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USAID QUALITY READING PROJECT (QRP)

**QUARTERLY PERFORMANCE REPORT
FOR *JULY 2013 TO SEPTEMBER 2013***

***Submitted by:
American Institutes for Research***

***U.S. Agency for International Development
Contract No. AID-176-C-13-00001-00***

July 2013 to September 2013

DEC Submission Requirements

| | | |
|----|--|--|
| A. | USAID Award Number | <i>Contract No. AID-176-C-13-00001-00</i> |
| B. | USAID Project Title | Quality Reading Project (QRP) |
| C. | USAID Program Area and Program Element | Education (program area 3.2) Basic Education (program element 3.2.1) |
| D. | Descriptive Title | Quarterly Report: June 27, 2013 to September 30, 2013 |
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| G. | Sponsoring USAID Operating Unit and COTR | Health and Education Office USAID/Central Asian Republics Marc Bonnenfant |
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I. Acronyms

| | |
|-------|---|
| AIR | American Institutes for Research |
| COP | Chief of Party |
| CSO | Civil Society Organization |
| EGRA | Early Grade Reading Assessment |
| IDER | American Institutes for Research's International Development, Evaluation and Research Program |
| IST | In-Service Training |
| LES | Lead Education Specialists |
| MOE | Ministry of Education |
| MOU | Memorandum of Understanding |
| M&E | Monitoring and Evaluation |
| NST-R | National Steering Committee on Reading |
| QRP | Quality Reading Project |
| SC | Save the Children |
| SBE | Standards-Based Education |
| STTA | Short-Term Technical Assistance |
| TOR | Terms of Reference |
| USAID | United States Agency for International Development |

II. Activity Summary

| | |
|--|--|
| Lead Implementing Partner | American Institutes for Research (AIR) |
| Other Implementing Partners | Save the Children |
| Activity Name | Quality Reading Project (QRP) |
| Activity Objective | The primary objective of this contract is to improve student reading levels among students in grades 1-4 in Kyrgyzstan and Tajikistan. the contract focuses on the following results:1) Improved reading instruction in grades 1-4; 2) Increased availability of reading materials; 3) Increased out-of-school reading time; and 4) Increased government support to improve reading. |
| Life of Activity | June 28, 2013 to June 27, 2017 |
| Total Estimated Contract/Agreement | \$14,906,184.00 |
| Obligation to date | \$7,391,868.00 |
| Accrued Expenditures 1 st Quarter (July 2013-Sept 2013) | \$83,890.85 |
| Activity Cumulative Accrued Expenditures to Date (Sept 2013) | \$ 83,890.85 |
| Estimated Expenditure, Next Quarter | \$250,000 |

III. Executive Summary

American Institutes for Research's (AIR) approach to USAID's Quality Reading Project (QRP) recognizes that both Kyrgyzstan and Tajikistan are in the process of bringing about a paradigm shift in what it means to be a reader and how their education systems must be restructured to support children's acquisition of comprehension and critical reading skills. Our approach builds on the Quality Learning Program's work in standards and focuses our energies on supporting and improving existing governmental structures, staff, and initiatives. Specifically, our approach for meeting the educational and social goals for early reading improvement in Tajikistan and Kyrgyzstan will provide the MOE in each country with a set of measurable, uniform goals that define what is expected of students, teachers, school directors, district and regional education officials, and teacher mentors. Using outcome performance goals as measures, the MOEs of Kyrgyzstan and Tajikistan will have the tools they need to evaluate people, materials, and programs. In making the goals uniform, the MOEs will have the national standards they need to bring all schools under a unified education system. We call this approach a standards-based approach.

AIR and Save the Children have formed a partnership to provide technical assistance to the MOEs of Kyrgyzstan and Tajikistan to implement the standards-based approach. AIR, the prime implementing organization, has decades of experience in improving the quality of education through research and evaluation, capacity building, in-service and pre-service training, data analysis and policy reform. AIR is a recognized leader in literacy, national and school-based training, assessment development and administration, materials development, and program management. From its base in Tajikistan, Save the Children's Central Asia Country Office has managed programs since 1994, later expanding into Kyrgyzstan. Specifically in its education programs, Save the Children works through community mobilization for improved access, trains teachers in child-centered methodologies; advocates with community and government at the local, national, and regional levels to promote educational sector development; and is a recognized leader for improved early grade reading through its signature Literacy Boost program.

Our operational strategy will be to apply technical expertise, improve communications, and disseminate information about best practices to the institutions that are responsible for creating an environment that supports young readers in the school, the home, and the community and will be guided by the following principles:

- Leveraging the interconnectedness across program design, implementation, and local vision towards viable and sustainable strategies that can be replicated.
- Promoting evidence based and data driven decision making.
- Maximizing government ownership by supporting senior policymakers on the National Steering Committee on Primary Grades Reading (NSC-R) in both Kyrgyzstan and Tajikistan.

- Expanding opportunities to develop reading competency by integrating reading instruction during portions of the day devoted to subjects such as science, mathematics, and health.
- Promoting the philosophy that teachers must be learners, too.
- Recognizing the different opportunities and challenges of working in Tajikistan and Kyrgyzstan.

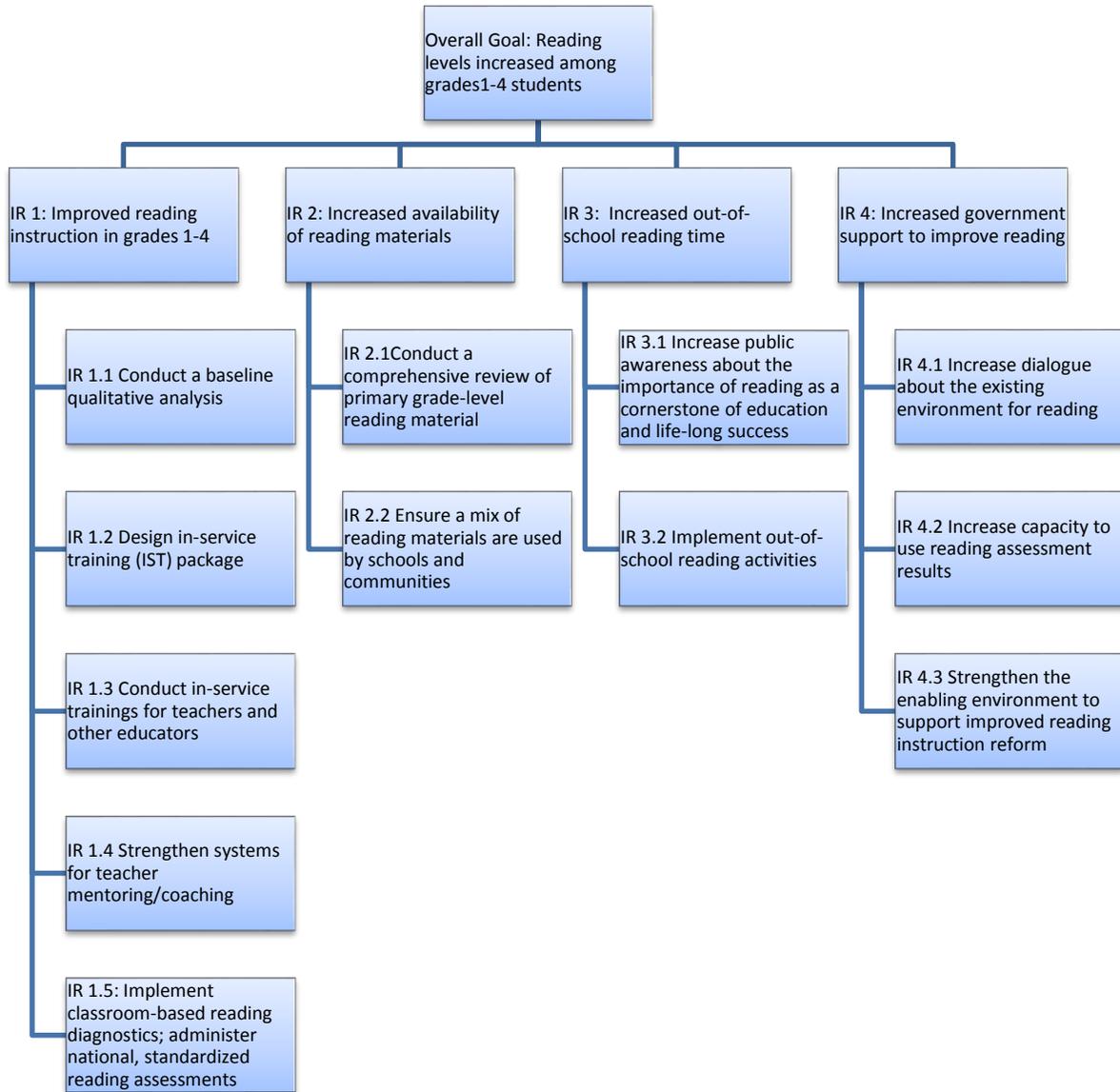
Since its commencement, from *July 2013* to *September 2013*, the Quality Reading Project has accomplished the tasks detailed in this report. This report serves to update USAID/Central Asia Republics on project accomplishments and inform of any outstanding issues during this period.

