	Activities/Deliverables	Responsible	FY15												Outputs/ Products	Status	Comments
			Month														
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
113	Analyze and submit recommendations to MOES	AIR, NTC													Recommendations submitted to MOES	Delayed	No EGRA midterm in 2015.
114	<b>Sub-Result 4.3:</b> Strengthen the enabling environment to support improved reading instruction reform																
115	Identify MOES and other reading stakeholders and establish Reading Steering Committee	AIR													Reading Steering Committee established	Removed from WP	MOES decided against establishing a Reading Steering Committee as there are so many committees and GPE-4 is coordinating overall standards and IST reform
116	Promote laws, policies, regulations, and foundational education documents developed or modified to support improved practices	AIR													Additional discussions with MOES and stakeholders so a focus is selected	On-Going	MOES is supportive of changes to promote reading standards and curriculum
117	<b>Monitoring &amp; Evaluation</b>																
118	Finalize PMEP	AIR													PMEP 2015 developed and finalized	On-Going	Updated PMEP approved with Modification #3
119	Quarterly Performance Reports	AIR													4 Quarterly Performance Reports	On-Going	Submitted
110	Participant Training Reports	AIR, SC													TraiNet updated	On-Going	TraiNet is updated quarterly
111	Annual Performance Reports	AIR													1 Annual Performance Report developed	Accomplished	

## V. Coordination with host governments, donors and implementing partners

**Table 7. Key Meetings with USAID and Partners during Year 2**

Date / Location	Attendees	Subject	Follow-up / Notes
09.10.14 National Testing Center	Barbara Greenwood, QRP Kathryn Fleming, QRP Kiomidin Davlatov, QRP Fayziddin Niyozov, QRP Mavjuda Nabieva, USAID Khurshed Tashaev, NTC Sabzali Jafarov, NTC	EGRA and future partnership and planning	Schedule follow-up meeting with NTC when Abdullah is in town to discuss capacity building and partnership with for future EGRAs and summative testing.
09.10.14 Dushanbe DED	Barbara Greenwood, QRP Kathryn Fleming, QRP Sherali Saidoshurov, QRP Mavjuda Nabieva, USAID Hamidullo Faqerov, Dushanbe Education Director	Update Dushanbe DED on USAID QRP Activities	Provide additional updates to Dushanbe DED and support collaboration and partnership.
14.10.14 MOES	Barbara Greenwood, QRP Kathryn Fleming, QRP Sherali Saidoshurov, QRP Kiomidin Davlatov, QRP Fayziddin Niyozov, QRP Mavjuda Nabieva, USAID Khadijat Mojidi, USAID CA David Brown, USAID CA	Present USAID QRP Year 1 Update and Results and Y2 Work plan	Simplify the work plan for future presentations. If not enough time for Tajik translation then use Russian.
30.10.14 UNICEF	Sarah McGinty, UNICEF Jamshed Kurbonov, UNICEF Parviz Abdurahobov, UNICEF Nazarkhudo Dastambuev, OSI Kathryn Fleming, QRP Sherali Saidoshurov, QRP	Partnership and collaboration on cartoon development for MOES.	Develop MOU with UNICEF to collaborate on cartoon develop. Second round to begin Spring 2015 to include reading focus in select episodes.
04.11.14 EU	Kathryn Fleming, QRP Sherali Saidoshurov, QRP Fayziddin Niyozov, QRP Michele Crimella, EU	Lessons learned on assessment, EGRA and IST with the MOES for their 9-year plan	Continued discussions and lessons learned sharing.
11.11.14 QRP Office	Kathryn Fleming, QRP Sherali Saidoshurov, QRP Fayziddin Niyozov, QRP Mavjuda Nabieva, USAID	Indicator and activity planning update	Regular meeting with USAID. Confirm QRP indicators.
12.11.14 USAID Tajikistan	Barbara Greenwood, QRP Kathryn Fleming, QRP Mavjuda Nabieva, USAID William Trigg, USAID Katie McDonald, USAID	USAID QRP update. Communication and management engagement. Burn rate.	Monthly meetings. Careful planning of the EGRA dissemination event.
14.11.14 RTTI	Latofat Nazirova, Rector RTTI Shermahmad Yormahmadov, Sherali Saidoshurov, QRP	IST finalization and approval and certification of the IST courses	Distribute RTTI registration journals to the QRP project schools
24.11.14 MOES	Kathryn Fleming, QRP Kiomiddin Davlatov, QRP Fayziddin Niyozov, QRP Tojinniso Mahmadova, MOES	Preparation for 9 December EGRA event. Invite list. Protocol.	Follow-up meetings to explain the findings.
08.12.14 EU	Kathryn Fleming, QRP Fayziddin Niyozov, QRP Abdullah Ferdous, AIR	Lessons Learned from EGRA and MOES/NTC capacity	Ongoing information sharing and meetings.

<b>Date / Location</b>	<b>Attendees</b>	<b>Subject</b>	<b>Follow-up / Notes</b>
08.12.14 MOES	Fayziddin Niyozov, QRP Abdullah Ferdous, AIR Tojinisso Mahmadova, MOES	Discuss EGRA presentation and slides.	Make additional changes to presentation slides.
08.12.14 USAID Tajikistan	Barbara Greenwood, QRP Kathryn Fleming, QRP Mark Kutner, AIR Abdullah Ferdous, AIR Mavjuda Nabieva, USAID William Trigg, USAID Katie McDonald, USAID	Introductions. Event communications. Brief findings discussion.	
09.12.14 Hotel Lotus	QRP, USAID, MOES, Other Education Stakeholders	EGRA Dissemination Event	Be more conscious of the types of information the MOES wants released
10.12.14 AOE	Irina Karimova, President AOE Sherali Saidoshurov, QRP	Russian IST package review	Incorporate all the suggestion into the IST
10.12.14 NTC	Abdullah Ferdous, AIR Kiomiddin Davlatov, QRP Khurshed Teshaev, NTC Sabzali Jafarov, Deputy, NTC	Partnership and capacity building planning.	Next steps for capacity building work plan.
10.12.14 GPE-4	Abdullah Ferdous, AIR Kiomiddin Davlatov, QRP Fayziddin Niyozov, QRP Khurshed Teshaev, NTC	Updates on QRP and GPE-4 standards and assessment.	
19.12.14 USAID Tajikistan	Kathryn Fleming, QRP Katie McDonald, USAID Mavjuda Nabieva, USAID William Trigg, USAID	EGRA event debrief.	Be more conscious of MOES public persona.
05.01.15 RTTI	Sherali Saidoshurov, QRP Latofat Nazirova, RTTI Kabirov Nurmahmad, RTTI	Collaboration of RTTI in IST	RTTI monitors IST
16.01.15 UNICEF	Kathryn Fleming, QRP Sherali Saidoshurov, QRP Sara McGinty, UNICEF Jamshed Kurbonov, UNICEF	Collaboration on reading cartoons	Add subtitles so children of all ages can read along and to support reading imagery and messages in the next cartoons
20.01.15 MOES	Kathryn Fleming, QRP Fayziddin Niyozov, QRP Tojinisso Mahmadova, MOES	Planning meeting for CIES presentation in Washington, DC	Selection of MOES representative and draft PowerPoint presentation
20.01.15 EU	Kathryn Fleming, QRP Michele Crimella, EU Sergij Gabrscek, EU Consultant	Information sharing on IST and summative assessment	Sergij to join visit to Khujand to observe QRP IST
21.01.15 World Bank	Kathryn Fleming, QRP Sarah McGinty, UNICEF Michele Crimella, EU Sergij Gabrscek, EU Helen Craig, World Bank, DC Saodat Bazarova, Word Bank	Information sharing on IST	Continue active collaboration with GPE-4 on integration of reading IST into overall IST reform process
23-24.01.15 Khujand	Kathryn Fleming, QRP Inna Kirilyuk, USAID CA	Cohort 2 - IST visits in Khujand	Continue rigorous oversight of IST and engagement with MOES officials and stakeholders
18.02.15 MOES	Sherali Saidoshurov, QRP Kholov Dust, Director of Center for Out of School Activities of the MOES	Reading in Camp Guide development and its status	Review of the camp review by the Center for Out of School Activities of the MOES
24.02.15 MOES	Kathryn Fleming, QRP Fayziddin Niyozov, QRP	GPE-4 presentation on standards planning for	Continue active collaboration with GPE-4

