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# USAID Quality Reading Project (QRP) - Kyrgyz Republic

## Quarterly Report

January 2016 – 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) – Kyrgyz Republic  
Quarterly Report  
January – 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.

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## Acronyms

AIR	American Institutes for Research
AKF	Aga Khan Foundation
DED	District Education Department
EGRA	Early Grade Reading Assessment
GPE	Global Partnership for Education
HMU	Head of Methodology Unit
IED	Institute for Educational Development
ISTTI	In-Service Teacher Training Institute
KAE	Kyrgyz Academy of Education
KR	Kyrgyz Republic
MOES	Ministry of Education and Science
M&E	Monitoring and Evaluation
NRC	National Reading Committee
NTC	National Testing Center
QRP	Quality Reading Project
SC	Save the Children
TOT	Training of Trainers
RTTI	Regional Teacher Training Institute
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 Kyrgyzstan and Tajikistan. The contract focuses on the following results: 1) Improved reading instruction in grades 1-4; 2) Increased availability of reading materials; 3) Increased out-of-school reading time; and 4) Increased government support to improve reading.
Life of Activity	June 28, 2013 to October 27, 2017
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
<b>The Kyrgyz Republic</b>	
Total Estimated Contract/Agreement	\$ 9,410,609
Obligation to date	\$ 9,410,609
Total expense at beginning of the quarter (January 1, 2016)	\$ 4,411,502
Quarter Accrued Expenditures (Jan 2016 – March 2016)	\$ 298,091
Cumulative Accrued Expenditures to Date (March 2016)	\$ 4,709,593
Estimated Expenditure, Next Quarter (April 2016 – June 2016)	\$ 530,600

## 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 (KR). 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 the Kyrgyz Republic from January 2016 through March 2016.

The USAID Quality Reading Project released the Midterm Impact Report, which covers Cohort 1 schools. The Impact Report shows the project is having a statistically significant impact on the improvement of reading specifically for the groups who performed the lowest on the baseline. This report was shared with the Ministry of Education and Science (MOES), the National Testing Center (NTC), and with the members of the National Steering Committee on Reading (NSR-R).

The USAID Quality Reading Project began working in Cohort 4, providing the five-day In-Service Teacher Training (IST) in January 2016. Just over 900 teachers from Bishkek/Chui and Jalal Abad participated. The Deputy Directors, Head of Methodological Units (HMU) and Head Teachers from Cohort 4 schools also received a one-day mentoring training.

Over 3,000 Cohort 2 teachers completed the 72 IST course and submitted their portfolios and to the Osh Teacher Training Institute (OTTI) for certification. The portfolios were reviewed and the OTTI will provide IST Certificates to these teachers in April 2016.

February and March were busy months with the roll out of a one-day training for teachers on how to implement the Parents Program in all seven regions of the Kyrgyz Republic. 1,331 teachers and District Education Departments (DEDs) attended this training.

A two-day Training-of-Trainers (TOT) was conducted for USAID Quality Reading Project Community Coordinators and Mobilizers on Community Mobilization Training Package. A roll out of one-day trainings on community mobilization for 4,195 school deputy directors, advanced teachers and librarians from all targeted school libraries and 78 public libraries is scheduled for next quarter.

Reading Camp activities continue throughout the school year. Some schools took advantage of the Winter Break. 195 Reading Camps took place reaching over 3,317 students.

The USAID Quality Reading Project prepared and conducted a workshop on Reading Russian for the teachers from the Schools for the Blind and Seeing Impaired in Bishkek and Osh. Mr. Jerry Mindes, a leading expert on disability policy at AIR, and Ada Muoneke, Ph.D., an Inclusive Education expert at AIR who has expertise in training educators who teach students with special needs in reading met with school directors, observed teachers, and held focus group discussion during the workshop preparation stage to ensure the workshop met the needs of the teachers. The workshop was five days and will be followed up in November with an additional workshop for the teachers.

Book Procurement is still on hold due to lack of a bi-lateral agreement being in place between the Kyrgyz Republic and the United States of American governments. USAID requested the USAID Quality Reading Project to put book procurement on hold until this issue is resolved or until USAID gives the project direct permission.

The USAID Quality Reading Project also began preparation to conduct the Early Grade Reading Assessment (EGRA) mid-line for Cohorts 2 and 3 schools. EGRA Assessment tools and interview forms were revised. The MOES has approved the EGRA dates and has provided an order so EGRA and data collection can be compiled in the sample treatment and control schools. As in the past, EGRA and data collection will be conducted in partnership with the National Testing Center.

### III. Description of Accomplishments and Program Objectives

#### 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 through a cascade model with three levels: National Training of Ministry of Education and Science (MOES) literacy and education experts, a five-day training for the target teachers, plus 2-day training for the Mentors (school Deputy Directors and Heads of the Methodological Unit (HMU), followed by school-level trainings of a minimum of 32-hours by the school-level mentors. Trainings take place throughout the school year, primarily on Saturday Methodological Union Day.

This quarter, a 5-day IST training was conducted for Cohort 4 teachers in Chui and Jalal Abad regions and Bishkek city. Participants completed 40 hours of training towards the 72-hour course. The mentoring and consultations at school level are ongoing at school level for Cohorts 1-4. In addition, the remaining participants from Cohort 3 (Naryn and Issik Kul regions) received 40 hours IST in this quarter.

The Schools in Osh and Bishkek for the Blind and Visually Impaired also took part in the 40-hour training course, and also received an additional five training by Dr. Ada Muoneke on teaching Reading and how to adapt the lessons for blind and visually impaired students.

#### **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***

Completed

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

#### **Grades 1-4 Reading Standards**

The Grade 1-4 Reading Standards approved in 2014 by the Kyrgyz Academy of Education (KAE) and the MOES were revised to meet the new MOES requirements. In September 2014, the MOES was tasked to develop standards for all subjects for primary and secondary school. The USAID Quality Reading Project was requested to assist in the revision of the Reading Standards for Grades 1-4 and to include Writing. The standards for Reading and Writing were revised and submitted to KAE for review and approval in September 2015.

In January 2016, KAE approved the primary education package of standards and submitted them to the MOES Collegium for approval. The MOES Collegium will review the primary school standards together. After the Collegium approves the standards they will be forwarded to the MOES for approval. It is expected the standards will be approved by the Collegium and MOES next quarter.

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

#### IST training for Cohorts 3 and 4



IST in Aksy and Suzak Districts

Chui and Jalal Abad, Issik Kul and Naryn regions and Bishkek city conducted a 5-day IST in January 2016. The participants were teachers, HMUs, Deputy Directors, and specialists from DEDs.

The IST of Cohort 4 in Chui region were conducted from 11 - 15 January 2016 at three locations: Bishkek city school #2, school #1 Ivanovka village and school #11 in Kara Balta town. Teachers from all 37-targeted schools attended the training. Training was conducted for both Russian and Kyrgyz teachers.

This five-day IST was also conducted in Jalal-Abad region from January 11–22, 2016. The teachers were from 40 project schools. The DED specialist of each district supported the organization of the training. The primary school teachers received the IST manuals along with stationary.

The USAID Quality Reading Project field staff identified 188 teachers from Cohort 3 schools who did not attend the IST in August 2015. These teachers consist of newly appointed teachers, teachers who have returned from maternity leave and others who were not available. The project conducted an additional training for these Cohort 3 teachers from January 18-22, 2016.

**In their own words**

These 5-day trainings helped me to assess my skills in teaching reading. I compared my experience with the experience of teachers from other schools and saw that there are teachers who are using methods that I hadn't known before. They were very useful and interesting for me. There was a good exchange of experiences. I feel I have replenished my methodological store.

- Ryskan Tikimbaeva, Primary teacher, Jayil

**Table 1. Participants of Cohort 3 and 4 IST five-day (40-hour) training**

Region	Training Date	Planned # of participants	Actual # of participants	Percentage Attended
Jalal Abad	January 11-22	304	267	88
Chui /Bishkek	January 11-22	400	329	82
Issik Kul	January 18 -22	188	185	98
Naryn	January 18 -22	134	125	93
<b>Total</b>		<b>1,026</b>	<b>906</b>	<b>88</b>

#### Certification Challenges: Cohort 1

The process of teacher certification of Cohort 1 is still ongoing. According to the USAID Quality Reading Project database there are more than 460 teachers from Cohort 1 who are still not certified. As a result of mentoring and other efforts made by the project staff, DED specialists of Jayil, Bishkek city, Moskva and Panfilov districts and the relevant schools, a further 77 teachers (out of a total 460) submitted their portfolios for certification to the KAE. Their documents have now been reviewed and they receive their certificates in April.

