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USAID QUALITY READING PROJECT (QRP)

QUARTERLY PERFORMANCE REPORT
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Acronyms

AIR	American Institutes for Research
AOE	Academy of Education (Tajikistan)
COP	Chief of Party
CSO	Civil Society Organization
DCOP	Deputy Chief of Party
EGRA	Early Grade Reading Assessment
GPE	Global Partnership for Education
IDER	American Institutes for Research's International Development, Evaluation and Research Program
IED	Institute for Educational Development
IST	In-Service Training
KAE	Kyrgyz Academy of Education
LES	Lead Education Specialists
MOES	Ministry of Education and Sciences
MOU	Memorandum of Understanding
M&E	Monitoring and Evaluation
NSCR	National Steering Committee on Reading
NTC	National Testing Center
QRP	Quality Reading Project
RE&MC	Republican Educational & Methodical Center
SC	Save the Children
SBE	Standards-Based Education
STTA	Short-Term Technical Assistance
TA	Test administrator
TOR	Terms of Reference
TOT	Training of Trainers
TTI	Teacher Training Institute
USAID	United States Agency for International Development

III. Activity Summary

Lead Implementing Partner	American Institutes for Research (AIR)
Other Implementing Partners	Save the Children (SC)
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	\$7,390,356.00
Accrued Expenditures 4 st Quarter (April 2014 – June 2014)	\$1,349,688.00
Activity Cumulative Accrued Expenditures to Date (June 2014)	\$2,146,446.00
Estimated Expenditure, Next Quarter (Q4)	\$1,163,264.00

IV. Executive Summary

USAID Quality Reading Project (QRP) had many successes this quarter along with lessons learned. This quarter QRP saw the implementation of the baseline in both countries. The baseline was conducted in 130 schools primary schools in each country throughout a three week period. The baseline included EGRA, interviewing teachers, students, librarians and parents. The household survey was built into the baseline, requesting information on reading at home, books, etc. The baseline report is currently being compiled for both countries.

The EGRA assessment involved a couple additional steps after the data collection, input and analysis. To create ownership within the Ministry of Education and Sciences (MOES) of each country, workshops were held where MOES personnel (curriculum or subject specialist, teachers and respective Department Heads) created assessment categories for EGRA and then an additional workshop to define these categories in terms of standards per grade, giving clear definitions where there is a cut from one level to the next. Each country came up with four categories, Kyrgyzstan completed the second workshop, Tajikistan's workshop will be held in August.

The MOES in Kyrgyzstan also reviewed and approved Grades 1-4 Reading Standards, the Training of Trainers package, and the In-service Teacher (IST) Training package. This approval has allowed QRP to move to next step of National Level Trainings, TOT and school level.

In Tajikistan the teaching plan is undergoing a revision by the MOES. The MOES is in talks of dividing the Mother Language subject into two subjects, Reading and Language (Writing). Due to this, the Mother Language Standards which were developed were not approved and are on hold until QRP receives instructions from the MOES on the division of the current subject. Once QRP receives written instruction from the MOES on the division and number of hours, QRP will move forward with separating the standards so there are two clear subjects, Reading and Language, for Grades 1-4.

The IST Training package underwent probation in Tajikistan, and QRP was requested to add a writing module. This extra module will be finalized next quarter, along with the IST package. The MOES provided feedback at a variety of stages within Tajikistan, and QRP is waiting upon written final feedback.

USAID QRP will begin teacher training in the next quarter, beginning with the training of National Trainers.

V. QRP Implementation Plan Progress

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

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

Kyrgyzstan

The IST package was quality checked along with the system for rollout by Colin Alfred (Asia Area Education Advisor), who visited Kyrgyzstan 12-16 May to provide Technical Assistance (TA). The main purpose of the visit was to support finalization of the training modules (based on adaptation of Save the Children's Literacy Boost teacher training toolkit) for the In-Service Teacher Training programs of Kyrgyzstan, and to prepare for delivery of the top level of IST cascade, including training of trainers. Mr. Alfred also reviewed progress and discussed needs on the other components of QRP specifically the out of school and low cost reading materials.

On his previous visit in November 2013 the TA provider co-facilitated with the QRP manager and the AIR Reading Standards expert a workshop for QRP consultants on reading standards and adaptation of SCUS Literacy Boost materials for the IST programs of Kyrgyzstan. Since then the TA provider has had extensive communication with the Lead Education Specialists in each country and has reviewed and provided feedback on several of the IST modules developed by the consultants (a process which is still ongoing).

The main Findings and Recommendations made by TA:

The IST package has been finalized and the schedule of sessions for the top level of the cascade prepared. It has strong content and a logical flow. The QRP teams in each country are confident and comfortable with the package and the design of the training. No major changes were needed. The main work of the visit was to identify and emphasize a small number of key themes and impress on the IST team the importance of a strong focus on these throughout the training. IST content is broadly appropriate to the level of teachers and the capacity of schools in the two countries to implement – provided that consistency can be ensured through the levels of the training cascade.

With this in mind, it is recommended that members of the national IST team who designed the IST package be involved in some degree in monitoring the implementation of the training at school level.

Next step:

- Review the key themes for the IST with the trainers and ensure they are adequately addressed in the training. Consider preparing a supplementary handout on them.
- Finalize content of introductory session for top level of cascade.
- Pilot pre/post-test with top level of cascade.
- Obtain official endorsement of the IST package
- Start work on the extra-curricular activities for the summer vacation

QRP team worked on modification of the IST packages based on TA recommendations and then the modified version of the LB IST materials as well as Reading Standards for grades 1-4 were approved at a meeting of the Academic Council KAE on June 2, 2014.

Tajikistan

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

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

The entire IST package was sent a second time to MOES for approval and they sent it again for review before discussing it at the curriculum board. The review process took around 10 days and then was put on the list for the Curriculum Board for approval. The Curriculum Board is made up of a panel of representatives from all the sub-institutions such as RTTI, Methodological Training Center, and Academy of Education, along with well-known professors. The Curriculum Board discussed the package and approved it. However, the Deputy Minister recommended that the names of some modules be revised to fit the Tajik language and that it should be reviewed by one of the editors recommended by MOES. The IST package was sent for edit as recommended, and after the review is completed in August, the IST package will be reviewed at the Ministry Board for final approval.

The Russian IST package developed by Kirgizstan QRP program team was shared with Tajikistan QRP program for adaptation and contextualization. After the April workshop with the Russian IST consultant from Kirgizstan, the Tajikistan local consultant adapted the package, and then it was edited by AOE experts. One of the main feedbacks given for the adapted IST package was to translate English words given in pictures and tables within the modules. Feedback was considered relevant and changes were made into the module. The package is currently under review by RTTI experts and by 21st of July will be submitted to MOES for Review and approval.

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

Kyrgyzstan

National trainers for Cohort One were identified in collaboration with KAE, district education departments and Ministry of Education KG in April- May, 2014. By order of the Ministry of Education the ten day Training of Trainers (TOT) for Cohort 1 on "Improving reading skills of primary school children" was held from June 16 to June 27 in Jalal-Abad. The target group consisted of staff from Jalal-Abad and Talas provincial and district education departments, the



Small Working Group TOT on June 27,14 in Jalalabad

staff of the TTIs/Methodological centers, teachers from Djalal-Abad and Talas Universities, Deputy of principle of schools, and advance primary school teachers from Djalal-Abad and Talas.

There was a total of 49 participants, who were separated into three groups of participants, two of them with Kyrgyz language for instruction and one with Russian. The Russian group consisted of 14 persons: 5 participants from Talas oblast and 9 participants from Jalal-Abad region. For the Kyrgyz groups, one consisted of 19 participants, 4 from Talas and 15 from Jalal-Abad; and the second Kyrgyz group consisted of 16 participants, 5 of them from Talas and 11 from Jalal-Abad.

The training was carried out simultaneously. All participants were in the role of "volunteer/trainer", conducted a series of training sessions on training modules. Before the sessions they received advice from the QRP Trainers. The interactive method allowed the participants to take on the role of trainer and also allowed the QRP trainers to provide guidance.

"Such simulations provide an opportunity to realize our self as a trainer, and as part of this, the manual practical issues are very well thought out, and teachers will work to do and take a lot of useful and necessary knowledge and skills." - Rymtay Turdumambetova , a teacher from Jalal-Abad

At the end of the training, participants filled out an Evaluation of the training. Participants rated the training very favorably. Piloting of the Pre-and post-training evaluation forms were also performed respectively.