Date / Location	Attendees	Subject	Follow-up / Notes
	Simon Jenkins, Consultant GPE-4 representatives MOES Representatives	all primary subjects	on integration of reading standards into GPE-4 package
03.03.15 MOES	Fayziddin Niyozov, QRP Aliev Abdujabbor, MOES	Preparation for CIES	
15.04.15 MOES	Kathryn Fleming, QRP Sherali Saidoshurov, QRP Asror Aliev, GPE4 Parvis Talbov, GPE4	Discussion on 18 hour IST through GPE-4	18-hour IST is for introduction to competency-based standards, not teaching practices and methodology. QRP agreed to support the development of this 18-hour IST.
21.04.15 AKF	Zuloby Mamadfozilov, AKF Kathryn Fleming, QRP	Use of QRP Grade 4 EGRA in GBOA	Shared test, implementation instructions, and training instructions for AKF's use of QRP Grade 4 EGRA
30.04.15 QRP	Aziz Azizi, Author and Poet Kathryn Fleming, QRP Sherali Saidoshurov, QRP Salima Imomnazarova, QRP	Planning for QRP out of school reading video and PR campaign	Develop campaign and materials
19.05.15 Sughd RED	Mavjuda Nabieva, USAID Kathryn Fleming, QRP Sherali Saidoshurov, QRP	Collaboration of RED with USAID QRP	Sughd RED fully supports the project and USAID QRP will update them on a regular basis
20.05.15 Bobojon Ghafurov DED	Malohat Boboeva, Head DED Matluba Qobilova, Primary Education Methodologist Mavjuda Nabieva, USAID Kathryn Fleming, QRP Sherali Saidoshurov, QRP	Formal introduction of USAID QRP to DED of Bobojon Ghafurov	Close collaboration of USAID QRP with DED of Bobojon Ghafurov
25.05.15 Qumsangir DED	Elchizan Pallaeva, Head DED Ghafurov Abdurasul, Primary Methodologist Sherali Saidoshurov QRP Zubaydullo Hotamov, QRP	USAID QRP progress in and challenges in Qumsangir district	Promise of greater support of USAID QRP project schools by DED
28.05.2015 Kulob DED	Namozov Jamshed, Kulob TTI Kathryn Fleming, QRP Shafoat Ghozieva, QRP Saodat Karimova, QRP	Collaboration with Kulob DED	Kulob DED is very supportive and looks forward to continued partnership
28.05.15 Khatlon RED	Valizoda Hokimkhon, RED Alimardonov Safarmahmad, Primary Education Department Sherali Saidoshurov, QRP Zubaidullo Hotamov, QRP	USAID QRP update in Khatlon region	Involve all RED primary education methodologist in USAID QRP activities
03.06.15 Dushanbe DED	Faqerov Hamidullo, Head DED Zebo Alieva, DED Monitoring Specialist Sherali Saidoshurov, QRP Kholis Sadurdinov, QRP	Implementation of USAID QRP Reading Camps in Dushanbe Schools	Dushanbe DED provides full support during the camps
09.06.15 MOES	Sherali Saidoshurov, QRP Ailev Abdujabbor MOES	Pending approvals	Prompt the approval process by the MOES
15.06.15 MOES	Sherali Saidoshurov, QRP Kholov Dust, Director of Out of School Activities	Reading Camp Guide development and its status	Review of the camp review by the Center for Out of School Activities
25.06.15 MOES	MOES, USAID and QRP representatives	Quarterly meeting with MOES to present and discuss QRP activities	To align all the USAID QRP activities with the MOES requirements

<b>Date / Location</b>	<b>Attendees</b>	<b>Subject</b>	<b>Follow-up / Notes</b>
08.07.15 MOES	Sherali Saidoshurov, QRP Ailev Abdujabor MOES	Upcoming IST for Cohort 3 schools	Provide the required documents to obtain approval of the IST
22.07.15 AOE	Bobiev Gulomkodir Mukkamolovich, Director AOE Kathryn Fleming, QRP Sherali Saidoshurov, QRP Suhrob Aminov, QRP	QRP introduction to new AOE director	Look for stronger ways to collaborate and his request we focus more on hard science literacy
24.07.15 MOES	F.Ismonov, MOES Aliiev Asror, MOES/GPE-4 Parvis Talbov, MOES/GPE-4 Sara McGinty, UNICEF Michele Crimela, EU Saodat Bazarova, World Bank Mavjuda Nabieva, USAID Kathryn Fleming, QRP	GPE-4 update on component #2, primary grade standards for Tajik and Math	
30.07.15 QRP	Kathryn Fleming, QRP Amy Scott, USAID CA Inna Kirilyuk, USAID CA Mavjuda Nabieva, USAID TJ	Project update	Follow-up on cartoons, IST approval, and out of school program
August 2015 DRS and Sughd DEDs and REDs	Meeting with the heads of DRS and Sughd and DEDs and REDs	Implementation of IST in Cohort 3 schools in DRS and Sughd districts	DEDs provide assistance in the enrollment of teachers for IST and long term engagement
05.09.15 Sughd RED	Osim Kosimi Head Sughd RED Sherali Saidoshurov QRP Suhrob Aminov QRP	QRP update and office issues in Sughd	Planning for refurbishment for QRP office
15.09.15 RTTI	Kabirov Nurmahmad, Dushanbe TTI Sharipov Muhamadjon KT TTI Namozov Jamshed Kulob TTI Sherali Saidoshurov, QRP	TTIs collaboration with USAID QRP	Develop a joint workshop on developing reading techniques in children of primary grades through IST

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

### Operations

- The USAID Quality Reading Project received equipment disposition from Creative Associates International from the Kulob office in July and from the Dushanbe office September. Final equipment will be transferred in December at the close of the School Dropout Prevention Program.
- AIR is working with Save the Children to streamline their procurement and human resource procedures to improve timeliness and quality of activity implementation and trainer payments.
- AIR recently cleared the Tajik Ministry of Labor audit. AIR's human resource system is in compliance with Tajik laws and guidelines.

### 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.
- Additional community mobilizers, field coordinators and drivers are being recruited with expected hiring during the next quarter.
- Three M&E Coordinators were hired in September 2015 to support additional schools in Rasht, Dushanbe/Khatlon districts near Dushanbe, and greater DRS.

**Table 8. Completed International Travel this Quarter**

Name of Traveler	Destination (s)	Dates of Travel	Purpose of trip
Kathryn Fleming	Almaty, Kazakhstan	August 13-15, 2015	USAID Regional Implementing Partners Meeting
Kathryn Fleming	Bishkek, The 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 - 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)***

1. Disseminate Tajik IST to all Cohort 1 – 2 and during Cohort 3 training
2. Print and distribute Russian IST for school-level trainings (pending RTTI approval)
3. Continue support and dialogue with GPE-4 on Tajik language standards pilot

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

1. Follow-up with Cohort 1 to continue their school-based trainings without direct project support
2. Provide ongoing support to Cohorts 2 and 3 schools
3. Prepare for Cohort 4 training scheduled for January 2016

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

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

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

1. Limited dissemination of Revised Baseline EGRA
2. Report writing for midterm data collection
3. Planning for use of tablets for 2016 midterm data collection
4. Combined NTC Capacity Building Workshop in Bishkek, The Kyrgyz Republic
5. Grade 3 EGRA Instruments development workshop and pilot planning with the NTC in Dushanbe

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

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

1. Finalize grade appropriate reading materials procurement list with the MOES for the planned USAID Quality Reading Project book procurement. Procurement process planned for next quarter

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

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

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

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

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

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

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

1. Identify and purchase additional reading materials for creating reading corners in project schools
2. Finalize UNICEF/OSI cartoon partnership for reading promotion
3. Strengthen Reading Buddies in Cohort 1, 2 and 3 schools