More teachers from Sokuluk, Kemin, Chui, Alamudun, and Bishkek are in the process of completing the trainings at school-level (32 hours) and it is expected that by the end of May, more teachers from those districts will be nominated for certification as well.

There are 87 teachers from Cohort 1 who will not complete the process of certification: some teachers did not fully cover the whole teacher training courses (72 hours), some teachers left to move to other schools that are not treatment schools or moved to another country, some teachers are on maternity leave at present, and some are pensioners who are not very interested in certification. More importantly, there is a group of educators - school principal, Deputy Directors, DEDs, specialist subject teachers (English, Math, etc) who participated in five-day IST trainings on reading (40 hours) but later declined to participate in the school-level teacher trainings (32 hours) on the grounds that teaching reading in primary classes is not their specialization. Consequently, the current total number of teachers who declined to be certified is 87. The Table 2 shows the numbers in these categories from Bishkek city, Jaiyl, Moskva, and Panfilov districts.

**Table 2. Number of teachers from Cohort 1, who will not be certified**

Reasons	# of teachers
Resigned	42
Maternity leave	22
Special subject teachers	19
Pensioners	2
Moved to another country	2
<b>Total</b>	<b>87</b>

### Challenges of Cohort 1 in Jalal Abad

In Jalal Abad, problems arose when the cost of the certificates was increased from 130 KGS to 220 KGS. The documents of 483 teachers of 72 schools from Cohort 1 were collected for certification from February 1-10, 2016. On February 12, a meeting was held with the heads of Osh Institute of Education A. Muratov and B. Saidov on preparing the certificates for the teachers. As a result of the negotiations Osh Institute of Education promised to prepare the certificates. However, on February 20, 2016, the OTTI reported that the price for each certificate was raised to 220 KGS, whereas only 130 KGS had been collected from each teacher. Negotiations are in the process with the OTTI to find a solution, an update will be provided next quarter on status of these teachers' certificates.

### Certification Challenges: Cohorts 2-4

The MOES has restructured and responsibility for in-service certification now falls under the Regional Teacher Training Institutes (RTTI) rather than under KAE. The Teacher Training Institutes in Osh and Issyk-Kul have agreed to accept the USAID Quality Reading Project's 72-hour IST as a certified course. The Osh TTI will provide certificates for Jalal-Abad, Osh, and Batken Regions in April 2016 for Cohort 2 teachers. Portfolios for Cohort 2 teachers who completed the 72-hour training were collected and submitted to the Osh TTI in February. Because of Cohort 2 training, 879 teachers from Batken region and 2,260 teachers from Osh region will receive their certificates. The official presentation of certificates by the RTTIs is planned for mid-April 2016.



Raimjanova Mavluda, KaraSuu District, Specialist gathering documents for the Certification of Teachers in Osh

**Table 3. Comparison between Cohort 2 teachers who participated in 5-day IST training and those who will receive certificates from Osh Institute in April 2016**

Region	Participants in 5-day IST	Number of teachers who will receive certificates from Osh	Percentage of Teachers who started course and will receive certificate
Batken	918	879	96
Osh	2,289	2,260	99
<b>TOTAL</b>	<b>3,207</b>	<b>3,139</b>	<b>98</b>

### **Workshop for the Schools for the Blind and Visually Impaired in Osh and Bishkek**

In January 2016, 20 primary grade teachers from the Bishkek and Osh Schools for the Blind and the Visually Impaired attended a 40-hour IST. The Bishkek teachers joined Cohort 4 training. Even though the IST package was not tailored for educators who teach students with special needs, the teachers found the training useful in how to teach reading. The teachers from these schools stated openly that they are usually left of such trainings, but find them very useful.

The project also held a five-day workshop for the educators who work with special needs students. Ada Muoneke, Ph.D. and Mr. Jerry Mindes, two experts in the field of special education and disability policy, respectively, interviewed the schools' directors, observed teachers teaching a reading course, and held focus groups to gather information for the workshop preparation stage.

Dr. Muoneke and Mr. Mindes traveled to Osh to give equal attention to the school in Osh as they did to the school in Bishkek. The initial workshop was held 17-21 March 2016. See Attachment A for Workshop Agenda. There will be a follow up workshop in November 2016.



*Workshop on Teaching Reading, Bishkek*

The project has decided to include these schools in the out-of-school trainings on Reading Camps, Parents' Program, and Working with the Community for teachers in these schools.

### **Mentoring training for Cohort 4**

A 1-day mentoring training for HMU participants of Cohort 4 in Chui and Jalal Abad regions and Bishkek was conducted in January 2016. The table below gives the number of planned vs actual participants. There is the continued challenge of pulling mentors in Chui/Bishkek regions together for a full day training. Even with the support of the Bishkek City Education Administration, there is not a full buy-in into the IST from Bishkek City schools. The project will continue to reach out to schools, teachers and administration to see if we are able to capture these mentors in a Cohort 5 round of training.

**Table 4. Participants of Cohort 4 one-day mentoring training**

Region	Training Date	Planned # of participants	Actual # of participants	Percentage attended versus planned
Jalal Abad	January 16-23	86	79	92
Chui/Bishkek	January 11-22	91	62	68
<b>Total</b>		<b>177</b>	<b>141</b>	<b>80</b>

The Mentor trainings included more practice activities. This addressed a finding from the previous trainings in Cohorts 1 and 2 that was there was too much theory in the mentoring module and not enough practical application.

The second day of mentoring training will be conducted for Cohort 3 teachers in May for Naryn and Issik Kul regions mentors and in November for the mentors from Chui/Bishkek and Jalal Abad.

### **Successes**

- TTI and DED methodologists are beginning to visit project schools and provide mentoring support to the Mentors and teachers;
- In almost all schools, the impact of IST is visible:
  - Creation of book corners in each class,
  - An increase in teachers using active teaching methods,
  - The use of student and teacher portfolios in classrooms,
  - A heightened focus on reading comprehension rather than memorization,
  - The use of formative assessment score cards in the classroom, and
  - Parents' increased involvement in their children's education;
- Teachers are trying to incorporate these methods in their lessons by using the new approaches;
- TTI and DED methodologists say that based on their schools visits, they realize that students' interest in reading is changing and the shift from reading for memorization to reading for comprehension is becoming visible;
- On the advice of the USAID Quality Reading Project program staff, primary education teachers began to write articles on best teaching practices and to publish them in the ministry newspaper "Kut Bilim"; and
- Mass media has grown interested in publishing the success of the USAID Quality Reading Project schools. Several lessons from project schools were broadcasted on TV and articles were written in local and national newspapers touting the success of IST on children's literacy.

### **Challenges**

- Not all the schools have strong Mentors to facilitate school-level training;
- TTI and DED methodologists are not able to visit all the project schools on a regular basis;
- The Osh TTI has increased the cost of certificate from 130 KGS to 220 KGS; and
- Reaching planned number of trained teachers in Chui Region continues to be a challenge.

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

#### **DED Level Meetings**

In order to better integrate with the MOES structure, the USAID Quality Reading Project requested to be included in the DED meetings. Being part of these meetings has given the project a forum to meet with School Directors and Methodologists without visiting every school in the region every month.

There are several purposes for these meetings: 1) to collect prospective plans on school level trainings; 2) to review the protocols for conducting the school level trainings; 3) provide support and consultation on questions raised by the teachers; and 4) provide mentoring support at school level.

Mentoring support was provided for 18 mentors from nine schools during mentoring visits in Chui region. In March, a number of mentoring visits have been conducted for the Bishkek City Education Department and DED specialists of Chui districts to discuss the issue of

Cohort 1 teachers' certification, the celebration of International Book Day in April, and conducting seminars for directors of target schools. As a result of the visits all the plans for organization of the IST at school-level were collected from the mentors and protocols for conducting the school-level trainings were reviewed. There was also the opportunity for consultation on a range of questions regarding the organization of mentoring processes, reporting, classroom activities and out-of-school activities.



Training of Mentors, Issyk Kul Region

In Jalal Abad, Monitoring and Evaluation (M&E) coordinators organized the series of monitoring visits in February-March 2016. Mentoring support was provided for schools of Cohort 4, including six large districts. For the reporting period, 40 project schools received mentoring support from project staff. The 90-minute school-level trainings were conducted according to the schedule that was made at the end of the 5-day training of new project school teachers in January. During those mentoring visits, the issues related to completing required documents were resolved. It is worth noting that teachers showed high interest in working with the project. M&E coordinators (22 schools of Cohort 1 and 59 schools of Cohort 4) monitored 81 schools.

