



USAID | **CENTRAL ASIA**
FROM THE AMERICAN PEOPLE

USAID Quality Reading Project (QRP) - Tajikistan Quarterly Report

January – March 2016



April 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
January 2016 – March 2016**

Submitted by:

American Institute for Research

April 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

A.	USAID Award Number	<i>Contract No. AID-176-C-13-00001-00</i>
B.	USAID Project Title	USAID Quality Reading Project (QRP)
C.	USAID Program Area and Program Element	Education (program area 3.2) Basic Education (program element 3.2.1)
D.	Descriptive Title	Quarterly Report: January 2016 – March 2016 Tajikistan
E.	Author's Name	Barbara Greenwood, Chief of Party Kathryn Fleming, Deputy Chief of Party Jerome Mindes, Project Manager
F.	Contractor's Name	American Institutes for Research 1000 Thomas Jefferson Street NW Washington, DC 20007 Telephone: 202-403-5384 Contact: jmindes@air.org ; bgreenwood@air.org
G.	Sponsoring USAID Operating Unit and COR	Health and Education Office USAID/Central Asia Amy von Keyserling Scott, Ph.D.
H.	Date of Publication	April 2016
I.	Language of Document	English

Table of Contents

DEC Submission Requirements	i
Acronyms	iii
I. Activity Summary.....	1
II. Executive Summary.....	2
III. Description of Accomplishments and Program Objectives (January 2016 – March 2016).....	3
IV. Progress against Work Plan	16
V. Coordination with host governments, donors and implementing partners.....	28
VI. Challenges and Lessons Learned	30
VII. Summary of Administrative, Operational and Staffing Issues.....	31
VIII. Planned Activities for the Next Quarter (April – June, 2016)	32
IX. Progress against Performance Monitoring and Evaluation Plan	34
X. Photo Essay	38
XI. Attachments	40
Attachment A: Lessons Learned from EGRA Pilot.....	41
Attachment B: USAID Quality Reading Project Organizational Chart	43

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
EGRA	Early Grade Reading Assessment
GPE	Global Partnership for Education
HMU	Head of Methodology Unit
IST	In-Service Teacher training
MOES	Ministry of Education and Science
M&E	Monitoring and Evaluation
NTC	National Testing Center
QRP	Quality Reading Project
RMC	Republican Methodological Center
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
Full Contract	
Total Estimated Contract/Agreement	\$19,706,184
Obligation to date	\$19,706,184
Total Expenditures at beginning of Quarter (January 1, 2016)	\$9,568,548
Quarter Accrued Expenditures (Jan 2016 – March 2016)	\$828,955
Cumulative Accrued Expenditures to Date (March 2016)	\$10,397,503
Estimated Expenditure, Next Quarter (April 2016 – June 2016)	\$1,566,000
Tajikistan	
Total Estimated Contract/Agreement	\$10,295,575 (Modification #3)
Obligation to date	\$10,295,575 (Modification #3)
Total expense at beginning of Quarter	\$5,157,046
Quarter Accrued Expenditures (January - March 2016)	\$530,864
Cumulative Accrued Expenditures to Date (March 2016)	\$5,687,910
Estimated Expenditure, Next Quarter (April – June 2016)	\$1,035,400

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.

USAID Quality Reading Project in close collaboration with the Global Partnership for Education 4 (GPE-4) project is working to finalize competency-based standards and In-Service Teacher trainings (IST) for Mother Tongue. In order to meet the May 31, 2016 deadline specified by Ministry of Education and Science (MOES) for the development of these materials, and to begin the process of obtaining approval, Deputy Minister Ms. Latofat Naziri and GPE-4 team requested that the USAID Quality Reading Project support GPE-4 in reviewing piloted competency-based standards and IST in a seven-day workshop. The workshop was developed jointly by the USAID Quality Reading Project and GPE-4 teams, and was held March 14-20 in the Dushanbe Teacher Training Institute (TTI). Five days of the workshop were dedicated to reviewing the competency-based standards for Mother Tongue; in the last two days participants reviewed IST material for Mother Tongue modules.

In alignment with the USAID Quality Reading Project's work plan, IST was conducted for 124 Cohort 4 schools in January 2016. Cohort 4 schools were included with the approved contract modification. The January training for Cohort 4 also included sessions on Mentoring, Reading Buddies and the importance of reading with children in the family. In spite of the cold, wintery weather, participation rates were high, at almost 95% of invitees.

In addition to the Level 2 trainings for Cohort 4, in January 2016, a 3-day Mentoring Training was conducted for Cohorts 1 and 2 schools. One of the main objectives of this training was to assess and evaluate the success of Level 3 (school-level) training. During discussion sessions, Cohort 1 and 2 schools shared their successes and challenges in conducting IST in their schools. During the workshop, the USAID Quality Reading Project provided comprehensive explanations and practical sessions to help address the challenges identified by the Master Trainers. The USAID Quality Reading Project conducted a planning session with the Master Trainers in which they jointly drew up a program for 24 additional Methodological Union Day trainings. Through additional training, group work, and experience sharing, the project hopes to improve the quality and frequency of school-based mentoring.

In order to strengthen importance of the Reading Buddies approach, a session based on the Reading Buddies Guide was conducted during the Cohort 4 IST for Master Trainers, who in turn will share their knowledge with other teachers at the school-level IST. For Master Trainers from Cohorts 1, 2 and 3, this session was conducted during the above-mentioned Mentoring Training. The Reading Buddy approach was acknowledged as a valuable mechanism to support students who are struggling with basic literacy.

Based on the Parents' Guide, the USAID Quality Reading Project conducted sessions emphasizing the crucial role of parents and family in children's literacy during the Level 2 IST for Cohort 4 Master Trainers, and held similar sessions embedded within the Mentoring Trainings for Cohorts 1, 2 and 3. After the trainings, Master Trainers began to conduct sessions with other teachers on how to spread the messages of the Parents' Guide. From February 2016, primary teachers conducted sessions from the Parents' Guide on "The Importance of Reading

with Children at Home” during the parents’ quarterly meetings and realized that parents are receiving the message with great interest.

The project worked with the MOES and the National Testing Center (NTC) to finalize all of the 2016 Early Grade Reading Assessment (EGRA) and Monitoring and Evaluation Midterm Data Collection Instruments. The project piloted the instruments in eight schools in Dushanbe and Vahdat and practiced using the tablets to streamline digital data collection. Lessons learned from the pilot are being used to improve the instruments and data collection and supervisor training for the April/May 2016 data collection period.

III. Description of Accomplishments and Program Objectives (January 2016 – March 2016)

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 Days. This quarter, Cohort 4 completed Level 2 Master Training in January and IST at school-level have commenced. IST at school-level also continue for Cohort 3. Cohort 1 and 2 have officially completed their 72-hours of school-level training and the schools are finalizing their reporting to the USAID Quality Reading Project and the MOES. Cohort 1 Master Trainers received an additional 3-days of refresher training on mentoring, during which they made independent plans to continue reviewing the USAID Quality Reading Project methods during their Saturday Methodological Union days.

Due in large part to the close collaboration and growing positive rapport between the USAID Quality Reading Project and the MOES, the project’s Parents’ Guide on the “Importance of Reading with Children in the Family” was approved for printing and dissemination in project schools and communities. Community-engagement trainings based on the approved guide were conducted for teachers from Cohorts 1-4. These trainings coached teachers how best to interface with parents and community members to encourage early-grade reading. In addition, a librarian training module was developed in close collaboration with the USAID/Aga Khan Foundation (AKF) Family Reading Project, and ten 1-day trainings were conducted for project school librarians in Khatlon. By collaborating with AKF, it ensures a unity of vision and implementation to reduce confusion and ensure greater sustainability through universal adoption.

