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# ***USAID QUALITY READING PROJECT (QRP)***

**QUARTERLY PERFORMANCE REPORT  
FOR *OCTOBER 2013 TO DECEMBER 2013***

*Submitted by:  
American Institutes for Research*

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

*October 2013 to December 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 2 <sup>st</sup> Quarter (Oct 2013 – Dec 2013)	\$ 133,648
Activity Cumulative Accrued Expenditures to Date (Dec 2013)	\$ 217,539
Estimated Expenditure, Next Quarter	\$250,000

### **III. Executive Summary**

This report serves to update USAID/Central Asian Republics on project accomplishments and inform of any outstanding issues during this period. This quarter, along with administrative accomplishments such as AIR registration, saw roll out of two major program activities: Reading Standards Development for Primary Grades and In-Service Teacher Training Package (Literacy Boost) adaptation. To use the best of time and funds a joint workshop was held for Reading Standards and IST Training Package development in Bishkek for Tajikistan and Kyrgyzstan consultants. The consultants had a chance to learn from each other's expertise. Dr. Rebecca Stone provided support for the Reading Standards Development and Colin Alfred for the IST package. The lively discussions during these back to back workshops provided a framework for the consultants to move forward to develop reading standards and IST package.

Also, there were many partner meetings this quarter in each country. A lesson learned is that the MOES for each country and at all levels needs more information on the program and regular updates. Information does not flow easily within the MOES, QRP will develop a communications plan specifically around informing the MOES of all major steps and our different roles we play in each of those steps.

The major accomplishments of *Quality Reading Project* from *October to December 2013* are the following:

- *Completion of Data Collection for Qualitative Study;*
- *Reading Standards Development has begun for Tajik, Kyrgyz and Russian with drafts submitted to the MOES for review within Tajikistan already;*
- *In-Service Teacher Training Package has begun for Tajik, Kyrgyz and Russian;*
- *Detailed Implementation Plan created for Baseline Assessment tool development and implementation*
- *AIR received registration in Kyrgyzstan and Tajikistan*
- *Human Resource Manuals are finalized for AIR staff in each country based on local labor laws.*

### **IV. Progress in Achieving Milestones in QRP Implementation Plan**

#### **Program Start Up**

Hiring of non-key positions continued with hiring of Education Coordinators in both countries. Monitoring and Evaluation Coordinators will be hired in January 2014, to assist with development of baseline instruments and roll-out.

Unfortunately, the Lead Education Specialist, Fayziddin Niyozov resigned with a month's notice. This position was advertised and filled by the end of January. AIR recognized the value Fayziddin can bring specifically around technical expertise and relationship with the MOES, thus hired him on a six-month contract to assist in AIRs direct deliverables for year one that create a firm base for the rest of the project.

In Kyrgyzstan, the final Memorandum of Understanding was signed with Ministry of Culture on December 12, 2013. This is an important MOU for QRP will be working with Community Libraries along with schools.

Additional Letters of Cooperation were developed to be signed for National Testing Centers within Kyrgyzstan and Tajikistan (signed in January), and also with Kyrgyz Academy of Education to be signed in January. The National Testing Centers within each country has agreed to work with QRP.

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

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

- The Base-line qualitative analysis has been conducted by Zerkalo and El-Pikir in Tajikistan and Kyrgyzstan. Report is under preparation and will be completed by the end of January, 14'. AIR has worked closely with Zerkalo, thus the process has taken longer than expected. A very preliminary draft report was submitted to AIR the end of December 13'. The final report will be submitted to USAID in February 2014.

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

- QRP hired 7 National Consultants for Kyrgyzstan (four for Grade 1-4 Reading Standards development - Russian and Kyrgyz and three for IST modules development) and 9 for Tajikistan (four for Grade 1-4 Reading Standards development - Tajik and Russian and five for IST module development).
- Joint capacity-building workshops for national consultants for Reading Standards Developers and developers of In Service Teacher Training Package from Kyrgyzstan and Tajikistan, were conducted by AIR's Reading Specialist Rebecca Stone, PhD, and Save the Children's Education Advisor, Colin Alfred in Bishkek on November, 2013. The workshop was set up as one, with first 3 days focusing on reading standards development (the process) and the next 3 days on the methodology behind literacy boost and how to adapt it to each country. Rebecca Stone gave one extra day of direct working with the Kyrgyzstan consultants, and Colin Alfred travelled to Dushanbe to provide a short workshop to the MOES and to work with the consultants.
- After the workshop the consultants developed Working plans (WP) for the period of work and submitted to QRP. Within the WP the reading standards consultants reviewed existing language standards and syllabus and met with different specialists/experts. Draft Reading Standards were developed per grade and submitted to the AIR and SCI advisers for revision. Currently National consultants are finalizing the Reading Standards for Grades 1-4, these will be completed by the end of January, 2014 and submitted to MOES. The Grades 1-4 Reading Standards have been submitted in Tajikistan for Tajik and Russian to the MOES for comments/revisions. An exciting outcome for both countries is that in addition to revision/creation of reading standards, reading competencies are being incorporated to other primary subjects, such as nature, art and craft etc. This demonstrates the MOES buy in to the need of reading standards and competencies. It is also important to highlight the involvement of the Education

Development Institute in Reading Standard Development in Tajikistan and the Kyrgyz Academy of Education in Kyrgyzstan. Both of these institutes are responsible for standards development within the MOESs.