Talas received 31 mentoring and monitoring visits during the reporting period. 29 lessons were observed and supported by the project team. One of the achievements of the Talas project team is that teachers returning from maternity leave and recently hired would like to participate in the 72-hour course and receive certification. 136 uncertified teachers will be trained within the project in Talas region. They will receive the theoretical and practical parts of the school-based training (40 + 32 hours). Negotiations are in process with the Regional Educational Methodological Centre for certification of these 136 teachers.

Five meetings were conducted in Naryn region, with teachers from five districts and Naryn town. The total number of participants was 121 teachers from 97-targeted schools. The aim of the meetings was to engage the DEDs, share experiences and knowledge, and improve skills.

### **School Level and Zone Level Meetings – Creating a Community of Learning**

The USAID Quality Reading Project organized seminars at schools in Issyk-Kul to train mentors and Deputy Directors on preparing documentation and on solving common problems. The project provided practical sessions on how to organize the mentoring sessions and what type of documents they need to provide to the trainees. The seminars were organized as the Zone meetings with the help of the District and Town Education Departments. The Zone meetings are proving a very useful mechanism for mentors and teachers to consult and share results and experiences on organization of mentoring in their schools.

At the Zone meetings, the USAID Quality Reading Project observed demonstration lessons, which were then discussed and analyzed. The demonstration lessons presented excellent examples of how to conduct classroom observations, to promote self-analysis, and how to provide feedback by mentors and peers.

The DEDs are key supporters of the USAID Quality Reading Project. The DEDs continue to support the mentors and assist the teachers in improving reading instruction. The best

teachers' practices, techniques and strategies in reading are shared at the seminars and methodological meetings across the districts.

During the reporting period, the Issyk-Kul team organized 19 zonal seminars throughout the region with the help and participation of DEDs and their methodologists in line with the approved plan of the Heads of District/Town Educational Departments. 540 primary school teachers attended the zonal meetings.

### **Focus Group discussions**

The USAID Quality Reading Project held Focus Group (FG) discussions in the southern regions. The purpose of the FGs are to garner feedback from teachers about the project at the school-level, to discuss the effectiveness of training and methodological work on the development of children's reading skills, to evaluate the effectiveness of work with the community and parents, and to receive recommendations for improving these activities.



Focus Group, Osh City (Aravan District)

The Osh team held eight focus groups at targeted schools. In addition, the team conducted 19 mentoring/monitoring visits in five large districts and Osh town, and attended 14 classes at seven project schools. The total number of FG participants was 107 from 101 schools. All these mentoring visits and FG discussions were helpful for accreditation of 2,260 teachers this quarter. These teachers will receive their certificates in April 2016.

During February 2016, the Batken team carried out four focus group discussions in Batken region among teachers of target schools. Each FG consisted of between 9 and 12 teachers from several different schools, with 45 teachers participating. In general, the HMUs are conducting the 32-hour lessons, but some HMUs lack facilitation skills. Teachers say they are implementing what they are learning and children are excited about reading.

### ***Sub Result 1.5: Implement classroom-based reading diagnostics; administer national, standardized reading assessments***

During this quarter, the USAID Quality Reading Project began planning for the 2016 Midterm M&E and Early Grade Reading Assessment (EGRA) data collection scheduled for April. The preliminary planning included review of the EGRA tools, selecting Supervisors and Data Collectors, updating and refining the data collection instruments and training manuals, and organizing logistics for midterm data collection. EGRA tools were slightly updated based on consultation with Mr. Todd Drummond, Ph.D., AIR Technical Expert. The manual for the data collectors and M&E instruments (lesson observation form, teacher interview, parent and librarian interviews) were reviewed and updated as well to take into account 2015 midterm experiences. The midterm instruments follow the same format as the baseline and first round of midterm in order to monitor the USAID Quality Reading Project progress based on approved project indicators and milestones.

The midterm data collection will target 71 schools in Cohort 2 and 3 regions: Naryn, Issyk-Kul, Osh and Batken Regions (35 project schools and 36 control schools, one control school was added to have better regional proportion). Around 90 data collectors were selected based on the following criteria: to have experience in data collection (EGRA experience preferable), pedagogical experience, etc. Around 65 percent of hired data collector participated in EGRA baseline in 2014. National Testing Center (NTC) provides supervisors for data collection, so in each region the NTC supervisor was assigned for quality assurance

and training of test administrators. The USAID Quality Reading Project M&E staff from last year's EGRA regions were distributed to other regions to support midterm data collection as supervisors.

A 5-day TOT for supervisors and trainers of the four regions was conducted on the end of March and 90 data collectors were invited for the trainings planned for 4-8 April. The training program was based on the manual of data collection. To improve quality of training and reliability of data, an inter-rating reliability procedure (e.g. parallel testing) was included not only to the training program but also to the manual for school data collection. In this process, two (or more in cases with lesson observation) data collectors will conduct in parallel an assessment of one student. They will then compare their data to get agreement on their scoring of that individual student's responses. This procedure improves reliability of data. During the TOT the detailed scope of work and schedule of data collection for the test administrators' teams, supervisors, and coordinators were developed and finalized. All printed tools, manuals and administrative forms were distributed to the regions in time to start training immediately after TOT completion. MOES approved the list of schools, schedule, and the list of test administrators, and informed regional education departments on the upcoming research. The NTC will play an important role in training and data collection quality control. Four trainings for data collectors, data collection, and data entering and cleaning will occur during the next quarter.

The use of electronic tablets was planned for this EGRA midline. A request was sent to USAID to approve the import of the 165 tablets, but the request was denied due to the lack of a bi-lateral agreement between the governments of the United States of America and the Kyrgyz Republic. The project adjusted and moved ahead with the paper-based data collection as it has done in the past.

### **Formative assessment**

During this quarter, the USAID Quality Reading Project worked on the development of formative assessment tools particularly on reading comprehension. Three local experts were hired and under supervision of the M&E manager developed a set of assessment tools and instruction for use for each primary grades. The set of first grade tools includes letter recognition, decoding, fluency reading, vocabulary, and reading comprehension. For all upper primary grades the story maps, and closed and maze tests were developed in Russian and Kyrgyz. Experts piloted these tools in two schools. During the next quarter, the tools will be updated based on feedback and a video version of the tools will be prepared for sharing with target schools.

## **Intermediate Result 2: Increased availability of reading materials**

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

Completed

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

Book and/or Reading Corners have been established in most classrooms, where children can take books to read during breaks and recess and to borrow to take home to read. The children themselves produced handmade books, which were added to the book corners. Children gladly share their books with each other. Some schools have begun the practice of inviting parents or grandparents to read in class: parents bring a book, read it and afterwards leave it in the book corner. All target schools are planning to hold an activity "Present a book to children" in their communities/villages to refill school Book Corners, Libraries, and or Book Banks.



Parent assisting class in Naryn Region



Book Bank, Ak Taala District in Naryn Region

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

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

Local authorities, together with the school community in each region, have shown their support for out-of-school reading activities. A number of meetings aimed at raising awareness about the importance of reading were held with representatives of the community and local government bodies.

The Talas project team had two meetings with the head of the Local Self Governance of Bakai Ata district. Meetings were then conducted in 16 villages of Bakai-Ata, engaging 374 community members. Because of these meetings, Resource Groups of 5-10 community members were formed in each community with the aim of drawing attention to the importance of reading and the role of the community in promotion of reading in the community.

A lot of work was carried out through mobile phone communication. A number of consultations were provided on the methods and characteristics of the Reading Camps, on out of school activities, on how to create book funds, bookshelves in the classroom, or at the libraries. Meetings were held with representatives of the regional library to plan joint activities in seven regions.

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

Out-of-school reading activities included a variety of school- and district-based events, many of them linked with the Parents Program and producing traditional small handmade books for these events.

A main continuing activity under this Sub-Result is the Reading Camps. The purpose of the Reading Camps is for children to engage in reading-related activities in an enjoyable way and thereby contribute to increasing the level of literacy of the early grade students. In order to conduct Reading Camps, the mentors are trained on how to organize the camps and are provided implementation guidelines.



Reading Camp, Naryn

A Reading Camp consists of a total of 21 daily sessions, one session is about 90 minutes and number of students per Reading Camp is between 22 and 25. These daily sessions are distributed over the entire academic year, so that each week there is one day devoted to Reading Camp activities. Also, during school breaks, classrooms are opened for teachers to conduct these camps.

Reading Camps were conducted in Osh, Batken, Talas, and Jalal Abad. Reading Camp mentors were trained for Naryn, Issik Kul, Batken, and Osh. The rest of the regions have ongoing Reading Camp activities, with 3,317 children participating in 195 Reading Camps across five regions.