The major accomplishments of *Quality Reading Project* from *June to September 2013* are the following:

- *Hiring of staff*
- *Signing of MOU with Ministry of Education in Tajikistan*
- *Signing of MOU with Ministry of Education in Kyrgyzstan*
- *Workplan and PMEPP workshop conducted*
 - *Assessment work plan drafted*
 - *Draft PMEPP developed*
- *Qualitative Baseline:*
 - *Zerkalo and El Pikir selected through tendering process*
 - *Contract signed*
 - *Work plan developed, but revised (attach new work plan)*
 - *Observation Instruments developed and translation started*
 - *Instruction Manual for observations developed and translation started*
- *Tajikistan office moved office and signed new lease*

IV. Program Overview, Rationale and Strategy

The Quality Reading Project (QRP) works to improve reading skills among primary grade students in Kyrgyzstan and Tajikistan, over four years. By drawing on existing structures in both countries, QRP is building capacity from the national level down to the classroom, all supporting the common goal of improving student reading skills. QRP will use a standards-based approach grounded in reading skills to inform teacher training, reading material dissemination, community activities and government capacity around primary grade reading education. The following results-based framework outlines the primary activities of the project.



V. Progress in Achieving Milestones in QRP Implementation Plan

Program Start Up

The first quarter of QRP focused on program start-up activities. These activities are detailed under section VII Project Management and Operations. A workshop was also held in September for QRP Tajikistan and Kyrgyzstan staff to review and finalize the work plan and PMP. The workshop allowed QRP staff to form a team and to garner a similar vision forward for the project.

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

Sub Result 1.1 Conduct a baseline qualitative analysis

See Section VI. *Progress Toward Meeting Standards Indicators and Benchmarks* under Performance Monitoring and Evaluation Plan and Indicator Data Table for detailed information on Contract with Zerkalo. Sites were selected for each country through a randomized sampling process.

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

Rebecca Stone, PhD, has taken the lead in drafting reading standards for each grade 1-4 for Tajikistan and Kyrgyzstan. The development of these standards will be supported from a Quality Assurance perspective by Dr. Terry Salinger a Managing Director and Chief Scientist for Literacy Research at AIR, where for nearly 15 years she has conducted research which has focused on interventions for struggling readers of all ages; teacher knowledge of instructional practice in reading; and measurement of literacy skills through both standardized and informal assessments. Country specific information has been provided to Dr. Stone by the field-based Lead Education Specialists. Job Descriptions were drafted in September, and finalized and advertised in October, for consultants to assist Tajikistan and Kyrgyzstan MOEs in the process. A joint workshop will take place in November 2013.

Arrangements were made with Save the Children's Asia Region Education Specialist, Colin Alfred to take the lead on adaptation of Literacy Boost for in-service teacher training activity. Mr. Colin will lead a workshop for Tajikistan and Kyrgyzstan staff and consultants to adapt Literacy Boost Package for each country. This workshop will take place next quarter along with hiring of local consultants.

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

Timeframe for cascade and cohort training was finalized and updated in work plan.

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

Activities for this SR begin next quarter.

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

Abdullah Ferdous, Ph.D., Assessment Specialist, travelled to Kyrgyzstan and Tajikistan to meet with the National Testing Centers within the Ministries of Education and to work with the QRP team in creating detailed timelines for the assessments. Capacity building of National Testing Centers was also discussed and a plan of action will be created next quarter. Timeline for baseline, midterm and final assessments were drafted and presented in the QRP work plan an PMEPP.

Intermediate Result 2: Increased availability of reading materials

Sub-Result 2.1: Conduct a comprehensive review of the quantity of primary grade-level reading material available in Tajikistan and Kyrgyzstan

Scope of Work was developed for consultants for this task. Consultants will be hired for November.

Sub-Result 2.2: Ensure a mix of reading materials are used by schools and communities
 See comment above. Also note that a workshop will be held in November to work on draft reading standards for Tajikistan and Kyrgyzstan. Other activities under this Sub-R will begin next quarter. One activity under this Sub-Result “Conduct Household (or community) surveys in conjunction with reading assessments to determine quantity of reading materials at home or in out-of-school activities” has changed to match the monitoring and assessment strategy in the PMEP.

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
 Activities to begin next quarter, also see comment above on household survey activity.

Sub-Result 3.2: Implement out-of-school reading activities
 Activities that lead to this sub-result begin mid-2014.

Intermediate Result 4: Increased government support to improve reading

Activities for the sub results under IR 4 begin next quarter with the establishment of the National Steering Committee on Reading.

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

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

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

VI. Progress Toward Meeting Standards Indicators and Benchmarks under Performance Monitoring and Evaluation Plan and Indicator Data Table

Describe any monitoring and evaluation activities that occurred during the quarter.

| <i>Sub-result</i> | <i>CLIN #</i> | <i>CLIN/Sub-CLIN Description</i> | <i>PROGRESS TOWARD ACHIEVEMENT</i> | <i>EXPLANATION</i> |
|-------------------|---------------|---|--|--|
| 1.1 | Clin 0001 | Conduct a baseline qualitative analysis | Contract signed for Zerkalo to conduct in Tajikistan and they subcontract to El Pikir in Kyrgyzstan. Sites are selected for implementation and Letters for implementation in | Delay in completion of task is due to adding pilot testing of tools to activities and finalizing of tools based on pilot. See new workplan for |

| | | | | |
|--|--|--|---|---------------------------------|
| | | | <i>selected schools from MOE received in October.</i> | <i>implementation attached.</i> |
|--|--|--|---|---------------------------------|

