

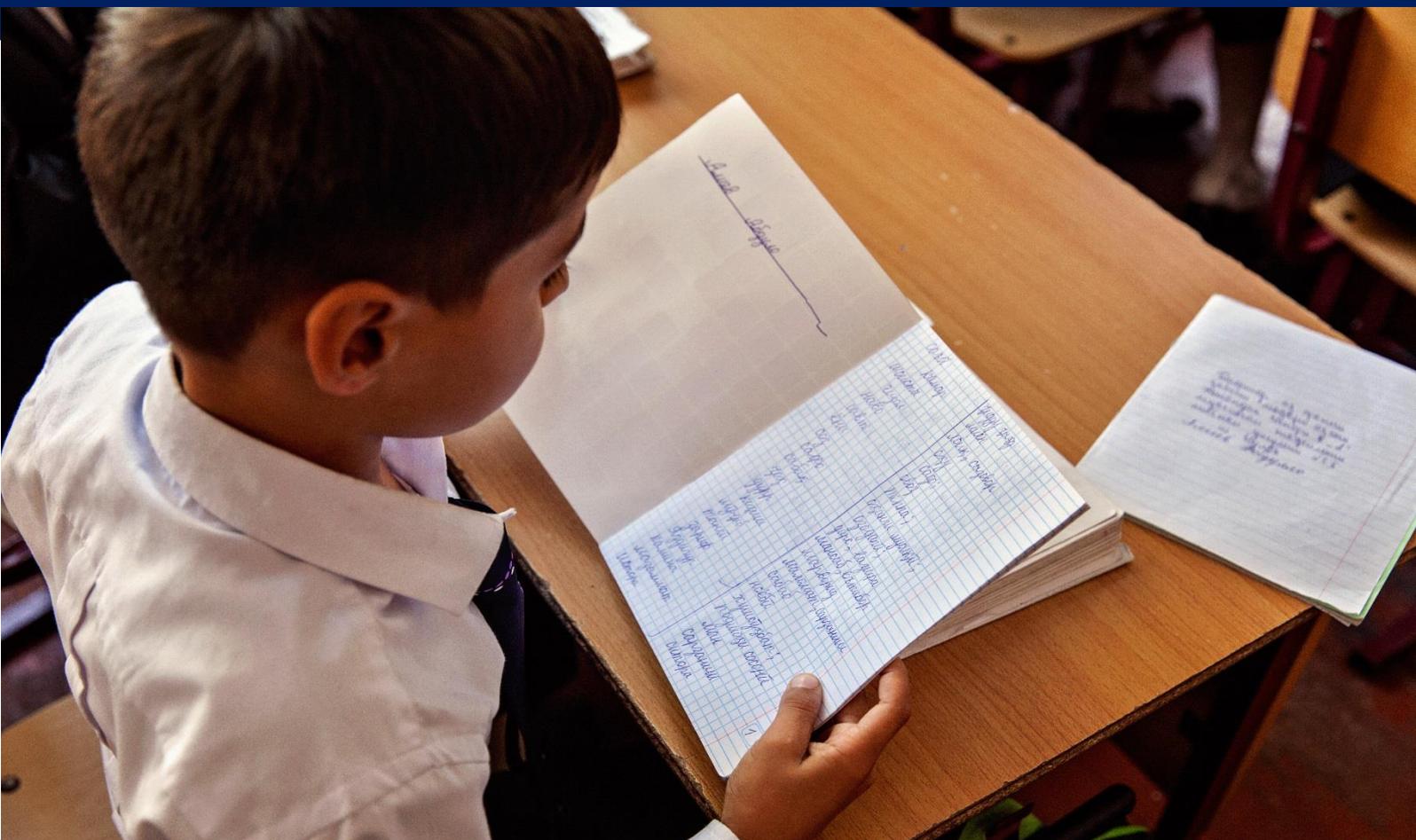


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CENTRAL ASIA

USAID Quality Reading Project (QRP) - Tajikistan Quarterly Report

October – December 2015



January 2016

A partnership with:

American Institutes for Research and Save the Children

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

**USAID Quality Reading Project (QRP) - Tajikistan
Quarterly Report
October – December 2015**

Submitted by:

American Institutes for Research

January 31, 2016

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

DEC Submission Requirements

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B.	USAID Project Title	USAID Quality Reading Project (QRP)
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Acronyms

AIR	American Institutes for Research
AKF	Aga Khan Foundation
AOE	Academy of Education
COP	Chief of Party
DCOP	Deputy Chief of Party
DED	District Education Department
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EU	European Union
ESCOMIAD	Social Connections: Multi-Input Areas Development
GPE	Global Partnership for Education
HMU	Head of Methodology Unit
IST	In-Service Teacher training
KG	Kyrgyzstan
MOES	Ministry of Education and Science
MOU	Memorandum of Understanding
M&E	Monitoring and Evaluation
NTC	National Testing Center
QRP	Quality Reading Project
RTTI	Republican Teacher Training Institute
SC	Save the Children
TJ	Tajikistan
TTI	Teacher Training Institutes
USAID	United States Agency for International Development

I. Activity Summary

Lead Implementing Partner	American Institutes for Research (AIR)
Other Implementing Partners	Save the Children (SC)
Activity Name	USAID Quality Reading Project (QRP)
Activity Objective	The primary objective of this contract is to improve student reading levels among students in grades 1-4 in The Kyrgyz Republic and Tajikistan. The contract focuses on the following results: 1) Improved reading instruction in grades 1-4; 2) Increased availability of reading materials; 3) Increased out-of-school reading time; and 4) Increased government support to improve reading.
Life of Activity	June 28, 2013 to October 27, 2017
Tajikistan	
Total Estimated Contract/Agreement	\$10,295,575 (Modification #3)
Obligation to date	\$10,295,575 (Modification #3)
Total expense at beginning of Quarter	\$4,231,714
Accrued Expenditures Annual (October - December 2015)	\$902,109
Cumulative Accrued Expenditures to Date (December 2015)	\$5,133,823
Estimated Expenditure, Next Quarter January – March 2016)	\$920,000

II. Executive Summary

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

In line with the planned activities, the USAID Quality Reading Project and Republican Teacher Training Institute (RTTI) held a workshop on reading methodologies with the participation of District Education Departments (DED) and TTI primary education methodologists from all project regions and districts. The USAID Quality Reading Project program team, the director of the RTTI, and Dushanbe TTI senior staff facilitated the workshop jointly. This event provided an opportunity to share experiences with each other and to update peers on the project implementation in the various districts. By giving local people ownership of and involvement in the project, the USAID Quality Reading Project empowers national and local authorities to take the project activities into their own hands.

During the reporting period, Saturday Methodological Union Day trainings continued in the targeted schools of Cohorts 2 and 3. Some of the Cohort 1 schools that had completed the required 72-hour methodological sessions at school level and subsequently developed their own plans for continuing the activity have started work based on these plans. Planning for January Cohort 4 In-service teacher training (IST) and mentor training for the first three cohorts is ongoing. Cohort 4 will support teachers from 126 schools.

One of the main achievements of the reporting period was the development and official approval of the Parents' Guide on the "Importance of Reading for Children in the Family." Primary teachers who receive the training from Master Trainers will disseminate the guide through the quarterly parents' meetings at schools. Parents' involvement with their children's academic life continues to rise. Parents have made a great contribution to their children's reading success by donating additional reading materials and books to the schools. Reading Buddies are an additional support for teachers to improve the reading skills of students in the primary grades, and that initiative is gaining traction in project schools.

The USAID Quality Reading Project is increasing efforts to strengthen its relationship with the Ministry of Education and Science (MOES) and its sub-institutions through quarterly meetings and by involving them in trainings and materials development. One of the MOES's contributions was to support the USAID Quality Reading Project in the review and approval of the list of books for project procurement and distribution. The MOES has approved the publication and dissemination of the Parent's Guide to Reading; it has also approved other out-of-school activities. MOES representatives regularly attend the USAID Quality Reading Project trainings and conduct site visits with project staff.

This quarter the project held joint workshops with the USAID Quality Reading Project Kyrgyz team. Project staff and representatives from the Tajik National Testing Center (NTC) traveled to Bishkek for a capacity building workshop on data use and psychometrics. Project staff and representatives from the Kyrgyz NTC traveled to Dushanbe to participate in the Early Grade Reading Assessment (EGRA) Grade 3 Instrument Development Workshop. The collaboration between the two NTCs will support information sharing between the two institutions, both of which are crucial stakeholders in the education reform process in the two countries.

Planning for the 2016 midterm data collection and EGRA has begun. Direct collaboration with the MOES and the NTC in the planning, designing, and data collection stages is critical to success and local ownership of the results. The 2016 midterm data collection will be implemented electronically via hand-held tablets. This will improve data quality and timeliness of data processing.

The leadership at the Methodological Training Center under the MOES is very enthusiastic to have a joint workshop for the primary education methodologists at the national level. The project had been working with Methodological Training Center staff at the district and school level, so the new enthusiasm from the national leadership will strengthen sustainability and project activities. RTTI, TTIs and DED support and cooperation has increased significantly following some senior-level staffing changes in the MOES during the last quarter.

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

Introduction

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

In-service teacher training (IST) is implemented in a cascade model with three levels: National Training of Ministry of Education and Science (MOES) literacy and education experts, Master Training of three representatives from each target school (Deputy Director, Head of the Methodological Union (HMU), and an experienced teacher) and school-level trainings of the remaining teachers. Trainings take place throughout the school year, primarily on Saturday Methodological Union Day. This quarter, IST at school level continued for Cohorts 2 and 3. Cohort 1 has officially completed its 72-hours of training and the schools are finalizing their reporting to the USAID Quality Reading Project and the MOES. For Cohort 3, IST was conducted at Level 1 (National Trainers) in July 2015 and Level 2 (Master Trainers) in July and August 2015, with rollout of Level 3 (school-level training) beginning in October.

In the out-of-school component, one of the main achievements of the reporting period was obtaining official approval for publication of the Parents’ Guide on the “Importance of Reading for Children in the Family” developed by the USAID Quality Reading Project. The Guide was reviewed by MOES and was recommended for publication with the incorporation of MOES changes. In addition to the Parents’ Guide, the USAID Quality Reading Project developed written guidelines for using the Reading Buddies, approach containing all necessary details to equip teachers to work with Reading Buddies in their classrooms.

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

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

Intermediate Result 1: Improved reading instruction in grades 1-4
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Sub Result 1.1: Conduct a baseline qualitative analysis

BASELINE COMPLETED – Report submitted March 2014.

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

Grades 1-4 Reading Standards

The Global Partnership for Education 4 (GPE-4) project continues piloting the new draft competency-based standards in 55 schools. Mr. Asror Aliev, Lead Local Consultant, GPE-4/MOES, informed the USAID Quality Reading Project that they have valuable comments and feedback from schools that should be considered when finalizing standards. The GPE-4 pilot program will end in May 2016; however, GPE-4 is considering collecting feedback from teachers in pilot schools and involving teachers in the finalization of standards before that date, part of which is being supported by the USAID Quality Reading Project through focus groups with teachers, see Sub Result 4.1. The first months of the pilot program brought the standards’ main weaknesses to light. Those evident weaknesses were immediately addressed without waiting until the completion of the pilot period, and mostly related to the standards for Grades 2 and 3. Problems identified included:

- Definition of “competency” sometimes is unclear and needs more clarification
- Group work is not always applicable in some schools due to class size and student numbers
- Formative and summative assessment is a new topic for teachers and requires substantial clarification and expanded training time and resources

In-service teacher training (IST) package

In December 2014, the MOES endorsed the IST package for primary schools using Tajik as the language of instruction. The package was developed by local experts with support from the international technical adviser. The Russian-language IST package also went through several reviews; finally, at the proposal of Ms. Latofat Nazirova, Head of RTTI, the Russian-language package will be printed under the authority of the MOES approval received for the Tajik IST. Ms. Nazirova underlined that the Russian-language package has the same content and structure as the Tajik version and therefore it is cost-effective and efficient to print the Russian version along with the Tajik. The approval for printing and full distribution will provide greater resources for Russian-language teachers and improve collaboration between the project and Russian schools.

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

As a result of IST at Level 2 (Master Trainer) more schools are growing involved in implementing the USAID Quality Reading Project activities. During this quarter, stationery and IST materials were provided to 460 schools of Cohort 3 for their rollout of IST at the school-level during Saturday Methodological Union Day trainings. Cohort 3 targets schools Master Trainers were trained in July-August 2015.

In my own words

We thought we would never again have the Saturday Methodological Union Days. Thanks to USAID Quality Reading Project, Saturday methodological union days have been revitalized. We hope that we will be able to sustain it after the project ends.

-Teacher, Vakhsh #1

Cohort 1 schools completed their trainings during the summer school holiday in 2015. Most of the schools that have completed their school-level IST are now developing their own programs to continue the activity and have started working based on the plans they developed themselves. This augurs well for the longer-term sustainability of one of the project’s main interventions. However, other schools still need support in developing programs to sustain the Saturday



Teachers receiving Tajik IST manual

Methodological Union Days. Monitoring and school visits have identified some schools which were not able to complete all 72 hours of IST at school-level. The program team decided to visit such schools and support them as they complete their trainings. After completion of the IST at school-level, every school will plan their own schedule of programs and training activities for the next academic year.

With school-level IST complete in the majority of the Cohort 1 schools, teachers are widely incorporating the new methods and activities learned through the IST into their teaching practices. Teachers have begun to understand the importance of the various reading pedagogy techniques and are using them during their lessons for reading and other subjects. Formative assessment, using balanced score cards to track students' progress, has helped teachers identify students who are struggling with reading and need more support. Observation of lessons during mentoring sessions shows that teachers are feeling more confident in applying new reading practices and more interactive teaching methods in their classrooms. Both teachers and students have become actively involved in creating print-rich classroom environments, which, in turn, is having a positive effect on students' participation in reading and learning.

In my own words: Reading with Comprehension

I have been teaching in primary grades since Soviet times, and as far as I remember, until the USAID Quality Reading Project, our only goal in teaching primary-grade children was how to read fluently with speed. We as teachers were praised for having students who read fluently with speed but no one asked us whether these students could understand and comprehend what they read. We thought they would gain these skills in the upper grades.

After completing the Reading Comprehension module during the IST, I realized the importance of comprehension during reading for the primary grade students. Our primary students for so many years missed the opportunity to understand what they read and we were not able to give them that tool. With the IST modules, we will make a great breakthrough in the learning achievement of our students in primary grade students. If our primary teachers use the Reading Comprehension module effectively, primary grades in the whole country will make huge progress in the near future.

– Teacher, Bobojon Ghafurov #58

Cohort 4

Planning has begun for implementation of the Cohort 4 IST. Cohort 4 was added with the approved contract modification #3. Cohort 4 allows the project to reach more teachers and schools and to invite schools from Panjakent who missed previous trainings because of logistics or competing obligations. Cohort 4 will target 124 new schools plus the 2 additional schools from Panjakent. Timing, locations, and school participation in the IST were negotiated and approved by the MOES.