Reading Camp, Osh City

**Table 5. Reading Camps per Region**

Region	Number of reading camps	Number of students
Batken	6	271
Osh	20	401
Chui	15	300
Naryn	148	2210
Issik Kul	6	135
<b>TOTAL</b>	<b>195</b>	<b>3,317</b>



Reading Camp, Botoyrov School, Uzgen Region

The school administration, teachers, students and parents found the Reading Camps a useful tool to acquaint parents with reading culture at home. During visits to Reading Camps, the USAID Quality Reading Project explained further to teachers how to organize other out-of-school activities such as reading in the family, or reading in pairs.

The social environment was suitably informal, with children organized mostly in small groups. The Reading Camp program is comprised of entertaining reading activities aimed at

developing the five key components of reading: letter knowledge, letter sounds, vocabulary, reading fluency, and reading comprehension.

Observations showed that the physical environment of the Reading Camps was generally good. In all the classrooms where Reading Camps were conducted, the heating system was working properly. Activities were conducted in a relaxed and child-friendly atmosphere and the children were observed to be participating freely and confidently.

**In my own words: Reading Camps**

I have noted that students became more open during reading camp because it was not lesson where they usually receive mark. Students express their opinions on stories they read, how and why this or that character behaved as they did. Mostly they like to sing, play, practice the “Make and Take” activity and they love drawing.

- Polotova Kanyshaiym, a primary teacher, Uzgen

**Parents Program**

The aim of the Parent Program is to attract parents’ attention to reading at home and to awaken children’s interest to read books in the family and out-of-school.

The Parents Program training started in February and was completed at the end of March. The Parents Program is helping the school Deputy Directors, advanced teachers, representatives of DED and City Education Departments to provide the guidance on how to attract the children’s attention to read in the family. The MOES has supported this activity and issued an Order in February 2016 for the Regional Education Departments and units to provide support to the Parents Program.

**Table 6. Parent program attendance per region**

Region	Planned # of participants	Actual # of participants	Percentage of parents attended
Jalal Abad	350	334	95
Chui /Bishkek	296	232	78
Talas	84	81	96
Batken	128	121	95
Naryn	104	104	100
Issik Kul	121	119	98
Osh	327	340	104
<b>Total</b>	<b>1,410</b>	<b>1,331</b>	<b>94</b>

The key output of the training for the Parents Program is that trained teachers will conduct parents meetings at their schools at least twice before the end of school year in May and educate parents on the importance of reading at home and examples of how they can set aside time and read to their children.

The dynamics of parent-teacher meetings are changing due to this training, for parents and teachers are creating a dialogue around children versus just requesting funds. Teachers were actively involved in discussions, presentations, and group work. Participants performed role-plays of parents meetings and developed detailed plans for how they would conduct the parent-teacher meetings. The trainings were conducted in Russian and Kyrgyz.



Parents Program Training, Kara-Suu Region

Batken region schools held 67 parents meetings and provided 67 meeting minutes to their teacher’s portfolio. Analysis of the protocols shows that, after participating in the first parents’ meeting many of the parents’ opinions on reading and working with teachers are positive. The Grade 4 students’ parents made a schedule for reading on Saturdays during which parents will bring storybooks and read to the children.

### **Challenges of the out of school activity (Parents Program)**

Weather conditions caused delay in rolling out this training in some districts. Training for the Parents Program in Toguz Toro district of Jalal Abad region was held on March 24. The training had to be conducted by the mobilizer Osmokeeva Toktogul from Naryn team as the Jalal Abad project teams could not cross the mountains due to weather conditions on their side. The training in Chatkal district (for seven participants) had to be rescheduled due to the weather. This training will be completed in May when the weather is likely to be better.

After participating in 1-day teacher training seminars on Parents Program, the trained teachers conducted seminars at the school-level. Trainings were conducted in a creative way: teachers used their visual aids and practiced reading skills during the trainings. For the school-level training, in some schools teachers also invited some of the more active parents.

**In their own words**

Very relevant to the technique of expressive reading, written in detail in the manual on Parent program. To be honest, even not all teachers are fluent in reading. Many parents do not know about the methods demonstrated during the training on techniques of expressive reading based on the fable "The Lion and the Mosquito." And also, besides reading to the child, we should ask questions before, during and after the story."

- Tashieva Gulbarchyn, Kara-Kulha region

**Media Coverage**

The local media are partners in sharing information about USAID Quality Reading Project and on the activities taking place. The message of reading to your children is going out on television and is also in the local newspapers. Please see the following chart for television coverage for this quarter.

**Table 7. USAID Quality Reading Program Activity Coverage by Local TV**

Date Aired	Topic
11.02.2016	Information on Parent Program
29.01.2016	Participation on Opening of "Biblinavigator" at Local Children's Library as a partner
14.03.2016	Out of school activities at Aitpaev school, Bakai-Ata district
17.03.2016	Program on local TV "Morning guest" General interview on project activities.
11.02.2016	Information on Parent Program
29.01.2016	Participation on Opening of "Biblinavigator" at Local Children's Library as a partner
14.03.2016	Out of school activities at Aitpaev school, Bakai-Ata district

**Intermediate Result 4: Increased government support to improve reading**

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

**The Project Resource Group** - a group of people united on a voluntary basis to promote reading at the community level. In our case, the Project Resource Group (PRG) is not only for the period of the project implementation but it is a long-term and stable group, which will work for the interest of children. The PRGs have been established in Talas region based on team efforts. This is a long term approach toward project sustainability. As the project is approaching its end point in the fall of 2017, active DEDs and advanced teachers are continuing the project activities on their own initiative, such RC, Parents Program, community mobilization program, and PRG.

**The following work has been done by the Project Resource Group:**

- Implementing out-of-school activities on how to work with the community;
- Joint planning and discussion of reading promotion at the community level; and
- Conducting quarterly review meeting to discuss the promotion of reading, its successes and difficulties, with the participation of the Board of Trustees, school parliaments, local government bodies, and DEDs.

On February 5, 2016, a meeting was organized with Karakol town school directors in the City Education District. The participants included the head of City Education Department Ms. Apysheva Vera Sultanovna, and responsible methodologis Cholpon Kelgenbaeva, and all eight school directors of target schools in Karakol. The meeting discussed the organization of mentoring in the 32-hour trainings at schools, and problems and constraints. The USAID Quality Reading Project pointed out the weak support for teachers from the school

administrations and explained the importance of reading among early grade students. The results of the 2015 EGRA were presented, the upcoming EGRA was discussed, and the directors understood the responsibilities of schools and teachers in order to get improved results on the assessment. Finally, the schedules of zonal seminars in Karakol were planned.

On February 15, 2016, the USAID Quality Reading Project met with the new Governor of Issik Kul region Askhat Akibaev, where they discussed the importance of reading for the young generation. The Governor agreed to help the project in the celebration of International Book Day on April 23, 2016.

At a meeting with the directors of 24 target schools in Ak-Suu district, the advantages and problems in implementing the project among the village schools were discussed, as well as the upcoming EGRA. The directors learned that it is not only primary school teachers but also the administrators of schools that are responsible for achieving better results from their students. They also received answers to their questions on what issues need most attention.

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

All DEDs and City Education Department specialists (except Chatkal) received information on the 2015 midterm EGRA results and on preparations for the EGRA assessment, which will be starting in April in four regions.

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

On March 11, 2016, Mr. Jerome Mindes and Dr. Ada Muoneke from AIR arrived to visit the Osh school for the blind and visually impaired students. The purpose of the visit was to get more information in preparation for the arranged training on Reading and Literacy Instruction for Students with Blindness and Visual Impairments, which was later conducted in Bishkek from March 17-21, 2016. During the visit to Osh, the guests were introduced to the school, observed lessons, and convened a focus group of teachers.

The National Reading Committee met on March 15, 2016 to start planning for International Book Day on 23 April. Ms. Saule Khamzina, the Project's Regional Director for M&E, presented the 2015 Midterm EGRA results at this meeting.