The USAID Quality Reading Project has also developed six short public service announcements/commercials. The films emphasize the importance of reading with the children in the family and will be shown on national and local television stations upon final MOES approval. The films were reviewed and approved by USAID Tajikistan communications and education departments, and a Deputy Minister has praised their quality and content.



District Education Department Methodologist Safarmamad Alimardonov helped to facilitate a USAID Quality Reading Project-organized librarian training in Qurghontepa in March

The USAID Quality Reading Project has closely collaborated with the MOES and its sub-institutions in all stages of project implementation.

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

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

Sub Result 1.1: Conduct a baseline qualitative analysis

BASELINE COMPLETED – Report submitted March 2014.

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

Grades 1-4 Reading Standards

The USAID Quality Reading Project in close collaboration with GPE-4 is working to finalize competency-based standards and IST for Tajik Mother Tongue. In order to meet the May 31, 2016 deadline specified by MOES for the development of these materials, and to begin the process of obtaining approval, Deputy Minister Ms. Latofat Naziri and the GPE-4 team requested that the USAID Quality Reading Project support GPE-4 in reviewing the piloted competency-based standards and IST in a seven-day workshop. The



USAID Quality Reading Project and GPE-4 workshop to review and finalize the Tajik language competency-based standards

workshop was developed jointly by the USAID Quality Reading Project and GPE-4 teams, and was held March 14-20, 2016 in the Dushanbe Teacher Training Institute (TTI).

In her opening remarks at the workshop, Deputy Minister Naziri emphasized the importance of reviewing the piloted competency-based standards, and noted that the IST and additional supplementary reading materials developed by the USAID Quality Reading Project added to the competency-based standards for Mother Tongue. She acknowledged the close collaboration of the USAID Quality Reading Project with the MOES and GPE-4 in the development of the competency-based standards and IST on Mother Tongue, and appreciated the USAID Quality Reading Project's willingness to assist the MOES in conducting the workshop to finalize the standards. She also emphasized the importance of the USAID Quality Reading Project's input in the development of the competency-based standards for primary education and requested

that GPE-4 not duplicate the work of the USAID Quality Reading Project, but rather use the material developed by the project.

Workshop participants hailed from all the regions of Tajikistan and reviewed the material based on the context and content. Five days of the workshop were dedicated to reviewing the competency-based standards for Mother Tongue; in the last two days, participants reviewed the IST material for Mother Tongue modules.

In-service teacher training (IST) package

The IST for Tajik and Russian as Mother Tongue language of instruction are completed and approved by the MOES. Deputy Minister Niziri approved the Russian IST based on the approval of the Tajik IST package in December 2014 as both packages went through the same process and review procedures within the Academy of Education (AOE), the Republican Teacher Training Institute (RTTI) and the Collegium. The final approved Russian package has been printed and distributed to all primary Russian teachers in project-supported schools.

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

In alignment with the USAID Quality Reading Project’s work plan, IST was conducted for 124 Cohort 4 schools in January 2016. Cohort 4 schools were included with the approved contract modification. The MOES and District Education Departments (DED) noted that the quality of the trainings continues to increase as the USAID Quality Reading Project gains more experience conducting IST and the project strengthens its collaboration with MOES affiliates. The

In my own words

The quality of the USAID Quality Reading Project IST is getting better after every training. National Trainers’ capacity is improving after each training as we get feedback from participants on the quality of the training. Participants are skilled and knowledgeable in the primary education sphere, TOT material is updated after every comment provided by trainers, and trainings are well organized in terms of logistics. DEDs and teachers are very pleased to work with the project in addition to their preexisting workload.

- Head of Primary Education Department, Khatlon

head of the Primary Education Department of Khatlon acknowledged that based on his observations during the trainings, the quality of the USAID Quality Reading Project IST has increased. Most of the National Trainers were methodologists from the RTTI, TTIs, Republican Methodological Center (RMC), AOE and DEDs. Before the IST, National Trainers went through refresher Training-of-Trainers (TOT) workshop. The January training for Cohort 4 also included sessions on Mentoring, Reading Buddies, and the importance of reading with children in the family. In spite of the cold, wintery weather, participation rates were high, at almost 95% of invitees. For more detail, see Table 1.

Table 1. Participants in Cohort 4 Master Level (Level 2) Trainings

City\District	Schools	Invited	Participated	DED/TTI methodologists
Rudaki	35*	105	110	1
Vahdat	26	78	70	1
Tursunzoda, Shahrinaw	12	36	36	1
Hisor	22	66	67	1
Rahst	9	27	27	1
Nurobod	13	39	40	1
Faizobod, Roghun	7	21	22	1
Total	124	372	372	7

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

In addition to the Level 2 trainings for Cohort 4, in January 2016, 3-day Mentor trainings were conducted for Cohort 1 and 2 schools. One of the main objectives of these trainings was to assess and evaluate the success of Level 3 IST at school-level. During discussion sessions, Cohort 1 and 2 schools shared successes and challenges of conducting IST in their schools. In order to gather specific and actionable information on how school-level IST are proceeding, during 3-day Mentor training, participants met in groups, reviewed every IST module, and provided their comments on how modules were received by primary teachers. During the discussions, the USAID Quality Reading Project provided comprehensive explanations and practical sessions to help address the challenges of Master Trainers. It was identified that those modules which are new in terms of content and pedagogical approach are more difficult to understand and implement in classrooms. More specifically, it was found that teachers tend to struggle on the whole to implement formative assessments, and struggle in part with some sections in other modules. It was also suggested that 72 hours is not sufficient to improve the capacity of teachers to the required level. Therefore, modules such as formative assessment, reading comprehension, and vocabulary ought to be repeated more than once at school-level trainings. Cohort 1 and 2 Master Trainers wished to continue the Saturday Methodological Union Day trainings and requested that the USAID Quality Reading Project develop a schedule and program of further work for Saturday trainings once the 72 hours of school-level IST had completed. In response to this request, the project conducted a planning session with the Master Trainers in which they jointly drew up a program for 24 additional Methodological Union Day trainings. The scheme of the Methodological Unions Days will be slightly different from the previous 72 hours with regards to the following points:

- Sessions will be conducted based on the teachers' needs, and session and topics will be selected from IST modules;
- Schools take turns conducting demonstrative lessons once a month for other teachers from project schools in their sub-district (their "cluster"); and
- Facilitators may be appointed from among the best primary teachers who have completed the 72-hour school-level IST to assist other teachers who struggle to implement IST content.

Cohorts 1 and 2 schools have begun to implement this new phase of Saturday trainings based on the schedule above, which they developed with the assistance the USAID Quality Reading Project. Cohort 3 schools are halfway through their school-level trainings. Cohort 4 schools underwent Level 2 Master Trainer trainings in January 2016. There are successes and challenges in the implementation of school-level trainings in all cohorts.