Table 1. Invited Cohort 4 Master Level (Level 2) Trainings

Training City\District	Schools	Participants	Groups	Trainers	DED/TTI Methodologists	Mentors
Rudaki	35*	105	4	10	1	1
Vahdat	26	78	3	6	1	1

Training City\District	Schools	Participants	Groups	Trainers	DED/TTI Methodologists	Mentors
Tursunzoda, Shahrinaw	12	36	2	4	1	1
Hisor	22	66	3	6	1	1
Rahst	9	27	1	2	1	1
Nurobod	13	39	2	4	1	1
Faizobod, Roghun	7	21	1	2	1	1
Total	124	372	16	34	7	7

* Two schools from Panjakent that were unable to attend Cohort 3 will also be included in the IST planned for Rudaki District for a total of 37 schools at the Rudaki IST and 126 total Cohort 4 schools.

Sub Result 1.4: Strengthen systems for teacher mentoring/coaching

Observation and discussions on school visits by the USAID Quality Reading Project team together with District Education Department (DED) and TTI methodologists have clearly indicated that school-level training can benefit greatly from additional mentoring support. This applies to schools in all three Cohorts, and to the work of the Master Trainers. Therefore, mentoring support is provided through regular visits to schools by the project team and by DED and TTI methodologists. Master Trainers receive mentoring support for their own work as IST trainers, and the Master Trainers working as Mentors at school level provide at least three mentoring sessions with the primary teachers of their schools.

Many DED primary education methodologists continue to provide mentoring support to USAID Quality Reading Project schools in their districts in addition to their existing workload. One example is the primary education methodologists from Vakhsh who received IST at the national level and became National Trainers for the project. They have divided their district into two zones; every Saturday they visit two school-level IST and provide mentoring support to primary teachers. Their enthusiasm in providing mentoring support and strengthening the capacity of the teachers in their district was clear, and provides an indication of the potential for long-term sustainability of this practice, and a model for other districts.

To improve access and quality of mentoring, the USAID Quality Reading Project will implement 3-day Mentoring Workshops in January to support Master Trainers, Regional and District primary grade literacy methodologist and IST methodologists related to Cohorts 1, 2 and 3. One additional training day will also be added to the Cohort 4 IST focusing explicitly on mentoring skills. Through additional training, group work, and experience sharing, the project teams hopes to improve the quality and frequency of school-based mentoring. Timing, locations, and Ministry and TTI participation for the mentoring workshops were negotiated and approved by the MOES and RTTI.

Table 2. Participants Invited to Mentoring Workshop from Cohorts 1, 2 and 3

City\District	Schools	Participants	Groups	Trainers	DED/TTI Methodologists	Mentors
DRS, Dushanbe and Khatlon						
Rudaki	57	171	7	14	1	1
Vahdat	44	132	6	12	1	1
Shahrinaw	10	30	1	2	1	1
Tursunzoda	32	96	4	8	1	1
Hisor	58	174	7	14	1	1

City\District	Schools	Participants	Groups	Trainers	DED/TTI Methodologists	Mentors
Dushanbe	75	225	9	18	1	2
Norak	11	33	1	2	1	1
KT, Sarband	20	60	2	4	1	1
Kulob	39	117	5	10	1	1
Muminobod	34	102	4	8	1	1
Shurobod	19	57	2	4	1	1
Khovaling	19	57	2	4	1	1
Danghara	46	138	6	12	1	1
Temurmaliq	17	51	2	4	1	1
Baljuvon	15	45	2	4	1	1
Hamadoni	37	111	4	8	1	1
Farkhor	45	135	5	10	1	1
Vose	50	150	6	12	1	1
Jomi	46	138	5	10	1	1
Khuroson	30	90	4	8	1	1
N.Khusraw	9	27	1	2	1	1
Sharitus	30	90	4	8	1	1
Rumi	42	126	5	10	1	1
Jilokul	25	75	3	6	1	1
Bokhtar	47	141	6	12	1	1
Vakhsh	41	123	5	10	1	1
Qabodiyon	32	96	4	8	1	1
Qumsangir	36	108	4	8	1	1
Panj	33	99	4	8	1	1
Yovon	48	144	6	12	1	1
Khujand						
Ghafurov, Qayroqum	52	156	6	12	1	1
Khujand, Rasulov, Chkalovsk	40	120	5	10	1	1
Istaravshan, Shahrison	59	177	8	16	2	1
Ghonchi	34	102	4	8	1	1
Zafarobod	17	51	2	4	1	1
Spitamen	24	72	3	6	1	1
Isfara	57	171	7	14	2	1
Konibodom	38	114	5	10	1	1
Mastchoh, Taboshahr	32	96	4	8	1	1
Asht	38	114	5	10	1	1
Total	1,438	4,314	175	350	42	41

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

Update on presentation of baseline EGRA data and F indicator

As previously noted in the 2015 Annual Performance Monitoring and Evaluation Report and the 2015 Annual Report, AIR used a different method of reporting 2015 Midline EGRA data in 2015 than we did when we reported Baseline data in 2014. This change in how data were reported is reflected in our 2015 F Indicator submission.

For Tajikistan, this change in approach resulted in a 2014 F-indicator value from 13.5% to 34.4%.

We note that there are no changes in the data, only in how data was presented. To illustrate, the 34.8% figure for Tajikistan is the actual percentage of children who met the national standard on the particular subtask.

Table 3. Percent of Grade 2 Students Who Can Read and Understand Grade-Level Text, by Gender

	Total (n)	Boys (n)	Girls (n)
Grade 2	34.4% (1,269)	28.7% (632)	40.0% (637)

In preparing the analysis of 2015 data collection, the USAID Quality Reading Project team determined that the previous composite benchmark definition for the F-indicator was not the best approach to score EGRA results. A primary reason for this shift is that the 2014 approach - using a conjunctive scoring method - was not consistent with what USAID is accustomed to receiving, and thus was not comparable to previous EGRA or to F indicator reporting from other countries.

Under the approach used by the USAID Quality Reading Project in 2014, a student was counted for this indicator if they passed a series of composite benchmarks for seven EGRA subtasks (letter name, familiar word, unfamiliar word, reading passage fluency, reading comprehension, listening comprehension, and oral vocabulary). Further, the 2014 data were scored using a conjunctive scoring approach. A conjunctive scoring approach means that an examinee must meet a certain performance level in each subtask in order to be considered "passing" or meeting a benchmark. In other words, high scores in some sections can be "nullified" and a student can "not meet the standard" if a score on a single subtask is low. Conjunctive methods are commonly employed in high stakes assessments such as medical exams or licensing boards.

In 2015, the USAID Quality Reading Project decided to revise our methodology to use a more simplified and transparent EGRA and standards approach. The 2015 presentation is a cleaner representation of what we can infer with confidence from the EGRA data. This approach defines students who can read and understand the meaning of grade-level text as those who can read 40 words per minute or more for oral reading fluency on connected text. The 40 word per minute cutoff point is aligned with the reading standard on fluency used by the MOES for Tajik and Russian Grade 2 students.

2016 Midterm data collection preparations

The USAID Quality Reading Project has begun preparations for the 2016 midterm data collection. The project will work with the MOES and the National Testing Center (NTC) to update the midterm data collection instruments, including the EGRA. In November, the USAID Quality Reading Project held a joint planning session in Bishkek to review timelines and instruments, and to develop a realistic implementation plan.

Midterm data on pupil reading progress to monitor progress will be gathered in May 2016. The team has used cross-sectional and longitudinal research designs for the study. For the cross-

sectional design covering Grades 2 and 4, the baseline group will be compared to different groups of pupils at the same schools and the same grade levels in subsequent years.

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

Table 4: Cross-sectional and Longitudinal Design for Tajikistan

Cohort	2014	2015	2016	2017
Cross-Sectional Design				
1	G2		G2	G2
	G4		G4	G4
2 & 3	G2		G2	G2
	G4		G4	G4
Longitudinal Design				
1	G1			
			G3	
				G4

To measure pupil progress accurately cross-sectionally (i.e., a different cohort of pupils at the same schools in the same grade in different years) and longitudinally (i.e., same pupils in different years) without the tests being exposed, the USAID Quality Reading Project employs different sets of equated assessments in the baseline, mid-term, and at the end of the project. The assessments across different years will be horizontally linked through the same set of common items used for vertical equating. A total of two three-set instruments have been developed for EGRA; one set for Tajik and one set for Russian, with each set consisting of Grades 1, 2, and 4 assessments. As the USAID Quality Reading Project in Tajikistan was not able to collect Grade 2 data in 2015, to ensure the longitudinal research design, the Grade 3 EGRA tool will be developed this year.

This year, the project will implement digital data collection using Asus Nexus 7 tablets. The Tangerine software that runs the EGRA test is currently compatible only with this tablet. All of the other midterm instruments will be included in the tablet-based data collection. The team developed a detailed schedule for developing, procuring, and piloting the instruments to ensure May 2016 midterm data collection. The USAID Quality Reading Project will continue to work with the MOES and the NTC to ensure the selection of qualified data collectors and implementation of rigorous data collection activities.

EGRA Grade 3 Instrument Development Process

In 2015, the project did not conduct EGRA data collection for Grade 2 students as initially planned. In line with the project's longitudinal approach to data collection, those students who were studying in Grade 2 last year will be assessed this year as Grade 3 students. It was therefore necessary to develop an EGRA instrument for Grade 3 in Tajikistan. The joint workshop in Bishkek (see Sub Result 4.2) was the first step in developing a Grade 3 EGRA instrument. On completion of the capacity-building workshop, the USAID Quality Reading Project Tajikistan team and NTC staff began work building the EGRA instrument for Grade 3. The USAID Quality Reading Project involved the NTC staff in EGRA instrument development and will gradually transfer ownership of EGRA to Tajikistan NTC.



Todd Drummond and Saule Khamzina leading the EGRA Grade 3 Instrument Development Workshop

The five-day EGRA Grade 3 Instrument Development workshop was organized and conducted November 30 – December 4, 2015. The Regional M&E Manager and two Kyrgyzstan NTC specialists traveled to Tajikistan to participate and to assist Tajik colleagues in developing the instrument. The working group consisted of specialists from across the education sector of Tajikistan, NTC item developers, and USAID Quality Reading Project staff; together, the group worked to edit subtests for the new instrument. Mr. Todd Drummond, PhD, Senior Assessment Specialist from AIR, and

Ms. Saule Khamzina, Regional M&E Manager, led and moderated the process.

The working group developed three version of the Grade 3 instrument to test for validity, a group of editors composed of Tajik, and Russian language specialists, philologists, and primary grade teachers edited the instrument and their respective versions. The edited subtests were compiled into formatted paper EGRA tests that will be tested and piloted in February 2016.

In line with the USAID Quality Reading Project’s commitment to collaboration and capacity building with key stakeholders, representatives from the Aga Khan Foundation’s (AKF) Economic and Social Connections: Multi-Input Areas Development Project (ESCOMIAD) and the European Union (EU) Education Unit also participated in the Grade 3 Instrument Development workshop.

For all parties involved in the process of EGRA instrument development, the workshop brought better understanding of EGRA, its workflow, weaknesses and strengths. It helped to distinguish better from less-effective subtests. It also helped groom EGRA instrument development experts within the Tajikistan education sector and NTC.

Next steps on EGRA Grade 3 process

The developed EGRA Grade 3 instrument must now be tested and piloted in schools. The USAID Quality Reading Project has prepared a list of data collectors involved in EGRA data collection in the past who possess technological skills and expertise, because the USAID Quality Reading Project plans to collect data electronically on the Asus tablets during pilot tests in eight schools in the Dushanbe and Vahdat districts. Upon completion of piloting, the three versions that were piloted for validity will be will be compiled into one EGRA Grade 3 instrument for the midterm 2016 data collection. The best data collectors during the pilot data collection will then be chosen to serve as supervisors for the midterm 2016 data collection in May 2016.

Intermediate Result 2: Increased availability of reading materials

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

Building on the initial review of primary-grade reading materials conducted in the first year of the project and the subsequent report submitted to USAID, another review of primary-grade reading materials was conducted during this reporting period. During this second review, 420 books from various publishing companies were analyzed based on the following criteria established by the MOES:

- Quality of the book (paper size, illustration, quality of the printing)
- Grade appropriateness
- Relevance of the content
- Book’s illustrations
- Contextual considerations
- Language
- Promotion of national values and culture

Of the 420 titles reviewed, 115 titles were approved by the MOES to be procured by the project and delivered to schools. The project will work with the five publishers to negotiate printing and procurement. See Appendix A for the final list of approved titles.

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

Realizing the critical importance of having enough appropriate and engaging reading material accessible and available to students in the project schools, a training session on this topic was developed and incorporated into the IST workshops. It focused on enriching classroom book corners with a mix of reading materials. One of the ways proposed to achieve this was to advise teachers how to create additional reading resources from low-cost materials. During the IST, teachers learned how to develop appropriate reading materials for primary-grade students. Teachers in Cohorts 1, 2 and 3 are now actively involved in creating additional reading resources from low-cost materials. From field visits, it is becoming clear that not only Master Trainers, but also classroom teachers benefitting from school-level IST are engaged in creating reading materials and visual aids from low-cost material for their classes. This is a new and exciting trend to observe.

A second strategy adopted to increase the availability of supplementary reading materials has been to engage parents and encourage them to donate books to their children’s school. Book donations were promoted by the project in the targeted schools and communities. During the school visits, we witnessed that the amount of books donated by parents to schools as gifts for the classrooms where their child is studying have increased the available reading material in those classes. Teachers have used these donations to create classroom Book Corners. The number of titles in these reading corners is gradually increasing, and in some schools, the teachers have created a catalog of the books in their Book Corner so that students can borrow books to read at home. Their teachers ask them questions from the books to help ensure they have understood the book they have read. In most of the schools visited in Cohorts 1 and 2 it was observed that teachers had organized Book Corners and students were able to borrow books to read at home and then return.

Teacher’s Day Celebration, Shurobod, Khatlon

In honor of Teacher’s Day, the USAID Quality Reading Project, in collaboration with the USAID- and AKF-funded ESCOMIAD Project, hosted an event in Shurobod District, Khatlon, on October 11, 2015. The event was hosted by the Shurobod DED and was attended by regional and district education officials, teachers and students from the USAID Quality Reading Project and ESCOMIAD supported schools, and by USAID representatives. Mr. Daryl Martyris, USAID Tajikistan Acting Country Director; Ms. Mavjuda



Grade 4 students present reading materials they developed during the Teacher's Day Celebration

Nabieva, USAID Education Management Specialist; Mr. Alimardon Safarmad, Deputy Head of the Regional Education Department (RED) of Khatlon Region; Mr. Rozik Sodikov, Head of Shurobod DED; and Professor Mahmaddullo Lutfulloev of the Academy of Education participated in the day's activities.