Qualitative Baseline Analysis: The QRP contract calls for the conduct of a Qualitative Baseline Analysis to review reading approaches and environment for learning in 20 schools in each Project country, through classroom observation and focus group interviews with teachers and parents. On August 2, 2013, the AIR home office released a request for Expressions of Interest to several research firms in Kyrgyzstan and Tajikistan, resulting in the release of a full Request for Quotations to three firms. The home office convened a panel comprised of Contracts Officer John Peterson, Project Manager Jerry Mindes, and Monitoring and Evaluation Specialist Amy Todd to review and rank technical and then cost proposals from the applicants. AIR then entered into a process with the highest ranking firm, Zerkalo, to clarify its technical proposal and to make any necessary modifications to its cost proposal. QRP Regional Finance Manager Safina Zoiri assisted in the review and clarification of this applicant's cost proposal. Subsequently, in early September 2013, AIR entered into a contractual agreement with Zerkalo to conduct the Qualitative Baseline Analysis. Upon award, the field office team, led by Chief of Party Barbara Greenwood and supported by M&E Specialist Amy Todd and the M&E specialists in each country, began the process of working with Zerkalo to launch the analysis in October 2013. Prior to award to Zerkalo, a home office team led by Literacy Specialist Rebecca Stone began work on the development of tools for the classroom observations and focus group sessions. These tools were finalized after full consultation with QRP M&E and Lead Education Specialists from the field.

VII. Project Management and Operations

Immediately upon award notification on July 3, the American Institutes for Research began work on Project start-up. These included an array of operational and technical activities, including AIR registration in both countries; field and home office staffing; communications with USAID regarding the need for a modification to the contract; planning meetings with our primary sub-contractor Save the Children; the release of request for quotations to firms to conduct a Qualitative Baseline Analysis on reading in Tajikistan and Kyrgyzstan; home office travel to Central Asia for meetings with USAID, stakeholders, partners, and staff; deployment of the Chief of Party; initial work towards completion of the Implementation Plan and Performance Monitoring and Evaluation Plan; participation by home and field office leadership in Project launch activities, and travel to the field of content experts from the home office in Educational Assessment and Monitoring and Evaluation.

Each of these Project launch activities are discussed below:

a) Operations

- **AIR Registration:** Immediately upon award, AIR moved forward with the submission of documents necessary for registration to the US Department of State, the Government of the District of Columbia, and the Embassy of Tajikistan in Washington, D.C. This multi-faceted process is at this time ongoing. Until registration is complete, AIR moved forward to secure the engagement of a core group of experts as consultants, who will transfer to full-time Project employees upon approval of its applications for registration in each country.

- **Launch Meetings:** On July 22 and 23, 2013, AIR representative Jerome Mindes participated in formal Launch Meetings at USAID's offices in Almaty, Kazakhstan. At the meetings on July 22, USAID representatives reviewed the terms of the Contract with AIR, and discussed issues related to gender concerns, branding and marking, legal matters, notification requirements for staffing and staff travel, financial management and compliance, and participant training. In meetings on July 23, AIR's representative met with USAID's technical representatives Marc Bonnenfant and Mavjuda Nablova, (with Erkin Konurbaev participating by telephone) to review USAID's expectations regarding project implementation and project goals, and provided a more extensive de-briefing of AIR's proposal. During the week of July 29, USAID's Mavjuda Nablova (Tajikistan) and Mr. Mindes were in Dushanbe, and Ms. Nablova arranged a series of meetings to introduce AIR and the QRP Project to project and education stakeholders in Tajikistan, including key members of the USAID team in Tajikistan, the Ministry of Education, UNICEF, the Aga Khan Foundation, and the World Bank.

- **Office Space in Tajikistan.** AIR's proposal assumed that QRP staff would be co-located with Save the Children in Dushanbe. During travel to Tajikistan the week of July 29, 2013, the AIR Project Manager visited the SC office with Safina Zoiri, and determined that there was insufficient space to accommodate the project team. AIR so informed USAID's office in Tajikistan, and subsequently proposed to USAID that office space and related expenses be included in the first modification to the contract. These changes were included in Modification One, which was fully executed on September 19, 2013. As a result, AIR received quotations from multiple office sites and secured project office space in Dushanbe prior to the end of the First Quarter of performance.



- To show cooperation and acceptance of the Quality Reading Project USAID signed agreements with Ministries of Education in Tajikistan and Kyrgyzstan. On 25 July 2013, a Letter of Cooperation between the Ministry of Education in the Republic of Tajikistan and USAID was signed. On 27 September 2013, the Ministry of Education and Science signed a Memorandum of Understanding with USAID. AIR and Save the Children attended these signings along with donating books with QRP funds to the venues where the signing took place.



b) Project Staffing

■ Field Based Project Staffing

- Regional Finance Manager: Immediately upon award, AIR entered into a consultant agreement with Ms. Safina Zoiri to serve as QRPs Regional Finance Manager, based in Dushanbe. Ms. Zoiri was identified and approved as part of the proposal submission to USAID. Her consultant agreement became effective on the date of the award.
- Driver services: In mid-July, AIR and Ms. Zoiri conducted a competitive process to secure the services of a driver with vehicle in Tajikistan, to provide support to the Project and to Ms. Zoiri's efforts to secure project registration and start-up activities.
- Monitoring and Evaluation Personnel: In early July, AIR secured the services of Mr. Kiomiddin Davlatov as the Monitoring and Evaluation Specialist in Tajikistan. Mr. Davlatov was named in the AIR proposal and approved upon award by USAID. In late July, Project Manager Jerome Mindes interviewed candidates for the position of M&E Specialist in Kyrgyzstan, and subsequently proposed to USAID that this position be filled by Ms. Saule Khamzina. Ms. Khamzina was approved by USAID, and hired as a consultant. Both individuals will transfer to full time project employee status upon completion of Registration.
- Lead Education Specialists: The LES for Kyrgyzstan, Ms. Chinara Djumagulova, was proposed by AIR and its partner Save the Children in the proposal phase, and approved upon award by USAID. The LES for Tajikistan, was left to be determined upon award. In early August, Project Manager Mindes interviewed several candidates for this position that had been previously vetted by Save the Children. AIR and SC reached consensus on Mr. Fayziddin Niyozov, whose credentials and documents were submitted to and approved by USAID. Both are currently employed by SC as QRP Project staff.
- Other positions: During the First Quarter, AIR also moved forward through transparent, advertised and competitive processes to hire administrative support staff officers (one per country) and a Finance Accountant for Kyrgyzstan's office.

- Home Office Project Staffing. During the first weeks of the First Quarter of performance, AIR submitted and USAID subsequently approved the following Home Office staffing positions.