Successes

- MOES, Regional Education Departments, RMS, DEDs and TTIs acknowledge the input of IST school-level trainings on the development of teaching and pedagogy in the classroom in the primary grades;
- TTI and DED methodologists visit projects schools and provide mentoring support to Master Trainers;
- Cohorts 1 and 2 developed their own additional training plan with the help of the USAID Quality Reading Project and have begun to implement them on Saturday Methodological Union Days;
- Project schools at sub-district level meet in clusters;
- In almost all schools, the impact of IST is visible in the growth of print-rich classroom environments, in the increase in teachers using active teaching methods, in the number of student and teacher portfolios in classrooms, in the heightened focus on reading

comprehension rather than memorization, in the availability of formative assessment score cards, in parents' increasing involvement in their children's education, and in additional reading materials in classrooms, either donated by parents or created by teachers and students from low-cost materials;

- Teachers realize the importance of the advanced teaching methods gained from IST and are trying to incorporate these methods in their lessons;
- TTI and DED methodologists say that based on their school visits, they realize that students' interest in reading is changing and the shift from reading for memorization to reading for comprehension is becoming visible;
- Teachers understand the importance of collaborating with neighboring schools through demonstrative sessions and exchanging ideas and advanced teaching practices;
- On the advice of the project, primary education teachers began to write articles on best teaching practices and to publish them in various newspapers and journals;
- Mass media has grown interested in publishing the success of the USAID Quality Reading Project target schools. Several lessons from project schools were broadcast on TV and articles were written on local and national newspapers touting the success of the IST on children's literacy; and
- There are non-project public schools, lyceums and gymnasiums, which want to use the USAID Quality Reading Project materials and IST.

Challenges

- Not all the schools have strong Master Trainers to facilitate school-level training;
- TTI and DED methodologists lack the resources (time and transportation) to visit *all* the project schools (and non-project schools) on a regular basis to provide mentoring;
- In some schools mentoring support is not sufficient;
- In some schools, the USAID Quality Reading Project activities are overlapping with GPE-4 activities making it difficult for teachers to prioritize activities and expectations;
- There are teachers who use the methods from IST incorrectly, which is not effective in helping students' learning;
- Some teachers stick to traditional teaching methods in spite of exposure to the USAID Quality Reading Project methods in IST; and
- Due to the lack of additional reading materials, students are not widely exposed to interesting and attractive reading materials.

Sub Result 1.4: Strengthen systems for teacher mentoring/coaching

School visit reports from the USAID Quality Reading Project team, in concert with reports from the TTI and DEDs demonstrate that mentoring support is greatly influencing teachers' performance in lessons. Mentoring tools developed by the project team have been widely used not only by program staff, but also by TTI and DED methodologists, who use the tools when they observe lessons even in non-project schools. Recognizing the importance of mentoring tools and insufficient amount of well-trained Mentors, TTI and DED methodologists requested to develop Master Trainers capacity in Mentoring in order to provide high quality Mentoring at school level.

To improve access and quality of mentoring, the USAID Quality Reading Project implemented 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 was also added to the Cohort 4 IST focusing explicitly on

mentoring skills. Through additional training, group work, and experience sharing, the project team hopes to improve the quality and frequency of school-based mentoring. The 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	Invited	Participated	DED/TTI Methodologists	Mentors
Rudaki	57	171	147	1	1
Vahdat	44	132	110	1	1
Shahrinaw	10	30	30	1	1
Tursunzoda	32	96	96	1	1
Hisor	58	174	152	1	1
Dushanbe	75	225	143	3	2
Norak	11	33	33	1	1
KT, Sarband	20	60	57	3	1
Kulob	39	117	101	3	1
Muminobod	34	102	85	1	1
Shurobod	19	57	46	1	1
Danghara	46	138	134	1	1
Temurmalik	17	51	51	1	1
Baljuvon	15	45	43	1	1
Hamadoni	37	111	110	1	1
Farkhor	45	135	127	1	1
Vose	50	150	133	1	1
Jomi	46	138	116	1	1
Khuroson	30	90	84	1	1
N.Khusraw	9	27	27	1	1
Sharitus	30	90	87	1	1
Rumi	42	126	112	1	1
Jilokul	25	75	75	1	1
Bokhtar	47	141	138	1	1
Vakhsh	41	123	121	1	1
Qabodiyon	32	96	96	1	1
Qumsangir	36	108	104	1	1
Panj	33	99	99	1	1
Yovon	48	144	139	1	1
Ghafurov, Qayroqum	52	156	151	1	1
Khujand, Rasulov, Chkalovsk	40	120	118	3	1
Istaravshan, Shahrisoton	59	177	173	2	1
Ghonchi	34	102	94	1	1
Zafarobod	17	51	51	1	1
Spitamen	24	72	69	1	1
Isfara	57	171	162	2	1
Konibodom	38	114	108	1	1
Mastchoh, Taboshahr	32	96	89	1	1
Asht	38	114	109	1	1
Total	1,438	4,314	3,920	50	41

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

During this quarter, the USAID Quality Reading Project finalized the 2016 Midterm EGRA and M&E Data Collection instruments in partnership with the MOES and the National Testing Center (NTC). This process built on the workshops held in November and December on test item development. The project worked with language and item development specialists from the NTC and the RTTI to finalize the instruments under direction of Dr. Todd Drummond from AIR in Washington, DC.

In February, the USAID Quality Reading Project piloted the instruments and the use of the Asus Nexus 7 Tablets for use in the upcoming data collection. Prior to purchasing the tablets, the project rented 20 tablets from Zerkolo, a local research firm. The Asus Nexus 7 tablet is currently the only model that is compatible with EGRA Tangerine software. Later this year, the Tangerine developers will release a new version with greater software/hardware flexibility. The pilot was implemented in eight schools in Dushanbe and Vahdat to select the appropriate variant for the Grade 3 instruments for validity and to ensure the functionality of the tablets to streamline data collection. See Appendix A for Summary Findings from the Pilot.

The USAID Quality Reading Project has been working with MOES and the NTC to ensure the selection of qualified data collectors and implementation of rigorous data collection activities. At the completion of the pilot, the best data collectors were selected to serve as supervisors for the collection in April/May 2016. The MOES has approved the entire data collection process for 2016 including the 134 schools (66 control; 66 treatment) targeted for data collection.

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

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

Table 3: 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.

Intermediate Result 2: Increased availability of reading materials

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

The 116 children’s book titles approved by the MOES were sent to five local publishers for printing. These publishers have been contracted to deliver all titles to the USAID Quality Reading Project office by the end of March. Project staff is planning delivery of the books through April and May to celebrate International Book Day.

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

One of the main aspects of improving reading in the primary grades is ensuring that appropriate and engaging reading material is accessible to students. In almost all IST conducted by the USAID Quality Reading Project team, one session focuses both on creating additional reading materials and on enriching the collection of reading materials already in the classroom. Teachers have received instruction on how to create books from low-cost materials, and community book donation campaigns have resulted in parents giving books to their local schools.



Master Trainer at a March workshop for librarians in Qurghonteppa holds up a sample book she has created from low-cost materials.

During school visits, project staff and DED/TTI methodologists report that teachers and students continue developing low-cost material with great enthusiasm. Classrooms in project schools are becoming print-rich environments.

Parents are also involved in improving the literacy landscape of their children’s classrooms. Book corners are flourishing with the assistance of parent-donated books. Book donations have increased after the USAID Quality Reading Project began helping to organize parent meetings held by teachers, who reiterate the importance of parents’ involvement in encouraging their children’s literacy by using lessons from the Parents’ Guide on the “Importance of Reading with Children at Home,” a flipbook developed by the project.

In my own words

Our nation historically had a high culture and tradition of reading books. Strangely, this tradition and culture are becoming weak and we are almost at the point where it’s vanished altogether. I give thanks to projects like [the USAID Quality Reading Project], which are attempting to revitalize this tradition and cultivate the seeds of life-long learning in our children. I myself learned a great deal from the sessions on the importance of reading with children at home, and think that other parents who received the same session will also take this seriously and provide their children with additional books and help them at home to read and understand those books. I also think that we need to help the school with the books because they lack material for the children to read, and today most of us can provide at least one book to the classroom where our child studies.