- The National IST development consultants developed content for the IST package based on literacy boost (LB) training materials and comments received from AIR and SCI advisers. The LB materials are being reviewed and adapted by local consultants and as the result of this revision generic program for nine mini-modules are being developed: 1) Introduction; 2) Reading Assessment; 3) Language Learning Issues; 4) Letter Knowledge; 5) Phonemic Awareness; 6) Reading Fluency; 7) Vocabulary; 8) Reading Comprehension; and 9) Mentoring and Portfolio. All IST modules will complete by the end of April 2014.

*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*

- One micro-module in IST package is for mentoring, thus the IST consultants have begun developing this along with rest of IST.

*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*

- Revision of current EGRA (both mother tongues and Russian) and other assessments were conducted and gaps were identified. Recommendations for strengthening the assessment practices were made.
- Decision is made to assess grades 1, 2 and 4 for baseline only. Mid-term and end assessments will be grades 2 and 4.
- QRP Assessment Expert Dr. Abdullah Ferdous met head of National Test Center Directors (both countries) to brief and discuss the Standard based assessment approaches that is proposed, designed and implemented under the Project in close collaboration with MOES and NTC. One of the main aspects of Dr. Abdullah Ferdous was to gauge the NTCs willingness and capacity to work with QRP to implement the EGRA assessment tool. In Kyrgyzstan and Tajikistan the NTCs were very positive about working with QRP and a Letter of Cooperation will be signed in January. Terms of References were developed to outline this partnership.
- Early Grade Reading Assessment (EGRA) Instruments Development Workshop is planned in Kyrgyzstan on January 21-24, 2014, and January 27-31, 2014 in Tajikistan. During this workshop test specifications for EGRA tools based on grade level reading standards were drafted. QRP will develop assessment item on Oral Vocabulary and Fidel knowledge as part of the modified version of EGRA.
  - a. Letters for workshop approval were submitted to the MOES of each country, including criteria for selection of participants
  - b. MOES selected participants for workshop and sent out letters of invitation to attend workshop.

- QRP analyzed grades 1-4 Mother Tongue textbooks (Kyrgyz and Russian, and Tajik and Russian) to define and create list of frequency used letters and words to be used to develop Early Grades Reading Assessment (EGRA).
- QRP developed EGRA Optimal Mark Recognition (OMR) form template for test administrators to capture students' responses, this will be used for pilot testing in March 14'.
- In Kyrgyzstan, school based data was collected from District \ City Departments of Education and currently is under of revision; School Based Data collection is a challenge in Tajikistan. QRP is hoping that with MOES better understanding the project data will flow easier.
- Formative assessments (process focused) covered in literacy boost micro-module as well as formative assessment user manual for teachers and guidebook are developing as a part of IST.

## 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*

- QRP developed Term of References for a comprehensive review of primary grade-level reading material and hired a local expert. The review was conducted and the report is being reviewed by QRP. The review covered evaluation of existing reports on reading materials conducted by different local and international agencies; defining the number and quality of reading materials/books available in the country; developing list of available reading materials for primary grade students by grades; and assessing the capacity of publishing companies and individuals involved in creating and producing reading materials for primary grade children. The review made interesting findings and constructive recommendations for the Project and MOES and its affiliated agencies. The report will be submitted in February 14' to USAID and MOES.

*Sub-Result 2.2: Ensure a mix of reading materials are used by schools and communities*  
See comment above. Also note that a workshop was held in November to work on draft reading standards for Tajikistan and Kyrgyzstan. This activity truly kicks off with the roll out of IST package. AIR will also create a strategy of how to garner more reading materials for schools and communities.

## **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*

In Kyrgyzstan, on December 12, 2013 the Ministry of Education and Science, Ministry of Culture, information and tourism and USAID's "Reading Together" Project celebrated the 85th birthday of the writer Chingiz Aitmatov. In cooperation with the Ministry of Education and Science of Kyrgyz Republic lessons were organized in the elementary grades devoted to the works of Chingiz Aitmatov. The purpose of the event was to celebrate Chingiz Aitmatov's achievements, introduce students to his works and to promote reading

of books for children of all ages. In all schools of the country primary school children read the works of Chingiz Aitmatov in accordance with the school curriculum. In Bishkek “The First Teacher” was read throughout the city by volunteers on the streets. Also, on this day USAID signed MOU with the Ministry of Culture at a ceremony which also highlighted the achievements of Kyrgyz authors. The Chief of Party also held a television interview highlighting the project, and was introduced to a wonderful story “The First Teacher”.