- Jerome Mindes as Project Manager
 - Amy Todd as specialist for Monitoring and Evaluation
 - Dr. Abdullah Ferdous as specialist for Assessment (named in the proposal)
 - Dr. Rebecca Stone as specialist for Literacy (named in the proposal)
- Deployment of Chief of Party. During the week of August 12, 2013, Chief of Party Barbara Greenwood came to AIR's offices in Washington DC for three days of briefings and orientation. Ms. Greenwood met with senior members of AIR's International Development, Evaluation and Research (IDER) Program, and had detailed discussions on AIR processes covering contracts, human resources, invoicing, and financial management. Ms. Greenwood also met with technical and management experts who will be involved in QRP. Ms. Greenwood arrived in Bishkek on Thursday, August 29, 2013.

c) Key Meetings with USAID and Partners

- Contract Modification: Prior to award, on July 26, 2013, AIR provided comments to USAID suggesting that there may be an immediate need to make certain minor technical corrections to the award. While certain changes were made, there were some (such as inconsistency in the enumeration of CLINs) that it was determined would be made as part of a first modification to the award. The first modification to the contract was fully executed on September 19, 2013.
- Partner Relations: On July 19, 2013, AIR convened a meetings in its Washington DC offices with representatives of its partner, Save the Children US, to review the Project start-up timelines and requirements. This meeting led to the issuance to SC of a "letter of authorization" to spend through October 31, 2013, allowing sufficient time for the issuance of a formal sub-contract following the finalization of a first modification to the contract between AIR and USAID.

d) Staff and Consultant International Travel

Visits by staff from the headquarters offices of AIR were made during the quarter to both Tajikistan and Kyrgyzstan for the purpose of providing technical and operational support to the field offices.

| Name of Traveler | Destination (s) | Dates of Travel | Purpose of trip |
|-------------------------|--|------------------------|---|
| Jerome Mindes | Kazakhstan, Kyrgyzstan, and Tajikistan | 7/19/13 to 8/9/13 | To participate in the Post-Award Meeting on July 22 and meet with local partners and stakeholders |
| Barbara Greenwood | Kyrgyzstan | 8/27/13 | To conduct duties as Chief of Party for the Quality Reading Project. |
| Abdullah Ferdous | Kyrgyzstan and Tajikistan | 9/27/13-10/13/13 | To detail the work plans assessment related activities in Tajikistan and the Kyrgyz Republic. |
| Amy Todd | Kyrgyzstan and Tajikistan | 9/27/13-10/13/13 | To detail the work plans assessment related activities in Tajikistan and the Kyrgyz Republic. |

e) Procurement

The field offices in Tajikistan and Kyrgyzstan are in the process of setting up. With this commencement, AIR and it's field office staff are currently procuring for all the necessary supplies, furniture, and services necessary to operate a functional office.

| Field Office | Description | Amount* | Status |
|---------------------|---|----------------|---------------|
| Tajikistan | QRP Baseline Qualitative Analysis | \$63,893.60 | In process |
| Tajikistan | Office Furniture | \$6,953.78 | Paid |
| Tajikistan | Driver Services for continuous administrative and operational tasks | \$1,467.71 | In Process |
| Tajikistan | Guards monthly duties for office | \$502.00 | In process |
| Kyrgyzstan | Workshop venue, lunch and tea break | \$2,184.00 | Paid |
| Kyrgyzstan | Office Furniture | \$3,542.00 | In process |

VIII. Outstanding Issues/Constraints/Delays and Actions Taken

Outstanding Issues for the first quarter of the project are AIR Registration in Tajikistan and Kyrgyzstan and the delay in the qualitative baseline study. AIR Registration in Tajikistan continues to face hurdles, but USAID is assisting and AIR is hoping registration will be completed by the first week of November. AIR Registration is moving forward in Kyrgyzstan with letters of support provided by USAID and letter received from Ministry of Finance on tax exemption. In November AIR Regional Finance Director will travel to Kyrgyzstan and finalize the registration with the Ministry of Justice.

The delay in the Qualitative Baseline Study is due to a variety of factors, including the manual and observation tools took longer than expected to finalize; the process for the development of these tools included constant feedback from the field and along with piloting them in a school in Tajikistan and in Kyrgyzstan.

IX. Activities Planned for Next Quarters

The activities for Quality Reading Project for October through December 2013 for Tajikistan and Kyrgyzstan will focus on setting the ground work for teacher training and assessment activities. The activities include the National Steering Committee on Reading for each country to meet and begin to guide the project. At this point Kyrgyzstan and Tajikistan activities are the same, thus one listing of activities. The next quarterly report will have this section broken down for each country as activities begin to diverge.

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

Sub Result 1.1 Conduct a baseline qualitative analysis

- Finalize training manuals and tools;
- Zerkalo and El Pikir collect data;
- Data Analyzed and translated;
- Baseline Qualitative Analysis will be submitted by 31 December 2013;
- Presentation of Key Findings of Baseline will be submitted by 31 December 2013.

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

- Teacher Training Curriculum will be reviewed by consultants along with Lead Education Specialists;
- Draft Reading Standards for each grade for each country. Rebecca Stone, Reading Standards specialist will take the lead in each country supported by consultants and MOE specialists;
- Literacy Boost Manual adaptation will begin and will link to the reading standards of each country.

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

- Activities to begin mid-2014.

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

- Look at the existing mentoring programs in each country. This will be included in the baseline assessment.

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

- Review of current EGRA and other assessments and identify gaps;
- Develop assessment strategy and detailed work plan;
- Finalize letters of cooperation or agreement with National Testing Centers;
- Purchase scanning equipment and software;
- Prepare for workshop to be conducted in January for each country on assessment tool development.

Intermediate Result 2: Increased availability of reading materials

Sub-Result 2.1: Conduct a comprehensive review of the quantity of primary grade-level reading material available in Tajikistan and Kyrgyzstan

- Review existing research regarding the quantity and quality of primary grade level children's books;
- Develop a detailed list of Tajik, Kyrgyz and Russian language books for reproduction and distribution;
- Finalize and submit to USAID Comprehensive Review.

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

- Begin the development of guidelines – Readability Standards for Primary Grades.

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

- National Steering Committee on Reading meets at least once and begins to discuss reading advocacy.

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

- Activities to begin second quarter of 2014.

Intermediate Result 4: Increased government support to improve reading

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

- Develop TOR for National Steering Committee on Reading and have approved by MOE of each country and also by Ministry of Culture in Kyrgyzstan
- NSC-R appoints a sub-committee to oversee the assessments

- Convene stakeholder meetings to establish and finalize randomized approach for school selection for project interventions
- NSC-R approves strategy for project roll-out by regions/districts/schools
- Qualitative Report findings will be shared with NSC-R

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

- NSC-R established and meeting.

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

- Work with NSC-R to link components of the project directly to policy initiatives that are identified in each countries' education strategy

X. Financial Report

Below are AIR's financial expenses and estimates for this quarter and next.

| | |
|--|-------------|
| Pipeline at the beginning of quarter | \$0 |
| New funds Obligation | \$7,391,868 |
| Expenses during the reporting period | \$83,891 |
| Pipeline at the end of the quarter | \$83,891 |
| Estimated expense burn rate for next quarter | \$250,000 |
| Estimated quarters of pipeline | \$7,057,977 |

XI. Summary of Key Conclusions

The Quality Reading Project is progressing in Tajikistan and Kyrgyzstan with the MOEs providing support through signing of MOUs along with providing letters of support for the Qualitative Baseline Analysis to be conducted in randomly selected schools. The partnership will strengthen with additional stakeholders once the National Steering Committee on Reading is established next quarter.

The main tasks for project start-up are final and QRP is now focusing on activities that lead to the sub-results and goal. Next quarter will be the foundation for the rest of the project, with the drafting of reading standards, adaption of Literacy Boost for IST, and the beginning steps for the creation of the assessment tools.