- Parent of 3rd grader, Kulob

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

Due to the high student-teacher ratio in most classes, teachers still find it difficult to work individually with children who fall behind in reading. Based on the USAID Quality Reading Project team and DED/TTI Methodologist school visit reports, some teachers already understand the importance of working with Reading Buddies to give struggling students more individual attention. However, many teachers still find it hard to involve Reading Buddies in their lessons. Based on this feedback, the USAID Quality Reading Project has developed a “Reading Buddies Guide” that containing all details needed to equip teachers to work with the Reading Buddies approach in their classrooms.

To strengthen the importance of the Reading Buddies approach, a session based on the Reading Buddies Guide was conducted during the Cohort 4 IST for Master Trainers, who in turn will share their knowledge with other teachers at the school-level IST. For Master Trainers from Cohorts 1, 2 and 3, this session was conducted during the above-mentioned Mentoring Training. The Reading Buddy approach was acknowledged as a valuable mechanism to support students who are struggling with basic literacy. This approach also enables older students to help younger students (including their own younger siblings) excel academically, and increases students’ interest in teaching. 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. This Guide was approved by the MOES for dissemination in project schools and communities.

Based on the Parents’ Guide, the USAID Quality Reading Project conducted sessions emphasizing the crucial role of parents and family in children’s literacy during the Level 2 IST for Cohort 4 Master Trainers, and held similar sessions embedded within the Mentoring Trainings for Cohorts 1-3. After the trainings, Master Trainers began to conduct sessions with other teachers on how to spread the messages of the Parents’ Guide. From February 2016, primary teachers conducted sessions from the Parents’ Guide on “The Importance of Reading with Children at Home” during the parents’ quarterly meetings and realized that parents are receiving the message with great interest. In their discussions with parents, teachers say that most parents admit that they do not spend enough time working on their children’s literacy at home. They realize that they should provide additional support for their children at home but they never paid attention to how it influences the progress of their children in school. The framework provided to them in the Parents’ Guide sessions will help them to better schedule and make the most of reading with their children at home.

Community/School Librarian

The USAID Quality Reading Project is planning to deliver additional non-textbook reading material for primary grades in April and May in celebration of International Book Day. To prepare librarians for the receipt of these materials and ensure they make full use of them, the USAID Quality Reading Project conducted a series of trainings for school librarians in March 2016: Ten 1-day trainings for over 1,200 librarians were held in the Khatlon region. The main purpose of the trainings was to advise librarians on systems to ease check-in and check-out of books, on how to keep the books properly, on making the books accessible to children, on creating a child-friendly corner in the library, on conducting various events on reading and on instituting a mobile/traveling library for children who are unable to come to school.

The trainings were conducted in the TTI facilities in Qurghonteppa and Kulob. The heads and deputies of the TTIs were actively involved in the training process, which was facilitated by National Trainers, including methodologists from the DEDs and TTIs. Some participants of the trainings had prior experience with the USAID/Aga Khan Foundation (AKF) Family Reading projects.



Librarians at the March training in Qurghonteppa reviewed techniques for book circulation and engagement with parents.

At the end of the training, all the librarians were given Librarian Guides developed by USAID Quality Reading Project jointly with a specialist from the USAID/AKF Family Reading project. Working in collaboration with AKF will allow more schools and librarians to receive uniform messages with the aim of improving sustainability. The head of the TTI in Qurghonteppa remarked with pleasure on the exceptional participation rate of the trainings – over 90% of invited librarians participated in the trainings. Additional librarian trainings are planned for Sughd and the Districts of Republican Subordination in May.

Table 4. Participation in Khatlon Librarian Training

City/District	Invited	Participated	DED/TTI Methodologist
Vakhsh	41	35	1
Qumsangir	35	32	1
N.Khusraw	9	13	1
Bokhtatr	49	38	1
Panj	33	34	1
Norak	11	9	1
Rumi	41	34	1
Shahrirus	30	29	1
Jilikul	25	23	1
Sarband	10	10	1
Qubodiyon	32	33	1
Jomi	46	35	1
Kurganteppa	10	7	3
Khuroson	31	21	1
Yovon	48	33	1
Kulob	120	117	3
Vose	150	133	1
Khovaling	57	56	1
Shurobod	57	43	1
Baljuvon	45	44	1
Hamadoni	111	100	1
Muminobod	102	87	1
Farkhor	135	125	1
Temurmalik	51	51	1
Danghara	138	138	1
Total	1,417	1,280	29

Campaign on Reading at Home and in the Community

In addition to the Parents' Guide, calendars and six short public service announcement films have been developed and will be disseminated across communities and in schools. The calendars and films were approved by USAID. Deputy Minister Naziri reviewed and approved the calendar, and after reviewing the films recommended they be shared with the Minister due to their high quality and important message. Upon approval from the MOES, the short films will be broadcast on National, Bahoriston and other regional channels.



Still frame from one of the six PSAs.

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-child 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. It is expected that the first 25 cartoons will begin airing on Tajik television in June. The working group has already begun discussions on the next 25 scripts. AKF is also planning to join this partnership for the next 25 scripts.

Intermediate Result 4: Increased government support to improve reading

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

Collaboration between the USAID Quality Reading Project and MOES and its affiliates is increasing and growing stronger. Almost all the submitted materials, scheduled workshops and trainings requiring MOES and its affiliates' approvals are approved in a short period without any delay.

The USAID Quality Reading Project team has put a great deal of effort into strengthening its collaboration with MOES and its sub-institutions by having regular meetings on all issues related to the project and to primary-grade reading in general. The program team meets regularly with MOES primary education specialists, the AOE, RTTI, TTIs, REDs, DEDs and the RMC to emphasize the importance of primary grade reading. One example of the growing collaboration is a request by MOES for the USAID Quality Reading Project to support the GPE-4 team to finalize competency-based standards and Mother Tongue IST modules for the primary grades.



Director of the Qurghonteppa Teacher Training Institute (right) consults with USAID QRP program staff.

The project gladly acceded to this request and helped organize and conduct a joint seven-day USAID Quality Reading Project-MOES/GPE-4 workshop.

RTTI and its branch TTI offices in the regions are fully involved in all the workshops, trainings and field visits. Recently librarian training in Khatlon was conducted jointly with regional TTIs in Qurghonteppa and Kulob. This training was held in TTI facilities of Qurghonteppa and Kulob. During this training, the heads of the TTIs were appointed as supervisory trainers for the gathered librarians. This initiative highly motivated regional TTIs, together with the USAID Quality Reading Project, to provide monitoring and mentoring services. The USAID Quality Reading Project held a meeting with the newly-appointed director of the RTTI Mr. Qurbonzoda, during which the project team updated him on the USAID Quality Reading Project progress. The director expressed his willingness to continue to collaborate with the project in all respects related to primary-grade reading. He also promised that the RTTI will provide official certification to all primary-grade teachers who successfully completed IST at school level by the end of May 2016. The mechanism of certification will be designed by the RTTI and the USAID Quality Reading Project together in the coming months.

Collaboration with the RMC continues with regard to many issues. The Primary Education specialist of the RMC works as a National Trainer in all IST and facilitated IST and Mentoring Trainings in January 2016. In addition, during the January 2016 IST and Mentoring Trainings, monitors from the RMC observed the trainings and provided comments and feedback on the quality of the trainings. In a meeting, the head of the RMC, Mr. Shermahmad Yormahmadov, said that RMC monitors gave high marks to the USAID Quality Reading Project trainings. He also added that after they noted the high quality of the USAID Quality Reading Project trainings, other RMC specialists lodged requests to work with the project and learn training skills. In the same meeting, Director Yormahmadov also requested the assistance of the USAID Quality Reading Project in conducting a workshop for RMC staff in April 2016. Both parties agreed to strengthen their bilateral collaboration in all aspects related to primary grade reading.