Director of Jalal-Abad district Methodological Center, A. Toktosunov, participated in the closing of the training and together with QRP trainers presented certificates of participation to all participants of the TOT.

Tajikistan

The national level training for In-Service will begin in July with the Regional level taking place in August.

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

The Mentoring Module is part of the IST package in both Kyrgyzstan and Tajikistan. The role-out will go at the same time as the IST training.

Kyrgyzstan

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

Tajikistan

The Mentoring and Coaching Guide was developed, reviewed, and approved by the Curriculum Board. This module will be used during TOT IST training. The RTTI will provide guidance for journals in keeping track of teacher portfolios and mentoring.

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

Kyrgyzstan

School Selection

1,300 schools were identified as the project intervention schools out of 1,672 eligible schools. QRP staff was involved in the randomized selection of schools together with MoES and NTC. The sample for the EGRA baseline was also identified (130 schools: 65 treatment and 65 control schools). During the school selection process the following criteria were taken into consideration: school size (large, medium, and small schools), location (urban/rural), language of instruction (Kyrgyz/Russian), and school type. QRP schools can be summarized by regions as follows: Bishkek (49), Chui (200), Jalal-Abad (295), Talas (77), Batken (129), Osh City (12), Osh region (318), Issyk-Kul (122), and Naryn (98). The total number of primary students enrolled in 1,300 schools is about 275,632 pupils.

The Ministry of Education and Science (MoES) on April 04, 2014, approved the list of program schools and EGRA assessment schools.

EGRA Baseline Study

The following activities were conducted this quarter under EGRA preparation:

(1) TOT training of Test Administrators (TA) to conduct EGRA baseline study, April 05, 2014; and (2) Workshop on preparation of field TAs for EGRA baseline in regions, April 08-11, 2014.

TOT on training Test Administrators (TA) to conduct EGRA baseline study

A one day TOT was conducted on April 08, 2014 in Bishkek (Annex 1). There were 15 participants from the cities of Bishkek and Osh. The training focused on the following issues: to train trainers how to conduct a workshop for the field data collectors in the regions; to inform the trainers about the changes and amendments done in EGRA and monitoring instruments (Classroom Observation Form, Teacher Interview, Librarian Interview, and Parent Interview) based on the results of the piloting; and to train the trainers on the rules and procedures for the administration of EGRA and monitoring tools. The training focused on practical or operational issues, including the protection of privacy for interview subjects and data collection protocols. The participants practiced conducting random student sampling, modeling EGRA testing and interviews, and practicing the timed sections of the EGRA. At the end of the training the participants signed Internal Review Board forms on assurance to protect the rights and welfare of the study participants. As a result of the training 15 trainers were trained to provide workshops in 5 regions of the country (Bishkek, Osh, Jalal-Abad, Issyk-Kul, and Naryn). A lesson learned and passed onto Tajikistan was that this one day TOT should be stretched to 2-3 days to give the trainers ample time to get to know the instruments and logistics.



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

Workshops on preparation of field TA for EGRA baseline (nationwide) on April 08-11, 2014 QRP in collaboration with NTC (National Testing Center) conducted four-day workshops on standardized EGRA administration and M&E procedure at five locations (Bishkek, Osh, Jalal-Abad, Issyk-Kul, and Talas) on April 08-11, 2014 (Annex 2). The candidates for TAs were selected

by QRP on the following criteria: knowledge of Kyrgyz/Russian languages, teaching experience, ability to work in a team, solve problems and take decisions, availability, and willingness to travel outside of their workplace, perhaps overnight. Overall about 180 TAs were trained. During the workshops, each TA was provided with a package of documents comprising the EGRA and monitoring instruments, a ‘Manual for Administrators’, a list of EGRA schools (130) with their codes, and pens, pencils, and erasers. The last day of the workshop the TAs were grouped (4 people in each group) and Team Leaders were chosen. The necessary number of printed EGRA and monitoring instruments and manuals were transported to the regions and distributed to the Team Leaders in accordance with the number of schools for which the Regional Supervisors were responsible. The Agreements and Internal Review Board forms were signed by the TAs at the end of the workshops and submitted to QRP office.

Administration of EGRA (nationwide)

The QRP carried out the EGRA administration nationwide on April 14-30, 2014 in 8 regions (Bishkek, Chui, Osh, Jalal-Abad, Batken, Issyk-Kul, Naryn, and Talas). During the data collection, teams of four people were deployed to administer the EGRA tests in 130 schools (65 pilot schools and 65 control schools). Twenty students were tested from each grade of 1, 2, and 4 for a total of 60 students per school in Bishkek, Chui, and Talas regions, and for a total of 40 students per school in Osh, Issyk-Kul, Naryn, Jalal-Abad, and Batken regions (grades 2 and 4). The testing took 2.5 days in each school. The



Jalal-Abad region, Suzak rayon, Manas School.
Taking EGRA

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

The following chart provides details of the data collection schedule.

Regions	EGRA Schools	Grades	Student count
Bishkek	4	1, 2, 4	237
Talas	7	1, 2, 4	409
Chui	21	1, 2, 4	1,183
Naryn	10	2, 4	375
Issyk-Kul	14	2, 4	549
Osh	35	2, 4	1,400
Jalal-Abad	28	2, 4	1,081
Batken	11	2, 4	422
Total	130		5,656

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

The QRP and Regional Supervisors made random visits to schools to monitor the quality of test administration and the accuracy of the data collected. During these visits, samples of some of the completed EGRA instrument forms were scanned and submitted to QRP's home office Research Associate Amy Todd for quality assurance review. In addition, the Regional Supervisors coordinated the work of the Team Leaders and they in their turn directed the work of the administrators within the teams. The EGRA and monitoring forms were collected, checked, and submitted to the QRP by the Regional Supervisors along with their reports and other supporting documents.

Data operation

As soon as the baseline study data collection was complete, the process of the data entry began (May-June, 2014). For data entry, QRP hired short term consultants. Data entry was coordinated by the QRP M&E Coordinators in each country. Each EGRA form (5656 forms in total) was scanned and sent to Dr. Abdullah Ferdous for further processing. The data from the other monitoring instruments were double entered into the on-line spreadsheet created by Amy Todd. This included forms from about 520 teachers interviews, 130 librarian interviews, 1300 parent interviews, as well as parent consent Form, and classroom observation Forms (also about 520). At present, the process of cleaning data is going on for the teacher interviews and classroom observations.



Development of detailed definitions of PLCs..Bishkek, 2014

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

The workshop on “Developing Performance Level Descriptors for Primary Grade Reading” was conducted on April 07-08 in Bishkek (Annex 3). The nineteen participants in the workshop consisted of state leaders, including representatives from MOES, NTC, KAE, and teachers. The workshop was conducted by AIR principal researcher Dr. Abdullah Ferdous.

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

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

The workshop was opened by Deputy Minister of Education Dogdurgul Kendirbaeva. In her speech she marked the importance of reading as “one of the most important skills in life, without which the child cannot comprehend the world around, and it is a primary school teacher who teaches the much-needed ability to children”. The participants of the workshop worked in groups of 5 people. Each group had at least two language experts (one Kyrgyz and one Russian) and one

reading standard expert. By the end of the workshop four categories (levels) of performance standard were defined as: “Advanced”, “Proficient”, “Standard-Norm”, and “Below Standard”. Each category was described in general terms in both languages in Russian and Kyrgyz. The workshop was concluded with the presentation of the final products to Dogdurgul Kendirbaeva. She remarked on the successful work of the participants and appealed to all the stakeholders (KAE, City and Rayon Educational Departments, University and school teachers, families) to be actively involved in the improvement of the quality of teaching reading that will result in the enhancement of the primary students’ reading skills.

Training on Standard Setting for EGRA

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

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

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

QRP collaborated with the MOES in deciding the recommended cut scores for classifying student reading ability based on a compensatory or conjunctive model. A half-day round table was conducted with MOES in finalizing the cut scores on June 27, 2014. Dr. Ferdous made a presentation on interim results and the decision models, and strongly recommended a conjunctive model for decision making process with a rationale that student must master all grade level requisite knowledge and skills in each of the five sub-reading skills (fluency, reading comprehension, listening comprehension, phonological consciousness, and dictation). At this time the MOES is reviewing the documents and a final decision will be made in July.

Tajikistan

Tajikistan and Kyrgyzstan followed the same process for baseline data collection. For Tajikistan the following activities took place this quarter:

Identification of the Project-eligible schools.