Professor Lutfulloev presenting Teacher's Appreciation Certificate at Shurobod Teacher's Day Celebration

The event began with students reading and reciting poetry, and showing off the reading materials they had created themselves in school. ESCOMIAD and USAID Quality Reading Project National and Master Trainers presented mini-trainings to teachers on best practices for literacy instruction in Tajik language. Finally, teachers from all Shurobod schools received awards from the USAID Quality Reading Project and ESCOMIAD for their activities in support of improved reading instruction. Teachers from all Shurobod schools, not only project schools, were given awards. The award packages consisted of certificates, school supplies, copies of the Tajik IST Manual, and a package of AKF-developed reading materials.

Teachers' Day Congratulation

On behalf of Regional Education Department, I would like to express my gratitude to USAID and to the organizations executing the Quality Reading and ESCOMIAD Projects for their hard and effective work during the implementation process. Their efforts, techniques and modules are effective in raising the quality of reading and teachers' professional development. The high performance of students benefiting from the projects is testimony to their good progress. I have been kept fully informed about the implementation process, and all literacy materials developed under the projects' aegis. I would like to take this opportunity to ask both teachers and students to try their best to make good use of the intervention.

- Alimardon Safarmad, Deputy Head of RED, Khatlon Region

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

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

Reading Buddies

Many primary grade classes average 35-40 students. It is therefore difficult for one teacher to work individually with students who fall behind the reading standards. During the IST workshops and field visits, the USAID Quality Reading Project team has been encouraging teachers to adopt the use of Reading Buddies to give children additional practice and support with reading. Accordingly, teachers in many project schools are now involving students from grades 8, 9 and 10 as Reading Buddies for primary students on a 1:1 ratio. Moreover, teachers using balanced score cards to assess student reading ability, a technique taught to teachers during IST, are now more easily able to identify students who need additional support. The use of Reading Buddies has been well received by many older teachers; a similar system was in place during the Soviet period but had fallen out of use. However, most of the younger teachers are still unsure how to implement the Reading Buddies methodology. Based on these young teachers' request, the USAID Quality Reading Project has developed a "Reading Buddies

Guide” document with all the details needed to equip teachers to work with the Reading Buddies approach in their classrooms.

To strengthen understanding of the importance of Reading Buddies among teachers, a session based on the Reading Buddies Guide was incorporated into the IST for Master Trainers, who in turn will share their experience with other teachers at the school-level IST. For Cohort 1 and Cohort 2 Master Trainers, who have already completed their 72-hour training, this session will be conducted during the additional trainings on mentoring. The Reading Buddy approach is a valuable tool to bolster the available support to students who are struggling with basic literacy. It has the added advantage of empowering older students to help younger students (including their own younger siblings) excel academically. In some schools, the Reading Buddies approach has already been enthusiastically implemented.

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

Parents/Family Program

To increase the number of parents and other adults reading non-textbook materials to students at home, a Parents’ Guide on “The Importance of Reading with Children at Home” was developed by the USAID Quality Reading Project team with the support of a well-known writer of children’s books, Mr. Azizi Aziz. The Parents’ Guide was finalized and sent for review to the MOES, and in November, it received approval for printing and dissemination.

The Head of the Primary and Secondary Education Department of MOES, Mr. Aliev Abdujabbor, emphasized that this guide can make a tangible contribution in fostering the involvement of parents in their children’s at-home reading and other studies. Such involvement is, at present, largely missing in the Tajik context.

Sessions based on the Parents’ Guide were conducted for Master Trainers during the IST for Cohort 3 schools. Those Master Trainers will, in turn, train teachers in their home institutions on how to disseminate the message during the meetings with parents. Furthermore, all teachers who work with parents will receive the Master Trainers’ guidelines for building partnerships with parents to increase at-home literacy involvement. As with the IST, the Family Program will be implemented through a 3-level cascade model:

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

The project program team also intends to develop monitoring sheets to gauge parents’ progress in supporting their children and family’s at-home reading. As a result of this process, the USAID Quality Reading Project expects parents will spend more time working on literacy skills with their children at home.

Campaign on Reading at Home and in the Community

In addition to the Parents’ Guide, posters, calendars and other media materials have been developed and will be disseminated across communities and in schools. A draft version of the



materials has been designed and sent for review and comment to MOES. The project has also developed short media spots in collaboration with the Bahoriston TV and Parent’s Guide authors. Upon approval from the MOES, the public sensitization campaign will be rolled out across project communities.

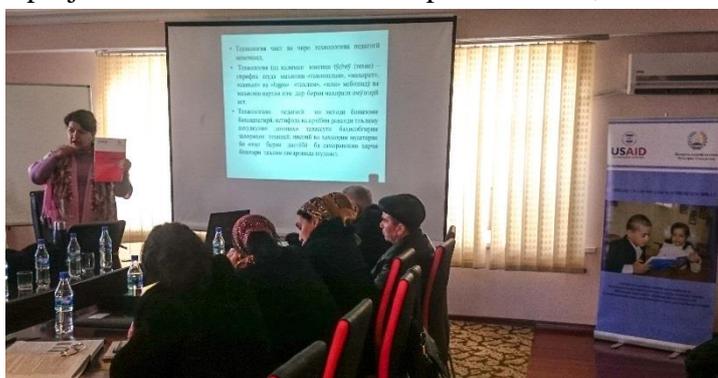
Cartoon/Animation Partnership

The USAID Quality Reading Project continues to work with UNICEF, the Open Society Institute, and the MOES on the development of cartoons/animation. The strategic Memorandum of Understanding (MOU) is still under negotiation among stakeholders but collaboration has commenced. Literacy technical and community mobilization experts from the project actively participate in the animation working group convened by the MOES. The USAID Quality Reading Project will support the working group to ensure reading/literacy-focused friendly scripts and imagery and with the sub-titling of the cartoons in Tajik and Russian languages so that children can read along while watching the cartoons at home with their families.

Intermediate Result 4: Increased government support to improve reading

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

Program staff have continued working to strengthen collaboration and cooperation with the MOES and its sub-institutions on all aspects related to the project and to primary-grade reading in general. Regular meetings are conducted with the primary education specialists of MOES, Academy of Education (AOE), RTTI, TTIs, REDs, DEDs and the Methodological Training Center to raise awareness of the importance of primary grades reading. One such initiative was a joint USAID Quality Reading Project and RTTI workshop on reading methods for primary education methodologists from all the project districts. Two workshops were held, one from November 15-16, 2016 in Sughd and a second from December 15-16, 2016 in Kurgonteppa. One of the main objectives of the workshop was to strengthen collaboration with the key stakeholder of MOES on teacher training. A second objective was to create a platform where primary education methodologists from all the districts could share and exchange their two years’ experience with their colleagues.



Former Director of RTTI, Ms. Latofat Nazirova presents at the joint RTTI-QRP workshop in Kurgonteppa

Similar collaboration is being built with the Methodological Training Center. Although schools and district representatives from the Methodological Training Center participate in project activities, center leadership have not historically engaged with the project. At a meeting between USAID Quality Reading Project representatives and representatives from the Methodological Training Center to discuss the potential of improved collaboration and future partnership, the center’s director, Mr. Shermahmad Yormahmadov, requested that the USAID Quality Reading Project partner with the Center in jointly conducting a Republican Methodological Workshop in April 2016. He encouraged the USAID Quality Reading Project to present topics related to primary-grade literacy at this workshop. The USAID Quality Reading Project’s Education Program Manager also proposed that a primary education specialist of the Methodological Training Center attend the mentoring workshop in January

2016 and present a session. Both parties agreed to strengthen collaboration between the USAID Quality Reading Project and the Methodological Training Center in all aspects related to reading in primary grades.

The USAID Quality Reading Project Education Manager also attended meetings with the Heads of Regional TTIs of Sughd, Kulob, Kurganteppa and Dushanbe in order to enlist their cooperation with the mentoring component of the project. The idea was supported and the directors of these regional TTIs agreed to mobilize their primary education methodologists in the project’s mentoring activities in schools. The TTI Directors also expressed enthusiasm to visit and support the Mentoring workshops planned for January 2016.

Sub Result 4.2: Increase capacity to use reading assessment results

National Testing Center Capacity Building Workshop - Bishkek

With the aim of passing on EGRA-related expertise and instruments to local partners, the project organized a capacity-building workshop for the staffs from both the Tajik and Kyrgyz National Testing Centers. Initially the workshop was planned for summer 2015, but due to staffing changes at AIR, it was postponed to November 2015. The workshop took place November 23-26, 2015 in Bishkek, Kyrgyz Republic. Five specialists from the Tajik NTC, and two project staff – USAID Quality Reading Project’s M&E Manager and the project’s Data Coordinator/TraiNet Manager – participated in the workshop. In Table 4 below, you can find the list of NTC staff that participated in the workshop. In September 2015, NTC specialists had taken part in a training organized by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ); the agenda of the USAID Quality Reading Project workshop was therefore adjusted to avoid repeating topics. Fourteen specialists from the Kyrgyz NTC participated in the workshop. The main topics of the workshop were data processing and analysis for EGRA and psychometric datasets.

Table 4. NTC Staff Participants in Bishkek Workshop

NTC staff	Position
Jamshed Azimov	Test Development Specialist, Head of Department
Evazov Khisrav	Information Communication and Technology (ICT) Specialist
Khayrullo Mirzoaminov	Head of Planning, Monitoring, Research and Development Department
Rustam Nazarov	Head of ICT Department
Abduvosid Yuldoshev	Executive Assistant of Head of NTC

The center is an implementing partner of a GIZ project in Tajikistan and has experience developing EGRA and Early Grade Mathematics Assessment (EGMA) tools for primary-grade students. The workshop conducted by the USAID Quality Reading Project increased participants’ understanding of EGRA and EGMA tools by raising and solving several theoretical issues in data processing, analysis and results interpretation. Psychometrics for both EGRA and EGMA were covered as they are grounded in the same theory and analytics. This way the NTCs would be able to apply the new skills to both type of assessments in the future.

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

In support of the primary education reform process, the USAID Quality Reading Project is working with the MOES and GPE-4 to map the alignment and gaps among the proposed Grades 1-4 Tajik mother-tongue language standards, the USAID Quality Reading Project-approved IST, and the available textbooks. As the MOES is not planning to revise the textbooks until



Dr. Nakamura leading a focus group with teachers trained by GPE-4 on the draft competency-based standards for Tajik mother tongue instruction

2020, at the earliest, the USAID Quality Reading Project hopes to provide recommendations to the MOES and GPE-4 on possible USAID Quality Reading Project support measures to address gaps in classroom materials. This process will provide contextually - based recommendations that allow teachers to continue using existing teaching materials, textbooks and curriculum, while implementing the new competency-based standards approach until new textbooks and materials are ready

after 2020. Ms. Pooja Nakamura, PhD, a literacy specialist at AIR, worked with representatives from GPE-4 and the MOES to review the available materials and proposed standards. Dr. Nakamura also held a focus group with twenty GPE-4 pilot school-trained teachers to better understand the on-the-ground implications for Tajik classrooms of the new draft standards as they relate to the existing materials.

After the Grade 3 EGRA instrument development workshop, the Tajik NTC invited the USAID Quality Reading Project and the guests from the Kyrgyz Republic to the NTC office. The Tajik NTC organized a tour of the NTC, including the restricted area. The NTC Deputy Chief, Sabzali Jafarov thanked the project and USAID for the unique opportunity provided to NTC staff in increasing knowledge and skills in psychometric data processing and analysis. He expressed his team’s willingness and ability to be involved in all stages of EGRA administration, from the development of instruments through data collection, processing and analysis. During EGRA Grade 3 instrument development, three NTC staff made valuable contributions to the process, and offered their assistance editing the subtest drafts. The project looks forward to continued partnership with the NTC and to the NTC taking a greater leadership role in subsequent data collection and EGRA activities.

The project continues to have regular meetings at the national, regional, and district levels to ensure active engagement from key stakeholders, answer questions about project activities and to plan for training and mentoring support. The Head of the Primary Education Department of the Tajikistan MOES, Aliev Abdujabbor, and Latofat Nazirova, the former RTTI director, have been particularly supportive of the USAID Quality Reading Project. They are always available for meetings, and actively champion the project’s implementation. Mr. Abdujabbor and representatives of the USAID Quality Reading Project regularly met to discuss timing for the project’s further implementation, the list of working group members for EGRA Grade 3 instrument development and the list of editors for editing the subtest drafts. Ms. Nazirova championed the organization of joint workshops with RTTI, and regarding the long-term adoption of project-designed activities, training materials and methodologies.



Grade 3 Students Reading Aloud

IV. Progress against Work Plan

Table 5. Status of Activities

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept				
1	Program Start-Up																	
2	Deliverable: Finalize annual work plan	AIR														Finalized work plan submitted to USAID		
3	Deliverable: Finalize PMEPE	AIR														PMEPE finalized and submitted		Updated annually as necessary
4	Intermediate Result 1: Improved reading instruction in grades 1-4																	
5	Sub Result 1.1: Conduct a baseline qualitative analysis																	
6	Deliverable: Presentation of Key Findings of Baseline Qualitative Analysis	AIR														Presentation to MOES with EGRA in November	Accomplished	Study is complete and submitted to USAID March 2014. Presentation of key findings were included in Dec 2014-baseline workshop.
7	Sub Result 1.2: Design in-service training (IST) package																	
8	Draft reading standards for each grade 1 – 4	AIR, SC, MOES															On-Going	Drafts submitted to the MOES and GPE-4. GPE-4 is proceeding with updating and piloting as part of the overall reform education reform project for all subject and grades. Tajik language approval expected by August 2016.
9	Draft reading and writing standards for each Grades 1 – 4	AIR, SC, MOES														Grade 1-4 Reading Standards for Tajik and Russian Developed	On-Going	Guide for teachers on Standards and using IST package on standards was requested by MOES. QRP developed an 18-hour IST on Tajik standards and a syllabus guide. Pending completion of the GPE-4 pilot, QRP will update materials accordingly.