#### IV. Progress against Work Plan

**Table 8. Status of Activities**

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments		
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept					
1	<b>Program Start-Up</b>																		
2	<b>Deliverable:</b> Finalize Implementation annual work plan	AIR																Accomplished	
3	<b>Deliverable:</b> Finalize PMP	AIR																Accomplished	
4	<b>Intermediate Result 1: Improved reading instruction in grades 1-4</b>																		
5	<b>Sub Result 1.1: Conduct a baseline qualitative analysis</b>																		
6	<b>Deliverable:</b> Presentation of key findings baseline qualitative	AIR, NTC																Accomplished	Completed
7	<b>Sub-Result 1.2: Design in-service training (IST) package</b>																		
8	Draft Reading Standards	AIR, KAE																Accomplished	Adapting the already approved Reading Standards to the new MOES formats. KAE has approved the revised standards. Next quarter the standards will be reviewed by the Collegium and then MOES
9	<b>Sub-Result 1.3: Conduct in-service trainings for teachers and other educators</b>																		
10	Cohort 2 School based trainings through rollout of 90-minutes micro-modules	SC															Cohort 2, primary school teachers will be conducted 72 hours IST and mentors will be trained. At the end all teachers and mentors will receive Certificate from KAE	Accomplished	Cohort 2 started from Jan, 15-till Dec, 15. HMUs meet with teachers on a regular basis for 90-minutes micro-modules workshops. Portfolios are collected and being reviewed for certification

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept			
11	Conduct 5-Days training for Cohort 3 and 4 Master Trainers and primary school teachers at target districts level.	SC													Cohort 3 completed in August'15 and Cohort 4 in Jan-March '16.	Accomplished	Cohort 3 IST completed in August-September'15, a few groups Cohort 3 and Cohort 4 completed January'16
12	Cohort 3 and 4 School based trainings through rollout of 90-minutes micro-modules.	SC													Cohort 3: July 15-May 16. Cohort 4 started Jan, 16. Cohort 3: about 294 schools and 2144 teachers from Naryn, Issyk-Kul, Talas and Jalal-Abad. Cohort 4: 125 schools and 1021 teachers from Osh and Bishkek\Chui. At the end all teachers and mentors will receive Certificate from KAE	On-Going	Cohort 3 & 4 training is ongoing. HMU meet with teachers on a regular basis for 90-minutes micro-modules workshops -
13	Teacher Training for School for the Blind in Bishkek and Osh	AIR, SC													20 Teachers from Osh and Bishkek Schools for the Blind attended IST training for Cohort 4; a teacher training was held in March specifically for the teachers in these schools	Partly Accomplished	An additional training will be held in November 2016. The original target of 80 teachers will not be met due to the fact there are only 15-20 primary school teachers between the two schools.
14	<b>Sub-Result 1.4: Strengthen systems for teacher mentoring/coaching</b>																
15	Training for mentors Cohort 3 and 4 and Distribute guide on Mentoring to regional In-service TTI staff and deputy school principals on Primary Grade Cohort 1, 2 3 and 4-	SC, MOES													Train 588 mentors from Cohort 3 schools and about 250 mentors from Cohort 4 schools on Mentoring. 4000 trainer's materials on mentoring in Russian, Kyrgyz languages	Accomplished	Aug- Sep 2015 -Cohort 3 and In January 2016 Cohort 4 DDs, HMU use module on mentoring

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept			
16	Provide mentoring to Cohort 1 teachers	SC, DDs, HMU													3516 primary school teachers Cohort 1 receive mentoring support	Not planned this quarter	Started September 2014 Cohort 1. DDs and HMU use mentoring tools from IST package
17	Provide mentoring to Cohort 2-4 teachers	SC, DDs, HMU													Batken and Osh: 3261 primary school teachers receive mentoring support; Sept 15' till May 16' about 2144 primary school teachers receive mentoring support; Feb '16 - Dec '16 (Osh, Bishkek\Chui) and about 1021 primary school teachers receive mentoring support	On-Going	Mentoring to Cohort 2-4 is going.
18	Launch portfolio system for evaluation of Cohort 1 teachers competencies - (in TT package IR 1.2)	SC, MOES, KAE													In 459 Cohort 2, 294 Cohort 3 and 125 Cohort 4 school teachers will develop portfolios. 3611 certificates for Cohort 1 (Bishkek, Chui 1587, Talas - 702, Jalal-Abad - 1322) were provided by KAE.	On-Going	MOES / KAE accepts portfolios as a basis for teacher evaluations and certification. Cohort 2 teachers is submitting portfolios. Cohort 2 (Osh and Batken) teachers is preparing them for certification in Osh ITTI.
19	Launch portfolio system for evaluation of Cohorts 2, teachers competencies	SC, MOES													Cohort 2: about 459 schools and 3261 teachers from Batken and Osh from Jan '16 until Mar '16	Accomplished	3,129 certificates were received by Cohort 2 teachers in Osh and Batken

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept				
20	Launch portfolio system for evaluation of Cohort 3 teachers competencies	SC, MOES														Cohort 3: 294 schools and 2144 teachers from Naryn, Issyk-Kul, Talas and Jalal-Abad from June - Aug '16	Not planned this quarter	MOES / KAE accept portfolios as a basis for teacher evaluations and certification.
21	Launch portfolio system for evaluation of Cohort 4 teachers competencies	SC, MOES														Cohort 4: 125 schools and 1021 teachers from Naryn Osh, Bishkek\Chui from Jan - Mar '17.	Not planned this quarter	MOES / KAE accept portfolios as a basis for teacher evaluations and certification.
22	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	Participated in DED meetings and supported an additional day of training on topics like mentoring and IST in Talas, Batken, Osh and Issyk Kul
23	<b>Sub-Result 1.5:</b> Implement classroom-based reading diagnostics (process focused); administer national, standardized reading assessments (outcome focused), such as an EGRA, in a representative sample																	
24	Review EGRA tests (section vocabulary), M&E tools	AIR, NTC														EGRA and M&E mid-line and end-line instruments reviewed and revised	Accomplished	
25	Training of Test Administrators	AIR, NTC														100 data collectors, and supervisors trained	Accomplished	
26	Administer outcome focused assessment tool – midline and end line	AIR, NTC														Mid and-line data collection administered End line data collection administered	Not planned this quarter	
27	Data Scanning	AIR, NTC														Data entered and scanned	Not planned this quarter	
28	Psychometric data analysis and reporting (automated) results of the outcome focused assessment	AIR, NTC														Psychometric Data analyzed and reported	Not planned this quarter	
29	<b>Deliverable:</b> Reading assessment report (mid-line and end-line)	AIR, NTC														EGRA and Project Mid-line and End-line Reports	Not planned this quarter	

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept			
30	<b>Deliverable:</b> Raw data submitted to USAID														Raw data submitted to USAID within 4 months of data collection	Not planned this quarter	
31	Conduct Household (or community) surveys in conjunction with reading assessments to determine quantity of reading materials at home or in out-of-school activities	AIR, NTC														Not planned this quarter	NOTE: This deliverable has been tied in with the assessment timelines, making it more efficient and practical
32	Develop Formative Assessment videos for schools															On-Going	
33	<b>Intermediate Result 2: Increased availability of reading materials</b>																
34	<b>Sub-Result 2.1: Conduct a comprehensive review of the quantity of primary grade-level reading material available in Kyrgyz Republic</b>																
35	<b>Sub-Result 2.2: Ensure a mix of reading materials are used by schools and communities</b>																
36	Provide low-cost primary grade materials available for classroom use and at home in all targeted communities	SC													Newspaper, handmade small books, Parent cards, low cost school made materials, new books (est. 200,000 units)	Slight Delay	Agreement with Kut Bilim newspaper for teachers is signed Parents cards are prepared and distributed in all regions. Purchase of books on hold
37	Organize National Children's Book Competition	AIR, SC, MOC, RCL													8 Sep, 12 Dec, and 23 April every year	On-Going	December events were conducted in all regions
38	<b>Intermediate Result 3: Increased out-of-school reading time</b>																
39	<b>Sub-Result 3.1: Increase public awareness about the importance of reading as a cornerstone of education and life-long success</b>																
40	<b>Parent reading information cards</b>	SC														Not planned this quarter	

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept				
41	Print and disseminate reading information cards (for Cohort 1, 2, 3 and 4) School Communities	SC														40,710 sets of Reading information cards printed. 30 sets of reading information cards disseminated per (Cohort 1 and 2, 3 and 4) 1357 school / communities.	Accomplished	The printing materials are printed and distributed
42	Define target community members and conduct orientation workshop/ sessions with PTA, School administrators. Community leaders, women groups to present and discuss reading information cards with population	SC														40,710 community members (30 per 1357 schools/community Cohort 1, 2,3 and 4) get workshop materials/ guidance on how to read with children in Russian and Kyrgyz	On-Going	The one-day training has started in April 18th
43	<b>Deliverable:</b> Parents and communities guidance on how to read with children	SC															Accomplished	printed and distributed in April 11
44	<b>Mobile Theater/Libraries</b>																Not planned this quarter	
45	Develop TOR for Republican Children's Library (RCL) to design and conduct community outreach programs	AIR - SC														TOR	Not planned this quarter	
46	Support RCL to create Mobile Theater and Mobile Libraries at regional level using Book Chests Resources	SC - RCL														1357 Mobile Libraries created by the end of Dec, 2016	On-Going	Purchase of books on hold. Mobile theaters attached to book day in April.
47	Conduct outreach programs to children and communities to promote reading - Cohort 1-4 target districts	SC - RCL														2 outreach programs materials per 1357 school/community	On-Going	