Sub Result 4.2: Increase capacity to use reading assessment results

The USAID Quality Reading Project several meeting with both the NTC and the MOES in preparation for the 2016 Midterm EGRA and M&E Data Collection. The M&E Manager met on multiple occasions leading to the pilot and after the pilot to work with the Aliev Abdujabor, Head of Department Pre-primary and Secondary Education and with Savzali Ja'farov, Deputy Head of NTC. Through these meetings, the project reviewed the instruments, the sampling method, and discussed the criteria for the selection of Supervisors and Data Collectors. By including the MOES and the NTC in all steps of the process, the USAID Quality Reading Project hopes to improve ownership of the EGRA results. The NTC has been particularly supportive of the process and has assigned four staff to participate in the entire data collection process. This close cooperation has allowed for the sharing of knowledge and skills around item development, test administration, sampling, and data integrity and quality. Representatives from the NTC, MOES, RTTI, and AOE will participate in data collection next quarter and the NTC will be an active player in the data analysis. It is hoped through this partnership greater acceptance of the EGRA results will be achieved.

The project also worked with Zerkolo and NTC programmers to ensure the Tangerine software was successfully adapted and uploaded into the tablets in Cyrillic for both Russian and Tajik. This EGRA will be the first time that Cyrillic-based EGRA on tablets will occur anywhere in the world. The NTC and the MOES are excited to be at the forefront of this testing innovation.

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

As mentioned previously, the USAID Quality Reading Project was pleased to co-host a workshop with the MOES and GPE-4. The MOES and GPE-4 request for support from the USAID Quality Reading Project to review and final the Tajik language competency-based standards and IST materials was well received. The project was pleased to host this workshop in the Dushanbe TTI. Deputy Minister Naziri demonstrated her commitment to this important activity by opening the workshop and providing guidance to the team.



USAID Quality Reading Project and GPE-4 workshop to review and finalize the Tajik language competency-based standards

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	Accomplished	
3	Deliverable: Finalize PMEP	AIR														PMEP finalized and submitted	Accomplished	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	Accomplished	Russian and Tajik approved and distributed. Additional copies be distributed to TTIs and other education institutions.
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	Accomplished	Completed January 2016
28	Cohort 4 School based trainings through roll-out of micro-modules	SC													638 teachers from 126 schools	On-Going	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	Accomplished	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	QRP-supported Cohort 3 Mentoring runs from September 2015 through June 2016. The Master Trainers will continue to receive support from QRP in the out years
35	Provide mentoring to Cohort 4 teachers	SC, Head Teachers, School Directors													Est. 2100 teachers	On-Going	
36	Print out professional portfolio guide for teachers competencies	SC													Part of IST set	Accomplished	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	Accomplished	All EGRA instruments reviewed by QRP, MOES and NTC specialists
41	Training of Data Administrators	AIR, NTC														Est. 100 data collectors and Supervisors	Next quarter	
42	Administer outcome focused assessment tool – midline	AIR, NTC, MOES, DED, RED														Mid and endline data collection administered	Next quarter	
43	Data Entry															Data entry	Next quarter	Digital data upload from tablets; data entry only if there are tablet failures
44	Psychometric and statistical data analysis and reporting results of the outcome focused assessment	AIR, NTC														Psychometric Data analyzed and reported	Next quarter	
45	Deliverable: Submission of the report to USAID & MOES	AIR														EGRA and Midline and Endline Reports	Not planned this quarter	
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. Report expected end of April 2016
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 1-4 schools. New/published books have been procured and will be distributed next quarter. 116 titles were approved by the MOES. 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	AIR, SC													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.	Accomplished	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	On-Going	Distribution through mentoring sessions, school refresher courses and partnership with DED methodologists
59	Define target community members and conduct orientation workshop/sessions	SC													85% communities targeted	Accomplished	Trainees identified; training activities began in February 2015 and will continue through FY16

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept			
60	Explore Public-Private Partnership (PPP)																There are limited PPP options in Tajikistan. QRP will continue to explore opportunities.
61	School/ Community Libraries															On-Going	
62	Develop a Guide for Librarians on how to run the Book Chest	AIR - SC														Accomplished	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	Accomplished	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	Teachers and Mentors from Cohort 4 trained at January IST. Cohorts 1-3 trained at Mentor refresher training January – March.
70	On-going monitoring and supervision of Family program	SC-AIR													Monitoring and supervision is conducted	On-Going	
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 under review at USAID

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept				
73	Sign MOU with UNICEF	AIR-SC													MOU signed	On-Going	MOU under review at USAID	
74	Develop sub-titles for existing UNICEF produced cartoons														Sub-titles included in all cartoons.	Next quarter	Work with animator on subtitling	
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														On-Going		
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	On-Going	Calendar and 6 PSA completed	
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	
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.	

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept			
85	Obtain approval of MOES on Reading Camp Guide for primary grades	SC													MOES approved	On-Going	Approved.
86	Print and disseminate Reading Camp guide and supplementary reading materials / stationery to target schools	SC													2000 printed	Next quarter	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	Next 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	Next 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	On-Going	Approved.
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	Russian and Tajik approved.
92	Print and disseminate JumpStart program and materials to target schools (will be delivered with IST package)	SC													Part of IST	Accomplished	Russian and Tajik approved.
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

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept			
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. Russian and Tajik approved.
95	Book Chest / Library (also see SIR 3.1)															On-Going	
96	Develop a Guide for Librarians on how to run the Book Chest	SC, CLA													Guide Developed	Accomplished	Linked to book procurement SR 2.2
97	Deliverable: Guide for Librarians														Guide Submitted to USAID	Accomplished	
98	Identify and purchase additional readers/ books for Book Chest	SC, AIR, MOES													Book Chest created	Accomplished	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	On-Going	Linked to book procurement SR 2.2. Distributed next quarter.
100	Identify and train Librarians	SC													Librarians trained	On-Going	Librarian training was conducted for Khatlon this quarter. Next quarter - all other regions.
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	Accomplished	Guidelines of Reading Buddies introduced during IST
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 topics.	On-Going	Co-hosted Standards workshop with GPE-4.

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept			
107	Hold quarterly briefings with MOES	AIR, SC, AE, EDI													4 update meetings held throughout the year, minutes from meetings	On-Going	Next meeting April 29
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. NTC included in data collector training
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 NTC 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
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

	Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept				
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
4 January '16 RTTI	Sherali Saidoshurov, QRP Latofat Naziri, Former head of RTTI	Approval process of IST for Cohort 4	QRP provides official letters to MOES and RTTI
5 January '16 RED	Sherali Saidoshurov, QRP Hokim Valizoda, Head of Regional Education Department of Khatlon Alimardonov Safarmahmad, Head of Primary Education Department, Khatlon	Update Regional Education department of Khatlon on QRP activities in the region	Strengthen collaboration of DEDs in Khatlon district and regular update of Khatlon RED on QRP activities
8 January '16 MOES	Aliev A., Head of Primary Grade Department, M&E Manager	Results of EGRA G3 instrument development workshop, and tentative schedule of pilot data collection	MOES requested developed instruments for review. QRP would send G3 instruments for review and approval after pilot and finalization
7-10 January '16 DRS DEDs	Sherali Saidoshurov, QRP Heads of DEDs of Hisor, Tursunzoda, Shahrinaw, Rudaki, Nurobod, Rasht , Roghun, Tavildara, and Jirgital	IST trainings for Cohort 4	DED methodologist closely collaborate with QRP during the training and support attendance of Master Training in their respected districts
12 January '16 MOES	Aliev Abdujabor, Head of Department pre-primary and secondary Education Sherali Saidoshurov, QRP	Update MOES on QRP activities	Provide additional updates to MOES and support collaboration and partnership.
13 January '16 MOES	Ja'farov Savzali, Deputy Head of NTC, M&E Manager	Results of EGRA G3 instrument development workshop, and tentative schedule of pilot data collection with participation of NTC staff	NTC will provide up to four NTC staff for piloting G3 EGRA instrument
14 January '16 AOE	Sherali Saidoshurov, QRP Irina Kholovna, VP AOE Azizi Aziz, Author of children's book Lola Babaeva, OSI education specialist	Cartoon script writing process	Meet on a weekly bases to review the script
21 January '16 RMC	Sherali Saidoshurov, QRP Yormahmadzoda Shermahmad, Head of Republican Methodological Center	QRP and Republican Methodological Training center collaboration	Conduct a joint workshop for methodologists of DED on quality of Reading in Primary grades
02 February '16 MOES	Kathryn Fleming, DCOP Sherali Saidoshurov, QRP Suhrob Aminov, M&E Manager Latofat Naziri, Deputy Minister of MOES	Update the newly appointed Deputy Minister Latofat Naziri on QRP activities	Strengthen QRP and MOES partnership and collaboration through the regular updates
02 February '16 MOES	Kathryn Fleming, DCOP Sherali Saidoshurov, QRP Suhrob Aminov, M&E Manager Khonali Qurbonzoda, Head of RTTI	Update the newly appointed Head of RTTI on QRP activities in the coming quarter	Involving RTTI primary methodologist in all QRP IST. RTTI provides Certificate to all the teachers successfully completed IST at school level

Date / Location	Attendees	Subject	Follow-up / Notes
05 February '16 MOES	Kathryn Fleming, DCOP Sherali Saidoshurov, QRP Suhrob Aminov, M&E Manager Aliev Abdujabor, Head of Department pre-primary and secondary Education Asror Aliev, Consultant of GPE-4\	Support MOES and GPE-4 with to Finalize Competency Based Standards of Mother Tongue	Conduct a joint workshop on finalization of Competency Based Standards for Mother Tongue
12 February '16 USAID QRP	Kathryn Fleming, DCOP Sherali Saidoshurov, QRP Suhrob Aminov, M&E Manager Zikriyo Umarov, Coordinator of GPE-4 Asror Aliev, Consultant of GPE-4	QRP and GPE-4 collaboration on competency based standards for the next quarter	Update and strengthening the collaboration of QRP and GPE- 4
24 February '16 TTI KT	Sherali Saidoshurov, QRP Sharofov Mahmadjon, Head of TTI in KT	QRP and TTI of KT collaboration on mentoring of IST trainings at school level	Provide methodological support to TTI of KT
25 February '16 TTI Kulob	Sherali Saidoshurov, QRP Namozov Jamshed, Head of TTI in Kulob	QRP and TTI of Kulob collaboration on mentoring of IST at school level	Provide methodological support to TTI of Kulob and involve primary education methodologist in IST training
04 March '16 RMC	Sherali Saidoshurov, Education Manager Yormahmadzoda Shermahmad, Head of Republican Methodological Center	QRP and RMC joint workshop	Review of the workshop program
First 2 weeks of March 2016 MOES	Series of meetings with Aliev A. Primary Grade Department Head, Subrob Aminov, M&E Manager	Discussion of details of upcoming mid-term evaluation, approval of official request of QRP to conduct EGRA G3 pilot	Drafted an official letter to MOES; final version of the letter sent to through MFA
First 2 weeks of March 2016 NTC	Series of meetings with Savzali Ja'farov, Deputy Head of NTC Subrob Aminov, M&E Manager	Discussion of upcoming mid-term evaluation, approval of official request of QRP to conduct EGRA G3 pilot	Drafted an official letter to NTC; final version of the letter sent through MFA; NTC will provide from 2 to 4 staff for participation in EGRA 2016
10 March '16 MOES	Sherali Saidoshurov, QRP Latofat Naziri, Deputy Minister of MOES	Librarian trainings in Khatlon	MOES provides official letter for the librarians training

VI. Challenges and Lessons Learned

In this quarter, we identified certain challenges that need to be addressed. One of these challenges emerged from a joint report of the USAID Quality Reading Project staff and DED/TTI methodologists. It has become obvious that not all the schools have Master Trainers qualified enough to facilitate the school-level trainings; also, in some schools the mentoring support is inadequate. Program staff also noticed that TTI and DED methodologists are not able to visit all the project schools to provide mentoring on a regular basis. Further, in some schools the USAID Quality Reading Project activities are overlapping with GPE-4 activities. Another challenge that emerged during field visits is that there are some teachers who use the methods from IST incorrectly, which may be ineffective or even hinder students' learning. There are teachers who still stick to traditional teaching methods in spite of exposure to the USAID Quality Reading Project methods in IST trainings. Finally, due to the lack of additional reading materials, students lack sufficient opportunities to practice reading skills.

In order to solve these issues, it was decided together with the program staff that schools that do not have strong Master Trainers and have insufficient mentoring support should be visited more often and provided additional support from the program team. In order to increase DED/TTI methodologist's access to more project schools, the USAID Quality Reading Project team can take them in the project vehicles to the project schools they visit. To address the overlap of schools with GPE-4, a meeting will be set up to discuss the issue and coordinate our interventions. Regarding the challenges of incorrect application of IST teaching methods and continued reliance on traditional methods by some teachers, the USAID Quality Reading Project demonstrate the methods in the Saturday Methodological Union Day trainings. The concern about lack of reading material in the project schools will be addressed in the coming quarter as the project is providing 116 titles of books to the project schools.

As expected rolling out the 2016 Midterm EGRA is producing challenges and opportunities as mentioned in sub-result 1.5. Through active collaboration with the MOES and the NTC, the project expects a successful data collection period next quarter.

VII. Summary of Administrative, Operational and Staffing Issues

Operations

- Save the Children is adding additional vehicles and drives in the regions to support scaling up of school visits to provide mentoring support.

Project Staffing

- The Regional Finance Manager, based in Tajikistan, and the Tajikistan Accountant/Finance Office resigned from the USAID Quality Reading Project to pursue other employment opportunities. The project completed an open recruit. After completion of the interview process, we selected a new Finance Manager for Tajikistan only, promoted the Finance Assistant to Finance Officer, and selected a new Finance Associate/Cashier. The two new staff will begin work in April. See Attachment B for Updated Organizational Chart

Table 7: Travel Completed this Quarter

Name of Traveler	Destination (s)	Dates of Travel	Purpose of trip
Sherali Saidoshurov	Bishkek, KG	14-24 February	Community Mobilization Planning, Information Sharing and Site visits
Saule Khamzina Saparbek Omorov	Dushanbe, TJ	14-19 February	Pilot testing EGRA on tablets
Barbara Greenwood	Dushanbe, TJ	14-26 February	TJ office oversight and MOES meetings
Kathryn Fleming	USA	15 February – 12 March	Personal (<i>non-project</i>)
Jerome Mindes Barbara Greenwood	Dushanbe, TJ	16-18 March	Project management meetings Interviews – TJ Finance Manager
Snyezhanna Ishchuk	Dushanbe, TJ	12 – 31 March	Finance Support

VIII. Planned Activities for the Next Quarter (April – June, 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. Support MOES and RTTI for training of National Trainers for Tajik Competency-based Standards

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

1. Cohort 3: School-based trainings through roll-out of micro-modules
2. Cohort 4: School-based trainings through roll-out of micro-modules