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

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

The criteria and justifications of the selection were discussed and agreed between the Project and MOES. Out of the 3067 schools in the QR Project geography 1721 were selected and submitted to the Ministry for approval (March 31, 2014). Regionally, the selected schools are as follows: Districts of Republican Subordination (DRS)-571; Sughd- 450; Khatlon- 644 and Dushanbe- 56 (schools).

Assessment of reading in early/ primary grades (EGRA).

The formerly developed set of the EGRA tools, mentioned in the previous report, consisted of 11 test/assessment tools (3 for grade 1; 4 for grade 2; and 4 for grade 4). The set was presented, discussed and agreed upon with the MOES and its subordinate institutions. The Project and the Ministry collaborated to pilot test these EGRA tools in 20 secondary schools (10 Tajiki and 10 Russian languages of instruction schools). The schools were randomly selected. The EGRA tools' pilot test was held between March 31 and April 03, 2014. Later these 11 tools were integrated into three finalized sets of instrument, one for each of the three grade levels.

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

A nationwide baseline EGRA was conducted 15-31 May 2014. The steps accomplished within this quarter were:

- a. *Presentation of the EGRA tools to the MOES for review, discussions and amendments.* The set of tools was studied by the Ministry, AED, IED, and Republican Educational and Methodical Center during March and April.

- b. *Participation at the Bishkek Training for test administrators.* The Tajikistan M&E staff attended the Bishkek Training for EGRA administrators 06-13 April, 2014, to prepare for the trainings in Tajikistan.
- c. *Training for (Regional) trainers.* This was held on May 03 – 05, 2014 in Dushanbe with the participation of the 14 future trainers, from all the 6 Project geographic areas. The 14 participants were trained in both the content and the process of conducting EGRA baseline. These 14 trainers are to train EGRA test administrators in their areas of residence.
- d. *Publish of the EGRA tools (Administrator and student booklets, baseline tools, and administrative documents)* A tender was held to identify the most appropriate company to print the EGRA tools, within a one week time frame. The overall approximate number of the materials for both EGRA and M&E was 290,000 pages.
- e. *Training for test administrators.* Four training workshops were held simultaneously on May 10-13, 2014, for a total of 157 test administrators in Sughd, Kulob, Kurghontepa and Dushanbe.
- f. *Field tests.* The EGRA assessment and baseline collection was conducted between 15- 31 May, 2014. As in Kyrgyzstan 2.5 days were needed in each school to complete the EGRA and tools. The chart below provides additional information by Region on the number of schools and students involved in the baseline assessment:

Region	Schools		# of test administrators	# of assessed students
	Tajiki	Russian		
K-teppa (grades 1,2 and 4)	22	4	35	1560
Kulob (grades 1,2 and 4)	16	0	22	960
Dushanbe (grades 1,2 and 4)	3	5	10	480
DRS (grades 2 and 4)	40	2	44	1680
Khujand	(grades 1,2 and 4)	5	3	480
	(grades 2 and 4)	15	6	840
Zarafshon (grades 2 and 4)	9	0	12	360
Total:	110	20	157	6360

In addition to the above numbers 1,300 parents, 149 librarians, 508 primary grade teachers were interviewed and 517 classroom observations took place. The main focus of the observations was to gather information about attitudes and practices around primary grade reading.

- g. *Data cleaning, scanning and entry.* The process started on June 16 for data review and cleaning. Scanning of the EGRA tools began June 23 and is on-going. The remaining M&E data is on schedule to be entered into the database for the further analysis and results.

Reading Standards Setting. This process started in Tajikistan in June 17-19, 2014 with the first training, in a multi-step effort to identify, describe, discuss, present and finally, approve and accept of reading standards. Participants of the first training workshop were language specialists, experienced teachers, representatives of the educational decision-making entities and authors of the reading textbooks. The workshop successfully developed four categories of reading standards, in common consensus of all the participants. The next steps will be a workshop to create definitions for each grade level and then cut-scores. This is planned for late August 2014. After this

workshop there will be a half day conference with the MOES to present the findings and to provide the MOES information to make a decision on final cut-scores to be used.

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

Kyrgyzstan

Completed and submitted to USAID.

Tajikistan

Review of the primary-grade reading materials was conducted and in addition to the 200 books reviewed the MOES proposed additional books to be reviewed and considered for primary schools. In addition, 25 titles of storybooks for primary children published by Education Program of Aga Khan Foundation under USAID funding were reviewed and considered to be included in the list. The Book Review was submitted to USAID in Tajik, the English translation will be completed next quarter.

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

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

Kyrgyzstan

On the 23rd of April, 2014 National Book day was celebrated in Kyrgyzstan. QRP in Collaboration with Ministry of Culture participated in organizing book related events and exhibitions of children's writers. QRP provided prizes for winners of the "children's book" competition. QRP made a presentation of the "Reading together" project, as the project is known in this country.

National Steering Committee

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

The National Steering Committee on Reading is comprised of representatives of the following ministries and organizations involved in the project implementation:

- Deputy Minister or/and representative of the MoES;
- Deputy Minister or/and representative of the Ministry of Culture, Information and Tourism of the Kyrgyz Republic;

- President or/and representative of the Kyrgyz Academy for Education
- Representative from TTI/Methodological Center
- Representative of Testing centers/Assessment Center
- Donors/WB/EU/Soros
- Representative USAID
- Representative from UN organization (UNICEF)
- Member of association of children libraries
- Staff of publishing houses
- Representatives from children magazine/newspapers editorial office
- Representative from TV/radio
- Authors/illustration association or Members of Union of Writers
- Community leaders
- Parents
- INGO/NGO
- USAID/QRP representative Kyrgyzstan Country Office

The National Steering Committee on Reading (NSC-R) is to meet on a regular basis, at least once every three months, to review current information/data and status, and also to recommend concrete steps forward for reading partners.

The first meeting of NSC-R was held on June 13, 2014 at Ministry of Education. There were 14 participants from different partner organizations mentioned above. The purpose of this first meeting was to introduce the Terms of Reference of NSC-R and discuss the future work of members of NSC-R. The participants gave their recommendations on the Terms of Reference. QRP in collaboration with the Ministry of Education will finalize the Terms of Reference and then send them to all members of NSC-R for their review and consideration. The next meeting of the NSC-R will be in September 2014.

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

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

Possible Collaboration with United States Peace Corps

QRP met with the Tammy Harris, the Country Representative for US Peace Corps in Kyrgyzstan and her team to discuss possible collaboration. The US Peace Corps has volunteers throughout Kyrgyzstan. Preliminary discussions brought brainstorming on possible areas of collaboration. QRP will share our targeted schools sites, along with participating in the fair at the end of the new Peace Corps Volunteers trainings. There will be additional follow-up to discuss community mobilization mentoring and participation in Reading Campaigns.

Tajikistan

Product placement

According to the work plan, the QRP worked to identify products that are bought by a majority of the population, including children, and to determine if products can be connected to a campaign to promote reading. One challenge noted is that many of the products that children buy are harmful to their health. Another challenge is that many appropriate products are produced outside of Tajikistan. The MOES was not supportive of the product placement idea. Therefore, with the proposal of MOES, and with the support from USAID, the funds originally allocated for this purpose will be shifted to cartoon development with the focus on reading.

Material for the Community

A local consultant was hired to adapt SCI Flip Book for parents to Tajikistan Education Context. This Flip Book, is a guide for parents on how to read to their children. Also, in line with this a consultant was hired to develop reading information cards. The consultant is working closely with the AOE on the content and design of the product. Finalized reading information cards and “Flip Book” will be sent to MOES for review and approval.

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

Kyrgyzstan

Summer Camp

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

The main goals of the Reading Camp are the following:

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

The adapted curriculum also addresses aspects of phonemic awareness, letter knowledge, reading fluency, vocabulary and text comprehension in children who have trouble with reading.

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

09 June to 09 July, 2014 Summer Camps were held in 21 of QRP’s target schools in Bishkek. All teachers in the Summer Camps received stationery and books. Feedback was garnered from the teachers and all teachers, including the Bishkek City Education Administration, considered the QRP developed curriculum easy to use and are ready to use some of the activities for the regular school year.

Currently negotiations are underway with the Bishkek's Department of Education and the Chui Region's Methodological Center for the organization of Reading Summer Camps in the rest of target schools where summer camps exist in August.

Guidance for Reading Camps

The relevance of Reading Camp manual:

Reading Camps should provide interesting and creative conditions to support children; physically and emotionally safe places for primary school students, where the work continues on the development of reading skills.