Similar events will be held throughout the year in Kyrgyzstan and Tajikistan. The main activities under this sub-result will roll out with IST package.

*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**

Government support for reading comes in various forms, from holding meetings, and round table events, to government providing support to program through permission to hold workshops, allowing staff and teachers to participate, being directly involved in development of reading standards and IST packages. The main lesson learned this quarter is that for both countries, it is important to constantly update and inform the MOES at a variety of levels about goals of program, progress and areas of collaboration. This needs to be a constant effort on be-half of QRP and USAID.

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

In Kyrgyzstan the Reading Standards development national consultants conducted Round tables discussions with curriculum developers on reading for grades 5-9, under Ministry of Education; as well as focus group meetings with the staff of the Center for Educational Assessment and Teaching Methods (CEATM), National Testing Center (NTC), and KAE, and also with primary education experts and teachers in three regions of Chui oblast to review and discuss developing Reading Standards.

In Tajikistan a USAID education partners meeting was held with the Deputy Minister of Education, responsible for Primary Education and Higher Education, where the QRP program was highlighted. It was obvious at this meeting that QRP needs to create a communications strategy for MOES.

*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*

**Implementation challenges**

One of the main lessons from this quarter is that information does not flow easily within the Ministries of Education and Science in Kyrgyzstan and Tajikistan. QRP will conduct quarterly partners meetings for the unit/department heads along with the various institutes who are our direct and in-direct partners. Mis-information almost ended our Assessment

Workshop before it even began in Tajikistan. QRP is to be as transparent as possible, so the MOES also feels ownership of the process.

#### V. 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.

<b>Sub-result</b>	<b>CLIN #</b>	<b>CLIN/Sub-CLIN Description</b>	<b>PROGRESS TOWARD ACHIEVEMENT</b>	<b>EXPLANATION</b>
1.1	Clin 0001	Conduct a baseline qualitative analysis	Baseline conducted, data analyzed, report is being drafted	As stated in last quarterly report there was a delay in this activity due to the adding of pilot testing of tools. Also, AIR has been heavily involved in oversight of every step, thus report writing is taking longer due to the feedback and corrections.
2.1	Clin 004	Conduct a comprehensive review of the quantity of primary available in Tajikistan and Kyrgyzstan	Review is completed, final report is being completed.	Report was completed in Tajik language first in Tajikistan and is being translated to English; in Kyrgyzstan the report is in English, but needs edits
1.2	0005	Design in-service (IST) package	Workshop was held to begin designing IST packages for KG and TJ; this process will move into next quarter as planned	

#### VI. Project Management and Operations

There was much progress around operations and management. AIR registration was completed thus allowing AIR to hire staff with local contracts versus consultant basis. Also, a very important aspect to assist fund flow is the opening of bank accounts in each country. Basic start up procurements was finished or well under way, such as furniture and IT equipment.

Staffing saw some ups and downs. One challenge that continues is the garnering of accreditation for the Chief of Party's dependents.

The following aspects highlight setting up offices this quarter.

#### **a) Operations**

- AIR Registration: AIR received Registration in November, 2013 in Tajikistan and December, 2013 in Kyrgyzstan;
- AIR opened bank accounts in Tajikistan and Kyrgyzstan allowing AIR HQ to transfer funds in each country for local payments;
- HR manual for Tajikistan and Kyrgyzstan were finalized and contracts were provided to staff. Previously all staff were on consultant contracts paid out of AIR head office, but since AIR is now registered in each respective country, employment is now on local contracts and in accordance to each countries labor codes.
- Office space in Kyrgyzstan was not ideal and became unmanageable once consultants were hired and there was not enough space for people to work. AIR requested a line item to be added to AIR's budget to cover rent, and then a shift of funds from AIR's Budget in Kyrgyzstan: A total of \$55,271 savings by changing the Finance Manager position to an HR Officer/Cashier. This would result in life of project savings in labor of \$42,793 plus fringe (\$12,478), which equals \$55, 271 from the AIR budget. From the Save the Children Budget in Kyrgyzstan Save proposes a total of \$55,000. Savings by deleting from Save's Kyrgyzstan budget \$9,000 in their "rent" line item over the life of the project, in Year 3 of the Project by eliminating travel to Central Asia for the Short Term Technical Advisor for Literacy, and a reduction in days of support from 13 to 7 in Year 3 only; and savings by reducing in Year 3 the support provided by Save the Children Research Specialist (short-term technical advisor Jarret Guarado, Note: Mr. Guarado's work in year three can be undertaken by AIR technical advisors.)