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

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

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

1. Regional Capacity Building Workshop in Bishkek, KG for NTC representatives from Tajikistan and The Kyrgyz Republic
2. Grade 3 EGRA Instrument Development Workshop and piloting with NTC representative and key stakeholders
3. Limited Dissemination of Revised Baseline EGRA report

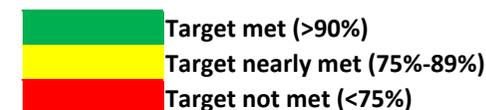
**Sub Result 4.3: Strengthen the enabling environment to support improved reading instruction reform**

1. Review materials and conduct interviews and focus groups on the Tajik language textbooks and their alignment with the revised Tajik language standards and their progression and relationship to student learning outcomes.
2. Promoting seminars and conference on the Quality of Reading at regional and district levels for share of best practices and lessons learned
3. Communicate with media advocate the importance of reading in the primary grades in schools and at home

**Table 9. 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"> <li>• Planning for tablet data collection for 2016 midterm data collection</li> <li>• PMP data quality review</li> </ul>

Name of Traveler	Destination(s)	Dates of Travel	Purpose of Trip
Suhrob Animov	Bishkek, KG	November 15-27, 2015	<ul style="list-style-type: none"> <li>• Planning for tablet data collection for 2016 midterm data collection</li> <li>• Participate in combined NTC Capacity Building Workshop</li> <li>• PMEP data quality review</li> </ul>
Kathryn Fleming	Bishkek, KG	November 18-20, 2015	PMEP 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"> <li>• Lead combined NTC Capacity Building Workshop</li> <li>• Lead Midterm EGRA dissemination event</li> <li>• Facilitate Grade 3 EGRA development workshop with Tajik NTC</li> </ul>
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



## VIII. Progress against Performance Monitoring and Evaluation Plan

**Table 10. Performance Monitoring and Evaluation Reporting Table and Scorecard – Tajikistan**

#	Indicator	Disaggregation	Data Source	Frequency of collection	Baseline (2014)	Target FY 2015	Actual Q1 FY 2015	Actual Q2 FY 2015	Actual Q3 FY 2015	Actual Q4 FY 2015	Total FY15	% of achievement	Score	Comments
1	Percentage change in proportion of students in program schools who read proficiently according to national standards	reading skill, performance level, grade, gender, language	sample-based EGRA	yearly	29.9%	3 percentage point increase	n/a	n/a	n/a	No EGRA this year	No EGRA this year	n/a		These indicators won't be reported for FY2015 as EGRA wasn't conducted in TJ
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	35.6%	15%	n/a	n/a	n/a	No EGRA this year	No EGRA this year	n/a		
<b>Intermediate Result 1: Improved reading instruction in grades 1-4</b>														
3	Percent of teachers/educators gaining knowledge of primary grade reading instruction from training	gender, cohort, region	sample-based knowledge pre and post test	at the beginning and end of each training	-	85%	n/a	n/a	57.2% C1 Dushanbe: 56% Kulob: 60.7% KT: 52.9% Sughd: 65.7%	n/a	57.2% C1 Dushanbe: 56% Kulob: 60.7% KT: 52.9% Sughd: 65.7%	67%		Reported on test results of Cohort 1 teachers after completing 72 hours IST

#	Indicator	Disaggregation	Data Source	Frequency of collection	Baseline (2014)	Target FY 2015	Actual Q1 FY 2015	Actual Q2 FY 2015	Actual Q3 FY 2015	Actual Q4 FY 2015	Total FY15	% of achievement	Score	Comments
4	Percent of teachers demonstrating in the classroom instructional best practices in reading	gender, region, language	sample-based classroom observation tool	yearly	20%	50%	n/a	n/a	n/a	n/a	19.8% C1 Dushanbe: 13.3% Kulob: 18.8% KT: 3.6% Sughd: 62.5%	99% Tajik		Assessment data April'15 (Cohort 1) No Russian schools in Cohort 1
5	Number of primary grade students taught by teachers who have received reading training	gender, grade	training roster, school database	annually	0	237,000 (C1)	229,870 (C1)	257,883 C1: 229,870; C2 L2: 28,013	257,883 C1: 229,870; C2 L2: 28,013	257,883 C1: 229,870; C2 L2: 28,013	257,883	109%		Counted the number of students taught by teachers who completed IST trainings
6	Number of schools getting support	region, type of support (training, material)	activity roster, school database	according to training schedule	0	1,229 (C1&C2 schools)	893 (C1)	1,227 C1: 893; C2: 334	1,227 C1: 893; C2: 334	1,678 C1: 938; C2: 387; C3: 455	1,678	137%		
7	Number of in-service training packages developed and approved by MOE	Type	training package, approval document	annually	n/a	2	1 IST package in Tajik language	0	0	0	1	50%		Approved by MOES council's resolution #25 from 27/12/2014; Russian IST still under review
8*	Number of teachers/ educators/ teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support • Trainers, MOE / TTI	gender, region, cohort, level of training	training rosters	according to training schedule	n/a	8,570 C1 6,200 teachers; C2&3 2,370 mentors	0	1,133 C2L1: 62; C2L2: 1,071	3,568 C1L3 (C1 L3 verification pending for 2,900 teachers) Est. total – 6150	1,420 C3L1: 92; C3L2: 1,328	6,121	71%		The result is for teachers completed 72 hours (C1 L3 verification pending for 2,900 teachers) Est. total – 6,150

#	Indicator	Disaggregation	Data Source	Frequency of collection	Baseline (2014)	Target FY 2015	Actual Q1 FY 2015	Actual Q2 FY 2015	Actual Q3 FY 2015	Actual Q4 FY 2015	Total FY15	% of achievement	Score	Comments
	/ DED officials • Mentors (DD, methodologist, advanced teacher) • Primary grade teachers (except mentors)													Expected – 9,021 FY15 106.4%
9	<del>Number of teachers/other educators receiving in-service training in reading.</del>	Note: We propose eliminating this indicator moving forward. It is duplicative of indicator 8. Our original thinking was the capture those who get a certificate and can demonstrate successful completion through a final test with indicator 8, where indicator 9 would just mark full attendance. Because the certification system differs by country, and the test is captured in a separate indicator, we do not think indicator 9 adds any new information. The following indicators will keep their original numbering for consistency in reporting.												
10	Number of in-service training materials distributed to teachers/other educators.	type, # of copies	part of training roster	according to training schedule	0	8,570	0	1,133 C2 L1&2	0	13,209 C1&2: 11,789 C3: 1,420	14,342	167%		IST materials for C1 Level 2 and 3 were distributed in summer this FY2015 Q4. Materials distributed to C2&3
11	Number of mentoring guides distributed to mentors	type, # of copies	material distribution records	according to training schedule	0	2,500	0	1,350 Russian: 150; Tajik 1,200	0	13,759 C1&2: 11,789 C3: 1,420  Reading Camp Guide: 182 Flipbook: 92 Reading Buddies: 92 Reading Corner: 92 Kids Module: 92	15,109	458%		Mentoring Guide was included as a chapter in the IST material, & distributed to all teachers/educators, not only mentors

#	Indicator	Disaggregation	Data Source	Frequency of collection	Baseline (2014)	Target FY 2015	Actual Q1 FY 2015	Actual Q2 FY 2015	Actual Q3 FY 2015	Actual Q4 FY 2015	Total FY15	% of achievement	Score	Comments
12	Percent of teachers using results of classroom-based reading assessment	gender, school language	sample-based teacher and student questionnaire	baseline midterms, endline	9%	30%	n/a	n/a	n/a	n/a	C1: 24.6% Dushanbe: 6.3% Kulob: 28.1% KT: 9.3% Sughd - 66.7%	82%		Assessment data April'15 (Cohort 1)
<b>Intermediate Result 2: Increased availability of reading materials</b>														
13	Percentage of schools and communities with adequate number of grade-level-appropriate supplementary reading materials	region, school, communities, language	Sample-based teacher, librarian and parent questionnaire	Baseline, midterms, endline	10%	20%	n/a	n/a	n/a	n/a	3% Dushanbe: 20% Kulob: 0% KT: 0% Sughd: 0%	15%		Assessment data April'15 (Cohort 1)
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	240	240	0.1%		Postponed, starts in PY 3 because of recent modification of budget
<b>Intermediate Result 3: Increased out-of-school reading time</b>														
15	Percent of parents whose attitudes towards reading have changed	region, gender, language	sample-based parent questionnaire, KAP section	Baseline, midterms, endline	-	6%	n/a	n/a	n/a	n/a	37% Dushanbe: 50% Kulob: 25% KT: 46% Sughd: 26%	617%		Assessment data April'15 (Cohort 1)