Reading Camp Structure and summary:

Reading Camp Curriculum consists of reading for leisure pursuits aimed at developing five core-reading skills: phonemic awareness, letter knowledge, reading fluency, vocabulary and reading comprehension skills.

Reading Camp Frequency:

Depending on the local community, Reading Camps can meet more often to meet the local needs of the community. Attendance by campers is voluntary. The camps meet in approximately 21-days, with each individual session lasting around 90 minutes. Sessions may be repeated as necessary. Reading Camps should be conducted in the children's home language.

Target Audience (Reading Camp Participants):

Reading Camp Curriculum (Literacy Boost Toolkit) is designed for elementary school teachers and volunteers, as well as students from first to fourth grade school (children aged 6 to 11 years)

Procedure of Changes:

In the process of the adaptation of the program changes were made to the Matrix training sessions, texts were added for training, material was modified in the manual so that drawings and texts accompanied it.

Tajikistan

A Reading Camp Curriculum/Module was also developed in Tajikistan based on the LB Reading Camp. The curriculum was sent to RTTI and AOE for review and editing. Due to the late approval of the Reading Camp Module, the Reading Camp activity will not take place this summer, but QRP will look at the possibility of having short versions of Reading Camp during school breaks.

Tajikistan has a ten-day preparation program for students beginning Grade 1 called "Before ABC" period. QRP will use this "Before ABC" period to implement an adaptation of "Jump Start" program. The material was developed by local consultants from RTTI and AOE based on the new standards for primary education. This material was incorporated into the Phonemic and letter Knowledge Module of the IST package. Preparation of Pre-school programs in Tajikistan was reviewed with the specialist of AOE and head of the pre-primary department of RTTI who will collaborate in developing the Jump Start program.

Intermediate Result 4: Increased government support to improve 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

Kyrgyzstan and Tajikistan

For this report we are grouping all Sub-Results under "Increased government support to improve reading" together. The model of implementation from collecting baseline data to IST implementation used by QRP involves close partnership with the MOES. This quarter the joint activities were mainly around the development of assessment levels, definitions along with creating the cut-scores, and National Level Teacher Training. The QRP program is extremely limited when it comes to staffing, so from creating the Reading Standards and IST package to implementing the baseline assessment, QRP garners government approval and uses the MOES systems and personnel for implementation. In Kyrgyzstan the National Testing Center and KAE

have been close partners, and in Tajikistan QRP works closely with the RTTI, AOE and IED. In Kyrgyzstan NTC worked hand in hand with QRP in implementing the baseline assessment. Also, in Tajikistan QRP works closely with GP4 and supports the Mother Tongue Subject, which will soon be the Language and Writing standards. The support also comes in form of In-service Teacher Training package.

As mentioned earlier QRP Kyrgyzstan in collaboration with the MOES has established a Reading Steering Committee, this committee will oversee broad campaigns and is a forum for stakeholders to share. For both countries QRP will look at capacity building around assessment. This will be looked at and developed before the end of 2014.

VI. Performance Monitoring and Evaluation Plan Progress

The following indicators are part of the baseline data collection activity taking place in April in Kyrgyzstan and May in Tajikistan:

- Indicator 1: Percentage change in proportion of students in program schools who read proficiently according to national standards.
- Indicator 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.
- Indicator 21: Number of standardized reading assessments supported by USG.

Note for Tajikistan: The MOES has been heavily involved in approving the use of the EGRA tools. There have been many discussions with the MOES on the EGRA tool. Their experts have reviewed project tools and approaches, and their comments on simplifying and content structure have been taken into consideration. The MOES approved the EGRA tool and the implementation of the baseline.

- Indicator 4: Percent of teachers demonstrating, in the classroom, reading instructional best practices.
- Indicator 12: Percent of teachers using results of classroom-based reading assessment.
- Indicator 13: Percentage of schools and communities with adequate number of grade-level appropriate supplementary reading materials.
- Indicator 15: Percent of parents who have changed in their attitudes towards reading.
- Indicator 16: Percent of primary grade students participating in out-of-school reading activities.
- Indicator 17: Percent of parents/other adults reading non-textbook materials to students at home.
- Indicator 18: Percent of primary grade students participating in at-home reading program.

The indicators listed above are also part of the baseline data collection process that includes EGRA, and are measured as follows:

- Indicator 4 (measured through the classroom observation instrument)
- Indicator 12 (measured through the student and teacher questionnaires)
- Indicator 13 (measured through teacher, parent and librarian questionnaires)
- Indicators 15 and 18 (measured through the parent questionnaire), and

- Indicators 16 and 17 (measured through the student and parent questionnaire)

Indicator 7: Number of in-service training packages developed and approved by MOE.

Indicator 7 has been a key part of the program activities during this quarter, as the in-service training packages. Approval was garnered in Kyrgyzstan and we are waiting approval in Tajikistan.

In April-June staff were heavily involved in the baseline implementation, data cleaning, and data entry. The reports for the baseline will be finalized in September and October.

VII. Project Management and Operations

a) Operations

Nothing additional to report for this quarter.

b) Project Staffing

Field Based Project Staffing: QRP has approached USAID on the hiring of a Deputy Chief of Party to be based in Tajikistan. The Tajikistan Country Manager position was advertised at least three separate times, but no successful candidates were produced. After discussions with USAID it was decided to take the step in recruitment for an International Position, a Deputy Chief of Party, to be based in Tajikistan. Next quarter this position is approved by USAID and filled.

Home Office Project Staffing: There were no changes in home office staffing during this period.

c) Key Meetings with USAID and Partners

Tajikistan

Date / Location	Attendees	Subject	Follow-up / Notes
22/04/2014 AOE	Education Coordinator, AOE staff	Editing and review of Russian IST	Provide AOE with the two copies of IST Package and receive the review within two weeks
03/05/2014 RTTI	QRP and RTTI staff	IST certification in three levels training	To prepare 36 hours Training program for RTTI
09/05/2014 MOES	QRP/USAID,WB, MOES	GP 4 meeting	Develop new module on Language and add to IST package
20/05/2014 MOES	RTTI, Deputy Minister and QRP Education Coordinator	IST Approval process	Follow up the approval mechanism and structure

Kyrgyzstan

Date / Location	Attendees	Subject	Follow-up / Notes
2/04/2014 KAE	Project Manager, Field Education Coordinator, IST developers/ consultants and KAE staff	Review IST packages	Discuss developed IST package issues.
04/04/2014 Special Boarding School for Blind and low vision, Bishkek.	CoP QRP, Director education and Health department USAID, Manager QRP	School visit, meeting with Director of school	Partnership issues.
21/04/2014 / Ministry of Culture	QRP	Meeting with specialist on preparing to National Book day.	Letter with request to QRP from Ministry.
24/04/2014 KAE	QRP, KAE staff, standards developers and IST developers/ consultants, experts	Weekly review of IST packages and Standards	Update packages
25/04/2014 AKF KG	QRP Project Manager,	Presentation of AKF KG activities	Partnership issues.
28/04/2014	QRP, KAE staff, standards developers and IST developers/ consultants, experts	Weekly review of IST packages and Standards	Updating packages
29/04/2014 MOES	QRP Project manager, Specialists of the Department on school, out of school and preschool activities	Summer Camp,	Order on Summer Camp developing issues.
02/05/2014 MoE	QRP CoP, Manager developers/consultants	Upcoming training/ workshop on developing EGRA instruments	Order
26/05/2014 Head of Bishkek City education department	QRP staff and specialists of the Bishkek education department	Meeting with head of education department and discussed issues regarding Reading Summer Camp and LB TOT for Bishkek' pilot schools.	Letter to schools with request to support QRP for organizing Summer camps and TOT. department
27/05/2014 IREX	QRP CoP, Manager	Follow-up with IREX on the possibility of additional support for libraries, including training for librarians and primary teachers.	Next discussions

Date / Location	Attendees	Subject	Follow-up / Notes
03/06/2014 MOES, Deputy of the Minister	QRP CoP, Project manager	Summer Camp and IST LB	Order for the LB TOT at National level and R- Summer Camp
24/06/2014 AKF	QRP CoP, Project manager, AKF Education specialist	Discussed partnership on developing Television Show to promote family reading	Concept Note developed by AKF
10/06/2014 WFP	QRP CoP, Project manager,	Partnership issues	Changed with the list of pilot schools
27/06/2014 MOES, PIU WB	Chief of Party, Project manager, AIR –Dr. Abdullah	Assessment issues.	Staff of QRP will participate at WB training on assessment tool development.
12/06/2014 DPCC	QRP Project manager, USAID, DONORS, NGOs Education department	Donor’s program briefing	Out of school activities issues should be discussed
June 11, 2014	QRP M&E Coordinator, Program Coordinator, Director of the Jalal-Abad Oblast Methodological Center	Presentation of the QRP activities in the region, discussion on providing of the room for 2 QRP regional coordinators, and venue for the conducting IST TOT for Jalal-Abad and Talas regions	The room for the future 2 coordinators will be provided in the building of the Methodological Center; the support in the organization of the IST TOT in Jalal-Abad provided.