XII. Annex:

- a. Agreements with Government Partners
 - a. MOU with Ministry of Education in Tajikistan

- b. MOU with Ministry of Education in Kyrgyzstan
- b. Other Pertinent Documents
 - a. General Work Plan
 - b. Field Work Schedule
 - c. Sampling

1)Memorandum of Understanding with Tajikistan



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**LETTER OF COOPERATION
IN THE SPHERE OF EDUCATION**

Between

the Ministry of Education of the Republic of Tajikistan

and

the United States Agency for International Development



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LETTER OF COOPERATION
IN THE SPHERE OF EDUCATION

between

The Ministry of Education of the Republic of Tajikistan

and

The United States Agency for International Development

The Ministry of Education for the Republic of Tajikistan (MOE RT) in partnership with the U.S. Agency for International Development (USAID) (together called Participants), is implementing the Quality Reading Program (hereinafter referred to as the Program) in the Republic of Tajikistan. The Participants now seek to memorialize their shared understandings regarding the Program in this Letter of Cooperation (LOC).

USAID, through its implementing partner the American Institute for Research (Contractor) and Save the Children (Sub-contractor), intends to provide technical assistance to the MOE through this four-year Program, in order to support the country with the implementation of the National Strategy for Education Development (2012-2020) and, when applicable, with the Catalytic Grant Global Partnership for Education-4 awarded to the Government of Tajikistan in the amount of \$16.2 million for 2013-2015 to improve primary education and reading skills among primary grade students in Tajikistan.

To achieve these goals, and in the spirit of bilateral cooperation, the Participants have memorialized their shared objectives in this LOC.

Section 1. Areas of Collaboration

The Participants intend to cooperate with the Academy of Education, the Republican Teacher Training Institute and its affiliates, including other relevant education institutions in primary education in Dushanbe, Khatlon Oblast, Sughd Oblast and the Regions of Republican Subordination (RRP). The primary objective of the Program is to improve reading comprehension among students in Grades 1-4.

To meet this objective, the Program will focus 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;
4. Increased government support to improve reading.

Section 2. Time of Implementation

The estimated time of implementation is June 28, 2013 – June 27, 2017.

Section 3. Tasks of USAID

During the duration of this LOC, USAID, through its Program, is planning to:

1. Coordinate its Program with the MOE RT to improve reading with comprehension among primary students;
2. Provide technical assistance for the successful realization of activities for the beneficiaries of the Program;
3. Provide highly qualified international and local experts in order to develop and/or adapt training materials for primary teachers in line with national and international curriculum standards; increase the availability of reading materials for usage in classrooms and at home; increase public awareness about the importance of reading as a cornerstone of education and life-long success through, for example, the implementation of out-of-school reading activities; and strengthen the enabling environment to support improved reading instruction and assessment reforms;
4. Inform government counterparts of the Program's progress, results and achievements on a quarterly basis and provide annual summary reports.

Section 4. Tasks of MOE RT

The MOE RT is expected to undertake the following tasks:

1. Provide support and assistance to ensure balanced and efficient Program implementation;
2. Coordinate activities of donors and government institutions involved in the implementation of programs in the education sector;
3. Provide support in establishing contacts with host government bodies and organizing meetings with the beneficiaries of the Program;
4. Facilitate meetings among senior government officials, USAID and Contractor;
5. Encourage participation of national, oblast and local levels officials of institutions in USAID's Program;
6. Provide assistance and accompany representatives of USAID in their travel to the regions, when possible;
7. Provide wide access to facilities and support for events, including participation in events on occasion;
8. Assign a contact person from the Ministry of Education with the authority to liaise with USAID and its Contractor for the purpose of coordinating events, discussing the status of the Program; planned activities, and collaboratively identifying and resolving problems;

9. Provide feedback on the effectiveness of the Program;
10. Provide support to USAID and Contractor in resolving any problems encountered in implementation of the Program; and
11. Provide support with customs clearance of equipment and reading materials being imported into Tajikistan for the Program.

Section 5. General provisions

1. Duration of LOC: This LOC is to remain operative from the date of signature June 28, 2013 until June 27, 2017, and may be extended in writing. Either Participant may discontinue its participation in this LOC at any time, although a Participant should endeavor to give three months prior written notice to the other Participant of its intent to discontinue its participation in this LOC.

In the spirit of achieving mutual trust, discontinuation of this LOC is not intended to affect the implementation of the projects and programs initiated by the Participants during the period of its validity and not completed at the time of termination.

2. No Legal Obligation or Commitment of Funds: This LOC is not an international agreement and does not impose, nor is it intended to impose, any legal commitments on the Participants. Nothing in this LOC should be construed as an obligation or commitment of any United States Government funds by USAID.
3. Relation to Framework Bilateral Agreement: Assistance furnished by USAID as described in this LOC is United States assistance within the scope of the Agreement between the Government of the United States of America and the Government of the Republic of Tajikistan Regarding Cooperation to Facilitate the Provision of Assistance, dated September 13, 1993, and is subject to the terms and conditions of that Agreement.
4. Modification: The Participants may modify this LOC in writing.
5. Information: The Participants intend to provide each other with such information as may be reasonably needed to facilitate the activities described herein and to evaluate the effectiveness of such activities. The Participants may also exchange letters to facilitate implementation of the Program, which letters do not modify the text of this LOC.

6. Language: This LOC has been completed in duplicate in the English, Tajik and Russian languages. In the event of differences in interpretation and application of clauses of this LOC, the Participants intend for the English language version to prevail.

Signed in _____ on the _____ day of _____, 2013.

| | |
|--|---|
| <p>FOR MINISTRY OF EDUCATION OF THE REPUBLIC OF TAJIKISTAN</p> | <p>FOR THE U.S. AGENCY OF INTERNATIONAL DEVELOPMENT</p> <p><i>Anne Aarnes</i></p> |
| <p>Nuriddin Saidov <i>① 820000114</i> Date: <i>26.07.2013</i></p> | <p>Anne Aarnes Date: <i>25 July 2013</i></p> |

2) Memorandum of Understanding with Kyrgyzstan



Ministry of Education and Science
of the Kyrgyz Republic



USAID
FROM THE AMERICAN PEOPLE

MEMORANDUM OF UNDERSTANDING

between

the Ministry of Education and Science of the Kyrgyz Republic

and

the United States Agency

for International Development in the Kyrgyz Republic

MEMORANDUM OF UNDERSTANDING

between

The Ministry of Education and Science of the Kyrgyz Republic

and

The United States Agency for International Development

On Cooperation in the Sphere of Education

The Ministry of Education and Science (MOES) for the Kyrgyz Republic in partnership with the U.S. Agency for International Development (USAID) in the Kyrgyz Republic (together called Participants) is implementing the Quality Reading Project (hereinafter referred to as the Project) in the Kyrgyz Republic. The Participants now seek to memorialize their shared understandings regarding the Project in this Memorandum of Understanding (MOU).

USAID, through its implementing partner the American Institute for Research (AIR) (the Project Contractor) and Save the Children (Sub-contractor), intends to provide technical assistance to the MOES through the four-year Project, in order to support the country with the implementation of the National Education Development Strategy (2012-2020) to support primary education and improve reading skills among primary grade students in the Kyrgyz Republic.

To achieve these goals, and in the spirit of bilateral cooperation, the Participants have memorialized their shared objectives in this MOU.

Section 1. Areas of Collaboration

The Participants intend to cooperate with the Ministry of Education and Science of the Kyrgyz Republic, and its structure departments, as well as with other relevant education organizations in all other oblasts of the Kyrgyz Republic. The primary objective of the Project is to improve student reading skills among students in grades 1-4.

To meet this objective, the Project will focus 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;
4. Increased government support to improve reading.