Sub Result 1.4: Strengthen systems for teacher mentoring/coaching

1. Provide mentoring support to Cohorts 1, 2,3 and 4 teachers
2. Mentor refresher training for Cohorts 3 and 4

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

1. Train Supervisors and Data Collectors for EGRA and M&E Midterm Data Collection
2. Implement 2016 Midterm Data Collection in 132 schools
3. Work with NTC to ensure data quality
4. Upload data to secure server for analysis

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. 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. Disseminate materials and posters based on the Parents' Guide to Reading at Home
2. Design and conduct community outreach programs
3. Support Children' Library Association (CLA) to create Mobile Theater and Mobile Libraries at regional level using Book Bank Resources
4. Train school Librarians

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

- Deliver purchased additional readers/books for creating book bank collection
- Strengthen Reading Buddies in Cohorts 1, 2, and 3 schools
- Finalize Reading Camp guide for approval
- 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

5. Finalize and pilot EGRA Grade 3 instrument with NTC
6. 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
Amy Todd	Bishkek, KG & Dushanbe, TJ	11-16 April 17-27 April	Quality Assurance for EGRA and Midterm Data Collection
Saule Khamzina	Dushanbe, TJ	24-29 April	Oversee midterm data collection in TJ
Snyezhanna Ishchuk	Dushanbe, TJ	7 – 21 May	Training new TJ Finance Manager
Barbara Greenwood	Dushanbe, TJ	Late May	Regular meetings with USAID and MOES
Kathryn Fleming Sherali Saidoshurov Suhrob Aminov	Bishkek, KG	Early June	Annual Work Planning
Kathryn Fleming	Bishkek, KG	Late June	Acting COP

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 Q2 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 is in April/May '16
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 is in April/May '16
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%	Pending	%		Collection of C2 post-tests completed in Mar 2016 due to delay in completion of C2 L3 IST trainings. Pre- and post-tests analysis will be reported in Q3 2016
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 is in April/May '16
5	Number of primary grade students taught by teachers who have received reading training	Gender, grade	Training roster, school database	Annually	0	181,000	86,661 C2 Students	47.9%		C3 students will be reported after completion of C3 L3 IST trainings
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, 4 schools)	1,804 (C1, C2, C3, C4)	100%		

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q2 FY 2016	% of achievement	Score	Comments
7	Number of in-service training packages developed and approved by MOES	Type	Training package, approval document	Annually	n/a	0	2			Achieved in PY 1. Approved by MOES council's resolution #25 from 27/12/2014; Russian IST is approved and printed this quarter
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/ITTI/DED officials • Mentors (Deputy principal, methodologist, advanced teacher) • Primary grade teachers (except mentors) 	Gender, region, cohort, level of training	Training rosters	According to training schedule	n/a	6,000 (C2&3 5,655 teachers; C4 345 mentors)	3,566 3,093 C2L3 473 C4 Mentors	59%		The result is for teachers completed 72 hours. C4 mentors completed IST trainings in Jan 2016; C2 L3 IST trainings and data collection process completed in Mar 2016 and; C3 L3 IST trainings are ongoing.
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.								
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	5,400 Tajik IST: 5,000 Russian IST: 400	87%		
11	Number of mentoring guides distributed to mentors	Type, # of copies	Material distribution records	According to training schedule	0	350	5,400 (as a part of IST Manual)	1543%		Mentoring Guide was included as a chapter in IST training material & distributed to all teachers/educators

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q2 FY 2016	% of achievement	Score	Comments
12	Percent of teachers using results of classroom-based reading assessment	Gender, school language	Sample-based teacher and student questionnaire	Baseline midterm C1, midterm C 2&3, endline	9%	30%	n/a		n/a	Midterm is in April/May '16
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 is in April/May '16
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	350,000	0			Children's' book in amount of 212,000 copies were printed and sorted. Distribution will be in Q3
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 is in April/May '16
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%			n/a	Majority of out of schools activities scheduled for Q3 and Q4
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 is in April/May '16
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 is in April/May '16
19	Number of out-of school reading activities	Region, region, school	Activity roster	By schedule of activities	0	1,695				

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q2 FY 2016	% of achievement	Score	Comments
20	Number of teachers, other educators and community members (including parents) trained and equipped to implement out-of-school reading activities	Region, gender, language	Training activity roster	By schedule of activities/ trainings	0	4,525 (5 per school/ community)	727 KT: 442 Kulob: 285	16%		Trainings conducted for librarians in March 14-19, 2016 and in Q3. Reading Camp Training scheduled for Q3.
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	April 2016
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			

X. Photo Essay



The new teaching practices for primary grade teachers in Tajik language instruction

The experiences of Ms. Guljahon Rahmonova
Grade 4 teacher at School #5
Kulob City, Khatlon, Tajikistan

USAID Quality Reading Project

This is made possible by the support of the American people through the United States Agency for International Development (USAID). The contents are the sole responsibility of the American Institutes for Research/Save the Children International and do not necessarily reflect the views of USAID or the United States Government.

The USAID Quality Reading Project In-Service Teacher Training on Reading in the Tajik Mother Tongue opened my eyes to an important fact; our current practices focused entirely on reading fluency and speed, which I realized were only small aspects of reading. During the sessions, I learned that teaching reading is much broader and more complex than this, because reading includes many other aspects – vocabulary enrichment, reading comprehension, formative assessment, letter recognition, phonemic awareness, and so on.

We learned many new strategies to engage our students and teach them reading and Tajik language in new ways. Let me tell you about them.



Silent Reading

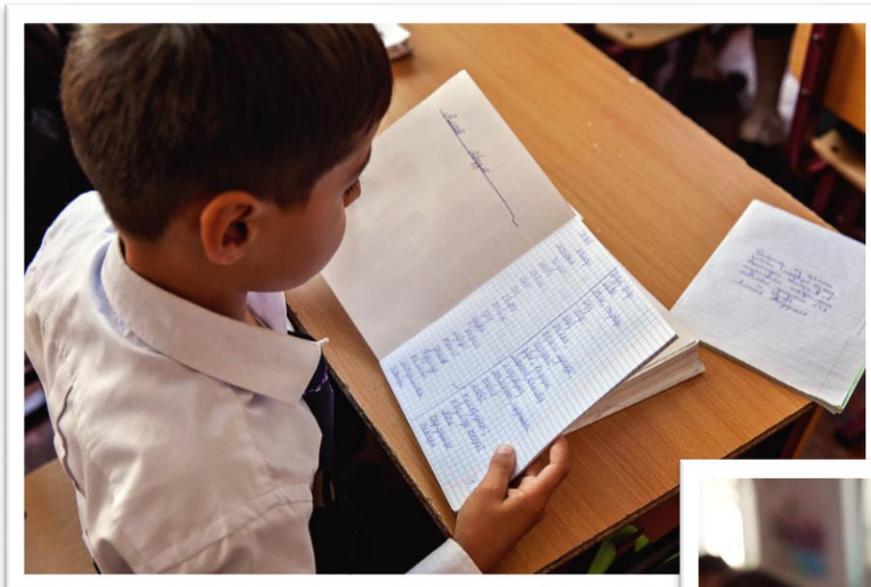
Silent reading is important because this is what students will do all their lives. We've done this before but we didn't test them on whether they comprehend what they were reading.



Vocabulary Books and Visual Aids

Did they even understand all the words? Of course not. We have now introduced the creation of vocabulary books to help students to learn new words in an interesting way. We started playing vocabulary games and are now using tactile learning aids. Many of those aids we learned to create during the USAID Quality Reading Project In-Service Teacher Training.

We also discovered something else that was completely new to us. As a primary teacher, I had never considered how to make the classroom a reading-friendly environment. We learned about using visual aids and the importance of displaying the kids' work on the walls of the classroom.