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
Abdullah Firdous	Tajikistan and Kyrgyzstan	01 - 06 May; 16-21 June	<ul style="list-style-type: none"> • Workshop on Developing Performance Level Descriptors(PLDs) for Primary Grade Reading • Training on Standard Setting for EGRA
Todd Amy	Tajikistan and Kyrgyzstan	03 April – 16 May, 2014	To support EGRA, conducting TOT, and organization of entering data from monitoring instruments.
Colin Alfred Asia Area	Kyrgyzstan and Tajikistan	12-16 May, 2014	<ul style="list-style-type: none"> • To support finalization of the training modules (based on adaptation of Save the

Name of Traveler	Destination (s)	Dates of Travel	Purpose of trip
Education Advisor, SC			Children’s Literacy Boost teacher training toolkit) for the In-Service Teacher Training programs of Kyrgyzstan. <ul style="list-style-type: none"> • Prepare for delivery of the top level of IST cascade, including training of trainers as needed. • Review progress and needs on other components of the QRP
Barbara Greenwood	Tajikistan	April 13-20, 2014 June 15-19, 2014	Support QRP TJ office
Barbara Greenwood	Kazakhstan	June 06, 2014	Meeting with USAID CAR

e) Procurement

There was no significant procurement this quarter outside of printing and transportation.

VIII. Outstanding Issues/Constraints/Delays and Actions Taken

Kyrgyzstan

The MOES is very supportive of QRP in every step of EGRA tool development and implementation, along with Reading Standards and IST package development and approval. QRP has learned to update the Deputy Minister on a regular basis and seek her guidance and approval directly. The Deputy Minister of MOES has provided QRP with guidance and point persons to assist when orders needed to be developed for activities implementation.

Tajikistan

The MOES approval process for approving the implementation of EGRA workshops, and baseline implementation took longer than expected. The TOT EGRA workshops were approved the day before they were to begin. Approving at the last minute seems to be the norm for the MOES, we are seeing this in IST package approval along with IST implementation. Thankfully, the MOES comes through in the end with the approval. The Government of Tajikistan has also implemented new protocol for meetings, in that all meetings between International Agencies and Ministries must have approval of the Ministry of Foreign Affairs. QRP will need to take this extra layer into consideration when planning future workshops and requesting meetings.

The MOES is deciding to split the Mother Tongue subject in to two, Reading and Language. Due to this split there is a delay in approval of Reading Standards for Grades 1-4, and we will see a delay in the approval of IST package. Once the MOES provides QRP with instructions to move forward with Reading and Language Standards for Grades 1-4, we will be able to make changes, and seek approval. Timeline on this will be after the MOES officially makes this split in December 2014.

Summer Camp is delayed in Tajikistan, but QRP is looking at ways of implementing during school breaks.

IX. Activities Planned for Next Quarters

Activities for the next quarter for Tajikistan and Kyrgyzstan will focus on setting the ground work for teacher training and finalizing the baseline activities, as well as creating summer out-of-school reading activities. The main activity besides wrapping up the baseline will be the roll out of the IST package beginning with TOT for National Level Trainers.

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

Sub Result 1.1 Conduct a baseline qualitative analysis

- Completed

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

Kyrgyzstan

- IST Finalized and approved by KAE. To be translated in to English and submitted to USAID next quarter

Tajikistan

- Submit Tajik IST package for approval to Ministry Board
- Printing of Teachers Package for IST Master Training and School based Training
- Send Russian IST for review and approval to MOES

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

Kyrgyzstan

- LB IST TOT at National level for Bishkek and Chui in June 30-July 11, 2014
- LB IST TOT at Master level for schools Deputy directors and Heads of Methodological Unit, Cohort 1 in August, 2014

Tajikistan

- Conduct TOT for National Trainers for Cohort 1 regions
- Conduct TOT for Master Trainers Cohort 1 regions

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

Kyrgyzstan

- Mentoring/coaching during TOT at master level training in August, 2014
- Mentoring at school level starts from September, 2014

Tajikistan

- Distribute mentoring/coaching guides to regional In-service TTI staff and deputy school principals on Primary Grade
- Finalize professional portfolios guides for teachers competencies
- Mentoring at school level starts from September, 2014

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

Kyrgyzstan

- Planning M&E Work Plan for the Year 2.
- Data analysis, presentation, and dissemination of the nationwide baseline EGRA results (September) on National, regional, local and school levels.

Tajikistan

- Continuation of the Reading Standards Setting Concept and presentation of the Standards to the MOES;
- Data analysis, presentation, and dissemination of the nationwide baseline EGRA results (September/October) on National, regional, local and school levels.
- Start of activities in the territory of the Cohorts 1 (Sughd, DRS and Dushanbe)

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

Kyrgyzstan

- Completed and previously submitted to USAID

Tajikistan

- Completed, Tajik version submitted to USAID, English version is being finalized will be submitted next quarter

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

- Will complete memo on low cost reading material to be used by schools and communities in both countries to be submitted to USAID

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

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

Kyrgyzstan

- meeting of National Steering Committee on Reading in September, 2014
- Continue discussion with newspaper “Til jana Madaniyat” and when budget is approved sign contract
- To develop joint Annual Work plan with Republican Children Library named Bayalinov.

Tajikistan

- Print and disseminate reading information cards (for Cohort 1)
- Define target community members and conduct orientation workshop/sessions with PTA, School administrators. Community leaders, women groups to present and discuss reading information cards with population

- Develop TOR for Children Library Association to design and conduct community outreach programs
- Sign a cooperation agreement with Children's Library Association
- Support Children' Library Association (CLA) to create Mobile Theater and Mobile Libraries at regional level using Book Bank Resources
- Support Children' Library Association (CLA) to design and plan National Book Day
- Support MOES develop, print and disseminate posters that advocates importance of reading through affiliated agencies

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

Kyrgyzstan

- Reading Summer camps in August, 2014
- Parents Programs Launch in September, 2014

Tajikistan

- Review Camp Guide and approbate it in few schools
- Review Jumpstart module and add it into IST
- Identify and purchase additional readers/books for creating book bank collection
- Identify and contract developers of cartoon characters
- Train deputy directors and head of MU to plan and facilitate reading buddies approach in target schools

Intermediate Result 4: Increased government support to improve reading

Activities for this IR in both countries are conducted through regular MOES meetings and by working as partners in the roll out of all previously noted QRP activities. In each country, QRP will continue to work with government and other stakeholders to look at issues around reading, especially the lack of reading materials, working with Libraries at field levels with support of Ministry of Culture, mobilizing communities through support of local authorities, and ensuring the participation of teachers in training and organizing Reading camps in schools following the Orders of the Ministry of Education and of local government

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

The Library and Information Consortium of the Kyrgyzstan Republic with support of the Ministry of Culture and MOES will conduct its 15th Annual International Conference. The main topic of the conference is “Role of libraries in the development of modern information society”. This will conference will be held in October, 2014. QRP is invited to participate and present at this event.

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

The MOES in each country is walked through the cut-scores and will make final decisions for QRP EGRA baseline. The process for EGRA development to defining cut scores is done through the MOES in both countries. This is a strength of the project, even though bureaucracy creates delays.

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

This Sub-Result will be focused on during the last half of 2014. In Tajikistan QRP is involved in GP4 discussion and in Kyrgyzstan is involved in donor working group.