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept				
10	Deliverable: Finalize reading standards for Grades 1 – 4	AIR, SC														MOES approved Reading and Writing Standards	On-Going	Pending approval of the GPE-4 pilot. Expected August 2016. MOES is not proceeding with Russian mother tongue standards only Tajik.
11	Develop standard guide for teachers and other educators	AIR, SC, EDI/ MOES															On-Going	
12	Drafting standard guides for teachers and other educators	AIR, SC														Draft Standard Guides	On-Going	Under redesign based on integration with all grade and subject standards as organized by GPE-4. Drafts being piloted by GPE-4. Pending completion of the pilot, QRP will update these materials accordingly.
13	Finalizing the standard guides for teachers and other educators	AIR, SC														Finalized Standard guides for teachers and other educators	On-Going	Under redesign based on integration with all grade and subject standards as facilitated by GPE-4. GPE-4 to submit all standards to MOES June 2015. Expect piloting for the start of the 2015/16 Academic Year. Expect approval prior to 2016/2017 academic year.
14	Develop teacher training materials/ adaptation of literacy boost manual/ translation	AIR, SC, MOES															Accomplished	
15	Finalize USAID QRP IST package	AIR, SC, MOES														Finalized Tajik and Russian IST	Accomplished	The Tajik IST package was approved by MOES. RTTI approved printing and distribution of Russian language as content and structure the same as Tajik.
16	Re-submission of developed IST materials for approval to the Board of the MOES	AIR, SC														Tajik IST is approved	Accomplished	
17	Deliverable: Final IST Packages	AIR, SC														Approved IST packages	Accomplished	

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept				
18	Printing and distribution of IST Package	SC													Tajik and Russian IST for Master training-level & school-level trainings	On-Going	Tajik is printed and being distributed in alignment with IST. Russian being printed now that RTTI has provided printing approval.	
19	Sub-Result 1.3: Conduct in-service trainings for teachers and other educators																	
20	In-Service Teacher Training Conducted	SC, MOES															On-Going	
21	Identify trained National Trainers for Master Trainers Cohorts 2 & 3	SC, MOES															Accomplished	Complete
22	Conduct Training for Cohort 2 Master Trainers at target districts level	SC													est. 1,133 Master Trainers	Accomplished	Complete	
23	Cohort 2 School based trainings through roll-out of micro-modules	SC													est. 2,286 teachers from 387 schools	Accomplished	Cohort 2 school-level training completed in December 2015. Verification ongoing.	
24	Conduct Training for Cohort 3 Master Trainers	SC													est. 1,420 Master Trainers	Accomplished	Cohort 3 Master-level completed August 2015	
25	Cohort 3 School based trainings through roll-out of micro-modules	SC													est. 4,016 teachers from 455 schools	On-Going	Cohort 3 school-level training ongoing from September 2015-June 2016. Teachers attend trainings regularly.	
26	Identify trained National Trainers for Master Trainers Cohort 4	SC															Accomplished	National and Master Trainers will be selected from the most skilled Cohort 1-3 trainers
27	Conduct Training for Cohort 4 Master Trainers in target districts	SC													est. 428 Master Trainers	Next quarter	Cohort 4 Master-level training scheduled for January 2016	
28	Cohort 4 School based trainings through roll-out of micro-modules	SC													638 teachers from 126 schools	Next quarter	Cohort 4 school-level training ongoing from February 2016-December 2016. Teachers regularly attend trainings.	
29	Sub-Result 1.4: Strengthen systems for teacher mentoring/coaching																	

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept			
30	Printing of mentoring / coaching guide for reading instruction support (IR 1.2-part of teachers package)	AIR, SC													Part of IST set	On-Going	Mentoring Module is to be used by Deputy Directors and HMUs. Additional copies to be distributed next quarter.
31	Distribute guides to regional In-service TTI staff and DDs on Primary Grade	SC, MOES													2800 guides distributed	On-Going	
32	Provide mentoring to Cohort 1 teachers	SC, Head Teachers, Directors													6000 teachers receive mentoring support	On-Going	All targeted Deputy Director and HMU use guide. Master Trainers will continue to receive support from QRP after direct school-level cohort training finishes.
33	Provide mentoring to Cohort 2 teachers	SC, Head Teachers, School Directors													3900 teachers receive mentoring support	On-Going	
34	Provide mentoring to Cohort 3 teachers	SC, Head Teachers, School Directors													Est. 4700 teachers	On-Going	
35	Provide mentoring to Cohort 4 teachers	SC, Head Teachers, School Directors													Est. 2100 teachers	Next quarter	QRP-supported Cohort 4 Mentoring runs from February 2016 through December 2016. The Master Trainers will continue to receive support from QRP in the out years
36	Print out professional portfolio guide for teachers competencies	SC													Part of IST set	On-Going	Teachers use portfolios on a regular basis and this is incorporated into system
37	Implement portfolio system for evaluation of Cohorts 1-4 teachers / mentors competencies	SC, MOES													Portfolio system launched	On-Going	MOES accepts portfolios as a basis for teacher evaluations
38	Participate in monthly DED meeting to strengthen school level mentoring and DED and TTI oversight and support	SC, MOES, DED, TTI													Monthly and Quarterly DED meetings with DD, TTI, etc.	On-Going	QRP will participate in monthly DED meetings and support an additional day of training on topics like mentoring and IST on a quarterly basis

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept				
39	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																	
40	Review of current data collection tools (Tajik and Russian) to identify gaps and revise	AIR														EGRA and M&E midline & endline instruments reviewed and revised	On-Going	Instruments under review. EGRA Grade 3 instrument development workshop completed in November 2015
41	Training of Data Administrators	AIR, NTC														Est. 100 data collectors and Supervisors	Next quarter	Piloting scheduled for February 2016
42	Administer outcome focused assessment tool – midline and endline	AIR, NTC, MOES, DED, RED														Mid and endline data collection administered	Not planned this quarter	
43	Data Entry															Data entry	Not planned this quarter	
44	Psychometric and statistical data analysis and reporting results of the outcome focused assessment	AIR, NTC														Psychometric Data analyzed and reported	Not planned this quarter	
45	Deliverable: Submission of the report to USAID & MOES	AIR														EGRA and Midline and Endline Reports	On-Going	MOES accepts results and approves their dissemination. Revised Baseline EGRA submitted to USAID – Sept 2015. Midline household and M&E report submitted November 2015.
46	Deliverable: Raw data submitted to USAID	AIR														Raw data submitted to USAID within 4 months of data collection	Not planned this quarter	
47	Study on relationship between proposed competency-based standards and available textbooks	AIR														Report	On-Going	Focus groups, interviews, and curriculum and standards review with key education stakeholders completed December 2015. Materials review and report writing, ongoing.
48	Intermediate Result 2: Increased availability of reading materials																	
49	Sub-Result 2.1: Conduct a comprehensive review of the quantity of primary grade-level reading material available in Tajikistan																	

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept			
50	Develop a detailed list of appropriate, Tajik and Russian language books that are grade appropriate	AIR, MOES													Report	Accomplished	Initial report submitted 2014. Updated book list included as Attachment A to October - December 2015 quarterly report.
51	Finalize and submit comprehensive review	AIR, MOES													English version submitted to USAID	Accomplished	
52	Sub-Result 2.2: Ensure a mix of reading materials are used by schools and communities																
53	Provide low-cost primary grade materials available for classroom use and at home in all targeted communities	SC													Supplies for school made low-cost reading materials purchased; new books purchased (pending) – est. 150,000 units	On-Going	Distribution through IST in development of low-cost materials. Distribution of books and other low cost primary grade material based on SR 2.1. Supplies for the creation of low-cost have been distributed to cohorts 1-2 schools. Cohort 3 schools have been purchased and will be distributed during IST. Cohort 4 school supplies will be purchased and distributed during IST. New/published will be procured next quarter. 115 titles were approved by the MOES. The revised estimated is 210,000 new books will be provided to QRP schools.
54	Distribute initial package of low-cost supplies available for use in classrooms and at home in all targeted communities and age and grade appropriate reading materials														Distributed to 1,804 school communities	On-Going	
55	Intermediate Result 3: Increased out-of-school reading time																
56	Sub-Result 3.1: Increase public awareness about the importance of reading as a cornerstone of education and life-long success																
57	Develop Family Program Reading Materials	SC													Posters, flyers, leaflets, etc.	On-Going	Parents' Guide approved and will be distributed during January IST and Mentoring workshops.
58	Print and disseminate Family Program Materials in school communities	SC													Materials printed and disseminated	Next quarter	Materials to be negotiated with the MOES

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept				
59	Define target community members and conduct orientation workshop/ sessions	SC														85% communities targeted	Next quarter	
60	Explore Public-Private Partnership (PPP)																	There are limited PPP options in Tajikistan. QRP will continue to explore opportunities including texting messaging with cell phone providers and other media partnerships.
61	School/ Community Libraries																Next quarter	
62	Develop a Guide for Librarians on how to run the Book Chest	AIR - SC															Next quarter	Linked to book procurement SR 2.2 and SR 3.2
63	Conduct outreach programs to children and communities to promote reading - Cohorts 1-4 districts	SC - CLA														Conducted Reading Promotion Programs	Next quarter	Linked to book procurement SR 2.2 and SR 3.2
64	On-going monitoring and supervision of outreach programs	AIR - SC														Results of monitoring the programs available	On-Going	
65	Hold National Book Day/Literacy Day events																On-Going	
66	Design and conduct a variety of competitions around reading	AIR-SC														Reading Competitions and related activities are planned	On-Going	Around Book Day, Teacher's Day, and Navruz
67	Family Program	SC															On-Going	
68	Develop/adapt Family Reading' Flipbook	SC														Developed / adapted Parents' Flipbook	On-Going	Approved. Distribution during January 2016 IST and Mentor training
69	Train volunteers and members of groups to conduct community reading awareness campaign to encourage parents reading to their children	SC														25% of parents read for their children at home	On-Going	

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept				
70	On-going monitoring and supervision of Family program	SC-AIR														Monitoring and supervision is conducted	On-Going	M&E with Program are developing tools to gather data and monitor
71	Media Public Awareness Reading Campaigns																Next quarter	
72	Discuss cartoon collaboration with UNICEF and Open Society Institute	AIR-SC														Partnership Meetings	On-Going	MOU undergoing revisions.
73	Sign MOU with UNICEF	AIR-SC														MOU signed	On-Going	MOU approved by USAID Tajikistan (co-branding)
74	Develop sub-titles for existing UNICEF produced cartoons															Sub-titles included in all cartoons.	Next quarter	MOES approves addition of sub-titles.
75	Collaborate on including reading centered messaging in second round of cartoons.	AIR-SC														Reading messages and images included.	On-Going	QRP participates in cartoon script and design working group within the MOES hosted by OSI and UNICEF
76	MOES Reading Support Campaign	AIR-SC															Next quarter	
77	Promote workshop for MOES to develop their leadership in advocating reading (see "Media Public Awareness Reading Campaigns" & IR 4)	SC-AIR														Media/Public Awareness on Reading - Reading Campaigns, billboards, PSAs, posters	Next quarter	Materials drafted and final under negotiation with the MOES.
78	Sub-Result 3.2: Implement out-of-school reading activities																	
79	Extracurricular activities to promote reading	SC															On-Going	
80	Finalize the extracurricular activities guide	SC, AOE, Center for out-of-school activities														JumpStart, Camp Guide, Reading Buddies Guide, Guideline for Librarians	On-Going	Out-of-school guide approved. JumpStart approved.
81	Conduct workshop for planning and delivery of extracurricular reading activities (in conjunction with IR 1.3)	SC														Training is conducted for Cohorts 1-4 project school on conducting of extracurricular activities	On-Going	Distribution and initial trainings during January 2016 IST and Mentor training

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept			
82	Conduct extracurricular activities at school level	DDs, Teachers													Implemented extracurricular activities at schools	On-Going	
83	Reading Camp	SC														On-Going	
84	Finalize Reading Camp Guide and incorporate it into existing summer school camps for primary grades	SC													Reading Camp package completed	On-Going	Approved. Incorporating recommendations from teachers.
85	Obtain approval of MOES on Reading Camp Guide for primary grades	SC													MOES approved	On-Going	Approved. Incorporating recommendations from teachers.
86	Print and disseminate Reading Camp guide and supplementary reading materials / stationery to target schools	SC													2000 printed	On-Going	Targeted schools for Reading Camps receive the guide
87	Support target schools to plan and deliver Reading Camps for primary grades	SC													3000 teachers and volunteers receive training to implement the Camps	Not planned this quarter	Provision of sufficient number of volunteers for the Reading Camps
88	Conduct monitoring and evaluation of target school Reading Camps	SC, AIR													M&E results of the Reading Camps available	Not planned this quarter	Tools will be developed for MOES and USAID QRP to use to monitor activity
89	Deliverable: Reading Camp Curriculum and materials adapted and incorporated	SC, AIR													Reading Camp modules/package submitted to USAID	Slight Delay	Approved. Incorporating recommendations from teachers.
90	JumpStart															On-Going	
91	Obtain approval of the MOES for JumpStart program and learning materials to the 10-day Grade 1 ABC preparations for first grade students	SC, AIR													MOES approved JumpStart program	Accomplished	JumpStart for Tajik schools - Approved. JumpStart for Russian schools - approved for printing by RTTI
92	Print and disseminate JumpStart program and materials to target schools (will be delivered with IST package)	SC													Part of IST	On-Going	Tajik is printed and being distributed in alignment with IST. Russian being printed now that RTTI has provided printing approval.

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept				
93	Train Grade 1 teachers to conduct JumpStart program in target schools (through IST)	SC														Train C1 teachers in 904 schools and monitor C2-4 Grade 1 teachers as they take over Grade 1 classes	On-Going	JumpStart will roll out in Cohort 1-2 schools in August/September 2015 while Cohorts 3-4 in August/September 2016 as JumpStart is included in the IST
94	Deliverable: Jump Start Program and Learning materials incorporated into Grade 1 ABC entry program	SC														Part of IST	Accomplished	Jump Start incorporated into 10 day "ABC Program" at beginning of Grade 1 School year. Tajik is printed and being distributed in alignment with IST. Russian being printed now that RTTI has provided printing approval.
95	Book Chest / Library (also see SIR 3.1)																Slight Delay	
96	Develop a Guide for Librarians on how to run the Book Chest	SC, CLA														Guide Developed	Slight Delay	Linked to book procurement SR 2.2
97	Deliverable: Guide for Librarians															Guide Submitted to USAID	Slight Delay	
98	Identify and purchase additional readers/ books for Book Chest	SC, AIR, MOES														Book Chest created	Slight Delay	Linked to book procurement SR 2.2
99	Disseminate books to the libraries in target schools/ communities	SC														1 Book Chest established per target school community	Slight Delay	Linked to book procurement SR 2.2
100	Identify and train Librarians	SC														Librarians trained	Next quarter	Linked to book procurement SR 2.2
101	Monitoring of the use of books	SC, AIR														Book and Library activities monitored	Next quarter	Linked to book procurement SR 2.2
102	Reading Buddies	SC															On-Going	
103	Train DDs and HMU to plan and facilitate Reading Buddies approach in target schools	SC, MOES														Guidelines of Reading Buddies developed and Master Trainers trained	On-Going	Guidelines of Reading Buddies introduced during IST