#	Indicator	Disaggregation	Data Source	Frequency of collection	Baseline (2014)	Target FY 2015	Actual Q1 FY 2015	Actual Q2 FY 2015	Actual Q3 FY 2015	Actual Q4 FY 2015	Total FY15	% of achievement	Score	Comments
16	Percent of primary grade students participating in QRP out-of-school reading activities	gender, language, grade	activity roster	by schedule of activities	0	50%	0	0	0	25% of primary grade students (Actual - 111,725 Grade 1 students)	25% of primary grade students (Actual - 111,725 Grade 1 students)	50%		All schools in TJ started JumpStart in August 2015 for only entry to Grade 1. This consist of 25% of all primary grade students in project schools
17	Percent of parents/other adults reading non-textbook materials to students at home	region, gender	sample-based parent questionnaire	Baseline, midterms, endline	73%	73%	n/a	n/a	n/a	n/a	45.5% Dushanbe:63.3% Kulob: 37% KT: 48.5% Sughd: 34.4%	62%		Assessment data April'15 (Cohort 1)
18	Percent of primary grade students participating in at-home reading program	region, gender, language, grade	sample-based parent questionnaire	Baseline, midterms, endline	70%	85%	n/a	n/a	n/a	n/a	96% Dushanbe: 98% Kulob: 94% KT: 96% Sughd – 96%	113%		Assessment data April'15 (Cohort 1)
19	Number of out-of-school reading activities	Region, region, school	activity roster	by schedule of activities	0	1,862	0	0	26	1,679	1,707	92%		26 summer camps plus JumpStart activities in all 1678 treatment schools; 1 national book day; 2 reading competition during FY15

#	Indicator	Disaggregation	Data Source	Frequency of collection	Baseline (2014)	Target FY 2015	Actual Q1 FY 2015	Actual Q2 FY 2015	Actual Q3 FY 2015	Actual Q4 FY 2015	Total FY15	% of achievement	Score	Comments
20	Number of teachers, other educators and community members (including parents) trained and equipped to implement out-of-school reading activities	Region, gender, language	training activity roster	by schedule of activities/trainings	0	4,655	0	0	0	1,510	1,510	32%		Started in June 2015, training in Dushanbe for National Trainers and 3 trainings in Dushanbe, KT, and Kulob
<b>Intermediate Result 4: Increased government support to improve reading</b>														
21*	Number of standardized reading assessments supported by USG	Cohort, project year	EGRA	yearly	0	0	n/a	n/a	n/a	n/a	n/a	n/a		EGRA was cancelled in 2015 at MOES request
22	Number of administrators and officials successfully trained on using reading assessment results	Gender, institutions	EGRA dissemination workshop roster	by workshop schedule	0	50	20	0	0	0	20	40%		1 day Conference conducted in December '14
23*	Number of laws, policies, regulations or guidelines developed or modified to improve primary grade reading programs or increase equitable access	n/a	Gov't Docs	Annually	0	1	0	1 (under review)	0	1	1	100%		Reading standards reviewed and approved by MOES for piloting through GPE-4 process

## 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 TJS	Purchase Price USD
0054	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$808.90
0055	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$808.90
0056	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$808.90
0057	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$808.90
0058	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$808.90
0059	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$808.90
0060	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$808.90
0061	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$808.90
0062	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$808.90
0063	IT Equipment	Laptop for scanner	13 Jan'14	HP Probook 4540s	3,861.00	\$808.90
0064	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$808.90
0065	IT Equipment	Monitor/Desktop	13 Jan'14	HP LV2010	4,455.00	\$933.14
0066	IT Equipment	Monitor/Desktop	13 Jan'14	HP LV2010	4,455.00	\$933.14
0067	IT Equipment	Monitor/Desktop	13 Jan'14	HP LV2010	4,455.00	\$933.14
0068	IT Equipment	Server /Processor	13 Jan'14	HP Proliant ML310eGen8	9,009.00	\$1,887.01
0069	IT Equipment	Server/Monitor	13 Jan'14	Samsung/S19C150F	1,040.00	\$217.84
0070	IT Equipment	Server/UPS 1500 kw	13 Jan'14	Mercury Elite 1500 Pro	965.00	\$202.13
0074	IT Equipment	Printer	13 Jan'14	Canon i-SENSYS LBP-7100CN Color Laser	2,045.00	\$428.34
0075	IT Equipment	XEROX	13 Jan'14	Xerox WorkCenter 3220 (3220V/DN)	7,177.00	\$1,503.28
0080	IT Equipment	Projector	19 Mar'14	ACER X1240MR DLP QNX1108	3,593.10	\$747.20
0083	IT Equipment	Screen	19 Mar'14	Screen 200x200 I-VIEW Tripod	449.40	\$93.45
0087	IT Equipment	Printer MFP	20 Mar'14	HP LaserJet M1132 MFP	2,250.00	\$455.23
88	IT Equipment	Scanner	14 Mar'14	Canon Image Formula DR-G1110	-	\$8,025.31

Asset ID	Equipment Type	Description	Acquisition Date	Model #	Purchase Price TJS	Purchase Price USD
0093	IT Equipment	Laptop	27 May'14	HP Pavilion DV7-4325SR	4,171.00	\$851.93
0117	IT Equipment	Laptop	29 Sep'14	HP 15-D037DX	4,698.87	\$950.69
0118	IT Equipment	Laptop	29 Sep'14	HP 15-D037DX	4,698.87	\$950.69
0119	IT Equipment	Laptop	29 Sep'14	HP 15-D037DX	4,698.87	\$950.69
0142	IT Equipment	Printer MFP	28 Nov'14	HP LaserJet M1132 MFP	2,237.40	\$440.32

#### Expendable Equipment Over US\$500 in accordance with AIR's Field Finance Manual Procurement Guidelines

Asset ID	Equipment Type	Description	Acquisition Date	Model #	Purchase Price TJS	Purchase Price USD
0034 (01-02)	Furniture	Meeting table	18 Oct'13	n/a	2,850.00	\$598.74
0110	Equipment	Air-Conditioner	25 Aug'14	AR12HQFNAWKXER	4,394.50	\$889.11
0121	Equipment	Air-Conditioner (inside block)	17 Oct'14	GVHN24AANK1A1A/I	8,375.00	\$1,680.94
		Air-Conditioner (outside block)		GVHN24AANK1A1A/O		

#### Disposition from Creative Associates International

All materials, supplies, expendable, and non-expendable equipment from Creative Associates International have an estimated fair market value between US\$7 - US\$350.