Planned Travel:

Name of Traveler	Destination (s)	Dates of Travel	Purpose of trip
Barbara Greenwood	Tajikistan Kazakhstan	24-31 August, 2014; 28 Sept – 05 October; 08 – 09 September	Facilitate WorkPlan Year 2 Workshop; Work with DCOP and TJ team; Meet USAID to review Workplan
Abdullah Ferdous	Tajikistan	18-14 August, 2014	Conduct Cutscore Workshop
Kate Fleming	Tajikistan	15 September	To take up post as DCOP
Aizada Sarybaeva and Zhyldyz Kubanychbekova	Tajikistan	21-28 September, 2014	Finance Training

X. Financial Report

Obligation	\$7,390,356
Pipeline at the beginning of quarter	\$6,593,598
Expenses during the current reporting period	\$1,349,686
Pipeline at the end of the quarter	\$5,243,912
Estimated expense burn rate for next quarter	\$1,163,264

XI. Summary of Key Conclusions

USAID QRP created a solid base this past year of the program for roll out of the IST package and community component. The MOES involvement of each step and process of QRP develops capacity, and also ownership. The baseline implementation could not have been accomplished in either country without the MOES support. At present USAID QRP has around 10 staff per country, with this limited staff and partnership with the MOES, baseline was conducted in 130 schools, with over 6,000 students assessed in each country and over 2,000 interviews in each country. Next quarter close to 3,000 teachers will be trained in each country under QRP. The structure of the project relies heavily on the MOES in both countries.

XII. Annexes

Annex 1 TOT Program for training test-administrators to conduct baseline early grade reading assessment



Ministry of Education and Science KR

TOT Program for training test-administrators to conduct baseline early grade reading assessment USAID Project “Quality Reading Project”

Date: April 05, 2014

Location: Bishkek, office of the USAID “Quality Reading Project”

Training objectives:

- (1) to update the trainers of training on the content of EGRA and monitoring instruments;
- (2) to ensure delivery of clear instruction by trainers to participants on assessment of the foundation skills for literacy acquisition of students in grade 1, 2 and 4, as well as their reading environment (M&E instruments);
- (3) to ensure delivery of clear instruction by trainers to participants on rules and procedures of using monitoring instruments to obtain baseline information on the current status of teaching/learning processes on reading in primary schools.

Resources:

- ✓ Computer, projector, speakers
- ✓ Portfolios with pencils and erasers for the test administrators
- ✓ Video Lessons
- ✓ Training forms(hand-outs), EGRA tests, Manuals
- ✓ printed MoES’ orders

Time	Content	Comments
08:45-09:00	Registration of the participants	
09:00-09:20	Greeting Introduction of the participants The goals and objectives (at the end of the training...)of TOT Presentation and discussion of the training program	Handouts - Program of the training
09:10-09:30	Introduction to the updated version of EGRA instruments	Distribution of EGRA forms: grades 1,2 and 4 and Student’s Booklet; Administrator Manual;

Time	Content	Comments
09:30-12:00 <i>10:30-11:00 coffee during discussion</i>	Discussion of delivery methods of instructions on conducting EGRA assessment (ways of making sure that participants grasped all necessary details of filling out the forms in ethically and technically correct manner)	Discuss each grade form; mock the assessment; Control check of filling out the forms: presentation of scanned forms and discussion of errors made during the filling out the forms.
12:00-13:00	Lunch	
13:00-14:00	Introduction to the updated version of M&E instruments: <ul style="list-style-type: none"> - class observation - teacher interview - parents interview - librarian interview 	Distribution of all four M&E forms and instructions (protocols, rules, etc.) on filling them out
14:00-15:30	Discussion of delivery methods of instructions on conducting <i>class observation</i>	Handouts – Protocol of conducting lesson observation
15:30-16:30 <i>coffee during discussion</i>	Discussion of delivery methods of instructions on conducting <i>teacher interview</i>	Handouts – Teacher interview
16:30-17:40	Discussion of delivery methods of instructions on conducting <i>parents and librarian interview</i>	Handouts – General rules on filling out the forms
17:40-18:40	Sampling methods: students, parents, classes, teachers – ways of delivery to participants	Handouts – fake lists of students; task – practice sampling
18:40-19:30	Discussion of organizational issues of the training <ul style="list-style-type: none"> - distribution of responsibilities - rules and procedure of the workshop process 	
19:30-20:00	Feedback, questions-answers	QRP

Annex 2 Программа тренинга по подготовке тест-администраторов для оценки навыков чтения учащихся в начальной школе



Министерство образования и науки
Кыргызской Республики

**Программа тренинга (Training Program for EGRA Implementation)
по подготовке тест-администраторов для оценки навыков чтения учащихся в
начальной школе
Проект USAID «Читаем вместе», Кыргызстан**

Дата: апрель 08-11, 2014

Место проведения: г. Бишкек, гостиница «Достук»
г. Ош, гостиница «Ош-Нуру»
г. Каракол
г. Нарын
г. Джалал-Абад «Молмол»

Цель тренинга:

- (1) ознакомить участников с содержанием инструментов тестирования (EGRA) и мониторинга;
- (2) обучить участников тренинга правилам и процедурам администрирования инструментов EGRA для обеспечения успешного проведения базисной оценки навыков чтения учащихся в начальной школе;
- (3) обучить участников тренинга правилам и процедурам проведения мониторинговых инструментов для получения базисной информации по текущему состоянию по обучению чтения и понимания.

Необходимые материалы для тренинга:

- ✓ Компьютер, проектор, колонки
- ✓ Портфели для тест-админов с карандашами и ластиками
- ✓ Видеоурок
- ✓ Тренинговые формы
- ✓ Приказ МОиН КР распечатанный

08 апреля

Время	Содержание	Примечание
08:30-09:00	Регистрация участников тренинга.	

09:00-09:30	Открытие.	Айкынай Юсупова
	Цели и задачи проекта USAID «Читаем вместе». План и задачи проведения оценки навыков чтения в начальных классах.	А. (Слайды 1-10) Б. (Слайды 11-13)
09:30-09:40	А. Знакомство с участниками Б. Знакомство с программой семинара.	Слайды 14-18)
09:40-10:30	Презентация: структура и содержание инструментов EGRA.	(Слайды 19- 31)
10:30-11:00	Кофе/чай	
11:00-13:00	Инструктаж по администрированию инструментов EGRA (1 классы).	(Слайды 32- 34)
13:00-14:00	Обед	
14:00-15:30	Инструктаж по администрированию инструментов EGRA (2 классы).	Слайд 35.
15:30-16:00	Кофе/чай	
16:00-16:45	Инструктаж по администрированию инструментов EGRA (4 классы).	Слайд 36.
16:45-17:00	А. Обратная связь и итоги работы дня. Б. Домашнее задание.	
9 апреля		
09:00-09:10 09:10-10:30	А. Правильное заполнение формы администратора. Б. Практическая работа по применению инструмента EGRA. (1 класс)	А. Презентация 2 Слайд 2.
10:30-11:00	Кофе/чай	
11:00-13:00	А. Правильное заполнение формы администратора. Б. Практическая работа по применению инструментов EGRA (2 и 4 классы).	<i>Работа в парах.</i>
13:00-14:00	Обед	
14:00-15:00	А. Контрольная выборка учеников для EGRA. Б. Обязанности администраторов и их ключевые задания. В. Этические нормы.	А. Презентация 2
15:00-15:30	Презентация: Форма наблюдения урока <ul style="list-style-type: none"> • Цели наблюдения урока; • Форма наблюдения урока 	Презентация 2. Слайды 14-16.
15:30-16:00	Кофе/чай	
16:00-16:50	Продолжение: Форма наблюдения урока. <ul style="list-style-type: none"> • Процедура (протокол) проведения наблюдения урока. Вопросы – ответы.	
16:50-17:00	Обратная связь и итоги работы дня. Домашнее задание	
10 апреля		
09:00-10:30	Наблюдение видео уроков (русс.яз. и кырг.яз.) Обсуждение по заполнению форм наблюдения урока. Выборка учителей для наблюдения уроков.	Презентация 2. Слайд 17-18.