#### **b) Project Staffing**

##### Field Based Project Staffing

- Field Coordinators hired by Save the Children, Field Coordinators are hired based on the IST roll out;
- Monitoring and Evaluation Coordinators are in the process of being hired;
- Resignation of Lead Education Coordinator Fayziddin in Tajikistan, this position was advertised. The COP was involved in the hiring process and new Education Coordinator will begin end of January;
- Country Manager Tajikistan is in the process of recruitment. This quarter SC and COP interviewed potential candidates. One was selected, but once the offer came

through, his current employer promoted him to keep him. AIR is re-advertising this position.

- In November, 2013, QRP Regional Finance Manager Safina Zaira traveled to AIR headquarters in Washington for orientation on AIR business and finance practices, receiving comprehensive review of AIR’s processes in finance management, fiscal reporting, invoicing, procurement, and human resources. These meetings helped to resolve challenges involved in moving funds while QRP awaited approval of its registration from Kyrgyzstan and Tajikistan; will help to ensure compliance with AIR and USAID procedures; and helped immeasurably to strengthen sustained positive communications between the field and home office teams involved in financial management and human resource administration.

#### Home Office Project Staffing.

- In December 2013, the position of Finance Assistant for the Project was filled by Ms. Snyezhanna Ishchuk, replacing Pedro Khoury who has taken a new assignment with AIR’s international program.
- The home office also benefited from technical quality assurance reviews of the research aspects of its performance monitoring and evaluation plan, provided by Dr. Thomas de Hoop, who will continue in this role of overseeing the fidelity of research tools and analyses.

#### c) Key Meetings with USAID and Partners

#### USAID Relations

<b>Date / Location</b>	<b>Attendees</b>	<b>Subject</b>	<b>Follow-up / Notes</b>
Nov 4, and Dec 18th	COP and M&E Manager and KG NTC Director and Deputy Dir.	Discussion on NTCs involvement in EGRA assessment	TOR developed, workplan and agreement to be signed in January
Nov 7 <sup>th</sup>	USAID Education Partner’s meeting in Tajikistan (QRP Tajikistan team plus COP and SCI Rep.) Deputy Director	Partners presented to USAID and MOES projects, QRP, this was our first partner’s meeting as such	Follow-up with MOES on understanding of program with USAID
Nov 7 <sup>th</sup>	USAID (Mitch Kirby, Marc B, Mavjuda) and QRP (Barbara G., Saule K., Fayziddin Z., Kiomiddin and Safina)	Review PMEP and Workplan	Finalize WP and PMEP based on feedback
Nov 26 <sup>th</sup>	KAE Director, COP, Lead Ed. Specialist	Discuss KAE collaboration with QRP	Finalize TOR and sign letter of cooperation in January 14

<b>Date / Location</b>	<b>Attendees</b>	<b>Subject</b>	<b>Follow-up / Notes</b>
Dec 6	KG – MOES partners meeting at MOES chaired by Minister of Education	For MOES partners to update Minister on projects and also to see areas for collaboration	Follow up meetings with some partners (specifically UNICEF and GIZ)
Dec 10	KG – Deputy Minister of Ed, USAID (Garth and Erkin) and QRP (Barbara and Chinara)	To update MOES on program (she was not at partner's meeting); she was also focused on textbooks from Manas Transit Center. She promised media for Chingiz Aitmatov's birthday celebrations QRP would be attending	Set up quarterly meetings for updates; and also to follow-up with media connection

#### **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.

<b>Name of Traveler</b>	<b>Destination (s)</b>	<b>Dates of Travel</b>	<b>Purpose of trip</b>
Barbara Greenwood	Tajikistan	11/06/13-11/10/13	To meet MOE, participate in USAID partners meeting, to meet with QRP staff, to interview Country Manager position and set up AIR bank account. Plus to meet with USAID to review PMEP and WP
Saule Khamzina	Tajikistan	11/06/13-11/10/13	To meet Zerkalo and participate in Zerkalo's training of facilitators and to participate in USAID QRP meeting on PMEP and WP
Colin Alfred	Kyrgyzstan and Tajikistan	11/16/13-11/27/13	To conduct KG and TJ joint country workshop on Literacy Boost Adaptation and assist in Reading Standards and then travel to TJ for day workshop with MOE and work with TJ consultants
Rebecca Stone	Kyrgyzstan	11/16/13-11/27/13	To conduct KG and TJ joint country workshop on development of Reading Standards and assist in LB adaptation. To meet with MOE and work with KG consultants for 2 extra days