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept				
104	Intermediate Result 4: Increased government support to improve reading																	
105	Sub-Result 4.1: Increase dialogue about the existing environment for quality reading																	
106	Hold policy workshops best practices/policy	AIR, SC														One workshop in years 3 and 5 around an aspect of reading - best practices, standards, other related topics.	On-Going	Co-hosted workshop with RTTI on reading instruction practices in KT and Khujand in November 2015.
107	Hold quarterly briefings with MOES	AIR, SC, AE, EDI														4 update meetings held throughout the year, minutes from meetings	On-Going	Quarterly Meeting held 16 December 2015
108	Hold bi-annual high-level forums on quality reading	AIR, SC														Bi-annual high-level forums on quality reading	Not planned this quarter	
109	Disseminate summaries, reports, findings to regional, district, and school-level MOES and other stakeholders	AIR, SC														Assessment findings disseminated after finalized	On-Going	Dissemination will be based on approval of MOES at district and school levels. Small and large group meetings / workshops as appropriate
110	Sub-Result 4.2: Increase capacity to use reading assessment results																	
111	Develop capacity building plan for NTC	AIR														Developed annual NTC capacity building plan	Not planned this quarter	
112	Organize capacity building workshop	AIR														2 capacity building workshop in Year 3 and 1 in each Years 4 & 5 provided on psychometric data analysis	On-Going	Psychometric workshop held in Bishkek in November. EGRA instrument/item development workshop held in Dushanbe in November
113	Provide capacity building training to AE, EDI and NTC staff to analyze and report results	AIR, NTC														Capacity building workshops held	On-Going	ongoing collaboration with MTC and MOES around EGRA
114	Present findings on reading assessments to the MOES, NGOs and research institutions	AIR, MOES, NTC														EGRA and midterm and endline project presentations held for education stakeholders	Not planned this year	MOES accepts results and approves their dissemination
115	Analyze and submit recommendations to MOES	AIR, NTC														Recommendations submitted to MOES	Not planned this year	Recommendations will be based on endline results

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept				
116	Sub-Result 4.3: Strengthen the enabling environment to support improved reading instruction reform																	
117	Promote laws, policies, regulations, and foundational education documents developed or modified to support improved practices	AIR														Additional discussions with MOES and stakeholders so a focus is selected	On-Going	MOES is supportive of changes to promote reading standards and curriculum
118	Develop a strategic plan to scale-up successful project interventions, including major challenges	AIR														Strategic Plan created with MOES	Not planned this year	
119	Monitoring & Evaluation																	
120	Finalize PMEP	AIR														PMEP 2015 developed and finalized		Updated Annually as necessary
121	Deliverable: Quarterly Performance Reports	AIR														4 Quarterly Performance Reports	On-Going	4th Quarter combined with Annual Report
122	Participant Training Reports	AIR, SC														TraiNet updated	On-Going	
123	Deliverable: Annual Performance Reports	AIR														Annual Report developed	Accomplished	

V. Coordination with host governments, donors and implementing partners

Table 6. Key Meetings with USAID, MOES and Partners

Date / Location	Attendees	Subject	Follow-up / Notes
2 October '15 MOES	Sherali Saidoshurov, Education Manager, USAID QRP Mahmadova Tojinisso, Deputy of the Minister of Education Aliev Abdujabbor, Head of Department pre-primary and secondary education	Review of additional reading materials for primary grades.	Prepare list books based on the developed criteria
8 October '15 MOES	Sherali Saidoshurov, Education Manager, USAID QRP Aliev Abdujabbor, Head of Department pre-primary and secondary education	Discuss developed list of the additional reading materials	Send the list for the review to Publishing Center of MOES
13 October '15 Publishing Center of MOES	Sherali Saidoshurov, Education Manager, USAID QRP Kamoliddionov Iso, Head of Publishing Center of MOES	Review of the list and books	Revise the list based on the comments provided by the Publishing Center of MOES
21 October '15	Kathryn Fleming, DCOP, USAID QRP Development Partners	UNICEF presentation on Children's Multiple Overlapping Deprivation Analysis (MODA) in Tajikistan	
21 October '15 RTTI	Sherali Saidoshurov, Education Manager, USAID QRP Nazirova Latofat, Head of RTTI Kabirov Nurmahmada, Head of Dushanbe TTI, Sharipov Mahmadjon, Head of Kurgantube TTI Namozov Jamshed, Head, Kulob TTI	USAID QRP and RTTI/TTI collaboration related to Teacher Trainings	Develop program for the joint USAID QRP and RTI/TTI events
23 October '15 UNICEF	Kathryn Fleming, DCOP, USAID QRP Sherali Saidoshurov, Education Manager, USAID QRP Ikuko Shimzu, Chief Education, UNICEF Tajikistan Jamshed Kurbanov, Head of the pre-school education	UNICEF and USAID QRP partnership on cartoons/TV animation project	To have a joint USAID QRP, UNICEF and OSI meeting on cartoons
30 October '15	Kathryn Fleming, DCOP, USAID QRP Sherali Saidoshurov, Education Manager, USAID QRP Nazirova Latofat, Head of RTTI	Approvals of Russian IST and out-of-school activities	If Russian structure is the same as Tajik, then approved. Letter pending.
2-6 November '15 (Multiple) NTC	Suhrob Aminov, M&E Manager, USAID QRP Khurshed Teshaev, Director NTC Savzali Ja'farov, Deputy Director NTC	Multiple meetings with NTC on Capacity Building Workshop in Bishkek and EGRA Grade 3 instrument development workshop	Participant lists, expectations, travel logistics

Date / Location	Attendees	Subject	Follow-up / Notes
03 November '15 UNICEF	Kathryn Fleming, DCOP, USAID QRP Sherali Saidoshurov, Education Manager, USAID QRP Ikuko Shimzu, Chief Education, UNICEF Tajikistan Jamshed Kurbanov, Head of the pre-school education Nazarkhudo Sh. Dastambuev, Director: Education Programs, Open Society Institute - Tajikistan	USAID QRP, UNICEF, OSI and MOES partnership on cartoons	Develop MoU on collaboration between USAID QRP, UNICEF, OSI on cartoon development
05 November '15 MOES	Mahmadova Tojinisso, Deputy Minister of Education Kathryn Fleming, DCOP, USAID QRP Sherali Saidoshurov, Education Manager, USAID QRP Ikuko Shimzu, Chief Education, UNICEF Tajikistan Jamshed Kurbanov, Head of the pre-school education Nazarkhudo Sh. Dastambuev, Director: Education Programs, Open Society Institute - Tajikistan	MOES partnership on cartoons with USAID QRP, UNICEF and OSI	Develop cartoon script for the remaining episodes; assist in producing subtitles for all the episodes.
9 November '15 MOES	Suhrob Aminov, M&E Manager, USAID QRP Aliev Abdujabbor, Head of Department pre-primary and secondary education	Expectations and participants for EGRA Grade 3 instrument development workshop	
10 November '15 RTTI	Barbara Greenwood, COP, QRP Sherali Saidoshurov, Education Manager, USAID QRP Nazirova Latofat, Head of RTTI Kabirov Nurmahmada, Head of Dushanbe TTI	Joint USAID Quality Reading Project and RTTI workshop for Primary Education Methodologists of TTI and DED	Develop workshop Agenda and program
10 November '15 AOE	Sherali Saidoshurov, Education Manager, USAID QRP Nazirova Latofat, Head of RTTI Irina Kholovna, Deputy of the president of AOE Lola Babaeva, Education Specialist, OSI Azizi Aziz, Author of children's books	Writing scripts for the remaining episodes for the animation project	Review and edit developed scripts
11 November '15 USAID QRP	Barbara Greenwood, COP, QRP Kathryn Fleming, DCOP, USAID QRP Zuloby Mamadfozilov, Education Manager, AKF Tajikistan Andrew Cunningham, Education Manager, AKF Geneva	Partnership leveraging	

Date / Location	Attendees	Subject	Follow-up / Notes
13 November '15 US Embassy	Barbara Greenwood, COP, QRP Kathryn Fleming, DCOP, USAID QRP Khadijat Mojidi, Health and Education, USAID Central Asia William Trigg, Education, Health, and D&G, USAID Tajikistan Mavjuda Navieva, Education Specialist, USAID Tajikistan	Project update	Proceed with printing training materials even as draft. Formal approval is unlikely. Follow-up on standards process. More PR events.
19 November '15 MOES	Sherali Saidoshurov, Education Manager, USAID QRP Asror Aliev, Lead Local Consultant, GPE-4 MOES	Collaboration and partnership	Review alignment of the standards with the textbooks, curriculum and IST.
02 December '15 MOES	Sherali Saidoshurov, Education Manager, USAID QRP Aliev Abdujabbor, Head of Department pre-primary and secondary education	Upcoming IST and Mentoring trainings in January 2016	Provide Agenda and program of the trainings for the MOES
3 December '15 NTC	Kathryn Fleming, DCOP, USAID QRP Todd Drummond, Psychometrician, AIR Suhrob Aminova, M&E Manager, USAID QRP Sherali Saidoshurov, Education Manager, USAID QRP Saule Khamzina, Regional M&E Manager, USAID QRP (KG) NTC KG Representatives Khurshed Teshae, Director, NTC	Tour of NTC facilities and meeting with NTC director	Collaboration, EGRA, future NTC capacity building workshops
11 December '15 MOES	Kathryn Fleming, DCOP, USAID QRP Suhrob Aminov, M&E Manager, USAID QRP Pooja Nakamura, Literacy Specialist, AIR MOES representatives	NSED Action Plan for 2015-2017 review	Ensure collaboration including inclusion of EGRA in Action Plan
12 December '15 USAID QRP	Pooja Nakamura, Literacy Specialist, AIR Fayziddin Niyozov, GPE4/QRP Standards Specialist GPE4 Pilot School Teachers	Focus Group	Understand how the pilot Tajik language standards and the available textbooks and reading materials align.
16 December '15 USAID QRP	Kathryn Fleming, DCOP, USAID QRP Pooja Nakamura, Literacy Specialist, AIR Inna Kirilyuk, Alternate COR, USAID Central Asia Mavjuda Nabieva, Education Specialist, USAID Tajikistan	Update and next steps on standards, IST and textbook mapping research	Report expected Spring 2016
16 December '15 USAID QRP	USAID MOES and sub-institutions USAID QRP (see Attachment C)	USAID QRP quarterly updates to the MOES	Discuss the result and present the plans of the USAID QRP

Date / Location	Attendees	Subject	Follow-up / Notes
18 December '15 US Embassy	Barbara Greenwood, COP, QRP Kathryn Fleming, DCOP, USAID QRP Kathleen McDonald, Country Director, USAID Tajikistan William Trigg, Head of Unit, USAID Tajikistan Inna Kirilyuk, Alternate COR, USAID Central Asia Mavjuda Nabieva, Education Specialist, USAID Tajikistan	Project update	Moving forward with book procurement, increased project visibility, enhanced collaboration with MOES sub-institutions.

VI. Challenges and Lessons Learned

Delays in approval for the grade-appropriate Tajik language reading materials from the MOES have delayed the procurement of additional reading materials for USAID Quality Reading Project-supported schools. In order to support the schools during this delay, the USAID Quality Reading Project decided to mobilize communities to donate additional books to the schools where their children study. This initiative was well-received and is making good progress in some of the target schools.

Throughout the course of the project, it has been difficult to build a true partnership with the MOES and its sub-institutions on project activities. A particular challenge was obtaining approval for draft materials and for trainings. After a change in a leadership position at the MOES, the approval process has been more prompt and collaboration has increased, particularly within the MOES primary and secondary education departments and related sub-institutions – AOE, RTTI, the Methodological Training Center, REDs, TTIs, and DEDs – all of which now have a very collaborative and supportive relationship with the USAID Quality Reading Project. The USAID Quality Reading Project is hopeful that new leadership at the MOES will further strengthen the partnership and implementation process.

Consistent and timely school-based mentoring continues to be a challenge because of the limited number of mentors in relation to the large number of schools, and the geographic distribution of schools across Tajikistan. The project continues to engage with district and regional education officials and staff at the TTIs to provide greater support to the schools despite the limited number of primary education literacy methodologists within these institutions. During the next quarter, the Cohort 4 IST will be extended an additional day to provide increased mentoring training to the Master Trainers, and 3-day workshops on mentoring will be held for Cohort 1, 2 and 3 Master Trainers and district and regional primary education methodologists at the district level. The USAID Quality Reading Project hopes that through additional training and collaboration, the consistency and quality of school-level mentoring will improve over the coming year. The project will also continue to invite the primary education methodologists on site visits since ministry officials do not have access to transportation for their own site visits.

VII. Summary of Administrative, Operational and Staffing Issues

Administrative

- Co-location of project staff in Khujand and Rasht education offices continues to be an issue. All other field offices are co-located with the Regional, District or City Education Departments or at regional TTIs. Co-location improves coordination and partnership development. The project continues to liaise with MOES officials in hopes of resolving this issue.

Operations

- The Finance and Administration team is working with the approved publishers to negotiate competitive unit costs to encourage economies of scale for the purchase of the 115 approved titles for distribution to the 1,800 supported schools.
- Procurement of the Asus Nexus 7 (2013) tablets are under negotiations. Tablets for piloting have been shipped to Tajikistan from AIR in Washington, DC.

Project Staffing

- All USAID Quality Reading Project positions, except for the Communications Coordinator, have been filled and started this quarter or will start work in time for the Cohort 4 trainings in January. Recruiting continues for the Communications Coordinator. The project expects to fill this vacant position next quarter.