## 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. Family/Parents' guide on the "Importance of reading with children at home"
5. Teachers' guide on "Reading Camp"
6. Teacher's guide on "Creating Book Corner"
7. Reading Buddies Guide
8. Revised Baseline EGRA Report
9. 18-hour IST on Tajik Language Standards

## Attachment C: USAID Quality Reading Project - Personnel Summary

\*Salary information will be provided separately to USAID

### AIR

	Name	Title	LOE	Salary Rate/TJS
1	Safina Zoiri	Regional Finance Manager <sup>†</sup>	50%	-
2	Suhrob Aminov	M&E Manager	100%	-
3	Rahimjon Sharipov	Finance Officer/Accountant	100%	-
4	Omar Dadaev	IT Specialist	50%	-
5	Alijon Kurbonov	Administrative Officer/Procurement	100%	-
6	Adiba Kosimova	Data Coordinator/TraiNet Manager	100%	-
7	Shafoat Gozieva	M&E Coordinator Kulob	100%	-
8	Suhrob Tavarov	M&E Coordinator Kurganteppa	100%	-
9	Mahsud Mukhidinov	M&E Coordinator Zarafshon	100%	-
10	Firuzah Rahmatova	M&E Coordinator Khujand	100%	-
11	Nizomi Khursanov	Finance Assistant/Cashier	100%	-
12	Zhola Davlatmandova	M&E Coordinator Rasht	100%	-
13	Khushbakht Shukurov	M&E Coordinator DRS regions	100%	-
14	Amriddin Karakhonov	M&E Coordinator Dushanbe	100%	-
15	Shukhrat Makhmadullaev	Driver	100%	-
16	Umeda Kakharova	Cleaner	100%	-
17	Amrullo Imatov	Security Guard	100%	-
18	Siyavush Saidqul	Security Guard	100%	-
19	Abutolib Toshbaev	Security Guard	100%	-
20	Komron Mukhabatov	Security Guard	100%	-

<sup>†</sup>Regional Finance Manager's LOE is 50% Tajikistan and 50% The Kyrgyz Republic

### Save the Children

	Name	Title	LOE	Salary Rate/US\$
1	Thomas Wimber	Country Director	12%	-
2	Sherali Saidoshurov	Project Manager Tajikistan	100%	-
3	(Vacant)	Regional Field Coordinator Kurganteppa	100%	-
4	Urmeda Ermatova ~	Regional Field Coordinator Kurganteppa	100%	-
5	(Vacant)	Regional Field Coordinator Kulob	100%	-
6	Kholis Sadridinov ~	Regional Field Coordinator Kulob	100%	-
7	Matluba Atabaeva	Regional Field Coordinator Sughd	100%	-
8	(Vacant)	Regional Field Coordinator Sughd (Zarafshan)	100%	-
9	Umeda Ermatova	Regional Field Coordinator, Dushanbe/DRS	100%	-
10	Parviz Shomirzoev	Finance/Grants Manager- Dushanbe	20%	-
11	Timur Mukairshoev	Grant/Awards Officer-Dushanbe	20%	-
12	Dilovar Bozorov	QRP Finance Officer	100%	-
13	Shamsiya Nazarshoeva	Finance Officer - Dushanbe	20%	-
14	Umed Shoismatulaev ~	Finance Officer - Dushanbe	20%	-
15	Irina Mazur	Admin Manager - Dushanbe	20%	-
16	Gulbahor Ataeva	Admin Officer - Dushanbe	20%	-
17	Nasiba Imomnazarova ~	Admin Officer - Dushanbe	20%	-
18	Muyassar Saidjaffarov *	IT Officer - Dushanbe	10%	-

	Name	Title	LOE	Salary Rate/US\$
19	Saida Ziyoeva	HR Manager- Dushanbe	20%	-
20	Kamilla Yuldasheva	HR Officer	20%	-
21	Shuhrat Akhmed Akhunov	QRP Field Logistics Officer	100%	-
22	(Vacant)	QRP Field Logistics/HR Assistant	100%	-
23	Tumanov Ahliddin*	Driver - Dushanbe	20%	-
24	Yoftakov Davlat*	Security Guard	20%	-
25	Naimjon Akhmedov*	Security Guard	20%	-
26	Mahmadikrom Shirinov*	Security Guard	20%	-
27	Shohin Avazov*	Security Guard	20%	-
28	Zubaidullo Hotamov	Community Mobilizer – Kurganteppa 1	100%	-
29	(Vacant)	Community Mobilizer – Kurganteppa 2	100%	-
30	(Vacant)	Community Mobilizer – Kurganteppa 3	100%	-
31	Saodat Karimova	Community Mobilizer – Kulob 1	100%	-
32	(Vacant)	Community Mobilizer – Kulob 2	100%	-
33	Marhabo Ibrohimova	Community Mobilizer – Khujand 1	100%	-
34	(Vacant)	Community Mobilizer – Khujand 2	100%	-
35	(Vacant)	Community Mobilizer - Khujand 2	100%	-
36	(Vacant)	Community Mobilizer - Khujand 3	100%	-
37	Tohirjon Azizov	Community Mobilizer – Sughd (Zarafshan Valley)	100%	-
38	Kholis Saddrinov	Community Mobilizer – DRS 1	100%	-
39	(Vacant)	Community Mobilizer – DRS 2	100%	-
40	Salima Imomnazarova	Community Mobilizer – Dushanbe	100%	-
41	Zhola Davlatmandova~	Community Mobilizer – Dushanbe	100%	-

~ Formerly in position, worked in FY 2015

\* Approval request to be submitted

### Home Office 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	15%	-
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%	-
3	Lindsey Lange	Awards Manager	4.62%	-

## Attachment D: Subcontracts

**Subcontractor Name:** Save the Children

**Services 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
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

### Approval processes

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

The MOES is also phasing out its direct support to Russian language schools. Russian language schools are to use materials developed by the Russian Federation. This change in MOES strategy is causing delays related to approval of the USAID Quality Reading Project Russian IST and the Russian language standards. GPE-4 will not be adapting the Russian language standards for primary grades, as the MOES will not be directly supporting Russian language schools. The project continues to engage with the MOES and the GPE-4 to ensure consistent and quality support to Russian language schools as guided by the contract with USAID and to ensure quality literacy instruction for all 1,800 USAID Quality Reading Project target schools.

Constant delays in receiving approvals from the MOES or the MFA regularly puts the USAID Quality Reading Project behind schedule in implementing activities. Project staff work actively with the MOES to plan in an attempt to reduce the delays in approval but coordination with the MOES and its sub-institutions is a complex process. The USAID Quality Reading Project is strengthening its relationship with the RTTI to enhance support to IST and out-of-school activities.

From these challenges, we learnt that we need to address and negotiate the issues with all the MOES sub-institutions and specialists on a regular basis until we come to an agreement and move the process forward. Site visits from MOES, RTTI, and AOE staff to trainings and activities has helped them to understand the value of the projects work to improve reading and learning outcomes and as such has improved coordination with government institutions.

### Competency-based Standards for Reading

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

The MOES has also indicated that it may not be going forward with standards for Russian language. The USAID Quality Reading Project will need to continue to dialogue with the MOES to understand the implication of this possible policy change for approval of the Russian standards and IST. Continued dialogue with the MOES and RTTI will be central to the project communication in the coming months.

### Out-of-School Activities

The majority of planned out-of-school activities for this quarter and the next quarter are delayed due to delays in approval from the MOES and its sub-institutions and the approval of the USAID Quality Reading Project revised budget. The project has piloted many of the out-of-

school activities and trainings so that as soon as the MOES approves the activities, they can quickly rollout.

The purchase of low cost reading materials and books for schools and mobile libraries, the partnership with UNICEF for reading friendly cartoons and events for Book Day and Literacy Day were dependent on the approved budget modification. Now that the modification has been executed, the USAID Quality Reading Project is moving forward with finalizing the list of reading materials with the MOES with the goal of beginning procurement next quarter. Collaboration with UNICEF on the cartoons has been revitalized. UNICEF is running roughly one year behind their original timeline with the MOES because of MOES approval processes. Although the UNICEF delay is unfortunate, it does increase the opportunity for the USAID Quality Reading Project to have greater influence on imagery, messaging and scripts in support of a reading friendly environment.

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

#### **Improved data processing for decision making**

With the purpose of unification and consolidation of all project activity data, quick access and easily report writing, the project started development of project database utilizing MS Access. Until the database is in development and testing, the project will continue utilization of existing means of data storing and retrieving using MS Excel. Both offices, Bishkek and Dushanbe, are involved in the process of development. Every Friday the offices have Skype call where discuss requirements and new features of the database. Upon completion of development the database will be shared online thus, regional M&E coordinators will regularly update data remotely from regions. This process will increase efficiency both at the district and school-levels and for reporting to the MOES and USAID as currently, all data is managed centrally in the Dushanbe and Bishkek offices.