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept			
48	On-going monitoring and supervision of outreach programs	AIR - SC													Tool/instruments	On-Going	
49	<b>Hold National Book Day</b>															Not planned this quarter	
50	Support Reading Committee to design and plan National Book Day	SC, AIR, MOES, MOC, NSC-R													Agenda for 8 September, 12 December and 23 April	On-Going	12 December events were conducted in all regions; NTC discussed 23 April
51	Design and conduct a variety of competitions around reading	SC, AIR, MOES, MOC, NSC-R													Agenda	On-Going	Various competitions are being planned for National Book Day 23 April 2016.
52	Present the results of competitions in National Book Day and present awards	SC, AIR, MOES, MOC, NSC-R													8 September, 12 December and 23 April	On-Going	Various competitions are being planned for National Book Day 23 April 2016.
53	<b>Family Program</b>	SC														Slight Delay	
54	Disseminate developed Family Program to schools via training to DD	SC													1500 in Russian, 2 500 in Kyrgyz printed and distributed to DD via trainings. 1357 DD trained	Accomplished	The dissemination is done
55	Support the communities around target schools to create or support existing groups to focus on reading	SC													78 local library	Slight Delay	The one-day training is ongoing till June 2016
56	Train volunteers and members of groups to conduct community reading awareness campaign to encourage family reading for their children	SC													3 per 1357 school/ community total 4071 volunteers and group members trained	Slight Delay	Training will be held next quarter

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept				
57	On-going monitoring and supervision of Family Program	SC, AIR														Tools/ instruments	Slight Delay	Training will be held next quarter
58	<b>Media Public Awareness Reading Campaigns</b>																Not planned this quarter	
59	Support National Children's TV to create children reading support program	AIR, SC														In partnership with AKF, supported by USAID GGPAS	On-Going	Programs completed and airing
60	Broadcast reading support program on regular basis	AIR, SC														In partnership with AKF, supported by USAID GGPAS	On-Going	
61	Develop and implement additional reading awareness campaign	AIR, SC														One at national and one in each target school/ community.	On-Going	
62	<b>Ministry of Education and Science Reading Support Campaign</b>	AIR, SC															Not planned this quarter	
63	Sign agreement with MOES press center, publishing house, and "Kut Bilim" newspaper staff to create campaigns to advocate reading	AIR-SC														Cooperation agreement signed	Accomplished	Agreement with "Kut Bilim" signed in Nov
64	Support MOES develop, print and disseminate posters that advocates importance of reading through affiliated agencies	AIR, SC														Posters in Russian, Kyrgyz and English	Slight Delay	Pushed to Next Quarter with support from USAID GGPAS
65	<b>School Reading Promotion</b>	AIR, SC															On-Going	

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept				
66	Conduct different activities on School and Family Reading Promotion, such as school presentations (Tuesday Reading Parent, Family Night), performances of children's choral reading and creative dramatics, and leaflets, bookmarks, and booklists of grade-appropriate materials	AIR, SC														2 per school/ community Cohort 1, 2, 3 and 4 schools/ communities total of 1357x2=2714 activities. Agendas and Reading materials	On-Going	
67	<b>Sub-Result 3.2: Implement out-of-school reading activities</b>																	
68	<b>Extracurricular activities to promote reading/ Reading Camp</b>	SC															Accomplished	
69	Conduct training for DDs on planning and delivery of extracurricular reading activities on Reading Camp (with IR 1.3)	SC														1357 DDs will be trained. Agenda of the training and training materials.	Accomplished	Reading camps for mentors in Q1 in Issik – Kul 163 participants attended Naryn – 105 participants and Chui - 92 participants. Total 360 mentors were trained
70	Conduct extracurricular activities at school level	SC														Total: 2714 events (2 events in each target school)	On-Going	Out-of school activities are going in all regions
71	Print and disseminate Reading Camp Curriculum and supplementary reading materials	SC, AIR														3000 Reading Camp Curriculum print and disseminate to 1357 Project Target schools. Act of acceptance	Accomplished	Reading camp curriculum disseminated to all target schools
72	Support target schools to plan and deliver reading camps for primary grades	SC														Reading Camp Curriculum Trainings materials	On-Going	Reading camps are going in all Cohorts
73	Conduct monitoring and evaluation of Target School	SC														Monitoring Tools	On-Going	

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept				
	Reading Camps																	
74	<b>Deliverable:</b> LB Reading Camp Curriculum and materials adapted and incorporated	SC														Reading Camp Curriculum is finalized	Accomplished	
75	<b>JumpStart</b>	SC															Accomplished	
76	<b>Deliverable:</b> JumpStart Program and Learning materials incorporated into Grade 1 preparation program	SC															Accomplished	Shared with World Bank Global Partnership for Education and incorporated into their kindergarten program
77	<b>Intermediate Result 4: Increased government support to improve reading</b>																	
78	<b>Sub-Result 4.1: Increase dialogue about the existing environment for reading acquisition</b>																	
79	Hold policy workshops best practices/policy	AIR														Agenda, Minutes	Not planned this quarter	May be delayed due to bilateral issues
80	Hold quarterly meetings at National, Regional and District levels	AIR, SC														Minutes	Accomplished	Held NSC-R meeting to share EGRA midterm results
81	Disseminate summaries, reports, findings to regional, district, and school-level MOES and other stakeholders	AIR														Districts, schools Cohort 2 - 459 schools; Cohort 3 -294 schools; Cohort 4 - 125 schools receive a fact sheet on results	Accomplished	Impact Study for 2015 Midline was shared with MOES, NTC, and NSC-R. Results were also shared in all Regions.
82	<b>Sub-Result 4.2: Increase capacity to use reading assessment results</b>																	
83	Develop capacity building plan (national assessment centers)	AIR, NTC														Completed	Not planned this quarter	
84	Organize capacity building workshops	AIR, NTC														Build capacity of 25 specialist	Accomplished	NTC capacity building workshop conducted in 23-27 December

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept				
85	Present findings on reading assessments to Reading Assessment Committee and NGOs and research institutions	AIR, NTC														A workshop to present findings is conducted	Accomplished	EGRA results were presented on National Reading committee meeting on 27 of December; Impact results shared at NRC 15 March 2016 meeting
86	Analyze and submit recommendations to MOES	AIR, NTC														Recommendations provided to MOES	Accomplished	R recommendations submitted to MOES
87	<b>Sub-Result 4.3: Strengthen the enabling environment to support improved reading instruction reform</b>																	
88	Work through NSC-R to link components of the project directly to policy initiatives that are identified in country education strategy	AIR, SC, MOES, MOC														Minutes of the NSC-R. Total 5 (1 per Quarter) NSC-R meetings	Accomplished	Meeting held on 15 March 2016
89	Promote laws, policies, regulations, and foundational education documents developed or modified to support improved practices	AIR, SC															On-Going	
90	Develop a strategic plan to scale-up successful interventions, including major challenges	AIR														Strategic Plan created with MOES	Not planned this quarter	
91	<b>Monitoring &amp; Evaluation</b>																	
92	Finalize PMP	AIR														PMP 2015 developed and finalized	Accomplished	Updated Annually as necessary
93	<b>Deliverable:</b> Quarterly Performance Reports	AIR														Quarterly Performance Reports submitted to USAID	Accomplished	
94	Participant Training Reports	AIR, SC														TraiNet is updated quarterly	Accomplished	
95	<b>Deliverable:</b> Annual Performance Reports	AIR														Annual Reports submitted to USAID	Accomplished	