Section 2. Time of Implementation

The estimated time of implementation is September 1, 2013 – June 30, 2017.

Section 3. Tasks of USAID

During the duration of this MOU, USAID, through its Project Contractors, is planning to:

1. Coordinate its Project with the Ministry of Education and Science of the Kyrgyz Republic;
2. Provide technical assistance for the successful realization of activities for the beneficiaries of the Project;

3. Provide highly qualified international and local experts in order to develop and/or adapt training materials for primary teachers in line with national and international curriculum standards; increase the availability of reading materials for usage in classrooms and at home; increase public awareness about the importance of reading as a cornerstone of education and life-long success through, for example, the implementation of out of school reading activities; and strengthen the enabling environment to support improved reading instruction and assessment reforms;
4. Inform government counterparts of the Project's progress, results and achievements on a quarterly basis and provide annual summary reports.

Section 4. Tasks of MOES:

The MOES of the Kyrgyz Republic is expected to undertake the following tasks:

1. Provide support and assistance to ensure balanced and efficient Project implementation;
2. Coordinate activities of donors and government institutions involved in the implementation of programs in the education sector;
3. Assist in establishing contacts with host government bodies and organizing meetings with the beneficiaries of the Project;
4. Facilitate meetings between senior government officials, representatives of the Project Contractors and USAID;
5. Encourage participation of national, oblast and local level officials and institutions in USAID activities;
6. Provide assistance and accompany the representatives of USAID in their travel to the regions, when possible;
7. Provide wide access to facilities and support for events, including participation in events on occasion;
8. Assign a contact person from the MOES with the authority to liaise with USAID and its Project Contractors for the purpose of coordinating events, discussing planned activities, and collaboratively identifying and resolving problems, as well as discussing the status of the Project;
9. Provide feedback on the effectiveness of the Project;
10. Assist the Project Contractors in resolving any problems encountered in implementation of the Project;

Section 5. General provisions

1. Duration of MOU: This MOU is to remain operative from the date of signature until June 30, 2017, and may be extended in writing. Either Participant may discontinue its participation in this MOU at any time, although a Participant should endeavor to give three months prior written notice to the other Participant of its intent to discontinue its participation in this MOU.

In the spirit of achieving mutual trust, discontinuation of this MOU is not intended to affect the implementation of the projects initiated by the Participants during the period of its validity and not completed at the time of termination.

2. No Legal Obligation or Commitment of Funds: This MOU is not an international agreement and does not impose, nor is it intended to impose, any legal commitments on the Participants. Nothing in this MOU should be construed as an obligation or commitment of any United States Government funds by USAID.
3. Relation to Framework Bilateral Agreement: Assistance furnished by USAID as described in this MOU is the United States assistance within the scope of the Agreement between the Government of the United States of America and the Government of the Kyrgyz Republic regarding Cooperation to Facilitate the Provision of Assistance, dated May 19th, 1993, and is subject to the terms and conditions of that Agreement.
4. Modification: The Participants may modify this MOU in writing.
5. Information: The Participants intend to provide each other with such information as may be reasonably needed to facilitate the activities described herein and to evaluate the effectiveness of such activities. The Participants may also exchange letters to facilitate implementation of the Project, which letters do not modify the text of this MOU.
6. Language: This MOU has been completed in duplicate in the English, Kyrgyz and Russian languages. In the event of differences in interpretation and application of clauses of this MOU, the Participants intend for the English language version to prevail.

Signed in village Berbulak on the 27th day of September, 2013.

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|--|--|
| FOR MINISTRY OF EDUCATION AND SCIENCE OF THE KYRGYZ REPUBLIC | FOR THE U.S. AGENCY OF INTERNATIONAL DEVELOPMENT IN THE KYRGYZ REPUBLIC |
| Sadykov Kanat Minister  | Michael Greene Mission Director  |
| Date: 27 th of September, 2013 | Date: 27 th of September, 2013 |

B. Other pertinent documents

1. General Work Schedule

| # | Activities | October | | | | | | | | | | November | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------------|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--|--|--|--|
| | | 10/19/2013 | 10/20/2013 | 10/21/2013 | 10/22/2013 | 10/23/2013 | 10/24/2013 | 10/25/2013 | 10/26/2013 | 10/27/2013 | 10/28/2013 | 10/29/2013 | 10/30/2013 | 10/31/2013 | 11/1/2013 | 11/2/2013 | 11/3/2013 | 11/4/2013 | 11/5/2013 | 11/6/2013 | 11/7/2013 | 11/8/2013 | 11/9/2013 | 11/10/2013 | 11/11/2013 | 11/12/2013 | 11/13/2013 | 11/14/2013 | 11/15/2013 | 11/16/2013 | 11/17/2013 | 11/18/2013 | 11/19/2013 | 11/20/2013 | 11/21/2013 | 11/22/2013 | 11/23/2013 | 11/24/2013 | 11/25/2013 | 11/26/2013 | 11/27/2013 | 11/28/2013 | 11/29/2013 | 11/30/2013 | | | | |
| Preparatory Work | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Approval of Work Plan with AIR/QSP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Receipt of qualitative research tools | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Review and comment on qualitative research tools | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Approval of research tools with AIR | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Translation of the qualitative research tools into Russian, Tajik and Kyrgyz languages | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | Testing in Tajikistan | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | Reporting after test | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | Testing in Kyrgyzstan | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | Reporting after test | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | Discussion with AIR and finalisation of instruments | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Trainings | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Training in Bishkek | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | Departure of Project Director to Bishkek for training conduction | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | Duplication of guides and Observation lists for the training | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | Preparation of placements for training conduction | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | Training for Data Collectors. Training will be conducted along with AIR/QSP representatives | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | Training for Transcribers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Training in Dushanbe | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | Duplication of guides and Observation lists for the training | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | Preparation of placements for training conduction | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 | Training for Data Collectors. Training will be conducted along with AIR/QSP representatives | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | Training for Transcribers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Preparation of Documents | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 | Preparation of Approval documents for field works in the schools, for each team: 1. Supporting letter from the Ministry of Education 2. Letter from the Center "Zerkalo" and El Pikir | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | 1. Duplication of "Observation Lists" 2. Duplication of "Registration Lists for Focus-group participants" | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18 | Preparation of Financial documents: 1. Copies of Agreements with drivers 2. Copies of payrolls for meal, accommodation) 3. Copies of drivers' receipts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Field works | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Group in Dushanbe/Bishkek | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18 | Renting a car | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19 | Collecting data in the field: 1-st Day – Observation, focus-groups with teachers; 2-nd Day – FGD with parents and IDI with director | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20 | a) technical reports – to the Project Coordinator, b) Database with results of the Observation – to the Project Coordinator c) audio-records with results of FGD and IDI – to the Transcribers and Project Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | Transcription of FGD and IDI results by the group of transcribers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 | Transmission of transcripts to the group of translators | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23 | Translation of transcripts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Group in Khatlon/Osh | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 | Renting a car | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23 | Collecting data in the field: 1-st Day – Observation, focus-groups with teachers; 2-nd Day – FGD with parents and IDI with director | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24 | Submitting via Dropbox: a) technical reports – to the Project Coordinator, b) Database with results of the Observation – to the Project Coordinator c) audio-records with results of FGD and IDI – to the Transcribers and Project Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25 | Transcription of FGD and IDI results by the group of transcribers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26 | Transmission of transcripts to the group of translators | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