Name of Traveler	Destination (s)	Dates of Travel	Purpose of trip
Fayziddin Niyosov; Ermatova Umeda; Saduridinov Kholis	Kyrgyzstan	11/17/13-11/24/13	To attend joint TJ/KG workshop on Reading Standards development and Literacy Boost Adaptation
Tajikistan Min. of Ed Representative and Consultants	Kyrgyzstan	11/17/13-11/24/13	To attend joint TJ/KG workshop on Reading Standards development and Literacy Boost Adaptation
Safina Zoiri	Washington, DC	11/16/13-11/26/13	To meet and receive training from AIR HQ on finance and HR
Safina Zoiri	Kyrgyzstan	12/15/13-12/22/13	Finalize registration, set up AIR bank account, train AIR accountant

#### e) Procurement

The field offices in Tajikistan and Kyrgyzstan are in the process of setting up. With this commencement, AIR and its 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 on 31/12/2013
Tajikistan	QRP Baseline Qualitative Analysis	\$63,893.60	Paid
Tajikistan	Office Furniture	\$6,953.78	Paid
Tajikistan	Driver Services for continuous administrative and operational tasks	\$4403.13	Paid
Tajikistan	IT Equipment	\$9283.50	Paid
		\$9283.50	In Process
Tajikistan	Guards monthly duties for office	\$1227.05	Paid
Kyrgyzstan	Workshop venue, lunch and tea break	\$2,571.37	Paid
Kyrgyzstan	Workshop venue, lunch, and tea break for Reading Standards/IST Workshop	\$6414.69	Paid
Kyrgyzstan	IT Equipment	\$15,499.98	In process
Kyrgyzstan	Office Furniture	\$3,513.4	Paid

#### VII. Outstanding Issues/Constraints/Delays and Actions Taken

Delay in the Chief of Party's dependents' to receive accreditation. The MOJ has refused accreditation for the Chief of Party's dependents', spouse and son. The US Embassy sent a diplomatic note requesting reasoning for the refusal of accreditation, and the MOJ replied with a letter stating they do not recognize same-sex marriages. The USAID

decided to submit again, but to submit the son's accreditation first and then the COPs spouse second. As of mid-January, the accreditation came through for the son, but a strategy still needs to be developed for long-term visa for the COP's spouse.

It is taking longer than expected to finalize the book review report and also the qualitative baseline report. Drafts have been submitted and commented on and final reports are planned to be submitted to USAID in Feb 14.

### **VIII. 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. At this point Kyrgyzstan and Tajikistan activities are similar, thus are still listed under one list. Where the activities are different, it is pointed out.

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

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

- Baseline Qualitative Analysis will be submitted by mid-February 14';
- Presentation of Key Findings of Baseline will be submitted by mid-February 14'.
- Round Table to discuss key-findings with MOE to be held in March 14'.

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

- Reading standards will be presented to MOES of each country in January.
- Round table discussions will be held to discuss and finalize Reading Standards Grades 1-4.
- Literacy Boost Manual adaptation will continue and will link to the reading standards of each country (a more detailed plan for finalizing, piloting LB along with initial roll out will be developed next quarter).

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

- Target School Selection will be completed next quarter. It will be important for MOES to understand the purpose behind randomized selection and support the process.
- A detailed implementation plan for IST roll-out will be developed next quarter, covering piloting, selection of master trainers, approval of MOES for roll out, etc.

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

- One module for IST will cover teacher mentoring/coaching. This process will continue into next quarter with the consultants with support by SC Education Advisor.

##### *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*

- Please see detailed plan Annexed for the roll-out of Baseline Assessment;

- Conduct Assessment Tool Development Workshop;
- Purchase scanning equipment and software;

## **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*

- Finalize and submit to USAID Comprehensive Review.
- Conduct Round Table with MOES partners to discuss 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. A strategy for increased reading material will be developed.

## **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*

- In Kyrgyzstan, the National Steering Committee on Reading meets at least once and begins to discuss reading advocacy. In Tajikistan, QRP attends existing MOES committee meetings to highlight reading. Also, QRP will hold one round table each quarter with MOES partners to highlight issues around the project and discuss Reading Messaging.
- Meetings with Media around Reading Campaigns will begin along with meeting other partners to share experience and possible to look at joint campaigns.

*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 Kyrgyzstan and Ministry of Culture;
- Convene stakeholder meetings to establish and finalize randomized approach for school selection for project interventions;
- MOES approves strategy for project roll-out by regions/districts/schools
- Qualitative Report findings will be shared with MOES and partners.

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

- Work through NSC-R in Kyrgyzstan and existing MOES committees in Tajikistan to discuss use of assessments as a tool. Also, collaborate with NTCs in both countries, and create capacity building plan by mid-2014.