10:30-11:00	Кофе/чай	
11:00-13:00	Презентация: Интервью с учителем. <ul style="list-style-type: none"> ➤ цели интервью с учителем; ➤ общие принципы интервью; ➤ Знакомство с формой интервью с учителем. ➤ Инструктаж по проведению интервью с учителем. 	Презентация 3 Слайд 1-7.
13:00-14:00	Обед	
14:00-14:30	Практическая работа в парах. (Интервью с учителем). Вопросы-ответы.	
14:30-15:30	Презентация: Интервью с родителем <ul style="list-style-type: none"> ➤ Цель инструмента; ➤ Знакомство с формой «Интервью с родителем». 	Презентация 4 Слайд 1-7.
15:30-16:00	Кофе/чай	
16:00-16:45	<ul style="list-style-type: none"> ➤ Инструктаж по проведению интервью с родителем. ➤ Выборка родителей ➤ Практическая работа в парах. (Интервью с родителем). 	
16:45-17:00	Обратная связь и итоги работы дня. Домашнее задание	
11 апреля		
09:00- 10:30	Презентация: Интервью с библиотекарем <ul style="list-style-type: none"> ➤ Цель инструмента; ➤ Знакомство с формой «Интервью с библиотекарем». ➤ Инструктаж по проведению интервью с библиотекарем. ➤ Практическая работа в парах. (Интервью с библиотекарем). 	Презентация 5 Слайды 1-4.
10:30-11:00	Кофе/чай	
11:00-12:00	Инструктаж по формам отчетности. <ul style="list-style-type: none"> ➤ Обсуждение графика работы в школах. ➤ Форма отчета по приемке/сдаче документов тестирования и мониторинга; ➤ Форма отчета по акту выполненных работ согласно контракта. 	Презентация 6 Слайды 1-12.
12:00-13:00	<ul style="list-style-type: none"> ➤ Распределение администраторов по группам и по школам. ➤ Раздача пакета документов (инструментов тестирования EGRA и мониторинга). 	
13:00-14:00	Обед	
14:00-16.30	<ul style="list-style-type: none"> ➤ Заполнение форм «Биодата». ➤ Подписание контрактов. ➤ Обратная связь и итоги работы. 	<i>Раздача, подписание, и сбор документов «Биодата», контрактов, копий паспорта, резюме, банк.реквизитов.</i>

Annex 3 Workshop on the Development of Performance Level Descriptors (PLDs) for Primary Grade Reading

USAID/Quality Reading Project, Kyrgyzstan
May 7-8, 2014

Agenda

Date	Time	Activity	Facilitators
Wednesday May 7, 2014	08:30 – 08:45	Registration of Participants	QRP Staff
	08:45 – 09:00	Welcoming Remarks	Ms. Barbara Greenwood, Chief of Party, Quality Reading Project
	09:00 – 09:15	Opening Speech from MoE	Ms. Kendirbaeva D.Sh, Deputy Minister, Ministry of Education
	09:15 – 09:30	Welcoming Speech from USAID	Mr. Garth Willis, Director – Office of Health and Education, USAID, Kyrgyzstan
	09:30 – 9:45	Introduction of Participants	QRP Staff
	9:45 – 10:00	Overview of the Agenda	Ms. Chinara Dzhumagulova
	10:00 – 10:30	Tea break	
	10:30 – 12:30	Orientation to Developing Performance Level Descriptors (PLDs) for Primary Grade Reading	Dr. Abdullah Ferdous
	12:30 – 13:30	Lunch	
	13:30 – 15:30	Small Group Discussion: Determining Number of PLD Categories and Labels	Dr. Abdullah Ferdous Ms. Aikynai Yusupova Ms. Chinara Dzhumagulova Ms. Gulzat Kochorova
	15:30 – 16:00	Tea break	
	16:00 – 16:30	Group Presentations: Determining Number of PLD Categories and Labels	Dr. Abdullah Ferdous Ms. Aikynai Yusupova Ms. Chinara Dzhumagulova Ms. Gulzat Kochorova
	16:30 – 17:30	Larger Group Discussion: Consensus Decisions about Number of PLD Categories and Labels	Dr. Abdullah Ferdous Ms. Aikynai Yusupova Ms. Chinara Dzhumagulova Ms. Gulzat Kochorova

Date	Time	Activity	Facilitators
	08:30 – 10:30	Small Group Discussion: Determining General Definitions of the PLD Categories	Dr. Abdullah Ferdous Ms. Aikynai Yusupova Ms. Chinara Dzhumagulova Ms. Gulzat Kochorova

Thursday May 8, 2014	10:30 – 11:00	Tea break	
	11:00 – 12:00	Small Group Discussion Cont.: Determining General Definitions of the PLD Categories	Dr. Abdullah Ferdous Ms. Aikynai Yusupova Ms. Chinara Dzhumagulova Ms. Gulzat Kochorova
	12:00 – 13:00	Group Presentations: General Definitions of PLD Categories	Dr. Abdullah Ferdous Ms. Aikynai Yusupova Ms. Chinara Dzhumagulova Ms. Gulzat Kochorova
	13:00 – 14:00	Lunch	
	14:00 – 15:30	Larger Group Discussion: Consensus General Definitions of PLD Categories	Dr. Abdullah Ferdous Ms. Aikynai Yusupova Ms. Chinara Dzhumagulova Ms. Gulzat Kochorova
	15:30 – 16:00	Tea break	
	16:00 – 16:30	Reflection from Participants	QRP Staff
	16:30 – 17:00	Closing Remarks from USAID	Mr. Garth Willis, Director – Office of Health and Education USAID, Kyrgyzstan

Annex 4 Workshop on Setting Performance Standards for Primary Grade Reading

USAID/Quality Reading Project, Kyrgyzstan

June 23-26, 2014

Agenda

Date	Time	Activity	Facilitators
Monday June 23, 2014	09:30 – 09:45	Registration of Participants	QRP Staff
	09:45 – 09:55	Welcoming Remarks	Ms. Barbara Greenwood, Chief of Party, Quality Reading Project
	09:55 – 10:10	Opening Speech from MoE	Ms. Kendirbaeva D.Sh, Deputy Minister, Ministry of Education
	10:10 – 10:20	Welcoming Speech from USAID	Mr. Garth Willis, Director – Office of Health and Education, USAID, Kyrgyzstan
	10:20 – 10:30	Introduction of Participants	QRP Staff
	10:30 – 11:00	Tea break	
	11:00 – 11:30	Orientation to Developing Detailed Performance Level Descriptors (PLDs) for Grades 1, 2, and 4	Dr. Abdullah Ferdous
	11:30 – 12:30	Small Group Discussion: Developing Detailed PLDs of Grades 1, 2, and 4 Reading Standards (Components)	Dr. Abdullah Ferdous Ms. Aikynai Yusupova Ms. Chinara Dzhumagulova Ms. Gulzat Kochorova
	12:30 – 13:30	Lunch	
	13:30 – 15:30	Small Group Discussion Cont.: Developing Detailed PLDs of Grades 1, 2, and 4 Reading Standards (Components)	Dr. Abdullah Ferdous Ms. Aikynai Yusupova Ms. Chinara Dzhumagulova Ms. Gulzat Kochorova
	15:30 – 16:00	Tea break	
16:00 – 18:00	Small Group Discussion Cont.: Developing Detailed PLDs of Grades 1, 2, and 4 Reading Standards (Components)	Dr. Abdullah Ferdous Ms. Aikynai Yusupova Ms. Chinara Dzhumagulova Ms. Gulzat Kochorova	

Date	Time	Activity	Facilitators
	09:00 – 10:30	Small Group Discussion Cont.: Developing Detailed PLDs of Grades 1, 2, and 4 Reading Standards (Components)	Dr. Abdullah Ferdous Ms. Aikynai Yusupova Ms. Chinara Dzhumagulova Ms. Gulzat Kochorova
	10:30 – 11:00	Tea break	

Date	Time	Activity	Facilitators
Tuesday June 24, 2014	11:00 – 12:30	Group Presentations and Discussion: Developing Detailed PLDs of Grades 1, 2, and 4 Reading Standards (Components)	Dr. Abdullah Ferdous Ms. Aikynai Yusupova Ms. Chinara Dzhumagulova Ms. Gulzat Kochorova
	12:30 – 13:30	Lunch	
	13:30 – 15:30	Group Presentations and Discussion Cont.: Developing Detailed PLDs of Grades 1, 2, and 4 Reading Standards (Components)	Dr. Abdullah Ferdous Ms. Aikynai Yusupova Ms. Chinara Dzhumagulova Ms. Gulzat Kochorova
	15:30 – 16:00	Tea break	
	16:00 – 18:00	Group Presentations and Discussion Cont.: Developing Detailed PLDs of Grades 1, 2, and 4 Reading Standards (Components)	Dr. Abdullah Ferdous Ms. Aikynai Yusupova Ms. Chinara Dzhumagulova Ms. Gulzat Kochorova