B. Other pertinent documents

2. Field Work Schedule

| Date | Region | District/Sity | Village/Jamoat | School name | Researchers | Work days |
|----------------------------|----------|---------------|----------------|--------------------------------------|-------------|-----------|
| Team 1 Dushanbe Tajikistan | | | | | | |
| 11/12/2013 | Dushanbe | Dushanbe | Firdavsi | Secondary schoo #75 | | 8 |
| 11/13/2013 | Dushanbe | Dushanbe | Firdavsi | Secondary schoo #75 | | |
| 11/14/2013 | Dushanbe | Dushanbe | Shohmansour | Secondary schoo #35 | | |
| 11/15/2013 | Dushanbe | Dushanbe | Shohmansour | Secondary schoo #35 | | |
| 11/16/2013 | | | | | | |
| 11/17/2013 | | | | | | |
| 11/18/2013 | Dushanbe | Hissor | Durbat | Grade school #109 | | |
| 11/19/2013 | Dushanbe | Hissor | Durbat | Grade school #109 | | |
| 11/20/2013 | Dushanbe | Shahrinav | Selbur | Secondary schoo #35 | | |
| 11/21/2013 | Dushanbe | Shahrinav | Selbur | Secondary schoo #35 | | |
| Team 2 Dushanbe Tajikistan | | | | | | |
| 11/12/2013 | Dushanbe | Rudaki | Sultonobod | Secondary school #22 | | 8 |
| 11/13/2013 | Dushanbe | Rudaki | Sultonobod | Secondary school #22 | | |
| 11/14/2013 | Dushanbe | Tursunzoda | Garav | Secondary schoo #23 | | |
| 11/15/2013 | Dushanbe | Tursunzoda | Garav | Secondary schoo #23 | | |
| 11/16/2013 | | | | | | |
| 11/17/2013 | | | | | | |
| 11/18/2013 | Dushanbe | Vahdat | Abdulvosiev | Secondary schoo #32 | | |
| 11/19/2013 | Dushanbe | Vahdat | Abdulvosiev | Secondary schoo #32 | | |
| 11/20/2013 | Dushanbe | Fayzabad | Miskinobod | Secondary schoo #28 | | |
| 11/21/2013 | Dushanbe | Fayzabad | Miskinobod | Secondary schoo #28 | | |
| Team 3 Bishkek Kyrgyzstan | | | | | | |
| 11/12/2013 | Bishkek | Bishkek | Bishkek | Secondary school # 2 | | 8 |
| 11/13/2013 | Bishkek | Bishkek | Bishkek | Secondary school # 2 | | |
| 11/14/2013 | Bishkek | Bishkek | Bishkek | Secondary school # 85 | | |
| 11/15/2013 | Bishkek | Bishkek | Bishkek | Secondary school # 85 | | |
| 11/16/2013 | | | | | | |
| 11/17/2013 | | | | | | |
| 11/18/2013 | Bishkek | Alamudun | Alamudun | Secondary school Aidaraliev named | | |
| 11/19/2013 | Bishkek | Alamudun | Alamudun | Secondary school Aidaraliev named | | |
| 11/20/2013 | Bishkek | Alamudun | Alamudun | Erkinbaev secondary school | | |
| 11/21/2013 | Bishkek | Alamudun | Alamudun | Erkinbaev secondary school | | |
| Team 4 Bishkek Kyrgyzstan | | | | | | |
| 11/12/2013 | Bishkek | Alamudun | Alamudun | Mramornaya secondary school | | 8 |
| 11/13/2013 | Bishkek | Alamudun | Alamudun | Mramornaya secondary school | | |
| 11/14/2013 | Bishkek | Sokul | Sokul | Secondary school Baisalbekov named | | |
| 11/15/2013 | Bishkek | Sokul | Sokul | Secondary school Baisalbekov named | | |
| 11/16/2013 | | | | | | |
| 11/17/2013 | | | | | | |
| 11/18/2013 | Bishkek | Sokul | Sokul | Razdolnen Secondary school | | |
| 11/19/2013 | Bishkek | Sokul | Sokul | Razdolnen Secondary school | | |
| 11/20/2013 | Bishkek | Sokul | Sokul | Sokuluk seconday school-gimnazium #1 | | |
| 11/21/2013 | Bishkek | Sokul | Sokul | Sokuluk seconday school-gimnazium #1 | | |
| Team 5 Khatlon Tajikistan | | | | | | |
| 11/12/2013 | Khatlon | Bokhtar | Ismoili Somoni | Secondary schoo #1 | | 8 |
| 11/13/2013 | Khatlon | Bokhtar | Ismoili Somoni | Secondary schoo #1 | | |
| 11/14/2013 | Khatlon | Vakhsh | Okgaza | Secondary schoo #14 | | |
| 11/15/2013 | Khatlon | Vakhsh | Okgaza | Secondary schoo #14 | | |
| 11/16/2013 | | | | | | |
| 11/17/2013 | | | | | | |
| 11/18/2013 | Khatlon | Vakhsh | Tochikobod | Secondary schoo #15 | | |
| 11/19/2013 | Khatlon | Vakhsh | Tochikobod | Secondary schoo #15 | | |
| 11/20/2013 | Khatlon | Vakhsh | Kirov | Secondary schoo #76 | | |
| 11/21/2013 | Khatlon | Vakhsh | Kirov | Secondary schoo #76 | | |
| Team 6 Khatlon Tajikistan | | | | | | |
| 11/12/2013 | Khatlon | Kolkhozobod | Frunze | Secondary schoo #49 | | 8 |
| 11/13/2013 | Khatlon | Kolkhozobod | Frunze | Secondary schoo #49 | | |
| 11/14/2013 | Khatlon | Kolkhozobod | Navobod | Secondary schoo #33 | | |