## v. Coordination with host governments, donors and implementing partners

**Table 9. Key Meetings with USAID and Partners**

Date / Location	Attendees	Subject	Follow-up / Notes
<b>Issik Kul region</b>			
5 February Karakol	Directors of schools, TED	Administrative support to ES teachers EGRA results and expected outcomes	Zone meetings were planned
5 February Karakol	Governor Askhat Akibaev	Aims and objectives of QRP	Government support for Book Day celebrations
25 March Ak-Suu district	Directors of 24 target schools	Administrative support to ES teachers EGRA results and expected outcomes	Administrative support in organizing zone seminars
<b>Jalal Abad region</b>			
February 10th- March 20th Suzak, Bazar- Korgon, Nooken, Aksy, Ala-Buka Ala-Buka,	Vice head of DED, Methodists	Continuation of work with project schools of Cohort 1 and work with new schools of Cohort 4	To provide mentoring support
<b>Batken region</b>			
15 March Kadamjay district	The principals of the target schools and representatives from the Local Educational Department	Quarterly DED meeting with partners	13 school principals, 4 vice- principals and 2 ED representatives participated. Open classes have organized and Family reading activities, the achievements of the project have been discussed
<b>Chui region</b>			
9-29 March Bishkek District Education Departments of Bishkek and	DED 7 districts Heads and specialists of Bishkek	Certification of teachers of 1 cohort, Planning of meetings of Directors of target schools, Parents program, Planning of Community Activities program trainings, Planning of Book Day	
<b>Talas region</b>			
12 January Bakai-Ata district	Deputy head of Bakai- Ata distric – Shambetova A.E.	- Agreement to hold a meeting with the heads of village councils of Bakai- Ata distric - Plan meetings (village assembly) in target communities to promote reading	Joint plan on meetings Forming resource working groups (RWG)

Date / Location	Attendees	Subject	Follow-up / Notes
15 January Talas town	Director of Region Library	Opening Ceremony of new small project at Children’s Library funded by Democratic Commission. Project called “Biblio navigator”	<ul style="list-style-type: none"> <li>- to attract students of target schools to the library</li> <li>- further to the develop joint projects like this</li> </ul>
19 January Kara-Buura district	Deputy head of Kara-Buura distric – Karbozova S.O.	Further steps of Working groups	Joint plan on promoting reading at District level and village level
10 February 16	Head of the RED of Manas district and Director of target schools.	<ul style="list-style-type: none"> <li>- Project Results and further steps</li> <li>- Certification of uncertified new teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing seminars at the school level</li> <li>- Experience exchange</li> <li>- Teachers mutual visits to lessons</li> </ul>
15 February Talas district	Head of Talas district (Akim) – Nurjanov Bakyt	<ul style="list-style-type: none"> <li>- Updated info on project activities, plans for future</li> <li>- Agreement to hold a meeting with the heads of village councils of Talas district</li> </ul>	
15 February Talas distric	Deputy head of Talas distric – Bayalieva Z.K.	<ul style="list-style-type: none"> <li>- Agreement to hold a meeting with the heads of village councils of Talas district</li> <li>- -to plan meetings (village assembly) in target communities to promote reading</li> </ul>	Joint plan on meetings Forming resource working groups (RWG)
16 February Bakai-Ata district	Head of the RED of Bakai-Ata and Director of target schools.	<ul style="list-style-type: none"> <li>- Project Results and further steps</li> <li>- Certification of uncertified new teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing seminars at the school level</li> <li>- Experience exchange</li> <li>- Teachers mutual visits to lessons</li> </ul>
26 February 2016	Head of the RED of Talas district and Director of target schools.	<ul style="list-style-type: none"> <li>- Project Results and further steps</li> <li>- Certification of uncertified new teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing seminars at the school level</li> <li>- Experience exchange</li> <li>- Teachers mutual visits to lessons</li> </ul>
09 March Talas town	Meeting with Director of Region Library, Jarkynalievna Telegei Sagynovna and director of Region Methodological Center of Education	Discussed join plans for 23 April Book Day	

<b>Date / Location</b>	<b>Attendees</b>	<b>Subject</b>	<b>Follow-up / Notes</b>
14 March Talas town	Meeting with the director of Region Methodological Center of Education – Tilekmatov T.K.	<ul style="list-style-type: none"> <li>- discussed the issue of the continuation of regular seminars in schools for the sustainability of the project</li> <li>- Certification of uncertified new teachers</li> </ul>	In process
14 March Talas region	Deputy Governor of Talas region, Jarkynalieva A.Sh.	<ul style="list-style-type: none"> <li>- Project Results and further steps</li> <li>- Meeting at district and village level</li> </ul>	
16 March Talas town	Director of Region Method center – Tilekmatov	Discussion of certificate issue.	In process
25 March Kara-Buura district	Head of the RED of Kara-Buura district and Director of target schools.	<ul style="list-style-type: none"> <li>- Project Results and further steps</li> <li>- Certification of uncertified new teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing seminars at the school level</li> <li>- Experience exchange</li> <li>- Teachers mutual visits to lessons</li> </ul>

## VI. Challenges and Lessons Learned

Challenges come in all shapes and sizes, from logistical challenges, trying to monitor the in-school and out-of-school activities in over 1,200 schools, to getting teacher “buy-in” to the IST program and their participation on methodological session days, to not being able to purchase books due to the political environment. One of the lessons learned this year is that it is important to incorporate the MOES Regional and District structures into the project mentoring and monitoring system. By working through the monthly and quarterly Regional and District meetings, the project is slowly getting these stakeholders to take ownership.

During this Quarter, the project has learned that the Kyrgyz MOES is developing a new teacher grading scheme, which most probably will be introduced in the autumn, and teachers would like to have the certificates, as these will help them gain a higher category. This is an extra incentive for teachers to complete the IST package.

The United States and the Kyrgyz Republic bi-lateral discussions are taking longer than expected. Certain activities such as procurement of books and procurement of electronic tablets are on hold until this agreement is in place or USAID gives the project permission to proceed with these expenditures. All USAID projects have been told to limit Value Added Tax (VAT) expenses, but to keep our office doors open. The project has found vendors who do not have to pay VAT, thus we have been able to conduct our trainings, print training and evaluation modules, and purchase stationery. This has been the status since August 2015.

## VII. Summary of Administrative, Operational and Staffing Issues

### Operations

- Tenders were conducted for Catering, Transportation, and Printing.

### Project Staffing

See Attachment B for updated organizational chart.

The following positions were filled this quarter:

- Community Mobilizer for Chui oblast, Svetlana Kudaibergenova (SC)
- HR/Logistics Assistant, Zafar Turdiev (SC)
- Communications Coordinator, Almaz Zhumaliev (AIR)
- Administrative/Procurement Assistant, Zarina Sagynbaeva (AIR)
- Project Accountant, Kanykei Ormonova (AIR)

The following staff returned from Maternity leave:

- M&E Field Coordinator in Jalal-Abad Oblast, Aiperi Kalybekova (AIR)
- M&E Field Coordinator in Osh Oblast, Gulnara Aijigitova (AIR)

The following staff are on Maternity leave:

- Administrative/Procurement Assistant, Aigerim Kaldybaeva (AIR)
- Accountant, Zhyldyz Kubanychbekova (AIR)

The following staff resigned:

- Safina Zoiri, Regional Finance Manager, effective 18 February 2016 (Finance Manager TJ position is filled next quarter)

**Table 10. International travel completed this quarter**

Name of Traveler	Destination (s)	Dates of Travel	Purpose of trip
Barbara Greenwood	Dushanbe	14-26 February	Oversee USAID QRP TJ office while DCOP was on leave
		16-18 March	Interviews - TJ Finance Manager
Ada Muoneke	Bishkek Osh	08-25 March	Prepare and Conduct Reading Workshop for the Schools for the Blind and Visually Impaired in Osh and Bishkek
		11 March	
Jerry Mindes	Bishkek Osh	08-20 March	Prepare Workshop for the Schools for the Blind and Visually Impaired
		11 March	
Snyezhanna Ishchuk	Dushanbe Bishkek Dushanbe	16-18 March	Interviews - TJ Finance Manager
		13-20 March	
		20-27 March	
Saule Khamzina	Dushanbe	27-31 March	Finance Support
		17-24 February	
Saparbek Omorov, Data coordinator	Dushanbe	14-19 February	Oversee piloting of EGRA and for EGRA Planning with TJ M&E Manager
			Participate in Training on data collection pilot, and to work on Database with TJ Data Coordinator

## 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. Follow up on status of Reading Standard approval with Collegium and MOES.

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

1. Community mobilization training April-June 2016.
2. Continuation of providing mentoring support to the teachers of Cohort 1-4 to sharpen knowledge and skills on early grade reading instruction;
3. Certification of the teachers Cohorts 1 & 2
4. Process of verification of the remaining teachers' portfolios for certification from KAE and OTTI.
5. Planning in-service trainings for teachers from Cohort 1 who did not complete IST in June 2016.

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

1. Mentoring and monitoring visits to schools according to the schedule (monitoring of lessons, Methodological Associations meetings and reading corners).
2. Implement the portfolio system at schools to assess teachers' professional competence.
3. Participate on monthly regional education departments' meetings to strengthen mentoring/coaching support on the schools basis.
4. Collection of documentation for certification for Cohort 3.