*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

**Planned Travel:**

<b>Name of Traveler</b>	<b>Destination (s)</b>	<b>Dates of Travel</b>	<b>Purpose of trip</b>
Barbara Greenwood	Tajikistan	01/05/14-01/12/14  02/09/14-02/16/14	To meet MOE, participate in USAID partners meeting, to meet with QRP staff, to work with QRP staff, interview Lead Education Coordinator position
Abdullah Ferdous	Kyrgyzstan and Tajikistan	01/17/14-02/01/14	To conduct Assessment Tool Development Workshop in Bishkek and Dushanbe and also work with QRP team to finalize Baseline Assessment Workplan
Aizada Sarybaeva	Tajikistan	02/02/14-02/09/14	To receive training from Regional Finance Manager based in Dushanbe
Fayziddin Niyosov; Kiomiddin Davlovtov	Kyrgyzstan	01/19/14-01/26/14	To attend KGs Assessment Tool Development Workshop to better prepare for TJ workshop the following week
Jerry Mindes	Kyrgyzstan	03/01/14-03/09/14	To assess reading needs for School for the Blind and provide managerial support.

**IX. Financial Report**

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

Pipeline at the beginning of quarter	\$83,891
New funds Obligation	\$7,391,868
Expenses during the reporting period	\$133,648
Pipeline at the end of the quarter	\$217,539
Estimated expense burn rate for next quarter	\$250,000

**X. Summary of Key Conclusions**

This quarter was the beginning of project activities outside of office set-up. This quarter saw lots of activities including building partnerships with the MOES. The main highlight from this quarter was the kick off workshops for Primary School Reading Standards Development and In-Service Teacher Training package development. AIR and SC worked as a team with the Technical Advisors supporting each other during the workshop and also by reviewing the development of each package. The MOEs

took steps in each country to adapt the reading standards into other subjects, thus showing their ownership of the problem, and also solution.

Next quarter will be finalizing the Reading Standards and IST packages, and seeking approvals through the appropriate Institutes within the MOES. Also, next quarter will see the first big activity in preparing the baseline assessment, through the assessment tool development workshop and detailed implementation plans coming from it. As the base for year one is well under way, the timelines are extremely tight and will be monitored on a regular basis.

**XI. Annex:**

- a. Baseline Assessment Implementation plan for Tajikistan and Kyrgyzstan (timelines are slightly different)

**B. Other pertinent documents**  
**Timeline for QRP Tajikistan Baseline Rollout**

Activity	Outcome	27-Jan	3-Feb	10-Feb	17-Feb	24-Feb	3-Mar	10-Mar	17-Mar	24-Mar	31-Mar	7-Apr	14-Apr	21-Apr	28-Apr	5-May	12-May	19-May	26-May	2-Jun
Review of current EGRA (both mother tongues and Russian) and other assessments (outcome focused): <i>The QRP will review current EGRA and other assessments to identify gaps and make recommendations for strengthening the assessment practices</i>	Done																			
Based on a review of current outcome focused assessment tools, develop supplementary assessment for Oral Vocabulary Knowledge and Fidel Knowledge and administer in a sample of schools: <i>The QRP will develop assessment item on Oral Vocabulary and Fidel knowledge as part of the modified version of EGRA</i>																				
Signing <b>Memorandum of Understanding</b> with National Testing Centers	Done																			
Develop test specifications for EGRA tools based on grade level reading standards: <i>The QRP will develop test specifications for each grades of 1-4 reading assessment in collaboration with MoE, content, curriculum, and assessment specialists, and teachers</i>	Done																			
Develop EGRA Optimal Mark Recognition (OMR) form template: <i>The QRP will develop EGRA OMR form template for test administrators to capture students' responses</i>	Done																			
Reserve venue(s) for item development or EGRA adaptation workshop and invite participants	Done																			

	Outcome	27-Jan	3-Feb	10-Feb	17-Feb	24-Feb	3-Mar	10-Mar	17-Mar	24-Mar	31-Mar	7-Apr	14-Apr	21-Apr	28-Apr	5-May	12-May	19-May	26-May	2-Jun
Activity																				
Conduct EGRA development or adaptation workshop: <i>The QRP will conduct instrument development workshop with MoE, content, curriculum, and assessment specialists, and teachers. Multiple sets of instruments will be developed for each grade of 1-4</i>	EGRA Items																			
Translate test instructions (within the instruments) into Tajik, Kyrgyz, and Russian languages: <i>The QRP (field team) will send the translated test instructions to Abdullah no later than January 31.</i>																				
Finalize EGRA pilot test instruments for Grades 1-4: <i>The QRP (field team) will send final (reviewed) test items for grades 1, 2, and 4 to Abdullah no later than Feb. 7.</i>	EGRA Pilot Instruments																			
Finalize OMR forms for EGRA pilot test instruments: <i>Abdullah will send the final instruments (in PDF) to the QRP team no later than Feb. 17 for pilot test administration.</i>																				
Select sample schools with national steering committee (NSC) for EGRA administration: <i>The QRP will select sample schools for nationwide EGRA administration in collaboration with national steering committee</i>																				
Identify EGRA pilot test administrators: <i>The QRP will collaborate with NTC in identifying pilot EGRA test administrators.</i>																				