| | | | | | | |
|---------------------------|---------|-------------|------------------|----------------------------------|--|---|
| 11/15/2013 | Khatlon | Kolkhozobod | Navobod | Secondary schoo #33 | | |
| 11/16/2013 | | | | | | |
| 11/17/2013 | | | | | | |
| 11/18/2013 | Khatlon | Kolkhozobod | Navobod | Secondary schoo #33 | | 8 |
| 11/19/2013 | Khatlon | Kolkhozobod | Navobod | Secondary schoo #34 | | |
| 11/20/2013 | Khatlon | Kolkhozobod | Uzun | Secondary schoo #30 | | |
| 11/21/2013 | Khatlon | Kolkhozobod | Uzun | Secondary schoo #30 | | |
| | | | | | | |
| Team 7 Khatlon Tajikistan | | | | | | |
| 11/12/2013 | Khatlon | Kolkhozobod | Tugalan | Secondary schoo #6 | | |
| 11/13/2013 | Khatlon | Kolkhozobod | Tugalan | Secondary schoo #6 | | |
| 11/14/2013 | Khatlon | Kuybishev | Sarvati isticlol | Secondary schoo #17 | | |
| 11/15/2013 | Khatlon | Kuybishev | Sarvati isticlol | Secondary schoo #17 | | |
| 11/16/2013 | | | | | | |
| 11/17/2013 | | | | | | 8 |
| 11/18/2013 | Khatlon | Kuybishev | Mekhnatobod | Primary school #24 | | |
| 11/19/2013 | Khatlon | Kuybishev | Mekhnatobod | Primary school #25 | | |
| 11/20/2013 | Khatlon | Kuybishev | Bustonkala | Secondary schoo #70 | | |
| 11/21/2013 | Khatlon | Kuybishev | Bustonkala | Secondary schoo #70 | | |
| | | | | | | |
| Team 8 Osh Kirgizstan | | | | | | |
| 11/12/2013 | Osh | Osh | Osh | Secondary school # 11 | | |
| 11/13/2013 | Osh | Osh | Osh | Secondary school # 11 | | |
| 11/14/2013 | Osh | Osh | Osh | Secondary school # 37 | | |
| 11/15/2013 | Osh | Osh | Osh | Secondary school # 37 | | |
| 11/16/2013 | | | | | | |
| 11/17/2013 | | | | | | 8 |
| 11/18/2013 | Osh | Osh | Karasuu | Secondary school "Pitomnik" | | |
| 11/19/2013 | Osh | Osh | Karasuu | Secondary school "Pitomnik" | | |
| 11/20/2013 | Osh | Osh | Karasuu | Secondary school Musaev named | | |
| 11/21/2013 | Osh | Osh | Karasuu | Secondary school Musaev named | | |
| | | | | | | |
| Team 9 Osh Kirgizstan | | | | | | |
| 11/12/2013 | Osh | Osh | Karasuu | Secondary school "Kara Gur" | | |
| 11/13/2013 | Osh | Osh | Karasuu | Secondary school "Kara Gur" | | |
| 11/14/2013 | Osh | Osh | Karasuu | Secondary school Alykulov named | | |
| 11/15/2013 | Osh | Osh | Karasuu | Secondary school Alykulov named | | |
| 11/16/2013 | | | | | | |
| 11/17/2013 | | | | | | |
| 11/18/2013 | Osh | Osh | Karasuu | Secondary school Jantoshev named | | 8 |
| 11/19/2013 | Osh | Osh | Karasuu | Secondary school Jantoshev named | | |
| 11/20/2013 | Osh | Osh | Karasuu | Secondary school Shamyrbek | | |
| 11/21/2013 | Osh | Osh | Karasuu | Secondary school Shamyrbek | | |
| | | | | | | |
| Team 10 Osh Kirgizstan | | | | | | |
| 11/12/2013 | Osh | Osh | Karasuu | Primary school "Jany turmush" | | |
| 11/13/2013 | Osh | Osh | Karasuu | Primary school "Jany turmush" | | |
| 11/14/2013 | Osh | Osh | Aravan | Primary school "Kyzyl Talaa" | | |
| 11/15/2013 | Osh | Osh | Aravan | Primary school "Kyzyl Talaa" | | |
| 11/16/2013 | | | | | | |
| 11/17/2013 | | | | | | 8 |
| 11/18/2013 | Osh | Osh | Aravan | Secondary school Navoyi named | | |
| 11/19/2013 | Osh | Osh | Aravan | Secondary school Navoyi named | | |
| 11/20/2013 | Osh | Osh | Aravan | Secondary school Lenin named | | |
| 11/21/2013 | Osh | Osh | Aravan | Secondary school Lenin named | | |
| | | | | | | |

B. Other pertinent documents
3. Sampling

| No | School name | School Passport Number | Region | District | Unique Id Number |
|-------------------|---|------------------------|----------|-------------|------------------|
| Tajikistan | | | | | |
| 1 | Grade school #109, Jamoat "Durbat" | 16109 | Dushanbe | Hisor | 11401 |
| 2 | Secondary school #22, Jamoat "Sultonobod" | 19145 | Dushanbe | Rudaki | 11402 |
| 3 | Secondary school #32, Jamoat "Abdulvosiev" | 20032 | Dushanbe | Vahdat | 11403 |
| 4 | Secondary school #23, Jamoat "Garav" | 23023 | Dushanbe | Tursunzoda | 11404 |
| 5 | Secondary school #28, Jamoat "Miskinobod" | 24028 | Dushanbe | Faizobod | 11405 |
| 6 | Secondary school #35, Jamoat "Selbur" | 25035 | Dushanbe | Shahrinav | 11406 |
| 7 | Secondary school #75, | 11019 | Dushanbe | Firdavsi | 11301 |
| 8 | Secondary school #35 | 12015 | Dushanbe | Shohmansour | 11302 |
| 9 | Secondary school #14, Jamoat "Okgaza" | 45014 | Khatlon | Vaksh | 12401 |
| 10 | Secondary school #15, Jamoat "Tochikobod" | 45015 | Khatlon | Vaksh | 12402 |
| 11 | Secondary school #6, Jamoat "Tugalan" | 51006 | Khatlon | Kolkhozobod | 12403 |
| 12 | Secondary school #30, Jamoat "Uzun" | 51030 | Khatlon | Kolkhozobod | 12404 |
| 13 | Secondary school #33, Jamoat "Navobod" | 51033 | Khatlon | Kolkhozobod | 12405 |
| 14 | Secondary school #34, Jamoat "Navobod" | 51034 | Khatlon | Kolkhozobod | 12406 |
| 15 | Secondary school #49, Jamoat "Frunze" | 51049 | Khatlon | Kolkhozobod | 12407 |
| 16 | Secondary school #17, Jamoat "Sarvati isticlol" | 52019 | Khatlon | Kuybishev | 12408 |
| 17 | Primary school #24, Jamoat "Mekhnatobod" | 52051 | Khatlon | Kuybishev | 12409 |
| 18 | Secondary school #70, Jamoat "Bustonkala" | 52001 | Khatlon | Kuybishev | 12410 |
| 19 | Secondary school #76, s-p "Kirov" | 45051 | Khatlon | Vaksh | 12301 |
| 20 | Secondary school #1, shahraki Ismoili Somoni | 52047 | Khatlon | Bokhtar | 12302 |
| Kyrgyzstan | | | | | |
| 1 | Secondary school "Pitomnik" | | Osh | Karasuu | 22401 |
| 2 | Secondary school Musaev named | | Osh | Karasuu | 22402 |
| 3 | Primary school "Kyzyl Talaa" | | Osh | Aravan | 22403 |
| 4 | Secondary school "Kara Gur" | | Osh | Karasuu | 22404 |
| 5 | Secondary school Navoyi named | | Osh | Aravan | 22405 |
| 6 | Secondary school Alykulov named | | Osh | Karasuu | 22406 |
| 7 | Secondary school Jantoshev named | | Osh | Karasuu | 22407 |
| 8 | Secondary school Lenin named | | Osh | Aravan | 22408 |
| 9 | Secondary school Shamyrbek | | Osh | Karasuu | 22409 |
| 10 | Primary school "Jany turmush" | | Osh | Karasuu | 22410 |
| 11 | Secondary school # 11 | | Osh | Osh | 22301 |
| 12 | Secondary school # 37 | | Osh | Osh | 22302 |
| 13 | Secondary school # 2 | | Bishkek | Bishkek | 21301 |
| 14 | Secondary school # 85 | | Bishkek | Bishkek | 21302 |
| 15 | Secondary school Aidaraliev named | | Bishkek | Alamudun | 21401 |
| 16 | Erkinbaev secondary school | | Bishkek | Alamudun | 21402 |
| 17 | Mramornaya secondary school | | Bishkek | Alamudun | 21403 |
| 18 | Secondary school Baisalbekov named | | Bishkek | Sokul | 21404 |
| 19 | Razdolnen Secondary school | | Bishkek | Sokul | 21405 |
| 20 | Sokuluk secondary school-gimnazium #1 | | Bishkek | Sokul | 21406 |

Totals Sample Size 679364