Date	Time	Activity	Facilitators
Wednesday June 25, 2014	09:00 – 10:30	Group Presentations and Discussion Cont.: Developing Detailed PLDs of Grades 1, 2, and 4 Reading Standards (Components)	Dr. Abdullah Ferdous Ms. Aikynai Yusupova Ms. Chinara Dzhumagulova Ms. Gulzat Kochorova
	10:30 – 11:00	Tea break	
	11:00 – 12:30	Group Presentations and Discussion Cont.: Developing Detailed PLDs of Grades 1, 2, and 4 Reading Standards (Components)	Dr. Abdullah Ferdous Ms. Aikynai Yusupova Ms. Chinara Dzhumagulova Ms. Gulzat Kochorova
	12:30 – 13:30	Lunch	
	13:30 – 15:00	Orientation to Standard Setting Method and Establishing Cut Scores	Dr. Abdullah Ferdous
	15:00 – 15:30	Tea break	
	15:30 – 18:00	Round 1 Ratings	Dr. Abdullah Ferdous Ms. Aikynai Yusupova Ms. Chinara Dzhumagulova Ms. Gulzat Kochorova

Date	Time	Activity	Facilitators
	09:00 – 10:30	Feedback to Round 1 Ratings	Dr. Abdullah Ferdous
	10:30 – 11:00	Tea break	
	11:00 – 12:30	Round 2 Ratings	Dr. Abdullah Ferdous Ms. Aikynai Yusupova Ms. Chinara Dzhumagulova Ms. Gulzat Kochorova

Thursday June 26, 2014	12:30 – 13:30	Lunch	
	13:30 – 14:30	Round 2 Ratings Cont.	Dr. Abdullah Ferdous Ms. Aikynai Yusupova Ms. Chinara Dzhumagulova Ms. Gulzat Kochorova
	14:30 – 15:30	Reflection from Participants	QRP Staff
	15:30 – 16:00	Closing Remarks from USAID	Mr. Garth Willis, Director – Office of Health and Education USAID, Kyrgyzstan
	16:00 – 17:00	Tea break	

USAID/Quality Reading Project, Kyrgyzstan
Ministry of Education
June 27, 2014

Agenda

Date	Time	Activity	Facilitators
Friday June 27, 2014	09:30 – 09:40	Welcoming Remarks	Ms. Barbara Greenwood, Chief of Party, Quality Reading Project
	09:40 – 09:50	Opening Speech from MoE	Ms. Kendirbaeva D.Sh, Deputy Minister, Ministry of Education
	09:50 – 10:00	Welcoming Speech from USAID	Mr. Garth Willis, Director – Office of Health and Education, USAID, Kyrgyzstan
	10:00 – 10:30	Presentation of Standard Setting Results	Dr. Abdullah Ferdous
	10:30 – 11:00	Tea break	
	11:00 – 12:30	Discussion and Consensus Decisions about Cut Scores	Dr. Abdullah Ferdous Ms. Aikynai Yusupova Ms. Chinara Dzhumagulova Ms. Gulzat Kochorova

Annex 5 Contents of LB IST 10 Days TOT at National level.

Introduction

How the teachers preparedness on literacy boost supports the state curriculum

How to adapt the teachers' training sessions on literacy boost

How to implement literacy boost teachers' training

Combining the nine session with current teachers' training

Module 1: INTRODUCTION INTO CHILDREN' READING SKILLS DEVELOPMENT

Objectives

Main content of the training program

Module 1 Program

Materials required for the teachers workshop sessions

Greetings and acquaintance(20 minutes)

Session 1: Introduction into reading skills (60 minutes)

Session 2: Presentation the report results "Reading Skills Assessment of Lower Grade Children in Kyrgyzstan" (EGRA)

Session 3: 5 instructions components of effective reading(1 hour 5 minutes)

Session 4:Organization the print-rich environment (1 hour 20 minutes)

Session 5: Strategies for Displaying and Choosing Texts(1 hour 10 minutes)

Session 6:Developing a lesson plan in accordance with curriculum textbooks. Text's types. (30 minutes)

Session 7: Daily reading (25 minutes)

Session 8: Role and significance of the family reading (1 hour 20 minutes)

Session 9: Home library organization(20 minutes)

Session 10: Library role in organization the daily reading(45 minutes)

Reflection. (15 minutes)

Annexes

Module 2: Formative Assessment.....

Objectives

Main content of the training program

Программа Модуля 2.....

Materials required for the teachers workshop sessions

Morning greetings(10 minutes)

Brief review the previous module (30 minutes).

Session 1:Introduction into the formative assessment(20 minutes)

Session 2:The steps of the reading formative assessment(55 minutes)

Session 3:. Comparison and matching the formative assessment strategies (3 hours 10 minutes)

Session 4:Analyzetheassessmentresultsforsupporting teach. (60 minutes)

Reflection. (30 minutes)

Annexes

Module 3. Solving language issues in literacy classroom.

Objectives

Main content of the training program.....

Программа Модуля 3.....
Materials required for the teachers workshop sessions.....

Morning greetings (10 minutes)
Brief review the previous module (30 minutes).
Session 1. Whole group discussion (responses on questions)(15 minutes)
Session 2: Identifying Language Issues in the Classroom(1 hour 50 minutes)
Session 3: Supporting first language skills in classroom(1 hour 10 minutes)
Session 4: Help to second language learners in strengthening their language skills and literacy level. (40 minutes)
Session 5: Sample lesson for supporting understanding story written in second language (1 hour 50 minutes)
Reflection. (15 minutes)

Annexes

Module 4. Letter Knowledge/Alphabet principle

Objectives.....
Main content of the training program.....
Module 4 Program.
Materials required for the teachers workshop sessions.....

Morning greetings (10 minutes)
Brief review the previous module (15 minutes).
Session 1. Introduction to the Letter knowledge (50 minutes)
Session 2: Teaching the letter knowledge and alphabet principle (2 hour 5 minutes)
Session 3: Decoding (Encoding). (1 hour 50 minutes)
Session 4: Assessment. (40 minutes)
Session 5. Lesson planning on learning letters. (60 minutes)
Reflection. (15 minutes)

Annexes

Module 5. Phonemic Awareness.

Objectives.....
Main content of the training program.....
Module 5 Program.
Materials required for the teachers workshop sessions.....

Morning greetings (10 minutes)
Brief review the previous module (10 minutes).
Session 1.: Introduction to the Phonemic Awareness (20 minutes)
Session 2: Model lesson on phonemic comprehension (40 minutes)
Session 3: Assessment (2 hour 40 minutes)
Session 4: Independent lesson planning based on textbooks of the curriculum (60 minutes).
Reflection. (15 minutes)

Annexes

Module 6. Reading Fluency.

Objectives.....
Main content of the training program.....
Module 6 Program.
Materials required for the teachers workshop sessions.....

Morning greetings(10 minutes)

Brief review the previous module (10 minutes).

Session 1: Introduction to reading fluency (30 minutes)

Session 2: Model lesson on reading fluency (55 minutes).

Session 3: Independent lesson planning based on textbooks of the curriculum on forming the reading fluency (1 hour 5 minutes)

Session 4: Assessment (1 hour 20 minutes)

Reflection. (15 minutes)

Annexes

Module 7. Vocabulary.

Objectives.....

Main content of the training program.....

Module 7 Program.....

Materials required for the teachers workshop sessions.....

Morning greetings(5 minutes)

Brief review the previous module (10 minutes).

Session 1: Introduction to lexis and teaching strategies (50 minutes)

Session 2: Plan of teaching of lexis.(30 minutes)

Session 3: Model of lexis lesson (60 minutes)

Session 4: Assessment.(20 minutes)

Session 5: Plan of the lesson on forming and building up the vocabulary (45 minutes)

Reflection. (15 minutes)

Annexes

Module 8. Reading comprehension.

Objectives.....

Main content of the training program.....

Module 8 Program.....

Materials required for the teachers workshop sessions.....

Morning greetings (5 minutes)

Brief review the previous module (10 minutes).

Session 1: : Introduction to understanding of the read texts (25 minutes)

Session 2: Kinds of strategies for understanding of the read texts. Predicting the idea of the text (35 minutes).

Session 3: Model of the lesson on understanding of the read texts (40 minutes)

Session 4: Assessment. (50 minutes)

Session 5: Self-planned lesson on understanding of the read texts (60 minutes)

Reflection. (15 minutes)

Annexes

Module 9. Conclusion.

Objectives.....

Main content of the training program.....

Module 9 Program.....

Materials required for the teachers workshop sessions.....

Morning greetings(5 minutes)

Brief review the previous module (15 minutes).

Session 1: Using the teaching strategies at the lesson on reading skills forming. (60 minutes)

Session 2: Analyze the students' assessment data on reading skills forming. Definition. Analyze objectives (1 hour 5 minutes)

Session 3: Wrap up of the results assessment (15 minutes)

Session 4: Using the assessment data for planning reading instructions (60 minutes)

Reflection: Exchange of views on developing and conducting the workshop Literacy Boost (20 minutes).