	Outcome	27-Jan	3-Feb	10-Feb	17-Feb	24-Feb	3-Mar	10-Mar	17-Mar	24-Mar	31-Mar	7-Apr	14-Apr	21-Apr	28-Apr	5-May	12-May	19-May	26-May	2-Jun
Activity																				
Develop EGRA administration manual: <i>Abdullah will develop a detailed standardized EGRA administration manual in English and will send it to the field for translation.</i>	Administrati0n Manual																			
Translate the manual to Russian, KG and TJ languages: <i>The QRP will translate the standardized EGRA administration manual into Kyrgyz, Tajik, and Russian before Feb. 17.</i>	Administration Manual																			
Train EGRA pilot test administrators: <i>The QRP will conduct a two-day training workshop on standardized pilot EGRA administration on March 19-23.</i>																				
Pilot testing of EGRA instruments at 10 schools in each country: <i>The QRP will pilot test EGRA instruments in 10 schools (ten in each language) on March. 24-30 for checking reliability and validity</i>																				
Develop data analysis and reporting template in SPSS: <i>The QRP will develop a semi-automated data analysis and reporting tools in SPSS for effective and efficient data analysis and reporting</i>	Data Analysis and Reporting Tools in SPSS																			
Scan pilot testing of EGRA OMR forms: <i>The QRP will scan pilot EGRA OMR forms on March 31-April 6 and will send the data to Abdullah on April 7.</i>	Text Pilot EGRA Data Files																			
Pilot EGRA data analysis: <i>Abdullah will clean and analyze the data for checking psychometric properties of the test items and will come up with final set of instruments for baseline administration by March 28.</i>	Pilot EGRA Results																			

	Outcome	27-Jan	3-Feb	10-Feb	17-Feb	24-Feb	3-Mar	10-Mar	17-Mar	24-Mar	31-Mar	7-Apr	14-Apr	21-Apr	28-Apr	5-May	12-May	19-May	26-May	2-Jun
Activity																				
Finalize EGRA baseline instruments for Grades 1-4: <i>Abdullah will finalize the instrument by March 27.</i>	Final EGRA Instruments																			
Reserve venue(s) in two locations for test administrators' training and finalize other logistical issues by April 14.																				
Finalize EGRA administration manual: <i>The QRP will finalize the EGRA administration manual in English, Tajik, Kyrgyz, and Russian languages based on pilot EGRA experience</i>	Administration Manual																			
Identify EGRA (nationwide) test administrators with NTCs (roster): <i>The QRP will collaborate with NTC in identifying EGRA administrators from their regional roster(s) for nationwide EGRA, confirm their attendance, and any logistical issues by March 31.</i>																				
Printing of test administration manuals and instruments: <i>The QRP will give the instruments first for printing and then the administration manual.</i>																				
Training of EGRA administrators (nationwide): <i>The QRP in collaboration with NTC will conduct a four-day train workshop on standardized EGRA administration and M&amp;E procedure at three locations (two in Dushanbe and one in Soghd) and should be done by April 28-May 11.</i>																				
Administration of EGRA (nationwide): <i>The QRP in collaboration with NTC will carry out EGRA administration nationwide on May. 12-23.</i>																				
Monitor EGRA administration (nationwide): <i>The QRP and NTC jointly will make random visits to a few schools for monitoring quality of test</i>	Short Report by NTC																			

	Outcome	27-Jan	3-Feb	10-Feb	17-Feb	24-Feb	3-Mar	10-Mar	17-Mar	24-Mar	31-Mar	7-Apr	14-Apr	21-Apr	28-Apr	5-May	12-May	19-May	26-May	2-Jun
Activity <i>administration and accuracy of the data.</i>																				
Data Scanning on <i>May 26-June 6.</i>																				

### Timeline for QRP Kyrgyzstan Baseline Rollout

Activity	Outcome	27-Jan	3-Feb	10-Feb	17-Feb	24-Feb	3-Mar	10-Mar	17-Mar	24-Mar	31-Mar	7-Apr	14-Apr	21-Apr	28-Apr	9-May
Review of current EGRA (both mother tongues and Russian) and other assessments (outcome focused): <i>The QRP will review current EGRA and other assessments to identify gaps and make recommendations for strengthening the assessment practices</i>	Done															
Based on a review of current outcome focused assessment tools, develop supplementary assessment for Oral Vocabulary Knowledge and Fidel Knowledge and administer in a sample of schools: <i>The QRP will develop assessment item on Oral Vocabulary and Fidel knowledge as part of the <b>modified</b> version of EGRA</i>																
Signing <b>Memorandum of Understanding</b> with National Testing Centers	Done															
Develop test specifications for EGRA tools based on grade level reading standards: <i>The QRP will develop test specifications for each grades of 1-4 reading assessment in collaboration with MoE, content, curriculum, and assessment specialists, and teachers</i>	Done															
Develop EGRA Optimal Mark Recognition (OMR) form template: <i>The QRP will develop EGRA OMR form template for test administrators to capture students' responses</i>	Done															
Reserve venue(s) for item development or EGRA adaptation workshop and invite participants	Done															
Conduct EGRA development or adaptation workshop: <i>The QRP will conduct instrument development workshop with MoE, content, curriculum, and assessment specialists, and teachers. Multiple sets of instruments will be developed for each grade of 1-4</i>	EGRA Items															
Translate test instructions (within the instruments) into Tajik, Kyrgyz, and Russian languages: <i>The QRP (field team) will send the translated test instructions to Abdullah no later than January 31.</i>																