Storytime



We started paying attention to listening skills and began reading stories to the kids as part of our reading lessons. I think this is my favorite part. The students get excited to listen to the stories and predict what will happen next.



Creating a play from a recently read story



Sometimes, I have the kids write a play from a story I read to them. It's fun for the kids to see their own words acted out by their classmates. It encourages participation and active writing.



Student Reading

Reading aloud is often intimidating and difficult. Reading in a way that the others understand requires comprehension of the text first. Only then can the student read a text in a meaningful way. So, now I spend time working with the students to read aloud with confidence and a strong understanding of the text.



Creating a story from a picture

Writing stories helps the kids to anchor the new words they have learned. They create stories and develop their spelling skills.



Group work

We introduced group work as a way to make learning more interactive and more fun. The kids love working together and they have more ideas than when they just sit silently.



I'm very happy to have the opportunity to learn so many new strategies which help me teach my students better.



XI. Attachments

Attachment A: Lessons Learned from EGRA Pilot

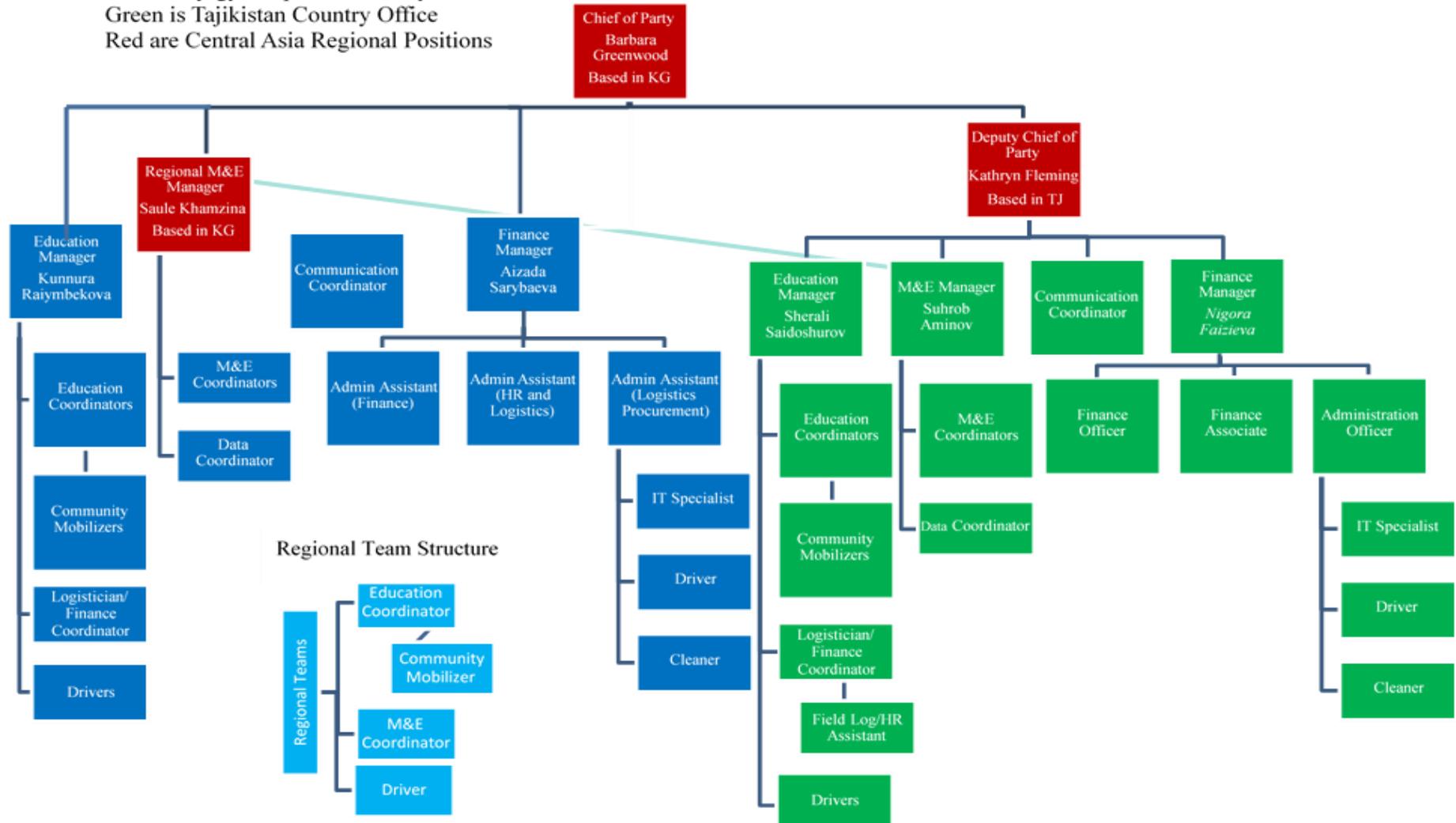
Category	Issue	Problem/Success	Description	Impact	Recommendation
Training of Data collectors	Workshop	Problem	All demonstrations and exercises were in Tajik language; comments and suggestions were considered and corrected only in Tajik tools	Russian instruments went to data collection pilot without wider audience discussion; Comments from Russian teams of data collectors were incorporated later	In EGRA 2016, in April, there will be separate trainings for Russian and Tajik teams of data collectors
		Success	No report of significant issues with software or tablet	Successful data collection training utilizing software on tablet	Simulate/repeat instruction on use of Tangerine software in the upcoming EGRA
EGRA Administration	Administration Issues	Problem	<p>During supervision of data collection the following issues were observed:</p> <ul style="list-style-type: none"> improper sitting arrangement (four data collectors in one classroom) attempts to encourage response 	Obstacle to accurate data collection	<ul style="list-style-type: none"> Emphasize sitting arrangements Prepare data collectors to be disappointed - morale was low among the data collectors as the students' performance was generally poor. Instruct assessor not explain sections as the time on the tablet is running – as this inadvertently takes time away from assess/student to identify letters/words Discourage instructors from giving verbal acknowledgment after each response from child - this prompts children to wait until acknowledgment before moving on to next letter, word... this delays child and skews the results Instruct assessor not to repeatedly explain directions Discourage attempts to encourage response Give child time for whole line (before discontinuing) on letter identification section.
		Success	Comprehensive support from pilot schools administration	Exemplary performance	During workshop demonstrate proper data collection

Category	Issue	Problem/ Success	Description	Impact	Recommendation
EGRA Administration (Sampling)	Sampling Issues	Problem	The number of Russian language students in pilot schools were less than the number reported in MOES statistical data and data reported by District Education Departments	The number of Russian students is under of sample size	Spend additional time during training workshop explaining proper sampling methodology.
EGRA Administration (Managing participants)	Unanticipated issue (Managing participants/ children while they wait to be assessed)	Success	Despite the unanticipated nature of this issue, data collectors were observed managing this issue	Obstacle to random sampling and data collection	In some cases drivers, teachers and or principals were observed assisting in managing the students while they waited for their turn with the assessor, insuring that randomly selected students were not replaced with other students (children that were assessed were effectively kept apart from those awaiting to be assessed). This practice should be encouraged.

B. Attachment: USAID Quality Reading Project Organizational Chart

Quality Reading Project Organizational Chart

NOTE: Blue is Kyrgyz Republic Country Office
 Green is Tajikistan Country Office
 Red are Central Asia Regional Positions



U.S. Agency for International Development
1300 Pennsylvania Avenue, NW
Washington, DC 20523
Tel: (202) 712-0000
Fax: (202) 216-3524
www.usaid.gov