Attachment F: Year Three Work Plan

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Comments		
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept				
1	<b>Program Start-Up</b>																	
2	<b>Deliverable:</b> Finalize annual work plan	AIR															Finalized work plan submitted to USAID	
3	<b>Deliverable:</b> Finalize PMEP	AIR															PMEP finalized and submitted	Updated annually as necessary
4	<b>Intermediate Result 1: Improved reading instruction in grades 1-4</b>																	
5	<b>Sub Result 1.1: Conduct a baseline qualitative analysis</b>																	
6	<b>Deliverable:</b> Presentation of Key Findings of Baseline Qualitative Analysis	AIR															Presentation to MOES with EGRA in November	Study is complete and submitted to USAID. Revised report approved by MOES and submitted to USAID.
7	<b>Sub Result 1.2: Design in-service training (IST) package</b>																	
8	<b>Draft reading standards for each grade 1 – 4</b>	AIR, SC, MOES																
9	Draft reading and writing standards for each grades 1-4	AIR, SC, MOES															Grade 1-4 Reading Standards for Tajik and Russian Developed	Under redesign based on integration with all grade and subject standards as organized by GPE-4. GPE-4 submitted all standards to MOES August 2015
10	<b>Deliverable:</b> Finalize reading standards for grades 1 – 4	AIR, SC															MOES approved Reading and Writing Standards	Under redesign based on integration with all grade and subject standards as organized by GPE-4. Piloting during the 2015/16 Academic Year. Expect approval prior to 2016/17 academic year
11	<b>Develop standard guide for teachers and other educators</b>	AIR, SC, EDI/ MOES																
12	Drafting standard guides for teachers and other educators	AIR, SC															Draft Standard Guides	Under redesign based on integration with all grade and subject standards as organized by GPE-4. GPE-4 to submit all standards to MOES by June 2015.
13	Finalizing the standard guides for teachers and other educators	AIR, SC															Finalized Standard guides for teachers and other educators	Under redesign based on integration with all grade and subject standards as organized by GPE-4. Pilot during the 2015/16 Academic Year. Expect approval prior to 2016/17 academic year.

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
14	<b>Develop teacher training materials/ adaptation of literacy boost manual/translation</b>	AIR, SC, MOES															
15	Finalize USAID QRP IST package	AIR, SC, MOES														Finalized Tajik and Russian IST packages for L2 and L3 training	The Tajik IST package was approved by MOES. Russian IST is sent for review and approval to MOES. Expect Russian IST approved December 2015.
16	Re-submission of developed IST materials for approval to the Board of the MOES	AIR, SC														Tajik IST is approved and Russian IST has been sent for approval	The Tajik IST package was approved by MOES. Russian IST is sent for review and approval to MOES. Expect Russian IST approved December 2015.
17	<b>Deliverable:</b> Final IST Packages	AIR, SC														Approved IST packages	Russian pending final approval from MOES. Expect Russian IST approved December 2015.
18	Printing and distribution of IST Package	SC														Tajik and Russian IST for Master training-level & school-level trainings	Tajik is printed and being distributed. Russian will be printed upon approval by MOES. Russian expected after December 2015.
19	<b>Sub-Result 1.3: Conduct in-service trainings for teachers and other educators</b>																
20	<b>In-Service Teacher Training Conducted</b>	SC, MOES															
21	Identify trained National Trainers for Master Trainers Cohorts 2 and 3	SC, MOES															Complete
22	Conduct Training for Cohort 2 Master Trainers at target districts level	SC															Complete
23	Cohort 2 School based trainings through roll-out of micro-modules	SC														3,880 teachers from 325 schools	Cohort 2 school-level training to complete in December 2015. Teachers attend trainings on a regular basis.
24	Conduct Training for Cohort 3 Master Trainers	SC															Cohort 3 Master-level training scheduled for July/August 2015
25	Cohort 3 School based trainings through roll-out of micro-modules	SC														4,156 teachers from 460 schools	Cohort 3 school-level training ongoing from September 2015-June 2016. Teachers attend trainings regularly.
26	Identify trained National Trainers for Master Trainers Cohort 4	SC															National and Master Trainers will be selected from the most skilled Cohort 1-3 trainers

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
27	Conduct Training for Cohort 4 Master Trainers in target districts	SC															Cohort 4 Master-level training scheduled for January 2016 for schools accessible in the winter.
28	Cohort 4 School based trainings through roll-out of micro-modules	SC														575 teachers from 115 schools	Cohort 4 school-level training ongoing from February 2016-December 2016. Teachers regularly attend trainings.
29	<b>Sub-Result 1.4: Strengthen systems for teacher mentoring/coaching</b>																
30	Printing of mentoring / coaching guide for reading instruction support (IR 1.2-part of teachers package)	AIR, SC														Est. 18,000 copies, all cohorts	Tajik is printed and being distributed. Russian will be printed upon approval by MOES. Expected December 2015.
31	Distribute guides to regional In-service TTI staff and DDs on Primary Grade	SC, MOES														Est. 18,000 copies, all cohorts	Distribution planned with IST package distribution
32	Provide mentoring to Cohort 1 teachers	SC, Head Teachers, Directors														Est. 4700 teachers	QRP-supported Cohort 1 Mentoring ends June 2015.
33	Provide mentoring to Cohort 2 teachers	SC, Head Teachers, School Directors														Est. 2100 teachers	QRP-supported Cohort 2 Mentoring ends December 2015. The Master Trainers will continue to receive support from QRP in the out years.
34	Provide mentoring to Cohort 3 teachers	SC, Head Teachers, School Directors														Est. 4700 teachers	QRP-supported Cohort 3 Mentoring runs from September 2015 through June 2016. The Master Trainers will continue to receive support from QRP in the out years
35	Provide mentoring to Cohort 4 teachers	SC, Head Teachers, School Directors														Est. 2100 teachers	QRP-supported Cohort 4 Mentoring runs from February 2016 through December 2016. The Master Trainers will continue to receive support from QRP in the out years
36	Print out professional portfolio guide for teachers competencies	SC														Est. 18,000, all cohorts	Distributed with the IST package. Teachers use portfolios on a regular basis and this is incorporated into system
37	Implement portfolio system for evaluation of Cohorts 1-4 teachers / mentors competencies	SC, MOES														Portfolio system launched	Life of the project. Incorporated into IST

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Comments
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept		
38	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
39	<b>Sub-Result 1.5:</b> Implement classroom-based reading diagnostics (process focused); administer national, standardized reading assessments (outcome focused), such as an EGRA, in a representative sample															
40	Review of current data collection tools (Tajik and Russian) to identify gaps and revise	AIR													EGRA and M&E midline & endline instruments reviewed and revised	
41	Training of Data Administrators	AIR, NTC													Est. 100 data collectors and Supervisors	Selection in coordination with MOES
42	Administer outcome focused assessment tool – midline and endline	AIR, NTC, MOES, DED, RED													Mid and endline data collection administered	
43	Data Entry														Data entry	
44	Psychometric and statistical data analysis and reporting results of the outcome focused assessment	AIR, NTC													Psychometric Data analyzed and reported	
45	<b>Deliverable:</b> Submission of the report to USAID & MOES	AIR													EGRA and Midline and Endline Reports	MOES accepts results and approves their dissemination. Revised Baseline EGRA submitted to USAID – Sept 2015. Midline household and M&E report, November 2015.
46	<b>Deliverable:</b> Raw data submitted to USAID	AIR													Raw data submitted to USAID within 4 months of data collection	
47	Study relationship between Russian Federation curriculum and textbooks and Tajikistan Russian language standards and IST	AIR													Report	Focus groups, interviews, and curriculum and standards review with key education stakeholders.
48	<b>Intermediate Result 2:</b> Increased availability of reading materials															
49	<b>Sub-Result 2.1:</b> Conduct a comprehensive review of the quantity of primary grade-level reading material available in Tajikistan															
50	Develop a detailed list of appropriate, Tajik and Russian language books that are age and grade appropriate	AIR, MOES													Report	Initial report submitted March 2014; update pending