Table 7: Travel Completed this Quarter

Name of Traveler	Destination (s)	Dates of Travel	Purpose of trip
Snezhanna Ishchuk	Bishkek, KG and Dushanbe, TJ	October 3-10, 2015 and October 10-17, 2015	Finance Training <i>(costs covered by AIR headquarters)</i>
Safina Zoiri	Bishkek, KG	October 4-11, 2015	Regional financial management and training
Barbara Greenwood	Dushanbe, TJ	November 8-13, 2015	Meeting with USAID (Khadijat Mojidi in Tajikistan)
Amy Todd	Bishkek, KG	November 15-27, 2015	M&E and EGRA Planning
Suhrob Aminov	Bishkek, KG	November 15-27, 2015	NTC Capacity Building Workshop
Kathryn Fleming	Bishkek, KG	November 18-20, 2015	M&E and EGRA Planning
Todd Drummond	Bishkek, KG and Dushanbe, TJ	November 21-27, 2015 and November 28-December 5, 2015	<ul style="list-style-type: none"> • NTC Capacity Building Workshop • EGRA Grade 3 Instrument Development Workshop

Name of Traveler	Destination (s)	Dates of Travel	Purpose of trip
Adiba Kosimova NTC TJ Representatives <ul style="list-style-type: none"> • Jamshed Azimov • Evazov Khisrav • Khayrullo Mirzoaminov • Rustam Nazarov • Abduvosid Yuldoshev 	Bishkek, KG	November 22-27, 2015	NTC Capacity Building Workshop
Saule Khamzina NTC KG Representatives <ul style="list-style-type: none"> • Baktygul Shamshidinva • Gulyium Mairikeeva 	Dushanbe, TJ	November 28-December 5, 2015	EGRA Grade 3 Instrument Development Workshop
Pooja Nakammura	Dushanbe, TJ	December 10-17, 2015	Standards, IST and textbook alignment research
Barbara Greenwood	Dushanbe, TJ	December 17-19, 2015	USAID and MOES meetings

VIII. Planned Activities for the Next Quarter (January - March 2016)

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

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

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

1. Print out Russian IST for school-level trainings

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

1. Cohort 1 School-based trainings through roll-out of micro-modules
2. Cohort 2 School-based trainings through roll-out of micro-modules
3. Cohort 3 School-based trainings through roll-out of micro-modules
4. Cohort 4 Master-level and school-based training roll-out of micro-modules

Sub Result 1.4: Strengthen systems for teacher mentoring/coaching

1. Provide mentoring support to Cohorts 1, 2 and 3 teachers

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

1. Finalize and pilot EGRA Grade 3 instrument
2. Work with NTC and MOES to identify pilot schools and data collectors

Intermediate Result 2: Increased availability of reading materials

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

1. Provide support to teachers to create more low-cost material
2. Promote contribution of additional reading materials by parents to schools
3. Procure grade appropriate reading materials as approved by the MOE
4. Develop and rollout book distribution to all project support schools

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

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

1. Print out posters based on the Parents' Guide to Reading at Home
2. Design and conduct community outreach programs
3. Sign a cooperation agreement with Children's Library Association
4. Support Children' Library Association (CLA) to create Mobile Theater and Mobile Libraries at regional level using Book Bank Resources
5. Support Children' Library Association (CLA) to design and plan National Book Day
6. Support MOES to develop, print and disseminate posters that advocate importance of reading, through affiliated agencies

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

- Identify and purchase additional readers/books for creating book bank collection
- Strengthen Reading Buddies in Cohorts 1, 2, and 3 schools

- Resend Camp Reading guide for review and approval to MOES
- Finalize and begin roll out of media campaign

Intermediate Result 4: Increased government support to improve reading

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

1. Regular meetings with MOES and its sub-institutions
2. Meeting with MOES TV Bahoriston to develop a TV show to advocate the importance of reading in school and at home

Sub Result 4.2: Increase capacity to use reading assessment results

3. Finalize and pilot EGRA Grade 3 instrument with NTC
4. Work with NTC and MOES to strengthen their understanding of EGRA and its uses and limitations

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

1. Promoting seminars and conference on reading at regional and district levels
2. Communicate with media to advocate the importance of reading in the primary grades in schools

Table 8. Travel Planned for Next Quarter

Name of Traveler	Destination (s)	Dates of Travel	Purpose of trip
Sherali Saidoshurov	Bishkek, KG	Early February	Community Mobilization Planning, Information Sharing and Site visits
Saule Khamzina	Dushanbe, TJ	Late February TBD	Pilot testing EGRA on tablets
Barbara Greenwood	Dushanbe , TJ	Late February/ Early March TBD	Quarterly Meeting with USAID and MOES
Ada Muoneke Jerome Mindes	Bishkek, KG	March TBD	STTA for Kyrgyz Schools for the Blind
Suhrob Aminov 1 Additional M&E Coordinator	Bishkek, KG	March TBD	Pilot testing EGRA in KG

IX. Progress against Performance Monitoring and Evaluation Plan

Table 9. Performance Monitoring and Evaluation Reporting Table

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q1 FY 2016	% of achievement	Score	Comments
1	Percentage change in proportion of students in program schools who read proficiently according to national standards	Reading skill, performance level, grade, gender, language	Sample-based EGRA	Yearly	29.9%	3% point increase (over baseline)	n/a		n/a	Midterm data collection is in April/May 2016
2*	Proportion of students in intervention schools who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Reading skill, performance level, grade, gender, language	Sample-based EGRA	Yearly	35.6%	15%	n/a		n/a	Midterm data collection is in April/May 2016
Intermediate Result 1: Improved reading instruction in grades 1-4										
3	Percent of teachers/educators gaining knowledge of primary grade reading instruction from training	Gender, cohort, region	Sample-based knowledge pre and post test	At the beginning and end of each training	0	85%	57.2% C1	67%		Reported on test results of Cohort 1 teachers after completing 72 hours IST
4	Percent of teachers demonstrating in the classroom instructional best practices in reading	Gender, region, language	Sample-based classroom observation tool	Yearly	20%	50%	n/a		n/a	Midterm data collection is in April/May 2016
5	Number of primary grade students taught by teachers who have received reading training	Gender, grade	Training roster, school database	Annually	0	181,000	not this quarter		n/a	New number of students will be reported after completing the L3 trainings by teachers C2&3

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q1 FY 2016	% of achievement	Score	Comments
6	Number of schools getting support	Region, type of support (training, material)	Activity roster, school database	According to training schedule	0	1,804 (C1, C2, C3, C4 schools)	1,678 (C1, C2, C3)	93%		Cohort 4 begins January 2016 DRS: 436 Dushanbe: 77 Kulob: 321 Qurghonteppa: 450 Sughd: 392 Zarafshon: 128
7	Number of in-service training packages developed and approved by MOES	Type	Training package, approval document	Annually	n/a	0	Tajik IST approved in PY 1			Achieved in PY 1. Approved by MOES council's resolution #25 from 27/12/2014; Russian IST is pending approval
8*	Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support <ul style="list-style-type: none"> Trainers, MOE/TTI/DED officials Mentors (Deputy Director, methodologists, advanced teacher) Primary grade teachers (except mentors) 	Gender, region, cohort, level of training	Training rosters	According to training schedule	n/a	8,900 6,000 (C2&3 5,655 teachers; C4 345 mentors) C1 pending: 2,900	Total: 2,539 C1L3	33%		The result is for teachers completed 72 hours. C1 and C2 L3 completed in Dec 2014. C2 L3 data collection process is ongoing. C3 L3 is ongoing. C4 begins in Jan 2016. C1 L3: 6,107 (Final) Cohort 1: 9,761 (all levels)
9	Number of teachers/other educators receiving in-service training in reading.	Note: We propose eliminating this indicator moving forward. It is duplicative of indicator 8. Our original thinking was the capture those who get a certificate and can demonstrate successful completion through a final test with indicator 8, where indicator 9 would just mark full attendance. Because the certification system differs by country, and the test is captured in a separate indicator, we do not think indicator 9 adds any new information. The following indicators will keep their original numbering for consistency in reporting.								

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q1 FY 2016	% of achievement	Score	Comments
10	Number of in-service training materials distributed to teachers/other educators.	Type, # of copies	Part of training roster	According to training schedule	0	6,230	3,417	55%		Ongoing. Distribution continues in Jan 2016
11	Number of mentoring guides distributed to mentors	Type, # of copies	Material distribution records	According to training schedule	0	350	3,417 (as a part of IST)	976%		Mentoring Guide was included as a chapter in the IST material & distributed to all teachers/ educators, not only mentors
12	Percent of teachers using results of classroom-based reading assessment	Gender, school language	Sample-based teacher and student questionnaire	Baseline midterm C1, midterm C 2&3, endline	9%	30%	n/a		n/a	Midterm data collection is in April/May 2016
Intermediate Result 2: Increased availability of reading materials										
13	Percentage of schools and communities with adequate number of grade-level-appropriate supplementary reading materials	Region, school, communities, language	Sample-based teacher, librarian and parent questionnaire	Baseline midterm C1, midterm C 2&3, endline	10%	20%	n/a		n/a	Midterm data collection is in April/May 2016
14	Number of supplementary reading materials for grade 1-4 students distributed to schools and communities/libraries	Type, # of copies	Material distribution roster	Annually	0	FY 2016: 150,000; 200,000 (from FY2015)	0			Book list approved by MOES in December. Procurement and distribution planned for next quarter
Intermediate Result 3: Increased out-of-school reading time										
15	Percent of parents whose attitudes towards reading have changed	Region, gender, language	Sample-based parent questionnaire KAP section	Baseline midterm C1, midterm C 2&3, endline	n/a	6%	n/a		n/a	Midterm data collection is in April/May 2016
16	Percent of primary grade students participating in QRP out-of-school reading activities	Gender, language, grade	Activity roster	By schedule of activities	0	50%	0			On going

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q1 FY 2016	% of achievement	Score	Comments
17	Percent of parents/other adults reading non-textbook materials to students at home	Region, gender	Sample-based parent questionnaire	Baseline midterm C1, midterm C 2&3, endline	73%	73%	n/a		n/a	Midterm data collection is in April/May 2016
18	Percent of primary grade students participating in at-home reading program	Region, gender, language, grade	Sample-based parent questionnaire	Baseline midterm C1, midterm C 2&3, endline	70%	85%	n/a		n/a	Midterm data collection is in April/May 2016
19	Number of out-of school reading activities	Region, region, school	Activity roster	By schedule of activities	0	1,695	0			
20	Number of teachers, other educators and community members (including parents) trained and equipped to implement out-of-school reading activities	Region, gender, language	Training activity roster	By schedule of activities/trainings	0	4,525 (5 per school/ community)	41	1%		Out-of-school activity training included in Mentoring Training beginning January 2016
Intermediate Result 4: Increased government support to improve reading										
21*	Number of standardized reading assessments supported by USG	Cohort, Project Year	EGRA	Yearly	0	1	n/a		n/a	In April 2016, not this quarter
22	Number of administrators and officials successfully trained on using reading assessment results	Gender, institutions	EGRA dissemination workshop roster	By workshop schedule	0	0	n/a		n/a	
23*	Number of laws, policies, regulations or guidelines developed or modified to improve primary grade reading programs or increase equitable access.	n/a	Government documents	Annually	0	0	n/a			Achieved in PY 1

X. Success Story



USAID
FROM THE AMERICAN PEOPLE

TAJIKISTAN

SUCCESS STORY

Kulob Schools Build Student Engagement

Schools in Kulob use new teaching methods to improve student engagement



Students show off their work in Kulob, November 2015

I feel like all the students now eagerly anticipate our lessons, and we win respect for using new methods. I like these methods better than other methods because it teaches them to explain their opinions. The lessons engage all pupils and promote reading books.

- Sharipova Guljahon, Grade 3 teacher



Stimulating learning displays in a Kulob classroom

Telling Our Story

U.S. Agency for International Development
Washington, DC 20523-1000
<http://stories.usaid.gov>

The USAID Quality Reading Project works in 340 schools in 10 districts across Kulob, Tajikistan. The project works closely with numerous creative and dedicated teachers. In many schools teachers have organized reading/book corners where students regularly borrow books to read on their own. Teachers have created catalogs of their books and ask the students that have borrowed them questions to make sure that they have understood the content of the book. The USAID Quality Reading Project trainings help primary grade teachers to directly involve students in their learning process, not just as passive recipients of classroom lectures.

Kulob City, School #5 has 21 primary teachers trained through the USAID Quality Reading Project In-service Teacher Training Program. Each teacher uses the methods covered during the Saturday Methodological Union Day trainings and from real-time school-based mentoring and coaching. Ms. Sharipova Guljahon, a teacher who participated in the USAID Quality Reading Project training, has 29 students in her Grade 3 classroom. She uses various activities involving vocabulary, language issues, letter knowledge, phonemic awareness, and comprehension.

Pupils say that when the lessons are interesting they enjoy being at school, and this was clear from the classes seen during project and Ministry staff visits. Teachers work hard to ensure that their classrooms are stimulating learning environments. High-quality displays reinforce learning by showing students where and how to improve their work. There is a productive learning atmosphere because of the strong relationships that teachers have established with their students. In addition, there is a noticeable consistency in the basic routines of classroom teaching. As a result, students understand the purpose of each lesson, and this encourages high levels of engagement. Nearly every teacher told us that before using the USAID Quality Reading Project methods, students were withdrawn and unable to answer questions. During lessons that used the new teaching methods, pupils were actively engaged. They answered all questions and played with other students. Ms. Guljahon said, "I feel like all the students now eagerly anticipate our lessons, and we win respect for using new methods. I like these methods better than other methods because it teaches them to explain their opinions. The lessons engage all pupils and promote reading books." Acting Director of School #5, Ms. Murodova Zebo, said, "there was motivation in the classroom and that is encouraging for the future of our students."

XI. Attachments

Attachment A:

Titles Approved by the MOES for Procurement and Distribution to Project Schools

#	Номгуи китобҳо/Title	Забон/Language	Муалиф ё мураттиб/Author	Нашиёт/Publisher
1	Саргузашти гандум	Тоҷикӣ ва Англисӣ	Абдуурофеъ Рабеъзода	Фонди ОҶОХОН
2	Замбуруғчини	Тоҷикӣ ва Англисӣ	Фируза Хочаназарова	Фонди ОҶОХОН
3	Шукрона ва шаҳпалак	Тоҷикӣ ва Англисӣ	Садафмоҳ Абдулназарова	Фонди ОҶОХОН
4	Баргак ва шамолак	Тоҷикӣ ва Англисӣ	Гулистон Соҳибназарова	Фонди ОҶОХОН
5	Соати сангпушт	Тоҷикӣ ва Англисӣ	Азизи Азиз	Фонди ОҶОХОН
6	Гамбускаки сахи	Тоҷикӣ ва Англисӣ	Латофат	Фонди ОҶОХОН
7	Оқибати бадӣ	Тоҷикӣ	Ҳамроӣ Саидова	Дониш
8	Санҷобаки мағрур	Тоҷикӣ	Ҳамроӣ Саидова	Дониш
9	Се моҳӣ	Тоҷикӣ	Маснавии Маънавӣ	Дониш
10	Рӯбоҳ ва хар	Тоҷикӣ	Маснавии Маънавӣ	Дониш
11	Насиҳати тӯтӣ	Тоҷикӣ	Маснавии Маънавӣ	Дониш
12	Муши мағрур	Тоҷикӣ	Маснавии Маънавӣ	Дониш
13	Хизматгори хирадманд	Тоҷикӣ	Маснавии Маънавӣ	Дониш
14	Каждум ва сангпушт	Тоҷикӣ	Баҳористони Ҷомӣ	Дониш
15	Рӯбоҳ, гург ва сағ	Тоҷикӣ	Баҳористони Ҷомӣ	Дониш
16	Товус ва зог	Тоҷикӣ	Баҳористони Ҷомӣ	Дониш
17	Аз Шоҳнома. Ҳафт хони Рустам	Тоҷикӣ	Шоҳнома	Адиб
18	Афсонаи зан ва дев	Тоҷикӣ	Ғуломова.	Адиб
19	Зинда бод ханда	Тоҷикӣ	М.Миршакар.	Адиб
20	Духтараки бозингар	Тоҷикӣ	М.Неъматзода.	Адиб
21	Маснавӣ 01. Қиссаи охувон шер ва хар	Тоҷикӣ	Маснавии Маънавӣ	Адиб
22	Маснавӣ 02. Қиссаи бозоргон ва тӯтӣ	Тоҷикӣ	Маснавии Маънавӣ	Адиб
23	Маснавӣ 03. Қиссаи гургу рӯбоҳ ва шер	Тоҷикӣ	Маснавии Маънавӣ	Адиб
24	Маснавӣ 04. Қиссаи сӯфӣ ва хари ӯ	Тоҷикӣ	Маснавии Маънавӣ	Адиб