	Outcome	27-Jan	3-Feb	10-Feb	17-Feb	24-Feb	3-Mar	10-Mar	17-Mar	24-Mar	31-Mar	7-Apr	14-Apr	21-Apr	28-Apr	9-May
Activity																
Finalize EGRA pilot test instruments for Grades 1-4: <i>The QRP (field team) will send final (reviewed) test items for grades 1, 2, and 4 to Abdullah no later than Feb. 7.</i>	EGRA Pilot Instruments			█												
Finalize OMR forms for EGRA pilot test instruments: <i>Abdullah will send the final instruments (in PDF) to the QRP team no later than Feb. 17 for pilot test administration.</i>				█	█											
Select sample schools with national steering committee (NSC) for EGRA administration: <i>The QRP will select sample schools for nationwide EGRA administration in collaboration with national steering committee</i>		█	█													
Identify EGRA pilot test administrators: <i>The QRP will collaborate with NTC in identifying pilot EGRA test administrators.</i>		█	█	█	█											
Develop EGRA administration manual: <i>Abdullah will develop a detailed standardized EGRA administration manual in English and will send it to the field for translation.</i>	Administration Manual		█	█	█											
Translate the manual to Russian, KG and TJ languages: <i>The QRP will translate the standardized EGRA administration manual into Kyrgyz, Tajik, and Russian before Feb. 21.</i>	Administration Manual				█											
Train EGRA pilot test administrators: <i>The QRP will conduct a two-day training workshop on standardized pilot EGRA administration on Feb. 19-23.</i>						█										
Pilot testing of EGRA instruments at 10 schools in each country: <i>The QRP will pilot test EGRA instruments in 10 schools (ten in each language) on Feb. 25-28 for checking reliability and validity</i>						█										
Develop data analysis and reporting template in SPSS: <i>The QRP will develop a semi automated data analysis and reporting tools in SPSS for effective and efficient data analysis and reporting</i>	Data Analysis and Reporting Tools in SPSS			█	█	█	█	█	█							
Scan pilot testing of EGRA OMR forms: <i>The QRP will scan pilot EGRA OMR forms on March 3-7 and will send the data to Abdullah on March 7.</i>	Text Pilot EGRA Data Files						█	█	█	█						

	Outcome	27-Jan	3-Feb	10-Feb	17-Feb	24-Feb	3-Mar	10-Mar	17-Mar	24-Mar	31-Mar	7-Apr	14-Apr	21-Apr	28-Apr	9-May
Activity																
Pilot EGRA data analysis: <i>Abdullah will clean and analyze the data for checking psychometric properties of the test items and will come up with final set of instruments for baseline administration by March 28.</i>	Pilot EGRA Results															
Finalize EGRA baseline instruments for Grades 1-4: <i>Abdullah will finalize the instrument by March 27.</i>	Final EGRA Instruments															
Reserve venue(s) in two locations for test administrators' training and finalize other logistical issues by March 15.																
Finalize EGRA administration manual: <i>The QRP will finalize the EGRA administration manual in English, Tajik, Kyrgyz, and Russian languages based on pilot EGRA experience</i>	Administration Manual															
Identify EGRA (nationwide) test administrators with NTCs (roster): <i>The QRP will collaborate with NTC in identifying EGRA administrators from their regional roster(s) for nationwide EGRA, confirm their attendance, and any logistical issues by March 31.</i>																
Printing of test administration manuals and instruments: <i>The QRP will give the instruments first for printing and then the administration manual.</i>																
Training of EGRA administrators (nationwide): <i>The QRP in collaboration with NTC will conduct a four-day train workshop on standardized EGRA administration and M&amp;E procedure at three locations (one in Bishkek, two in the regions) and should be done by April 7-12.</i>																
Administration of EGRA (nationwide): <i>The QRP in collaboration with NTC will carry out EGRA administration nationwide on Apr. 14-30.</i>																
Monitor EGRA administration (nationwide): <i>The QRP and NTC jointly will make random visits to a few schools for monitoring quality of test administration and accuracy of the data.</i>	Short Report by NTC															
Data Scanning on Apr. 28-May 9.																