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Comments
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept		
51	Finalize and submit comprehensive review	AIR, MOES													English version submitted to USAID	Review was submitted in Tajik to MOES, update pending
52	<b>Sub-Result 2.2: Ensure a mix of reading materials are used by schools and communities</b>															
53	Provide low-cost primary grade materials available for classroom use and at home in all targeted communities	SC													Supplies for school made low-cost reading materials purchased; new books purchased (pending) – est. 150,000 units	Distribution through IST in development of low-cost materials. Distribution of books and other low cost primary grade material based on SR 2.1. Supplies for the creation of low-cost have been distributed to cohorts 1-2 schools. Cohort 3 schools have been purchased and will be distributed during IST. Cohort 4 school supplies with be purchased and distributed during IST. New/ published will purchased and distributed based on the revised list approved by the MOES and USAID. It is estimated 75,000+ new books will be provided to QRP schools.
54	Distribute initial package of low-cost supplies available for use in classrooms and at home in all targeted communities and age and grade appropriate reading materials														Distributed to 1,804 school communities	
55	<b>Intermediate Result 3: Increased out-of-school reading time</b>															
56	<b>Sub-Result 3.1: Increase public awareness about the importance of reading as a cornerstone of education and life-long success</b>															
57	Develop Family Program Reading Materials	SC													Posters, flyers, leaflets, etc.	Materials under development and to be negotiated with the MOES. Finalized by October 2015
58	Print and disseminate Family Program Materials in school communities	SC													Materials printed and disseminated	Materials to be negotiated with the MOES.
59	Define target community members and conduct orientation workshop / sessions	SC													85% communities targeted	
60	Explore Public-Private Partnership (PPP)															There are limited PPP options in Tajikistan. QRP will continue to explore opportunities including texting messaging with cell phone providers and other media partnerships.
61	<b>School/ Community Libraries</b>															
62	Develop a Guide for Librarians on how to run the Book Chest	AIR - SC														Linked to book procurement SR 2.2 and SR 3.2

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
63	Conduct outreach programs to children and communities to promote reading - Cohorts 1-4 districts	SC - CLA														Conducted Reading Promotion Programs	Linked to book procurement SR 2.2 and SR 3.2
64	On-going monitoring and supervision of outreach programs	AIR - SC														Results of monitoring the programs available	
65	<b>Hold National Book Day/Literacy Day events</b>																
66	Design and conduct a variety of competitions around reading	AIR-SC														Reading Competitions and related activities are planned	Around Book Day, Teacher's Day, and Navruz
67	<b>Family Program</b>	SC															
68	Develop/adapt Family Reading' Flipbook	SC														Developed / adapted Parents' Flipbook	Approval pending MOES. Expected May/June 2015
69	Train volunteers and members of groups to conduct community reading awareness campaign to encourage parents reading to their children	SC														25% of parents read for their children at home	Number is taken from PMEP
70	On-going monitoring and supervision of Family program	SC														Monitoring and supervision is conducted	M&E with Program are developing tools to gather data and monitor
71	<b>Media Public Awareness Reading Campaigns</b>																
72	Discuss cartoon collaboration with UNICEF and Open Society Institute	AIR-SC														Partnership Meetings	Develop mutually beneficial MOU with UNICEF
73	Sign MOU with UNICEF	AIR-SC														MOU signed	MOU approved by USAID Tajikistan (co-branding)
74	Develop sub-titles for existing UNICEF produced cartoons															Sub-titles included in all cartoons.	MOES approves addition of sub-titles.
75	Collaborate on including reading centered messaging in second round of cartoons.	AIR-SC														Reading messages and images included.	
76	<b>MOES Reading Support Campaign</b>	AIR-SC															

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
77	Promote workshop for MOES to develop their leadership in advocating reading (see "Media Public Awareness Reading Campaigns" & IR 4)	AIR-SC														Media/Public Awareness on Reading - Reading Campaigns, billboards, PSAs, posters	To be negotiated with the MOES to align with beginning of the academic year
78	<b>Sub-Result 3.2: Implement out-of-school reading activities</b>																
79	<b>Extracurricular activities to promote reading</b>	SC															
80	Finalize the extracurricular activities guide	SC, AOE, Center for out-of-school activities														JumpStart, Camp Guide, Reading Buddies Guide, Guideline for Librarians, etc.	Pend approval from Center for Out-of-School Activities of MOES. JumpStart approved in FY2015
81	Conduct workshop for planning and delivery of extracurricular reading activities (in conjunction with IR 1.3)	SC														Training is conducted for Cohorts 1-4 project school on conducting of extracurricular activities	
82	Conduct extracurricular activities at school-level	DDs, Teachers														Implemented extracurricular activities at schools	
83	<b>Reading Camp</b>	SC															
84	Finalize Reading Camp Guide and incorporate it into existing summer school camps for primary grades	SC														Reading Camp package completed	
85	Obtain approval of MOES on Reading Camp Guide for primary grades	SC														MOES approved	
86	Print and disseminate Reading Camp guide and supplementary reading materials / stationery to target schools	SC														2000 printed	Targeted schools for Reading Camps receive the guide
87	Support target schools to plan and deliver Reading Camps for primary grades	SC														3000 teachers and volunteers receive training to implement the Camps	Provision of sufficient number of volunteers for the Reading Camps

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
88	Conduct monitoring and evaluation of target school Reading Camps	SC, AIR														M&E results of the Reading Camps available	Tools will be developed for MOES and USAID QRP to use to monitor activity
89	<b>Deliverable:</b> Reading Camp Curriculum and materials adapted and incorporated	SC, AIR														Reading Camp modules/package submitted to USAID	
90	<b>JumpStart</b>																
91	Obtain approval of the MOES for JumpStart program and learning materials to the 10-day Grade 1 ABC preparations for first grade students	SC, AIR														MOES approved JumpStart program	JumpStart for Tajik schools - Approved. JumpStart for Russian schools - pending approval of Russian IST
92	Print and disseminate JumpStart program and materials to target schools (will be delivered with IST package)	SC														Est. Cohorts 1-2 15,000; Cohorts 3-4 18,000	The Tajik IST package was approved with printing during 3rd Quarter FY2015. Russian IST is pending approval to MOES. Delivered with IST. Tajik is printed and being distributed. Russian will be printed upon approval by MOES. Expected December 2015.
93	Train C1 teachers to conduct JumpStart program in target schools (through IST)	SC														Train C1 teachers in 904 schools and monitor C2-4 Grade 1 teachers	JumpStart will roll out in Cohort 1-2 schools in August/September 2015 while Cohorts 3-4 in August/September 2016 as JumpStart is included in the IST
94	<b>Deliverable:</b> Jump Start Program and Learning materials incorporated into Grade 1 ABC entry program	SC														Guide submitted to USAID	Jump Start incorporated into 10 day "ABC Program" at beginning of Grade 1 School year. Tajik is printed and being distributed. Russian will be printed upon approval by MOES. Expected December 2015.
95	<b>Book Chest / Library (also see SIR 3.1)</b>																Other donors are found to assist in development of Book Chest
96	Develop a Guide for Librarians on how to run the Book Chest	SC, CLA														Guide Developed	Linked to book procurement SR 2.2
97	<b>Deliverable:</b> Guide for Librarians															Guide Submitted to USAID	
98	Identify and purchase additional readers/books for Book Chest	SC, AIR, MOES														Book Chest created	Linked to book procurement SR 2.2