#	Номгуи китобҳо/Title	Забон/Language	Муалиф ё мураттиб/Author	Нашриёт/Publisher
25	Маснави 05. Қиссаи подшоҳ ва ду ғулом	Тоҷикӣ	Маснавии Маънави	Адиб
26	Маснави 06. Қиссаи марди аблаҳ ва хирс	Тоҷикӣ	Маснавии Маънави	Адиб
27	Маснави 07. Қиссаи муш ва шутур	Тоҷикӣ	Маснавии Маънави	Адиб
28	Маснави 08. Қиссаи шағол ва хуми ранг	Тоҷикӣ	Маснавии Маънави	Адиб
29	Маснави 09. Қиссаи мурғ ва сайёд	Тоҷикӣ	Маснавии Маънави	Адиб
30	Маснави 10. Қиссаи рӯбоҳ, шер ва хар	Тоҷикӣ	Маснавии Маънави	Адиб
31	Маснави 11. Қиссаи марди хазинаёфта	Тоҷикӣ	Маснавии Маънави	Адиб
32	Маснави 12. Қиссаи султон ва дуздон	Тоҷикӣ	Маснавии Маънави	Адиб
33	Маснави 13. Қиссаи муш ва қурбоқа	Тоҷикӣ	Маснавии Маънави	Адиб
34	Маснави 14. Қиссаи моргир ва аждаҳо	Тоҷикӣ	Маснавии Маънави	Адиб
35	Маснави 15. Қиссаи беморбинии қар	Тоҷикӣ	Маснавии Маънави	Адиб
36	Маснави 16. Қиссаи марди саҳроӣ ва кӯзаӣ об	Тоҷикӣ	Маснавии Маънави	Адиб
37	Маснави 17. Қиссаи фурӯшанда ва тӯтӣ	Тоҷикӣ	Маснавии Маънави	Адиб
38	Маснави 18. Қиссаи сӯзанзан ва марди булҳавас	Тоҷикӣ	Маснавии Маънави	Адиб
39	Маснави 19. Қиссаи дарвеш ва хари ӯ	Тоҷикӣ	Маснавии Маънави	Адиб
40	Маснави 20. Қиссаи марди камбағал	Тоҷикӣ	Маснавии Маънави	Адиб
41	Шоҳимардон роҳгардон шуд	Тоҷикӣ	С.Садриддин.	Адиб
42	Кавши гурбача	Тоҷикӣ	Т.Азизова.	Адиб
43	Зардушти Спитомон	Тоҷикӣ	Ҳ.Сабоҳӣ	Адиб
44	Ғурак	Тоҷикӣ	Ҳ.Сабоҳӣ	Адиб
45	Деваштич	Тоҷикӣ	Ҳ.Сабоҳӣ	Адиб
46	Спитомони Суғдӣ	Тоҷикӣ	Ҳ.Сабоҳӣ	Адиб
47	Сумбоди Муғ	Тоҷикӣ	Ҳ.Сабоҳӣ	Адиб
48	Хуршеди қорзанҷӣ	Тоҷикӣ	Ҳ.Сабоҳӣ	Адиб
49	Ҳикматҳои Луқмони Ҳаким	Тоҷикӣ	Халқӣ.	Адиб
50	Шамоли сафҳагардон	Тоҷикӣ	Ш.Маҳмадёр.	Адиб
51	Фирӯзачон ҳобидааст	Тоҷикӣ	Абдусалом Дехотӣ.	Адиб

#	Номгуи китобҳо/Title	Забон/Language	Муалиф ё мураттиб/Author	Нашриёт/Publisher
52	Заҳҳок ва Коваи оҳангар	Тоҷикӣ, Форсӣ ва Англисӣ	Аз Шоҳнома.	Адиб
53	Зол ва Симурғ	Тоҷикӣ, Форсӣ ва Англисӣ	Аз Шоҳнома.	Адиб
54	Кайковус ва деви сафед	Тоҷикӣ, Форсӣ ва Англисӣ	Аз Шоҳнома.	Адиб
55	Кӯдакии Рустам	Тоҷикӣ, Форсӣ ва Англисӣ	Аз Шоҳнома.	Адиб
56	Рустам ва Исфандиёр	Тоҷикӣ, Форсӣ ва Англисӣ	Аз Шоҳнома.	Адиб
57	«Афсонаи Бобо Алесия»	Тоҷикӣ	Алес Каплюкевич	Адабиёти бачагона
58	«Ба ҳона меъмон омад»	Тоҷикӣ	Муъаммад Ғоиб	Адабиёти бачагона
59	«Гулбонги навбаъор»	Тоҷикӣ	Гӯлбек Саодатов	Адабиёти бачагона
60	«Дорошоъ ва галабон»	Тоҷикӣ	Ҷикоёт аз «Бӯстон»-и Саъдии Шерозӣ	Адабиёти бачагона
61	«Достони Разми Исфандиёр бо Рустам»	Тоҷикӣ	Абулқосим Фирдавӣ	Адабиёти бачагона
62	«Достони Исфандиёри Руинатан»	Тоҷикӣ	Абулқосим Фирдавӣ	Адабиёти бачагона
63	«Достони Баъроми Гӯр»	Тоҷикӣ	Абулқосим Фирдавӣ	Адабиёти бачагона
64	«Зоғ ва каргаси лофзан»	Тоҷикӣ	Ҷикоёт аз «Бӯстон»-и Саъдии Шерозӣ	Адабиёти бачагона
65	«Лонаи мӯсичаъо»	Тоҷикӣ	Маъид Салим	Адабиёти бачагона
66	«Кабӯтарак»	Тоҷикӣ	Олимхон Исмағӣ	Адабиёти бачагона
67	«Калила ва Димна»	Тоҷикӣ	Абуабдуллои Рӯдакӣ	Адабиёти бачагона
68	«Кӯллаъо»	Тоҷикӣ	Муродалӣ Собир	Адабиёти бачагона
69	«Мурғи каъ-каъа»	Тоҷикӣ	Маъмадшоъи М.	Адабиёти бачагона
70	«Марди дарвеш ва мӯрча»	Тоҷикӣ	«Бӯстон»-и С. Шерозӣ	Адабиёти бачагона
71	«Марди бечора ва шоъ»	Тоҷикӣ	«Бӯстон»-и С. Шерозӣ	Адабиёти бачагона
72	«Марди фозил ва марди фиребгар»	Тоҷикӣ	«Бӯстон»-и С. Шерозӣ	Адабиёти бачагона
73	«Марде, ки фақат айб меъӯяд»	Тоҷикӣ	«Бӯстон»-и С. Шерозӣ	Адабиёти бачагона
74	«Мори сафед»	Тоҷикӣ	Н. Зайниддинов	Адабиёти бачагона
75	«Роъе ба сӯи Бӯстон»	Тоҷикӣ	Саъди Шерозӣ	Адабиёти бачагона
76	«Рӯбоъ ва хурӯс»	Тоҷикӣ	Афсонаи мардумӣ	Адабиёти бачагона
77	«Љавонмард ва зиндонӣ»	Тоҷикӣ	«Бӯстон»-и С. Шерозӣ	Адабиёти бачагона

#	Номгуи китобҳо/Title	Забон/Language	Муалиф ё мураттиб/Author	Нашриёт/Publisher
78	«Ӣотами Той ва аспӣ ў»	Тоҷикӣ	«Бӯстон»-и С. Шерозӣ	Адабиёти бачагона
79	Ӣикоёт ва Ӣикматҳо аз « Гаршоспнома»	Тоҷикӣ	Асадии Тӯсӣ	Адабиёти бачагона
80	«Тавонгар ва ғами бенавоён»	Тоҷикӣ	«Бӯстон»-и С. Шерозӣ	Адабиёти бачагона
81	«Чаро шамолак вазид»	Тоҷикӣ	Лӯра Ӣошимӣ	Адабиёти бачагона
82	«Чистонҳо»-1	Тоҷикӣ	Азизи Азиз	Адабиёти бачагона
83	«Чистонҳо»-2	Тоҷикӣ	Азизи Азиз	Адабиёти бачагона
84	«Чистонҳо»-3	Тоҷикӣ	Азизи Азиз	Адабиёти бачагона
85	«Чистонҳо»-4	Тоҷикӣ	Азизи Азиз	Адабиёти бачагона
86	«Чистонҳо»-5	Тоҷикӣ	Азизи Азиз	Адабиёти бачагона
87	«Чистонҳо»-6	Тоҷикӣ	Азизи Азиз	Адабиёти бачагона
88	«Чистонҳо»-7	Тоҷикӣ	Азизи Азиз	Адабиёти бачагона
89	«Чистонҳо»-9	Тоҷикӣ	Азизи Азиз	Адабиёти бачагона
90	Цавон ва гусфанд	Тоҷикӣ	«Бӯстон»-и С. Шерозӣ	Адабиёти бачагона
91	Нахудақ	Тоҷикӣ	Афсонаҳои халқи	"Маориф"-и ВМИ
92	Чаро шамолак вазид	Тоҷикӣ	Чура Ӣошимӣ	"Маориф"-и ВМИ
93	Озода шав	Тоҷикӣ	Наримон Бақозода	"Маориф"-и ВМИ
94	Муқаддасоти ватан	Тоҷикӣ	Салоҳиддинзода Н.	"Маориф"-и ВМИ
95	Мошон	Тоҷикӣ	Ӣабибулло Имоӣ	"Маориф"-и ВМИ
96	Сурудаке дар бораи ҳарфи "О"	Тоҷикӣ	Чура Ӣошимӣ	"Маориф"-и ВМИ
97	Афсонаҳои бобои "Алифбо"	Тоҷикӣ	Лутфуллоев М.	"Маориф"-и ВМИ
98	Афсонаҳои халқи тоҷик "А"	Тоҷикӣ	Афсонаҳои халқи	"Маориф"-и ВМИ
99	Афсонаҳои халқи тоҷик "Ф"	Тоҷикӣ	Афсонаҳои халқи	"Маориф"-и ВМИ
100	Афсонаҳои халқи тоҷик "С"	Тоҷикӣ	Афсонаҳои халқи	"Маориф"-и ВМИ
101	Афсонаҳои халқи тоҷик "О"	Тоҷикӣ	Афсонаҳои халқи	"Маориф"-и ВМИ
102	Афсонаҳои халқи тоҷик "Н"	Тоҷикӣ	Афсонаҳои халқи	"Маориф"-и ВМИ
103	Афсонаҳои халқи тоҷик "А"	Тоҷикӣ	Афсонаҳои халқи	"Маориф"-и ВМИ

#	Номгуи китобҳо/Title	Забон/Language	Муалиф ё мураттиб/Author	Нашриёт/Publisher
104	Ҳафт хони Рустам	Тоҷикӣ	Шоҳнома	"Маориф"-и ВМИ
105	Достони Рустам ва Сухроб	Тоҷикӣ	Шоҳнома	"Маориф"-и ВМИ
106	Достони Симурғ ва Зол	Тоҷикӣ	Шоҳнома	"Маориф"-и ВМИ
107	Достони Каюмаср ва авлоди ӯ	Тоҷикӣ	Шоҳнома	"Маориф"-и ВМИ
108	Достони Сиёвуш	Тоҷикӣ	Шоҳнома	"Маориф"-и ВМИ
109	Достони Бежан ва Манижа	Тоҷикӣ	Шоҳнома	"Маориф"-и ВМИ
110	Достони Бахроми гӯр	Тоҷикӣ	Шоҳнома	"Маориф"-и ВМИ
111	Достони разми Исфандиёр бо Рустам	Тоҷикӣ	Шоҳнома	"Маориф"-и ВМИ
112	Мебояд дид ё мебояд писандид	Тоҷикӣ	Хусайн Толиб	"Маориф"-и ВМИ
113	Садпанди Лукмони Ҳаким	Тоҷикӣ	Халқӣ.	"Маориф"-и ВМИ
114	Ҷойгоҳи Унсурҳои нутқ дар Алифбо	Тоҷикӣ	Луфуллоев М	Сиффат
115	Панднома	Тоҷикӣ	Ф. Ағтор	"Маориф"-и ВМИ

Attachment B:

Press Statement – 11 October 2015 Shurabad Teacher’s Day Event



PRESS STATEMENT

USAID Quality Reading Project and Aga Khan Foundation, Tajikistan celebrated Teacher’s Day in Shurabad district of Khatlon

Shurabad, Khatlon Region. Friday, October 11, 2015. The United States Agency for International Development (USAID) Quality of Reading Project and ESCOMIAD project of the Aga Khan Foundation, Tajikistan (AKF, Tajikistan) celebrated the Teacher's Day with the students and teachers in Shurabad district of Khatlon Region.

Shurabad is one of the targeted districts which is benefitting from the intervention of the both the USAID Quality Reading Project and ESCOMIAD Project funded in part by USAID. The USAID Quality Reading Project and ESCOMIAD projects are implemented by the American Institutes for Research (AIR) and AKF, respectively.

The event was attended by Mr. Daryl Martyris, USAID Tajikistan Acting Country Director, Mavjuda Nabieva, USAID Education Management Specialist, Mr. Alimardon Safarmad, Deputy of the Head of Regional Education Department of Khatlon Region, Mr. Rozik Sodikov, Head of District Education Department of Shurabad district, Mr. Mahmaddullo Lutfulloev, academician of the Academy of Education, Mr. Zuloby Mamadfozilov, Manager of Education Programme of the Aga Khan Foundation Tajikistan, Mr. Amin Virani, AKF, Tajikistan's ESCOMIAD Program Coordinator, Ms. Kathryn Fleming, Deputy Chief of Party and Country Director of the USAID Quality Reading Project, and schools' teachers and students.

In the opening speech Mr. Daryl Martyris noted, “The reason for gathering here today is to celebrate Teachers' Day and to pay tribute to the teachers for their hard efforts of making of this nation’s future. I am happy today to be here with my colleagues to represent USAID. For 13 years, USAID has been working in the area of education in Tajikistan in partnership with Government of Tajikistan to support education reforms. USAID is working in Shurabad since 2012 and we work with the district authority to ensure that the teacher of this district are equipped with modern teaching techniques and practices and so that students have access to quality education and can improve their reading skills.”

Mr. Alimardon Safarmad, Deputy of the Head of Regional Education Department of Khatlon Region congratulated the participants with the Teachers' day noted that: "On behalf of Regional Education Department, I would like to express my gratitude to the USAID and organisations which implementing the Quality Reading and ESCOMIAD Projects for their hard and effective work during the implementation process. Their efforts, approaches and developed modules are effective in raising the quality of reading and teachers' professional development and the high performance of students benefiting from the projects is testimony to their good progress. I am aware of implementing process and all materials developed under the projects and taking this opportunity I ask the teachers and students to try their best to make a good use of the intervention".

Mr Mahmadullo Lutfulloev, academician of the Academy of Education who is involved in the realisation of USAID Quality Reading Project as a consultant thanked the project for their work and added that: "What are the students being taught is very important. It forms their future and serves as a foundation for their future professions no matter what they will be".