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Comments
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept		
99	Disseminate books to the libraries in target schools/ communities	SC													1 Book Chest established per target school community	Linked to book procurement SR 2.2
100	Identify and train Librarians	SC													Librarians trained	Linked to book procurement SR 2.2
101	Monitoring of the use of books	SC, AIR													Book and Library activities monitored	Linked to book procurement SR 2.2
102	<b>Reading Buddies</b>	SC														
103	Train DDs and HMU to plan and facilitate Reading Buddies approach in target schools	SC, MOES													Guidelines of Reading Buddies developed and Master Trainers trained	Guidelines of Reading Buddies introduced during IST
104	<b>Intermediate Result 4: Increased government support to improve reading</b>															
105	<b>Sub-Result 4.1: Increase dialogue about the existing environment for quality reading</b>															
106	Hold policy workshops best practices/policy	AIR, SC													One workshop in years 3 and 5 around an aspect of reading - best practices, standards, other related topics.	
107	Hold quarterly briefings with MOES	AIR, SC, AE, EDI													4 update meetings held throughout the year, minutes from meetings	
108	Hold bi-annual high-level forums on quality reading	AIR, SC													Bi-annual high-level forums on quality reading	
109	Disseminate summaries, reports, findings to regional, district, and school-level MOES and other stakeholders	AIR, SC													Assessment findings disseminated after finalized	Dissemination will be based on approval of MOES at district and school-levels. Small and large group meetings / workshops as appropriate
110	<b>Sub-Result 4.2: Increase capacity to use reading assessment results</b>															
111	Develop capacity building plan for NTC	AIR													Developed annual NTC capacity building plan	
112	Organize capacity building workshop	AIR													2 capacity building workshop in Year 3 and 1 in each years 4 & 5 provided on psychometric data analysis	Based on MOES and NTCs timelines another workshop may be planned
113	Provide capacity building training to AE, EDI and NTC staff to analyze and report results	AIR, NTC													Capacity building workshops held	NTC may also be involved in this

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
114	Present findings on reading assessments to the MOES, NGOs and research institutions	AIR, MOES, NTC													EGRA and midterm and endline project presentations held for education stakeholders	MOES accepts results and approves their dissemination	
115	Analyze and submit recommendations to MOES	AIR, NTC													Recommendations submitted to MOES	Recommendations will be based on endline results	
116	<b>Sub-Result 4.3: Strengthen the enabling environment to support improved reading instruction reform</b>																
117	Promote laws, policies, regulations, and foundational education documents developed or modified to support improved practices	AIR														Additional discussions with MOES and stakeholders so a focus is selected	MOES is supportive of changes to promote reading standards and curriculum
118	Develop a strategic plan to scale-up successful project interventions, including major challenges	AIR														Strategic Plan created with MOES	
119	<b>Monitoring &amp; Evaluation</b>																
120	Finalize PMEP	AIR														PMEP 2015 developed and finalized	Updated Annually as necessary
121	<b>Deliverable:</b> Quarterly Performance Reports	AIR														4 Quarterly Performance Reports	4th Quarter combined with Annual Report
122	Participant Training Reports	AIR, SC														TraiNet updated	
123	<b>Deliverable:</b> Annual Performance Reports	AIR														Annual Report developed	
124	<b>Program Closeout</b>																
125	Program Staff Phase-out	AIR															
126	QRP Project Office Closes	AIR															
127	<b>Deliverable:</b> Final Reports	AIR														Final Reports	Final Report combined with last annual report

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

### Central

Name	Title	Institution
Mahmadova Tojiniso	Deputy Minister	MOES
Alliev Abdujabor	Head of Pre-school and Secondary Education	MOES
Fathidin Ismonov	Deputy Minister	MOES
Gulomkodir Bobiev	President	AOE
Irina Karimova	Vice President	AOE
Latofat Nazirova	Rector	RTTI
Sharifmurod Isrofilniyo	Director	EDI
Asror Aliev	Lead Local Consultant, MOES GPE-4	MOES
Rajabov Zikriyo	Teacher Training Specialist, MOES GPE-4	MOES
Shermahmad Yormahmadov	Director	Methodological Testing Center
Khurshed Teshae	Director	NTC
Sabzali Jafarov	Deputy Director	NTC

### Regional

Region	District	Name of Personnel	Position
Kulob	Kulob	Pirmahmad Saburov	Education Center Deputy
		Abduhafiz Mazaripov	Methodologist
	Shurobod	Roziq Sodiqov	Education Center Deputy
		Sherali Sidiqov	Methodologist
	Muminobod	Sadullo Rahimov	Education Center Deputy
		Hokimsho Saidmirov	Methodologist
	Khovaling	Saidkhuja Shirinov	Education Center Deputy
		Sadullo Talbakov	Methodologist
	Baljuvon	Ghulom Sadulloev	Education Center Deputy
		Saidcho Huseynov	Methodologist
	Vose	Muhammadyor Davlatyorov	Education Center Deputy
		Jurakhon Mavlonov	Methodologist
	Hamadoni	Alisher Isoev	Education Center Deputy
		Tabar Khokov	Teacher Trainer
		Akram Akhmedov	Teacher Trainer
	Farkhor	Ghazalsho Safarov	Education Center Deputy
		Nematullo Qurbonov	Methodologist
		Qahhor Sattorov	Methodologist
	Temurmalik	Shamsullo Sattorov	Education Center Deputy
		Abduvohid Qodirov	Methodologist
Danghara	Niyozmuhammad Shoev	Education Center Deputy	
	Guljahon Sharipova	Methodologist	
Khatlon	Khatlon	Hokimkhon Valiev	Head Department of Education
		Safarmakhmad Alimardonov	Department Methodologist
		Muhammadjon Sharipov	Director TTI
		Habibullo Hamroev	Methodologist
	Jomi	Tuyichibek Mahmadyorov	Manager
		Shama Shukurov	Methodologist
Panj	Asomiddinzoda	Manager	

Region	District	Name of Personnel	Position
	Jilikul	Bargigul Shukurova	Methodologist
		Abdumalik Mahmadsheev	Manager
		Faizullo Sharipov	Methodologist
	Rumi	Khairullo Hakimov	Manager
		Khairi Alifbekova	Methodologist
		Munavara Sohibova	Methodologist
	Vakhsh	Q. Abdulloev	Manager
		Safargul Rahimova	Methodologist
		Zulaikho Amirkhonova	Methodologist
	Shahrtuz	Komiljon Ochildiev	Manager
		Zukhursho Pirnazarov	Methodologist
		Mirzorahim Amirkulov	Methodologist
	Qumsangir	Ilchaizan Pallaeva	Manager
		Abdurasul Ghafforov	Methodologist
	Kabodiyon	Mirzo Eshov	Manager
		Bekhzod Saidmurodov	Methodologist
		Haknazar Sarvarov	Methodologist
	Khuroson	Saidqul Halimov	Manager
		Karomatullo Mizrobov	Methodologist
	Bokhtar	Nurali Aziziov	Manager
		Nurmuhammad Bozoriev	Methodologist
	Yovon	Islomiddin Narsov	Manager
		Qurbon Nuraliev	Methodologist
	Norak	Alimurod Ismoilov	Manager
		Samandar Kholov	Methodologist
	Kurgonteppa	Anzurat Ashurova	Manager
		Robiya Akhrorova	Methodologist
Malohat Nurmadova		Methodologist	
Sarband	Shahnoza Kholova	Manager	
	Safar Abdulloev	Methodologist	
Khusrav	Saifiddin Sadriddinov	Manager	
	Qudrat Kholboev	Methodologist	
Sughd	Khujand	Nosirova Mavsuma	Head of Methodological Dept.
	Chkalovsk	Toshmatova Marhamat	Methodologist of primary
	Bobojon Gafurov	Akhmedova Bibirahima	Methodologist of primary
		Esonova Matluba	Methodologist of primary
	Jabbor Rasulov	Abdusaminova M	Methodologist of primary
	Shahrison	Khuseynova Gulnora	Methodologist of primary
	Istaravshan	Bozorov Ahmadjon	Methodologist of primary
	Spitamen	Azizov Hoji	Methodologist of primary
	Mastchoh	Yusupov A	Methodologist of primary
	Gonchi	Shohmurodova	Methodologist of primary
	Zafarabad	Obidov Nematullo	Methodologist of primary
	Isfara	Pulotov Ismatjon	Head of Methodological Dept.
	Konibodom	Kodirova Zulfira	Head of Methodological Dept.
	Kairakkum	Ermatova Zarrina	Methodologist of primary

\* Rasht and DRS contacts will be included in subsequent reports as the Rasht and DRS field offices work in these regions under Cohort 3.

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