The second part of the event was devoted to the presentations of teachers who benefits from the intervention of the USAID Quality Reading Project and Relevance Pedagogy Projects. At the end of the ceremony, awards were presented to the teachers who were involved in the projects and have provided leadership in teaching in Khatlon and Shurabad. AKF Tajikistan provided one set of books (27 books per set) for 52 schools of Shurabad district as a gift. The USAID Quality Reading Project provided the Tajik language In-Service Teacher Training Manual to all teachers and schools attending the event.

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Attachment C:
Meeting Minutes



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MEETING MINUTES
MOES/USAID/QRP Quarterly Meeting

Meeting Date: 16th December 2015

Meeting Place: USAID Quality Reading Project office, 130 Mirzo Tursunzoda St., Dushanbe

Meeting Time: 14:00 - 16:00 p.m.

Meeting Duration: 2 hours

Attendees: (16)

Representatives from MOES Partners

No	Name	Position	Organization
1	Abdujabbor Aliev	Head of Primary and Secondary Education Department	Ministry of Education and Science (MOES)
2	Khurshed TeshaeV	Director	National Testing Center
3	Irina Karimova	Vice President	Tajikistan Academy of Education
4	Asror Aliev	Lead Local Consultant	MOES Global Partnership for Education-4 (GPE-4)
5	Tojiddin Karimov	Representative of Deputy Rector	Republican Teacher Training Institute (RTTI)
6	Saodat Kamolova	Deputy Director	Educational Development Institute
7	Zebo Alieva	Head of Center	Dushanbe Education Department M&E
8	Sabzali Jafarov	Deputy Director	National Testing Center
9	Latofat Nazirova	Director	RTTI

The United States Agency for International Development Quality Reading Project

No	Name	Occupation	Organization
1	Kathleen McDonald	Country Director	USAID/Tajikistan
2	Mavjuda Nabieva	Education Management Specialist	USAID/Tajikistan
3	William Trigg	Team Leader for Democracy and Governance, Health and Education	USAID/Tajikistan
3	Inna Kiriluk	Assistant to Education Department	USAID/Central Asia
4	Kathryn Fleming	Country Director in Tajikistan	USAID Quality Reading Project
5	Sherali Saidashurov	Program Manager	USAID Quality Reading Project
6	Suhrob Aminov	Monitoring and Evaluation Manager	USAID Quality Reading Project
7	Salima Imomnazarova	Community Mobiliser Officer	USAID Quality Reading Project

Meeting purpose: To discuss the results of USAID QRP implementation in cooperation with MOES. To deliver USAID QRP quarterly updates to the MOES. To introduce USAID QRP plans for the coming year to MOES.

Mr. Aliev Abdujabbor, Head of Primary and Secondary Education Department, MOES

Welcomed the participants and conveyed his regards to the organizers.

Sketched MOES efforts to adopt competency-based standards in an effort both to improve the quality of education in Tajikistan, and to conform to international best practices.

Noted that USAID QRP has contributed significantly to the development of primary-grade reading standards. MOES, working in concert with GPE-4, has further developed curriculum standards. A pilot program of 55 schools and 469 teachers are implementing the new Ministry-approved curriculum standards.

Noted that primary- and secondary-school directors have made some recommendations regarding the curriculum modules.

Expressed support for the concept of standards-based teaching as presented by the consultant Faizidin Niyozov during a conference held in Washington, D.C. Mr. Abdujabbor indicated that Mr. Niyozov may be called upon to offer his knowledge and experience as the project progresses.

Pointed out that the introduction of new standards requires the use of a specific methodological approach. Accordingly, the GPE-4 and MOES collaboration decided to implement certain monitoring and evaluations programs in advance of the introduction of the new standards.

Described the results achieved to date by USAID QRP, in partnership with GPE-4, as fitting within the schema of national strategic educational goals. Those goals inform the guidelines for education policy until 2020. Primary-grade teachers have been participating in trainings over the course of the past two years, in line with the joint plan of action. The number of Master Trainers has reached 2603, meaning that 6632 teachers now have the opportunity to participate in trainings at their home institutions.

Noted that in January 2016, USAID QRP intends to hold master trainings in 126 schools within the Districts of Republican Subordination. This is the first time trainings have been held in these districts.

Noted that MOES and USAID QRP are cooperating on the development, standardization, and provision of books and additional reading materials for primary grades, and the standard for the primary grade would be developed. A list of proposed books has been presented to MOES, and 115 books were approved to be provided to schools. The books will reach children's hands as soon as the procurement process is settled.

USAID QRP has also provided 165 schools in Kulob with reading materials and books. Mr. Adbujabbarov reported that schools are making use of the provided material.

Recalled that USAID had proposed producing a cartoon in order to raise public awareness of the importance of reading. With the support of other donors, MOES plans to help bring this proposal to fruition.

Further emphasized the necessity for continued close cooperation in order to adopt the project goals within the framework of Tajikistan's national development strategy. He anticipated future cooperation with USAID QRP, and other stakeholders.

Ms. Kathleen McDonald, Country Director, USAID Tajikistan

Thanked MOES representatives for finding time to gather for the USAID QRP quarterly updates meeting.

Expressed her enthusiasm to continue working with MOES, GPE-4 to modernize education in Tajikistan. Advised that this meeting had been called in order that QRP representatives be able to discuss results of the past quarter and to present plans for the coming year. Encouraged attendees to state their honest opinions about USAID QRP's work to date. Emphasized the rich cultural and educational heritage of the Tajik people, and closed her remarks by quoting a *beit* from Jomi.

Mr. Asror Aliev, GPE-4 Consultant

Discussed the framework common to both USAID QRP and GPE-4 activities. Both projects aim to develop reading materials and improve the quality of education in Tajikistan, which is a strategic objective in the years 2015-20.

Noted that USAID QRP had proposed to review and develop standards for mother-tongue and mathematical instruction in grades 1-4, and to implement those standards by way of In-Service Teacher Trainings.

MOES also decided to pilot a home-grown competency-based standards program, GPE-4. Mr. Aliev praised USAID's support of the GPE-4 project to develop primary- and secondary-school competency-based standards.

Recent trainings overseen by the Tajikistan Academy of Education were piloted with the support of the Republican Teacher Training Institute. Pilot programming is taking place in 55 schools, and the rest of the schools will begin participating in trainings in January 2016, so that by September of that year, roughly 32,000 teachers will have been exposed to competency-based standards training.

Ms. Irina Kholovna, Vice President, Tajikistan Education Academy

Thanked meeting organizers. Recalled that when USAID QRP began working, its goals and methodologies were unclear to MOES, and was therefore viewed with increased scrutiny. "However, all of us know that whatever is new is always challenging and questioned." The fact that this meeting is taking place shows how far USAID QRP has come in both communicating with MOES and implementing its objectives successfully. Pointed to MOES participation in trainings as key to building support for the project. "Even though the temperature was low outside, the discussion was engaging. It was clear that the teachers were eager to learn more in order to more effectively teach their students."

Requested that USAID QRP take into consideration the following proposals to increase the sustainability of future projects: (1) integration of USAID QRP reading standards into all primary-grade subjects; (2) increasing the number of schools; and (3) incorporating teachers of higher grades into the project.

Ms. Mavjuda Nabieva, Education Management Specialist, USAID/Tajikistan

Asked MOES to consider providing certification to teachers who have become trainers in order to further those teachers' careers.

Ms. Zebo Alieva, Head of Center, Dushanbe Education Department M&E

The suggestion for trainer certification will be discussed internally. Noted that the extent to which trainers have become "experienced trainers" with a "certain control" would be reviewed.

Ms. Kathryn Fleming, DCOP/Country Director, USAID Quality Reading Project Tajikistan

Thanked all attendees for their presence, and for their participation in and commitment to the project throughout the year. Expressed regrets that Chief of Party Barbara Greenwood was unable to attend this meeting due to her hosting the U.S. Ambassador and MOES in Kyrgyzstan.

Pointed to USAID QRP's fruitful partnership with MOES over the past two years in the course of emphasizing recent successes:

1. 15-16 December 2015, joint training workshop led by Tajikistan Education Academy and RTTI;
2. consultant visit from Dr. Pooja Nakamura regarding textbook- and competency-based standards research;
3. the completion of the first focus group training with GPE-4 on competency-based standards, the results of which will be analyzed and shared between MOES, GPE-4 and USAID in the coming month;

4. recent agreement on procurement of the reading list for primary grades, regarding which USAID QRP is currently engaged in cost negotiations with publishers; and
5. completion of Cohort 1 trainings, near-completion of Cohort 2 trainings this month, and the expectation that Cohort 3 will begin trainings in January.

Re-emphasized that the project's success depended on cooperation and open lines of communication, and entreated MOES representatives to contact her in case of recommendations and requests.

Ceded the floor to Sherali Saidoshurov and Suhrob Aminov for a presentation.

Presentation (attached)

Sherali Saidashurov, Education Program Manager, USAID Quality Reading Project

Suhrob Aminov, Monitoring and Evaluation Manager, USAID Quality Reading Project

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Prepared By Salima Imomnazarova, Community Mobilization Officer, USAID Quality Reading Project



Ministry of Education and Science of
the Republic of Tajikistan

USAID Quality Reading Project Tajikistan



2015 Project Update

December 2015

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Ministry of Education and Science of
the Republic of Tajikistan

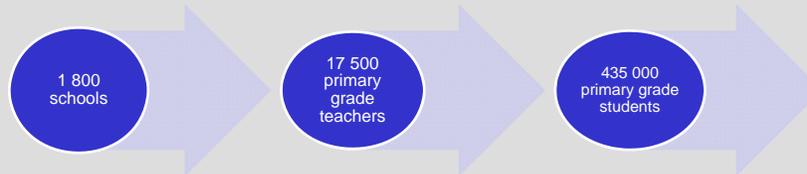
Goals: Reading levels increased among grade 1-4 students

- IR 1: Improve reading instruction in Grades 1-4
- IR 2: Increased availability of reading materials
- IR 3: Increased out-of-school reading time
- IR 4: Increased government support to improve reading

USAID Quality Reading Project is implementing on a basis of Letter of Cooperation between MOES and USAID, July 25, 2013

Duration of the project: July 2013 – October 2017

In Tajikistan, the USAID Quality Reading Project covers:



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Intermediate Result 1: Improved reading instruction in grades 1-4 Sub Result 1.2. Design in-service training (IST) package

- Specialist from the Republican Teacher Training Institute (RTTI) and the Academy of Education (AOE) reviewed the IST package for Tajik primary schools, it then was approved in January by the MOES Education and Collegium Boards (27.12.2014, # 25/25);
- AOE and RTTI specialists reviewed Russian IST package. Materials were sent for approval to MOES (30.04.2015);
- USAID Quality Reading Project is working with GPE 4 to revise the structure of the competency-based standards for all subjects and grades including Russian and Tajik. This includes:
 - Drafted an 18-hour In-Service-Training on Reading Standards (separate from the 72-hour IST training on for reading instruction and pedagogy);
 - Drafted a syllabus guide for teachers to accompany the reading standards in Tajik and Russian.

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Sub Result 1.3 Conduct In-Service Trainings for teachers and other educators

	Cohort 1	Cohort 2	Cohort 3	TOTAL
Number of Schools	938	387	455	1,678
Master-level Training (DDs, HMUs, and Teachers)	2,716	1,133	1,420	5,269
School-level Training: Tajik	3,568 <i>(verified)</i> 2,193 <i>(verification pending)</i>	2,286 [†]	4,016	9,870 <i>(12,063)</i>
School-level Training: Russian	N/A	353	N/A	353

[†] Numbers in Blue are estimates

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Intermediate Result 2: Increased availability of reading materials



Reading Corner



Books created by teachers

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Intermediate Result 3: Increased Out-of-School Reading Time

- Reading Competition among primary grades;
- Guide for Parents and Families on the Importance of Reading with Children at Home;
- Reading Camp Guide and pilot.



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2015 midterm evaluation

- Paper questionnaires were entered and cleaned, June-July, 2015;
- Data were processed and analyzed, July-October, 2015;
- Report writing completed by the end of November 2015;
- Updated presentation of EGRA indicators for Baseline EGRA 2014.

- *Midterm review was conducted in 66 school of Cohort 1 (33 treatment and 33 control schools)*
- *Instruments applied: Classroom observation, teacher, parent, librarian and student interviews*

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2015 Midterm Results

- 67% (650) of teachers/educators gained knowledge of primary grade reading instruction from training (Cohort 1);
- 99% (258) of teachers demonstrated in the classroom instructional best practices in reading;
- 46% (257,883) primary grade students of target regions taught by teachers who have received reading training;
- 55% (1,678) schools in target region receiving support (Cohorts 1-3);
- 100% (14,342) in-service training materials distributed to teachers/other educators and 15,109 mentoring guides distributed;
- 82% (258) of teachers are using results of classroom-based reading assessment;
- 37% (664) of parents' attitudes towards reading have changed;

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2015 Midterm Results

- 15% (66) of schools and communities have adequate number of grade-level-appropriate supplementary reading materials;
- 240 supplementary reading materials for Grade 1-4 students distributed to schools and communities/libraries
- 25% of primary grade students participated in USAID Quality Reading Project out-of-school reading activities
- 45.5% (664) of parents/other adults read non-textbook materials to students at home;
- 103% (1,706) of out-of-school reading activities
- 8% (1,510) teachers, other educators and community members (including parents) trained and equipped to implement out-of-school reading activities.

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M&E Activities

- Capacity building with National Testing Center;
- Post-tests administered at Cohort 1 schools;
- Conducted pre- and post-tests at Cohorts 2 & 3 - Level 2 IST;
- Teachers trained in data quality and reporting;
- Collaboration with regional and district education departments.



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Next Steps

- Finalize EGRA instruments for 2016 midterm evaluation;
- Approval and support in piloting the instruments in March 2016;
- Preparation and midterm data collection with the MOES and NTC in April-May 2016 through tablets;
- National Testing Center (NTC) capacity building.



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Upcoming activities

- IST Training for Cohort 4;
- Mentoring training for Cohorts 1-3 schools;
- Additional reading material procurement and dissemination;
- Animation development in collaboration with UNICEF and OSI;
- Community outreach programs through media and Family Guide.

	Cohort 4 <i>(estimate)</i>
Number of Schools	126
Master-level Training (DDs, HMUs, and Teachers)	428
School-level Training: Tajik	638
School-level Training: Russian	N/A

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Ташаккур!!

Иҷрои лоиҳаи мазкур бо кӯмаки мардуми Амрико тавассути Оҷонсии рушди байналхалқии ИМА (USAID) амалӣ карда мешавад. Мундариҷаи маводҳои дар ҷорчӯбҳои лоиҳа таҳияшуда моликияти Пажӯҳишгоҳҳои тадқиқотии Амрико (AIR) ва “Наҷоти кӯдакон” буда, метавонад аз нуқтаи назари USAID ва ё ҳукумати ИМА фарқ кунад.

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