#### ***Sub Result 1.5: Implement classroom-based reading diagnostics; administer national, standardized reading assessments***

1. Preparation and conduct of EGRA in April 2016; Scan and data input in May 2016 and analysis begins in June 2016.
2. Formative Assessment tools finalized with video of their usage completed and disseminated.

### **Intermediate Result 2: Increased availability of reading materials**

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

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

1. Organization of the book corners in every classrooms will continue
2. Continues to establish the Primary school corners in every school library
3. Brainstorming and discussion with school administration of mobile libraries and mobile theaters.
4. Planning mobile theaters and mobile libraries for April - June, 2016

### **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. Planning of awareness campaign on TV and radio to promote family reading
2. Family reading activity is ongoing in 2016

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

1. Continue implementation of reading camps in all regions during schools' vacation

2. Conduct Community Mobilization 1-day training: 1,437 librarians, and 2,600 volunteers. Total: 4,195 persons

<b>Intermediate Result 4: Increased government support to improve reading</b>
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***Sub Result 4.1: Increase dialogue about the existing environment for reading***

1. Begin discussions on Reading Forum

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

1. Partner with NTC for EGRA

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

1. DED meetings will continue in all regions

**Table 11. Planned international travel for next quarter**

<b>Name of Traveler</b>	<b>Destination (s)</b>	<b>Dates of Travel</b>	<b>Purpose of trip</b>
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
Barbara Greenwood	Dushanbe, TJ	Late May	Planning
Kathryn Fleming Sherali Saidoshurov Suhrob Aminov	Bishkek, KG	Early June	Annual Work Planning
Barbara Greenwood	Syracuse, NY	18 June to 16 July	R&R
Kathryn Fleming	Bishkek, KG	Late June	Acting COP
Snyezhanna Ishchuk	Dushanbe, TJ	07-21 May	Finance Support
Kunnura Raiymbekova	Dushanbe, TJ	Quarterly	USAID/QRP meetings

## IX. Progress against Performance Monitoring and Evaluation Plan

**Table 12. Performance Monitoring and Evaluation Reporting Table the Kyrgyz Republic**

#	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	34.52%	20% percent increase	n/a		n/a	Midterm is in April'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	34.25%	50%	n/a		n/a	Midterm is in April'16
<b>Intermediate Result 1: Improved reading instruction in grades 1-4</b>										
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	-	85%	n/a		n/a	Cohort 2 data is not ready Cohort 1 data reported in October 2015
4	Percent of teachers demonstrating in the classroom instructional best practices in reading	gender, region, language	sample-based classroom observation tool	yearly	26% 20%	50% 50%	n/a		n/a	Midterm is in April'16
5	Number of primary grade students taught by teachers who have received reading training	gender, grade	training roster, school database	annually	0	156,600 new -118,000 (Cohort 2,3) -38,600 (remaining Cohort 1)	80, 872 Batken 22 453 Osh 58 419 Jalalabad: 0 Chui\Bishkek: 0	52%		Cohort 2 reported only. Cohort 1 (remaining) and 3 will be reported after certification

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q2 FY 2016	% of achievement	Score	Comments
6	Number of schools getting support	region, type of support (training, material)	activity roster, school database	according to training schedule	0	1,357 (C1, C2, C3, C4 schools)	1,351 (C1, C2, C3, C4 schools)	100%		All target schools has been getting mentoring, material, trainings.
7	Number of in-service training packages developed and approved by MOE	type	training package, approval document	annually	n/a	0	approved PY1			Achieved in PY1
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"> <li>Trainers, MOE/ITTI/DED officials</li> <li>Mentors (Deputy principal, methodologist, advanced teacher)</li> <li>Primary grade teachers (except mentors)</li> </ul>	gender, region, cohort, level of training	training rosters	according to training schedule	n/a	6,316 - 5,230 ( C2 & C3): 1,350 <i>mentors; 3,880 teachers</i> -1,086 (remaining from C1)	3,139 Batken: 879 Osh 2,260 Jalalabad: 0 Chui\Bishkek: 0	50%		Cohort 1 teachers remaining from PY2 will be reported in Q3 after getting certificates on completion 72 hours IST (around 500 new teachers)
9	<del>Number of teachers/other educators receiving in-service training in reading.</del>	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 don't 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	575 (Cohort 4)	783 sets of IST (IST, Standards, Resource materials)	136%		

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q2 FY 2016	% of achievement	Score	Comments
11	Number of mentoring guides distributed to mentors	type, # of copies	material distribution records	according to training schedule	0	300 (Cohort 4)	140 (Cohort 4) JA: 79 Bishkek\Chui: 61	47%		Fewer number of mentors in schools participated on the trainings
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	28%	45%			n/a	Midterm is in April'16
<b>Intermediate Result 2: Increased availability of reading materials</b>										
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	15%	25%	n/a		n/a	Midterm is in April'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 -150,000 -200,000 (remaining from 2015)	0			Postponed because of bilateral agreement negotiations
<b>Intermediate Result 3: Increased out-of-school reading time</b>										
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	-	6%	n/a		n/a	Midterm is in April'16

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q2 FY 2016	% of achievement	Score	Comments
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 %	1% (3,289)	4% (Q1+Q2)		Reading camps (RC) are going, as well as JumpStart program. Reported only completed activities Osh 401 IK: 135 JA: 2432 Ba: 271 Talas:0 B\Chui: 150
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	84%	84%	n/a		n/a	Midterm is in April'16
18	Percent of primary grade students participating in at-home reading program	region, gender, language	sample-based parent questionnaire	baseline midterm C1, midterm C 2&3, endline	90%	90%	n/a		n/a	Midterm is in April'16
19	Number of out-of school reading activities	Region, school	activity roster	by schedule of activities	0	1,902 -1,438 - 464 – remaining from 2015	84 (73 RC)	20% (for Q1 and Q2)		Q1: 290 ( 131 RC, 11 RB) Q2: Osh: 23 (20 RC) Batken: 6 (RC) B\Chui: 16 (15 RC) JA: 34 (32 RC) Talas:5
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	5,804 (5 per school/community)  -3,795 -2,009 from 2015	1,358 (M: 16, F: 1,342)	30% (Q1+Q2)		Q1: 363 (RC training) Q2: Parent program trainings Osh – 307 N: 104 IK: 119 JA: 335 Batken: 129 Talas:81 Bishkek\Chi:283
<b>Intermediate Result 4: Increased government support to improve reading</b>										
21*	Number of standardized reading assessments supported by USG	Cohort, Project Year	EGRA	yearly	0	1	Not this quarter		n/a	In April 2016

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q2 FY 2016	% of achievement	Score	Comments
22	Number of administrators and officials successfully trained on using reading assessment results	gender, institutions	EGRA dissemination workshop roster	by workshop schedule	0	0	20			27 Nov – Round Table for dissemination assessment results
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	KG: 0			n/a	Achieved in PY 1

X. Success Story



**USAID**  
FROM THE AMERICAN PEOPLE

**KYRGYZ REPUBLIC**

## SUCCESS STORY

# ISSYK-KUL TEACHERS USE NEW TEACHING METHODS

### Never too late to learn new teaching skills from USAID



*Primary school students at the school-complex “Bilim-Ordo” named after A. Osmonov get involved in their new Reading Camp*

***“Our primary school teachers we were trained in the new reading approach and we are receiving only positive feedback from parents and I think it explains a lot...”***

***– emphasizes school director  
Lyudmila Vorocheva***

The school-complex “Bilim Ordo” named after A. Osmonov in Cholpon-Ata city Issyk-Kul oblast is one of schools in the Kyrgyz Republic, which faced with a number of issues after obtaining independence. The often neglected attitude toward the education system, insufficiently skilled teachers, lack of appropriate and sufficient teaching and learning materials, and low involvement of parents in reading have limited the opportunity to provide quality education in the Kyrgyz Republic.

The USAID “Reading Together” Project came to “Bilim Ordo” named after A. Osmonov last year with an aim to improve school effectiveness, strengthen primary school teachers’ teaching methods and skills, and increase parents’ involvement in reading. In fact, the USAID “Reading Together” Project’s new teaching methods have been accepted with enthusiasm by schoolteachers and parents and are showing positive results.

In order to improve the teachers’ professional skills and deepen their knowledge, the project developed a 72-hour training course to upgrade primary school teachers’ reading instruction skills (40-hours in a workshop and 32-hours at school-level). These teachers apply each week’s reading instruction modules to their in-classroom teaching approach and create learning portfolios throughout the year for teachers and with students.

All eleven primary school teachers at Bilim Ordo received certification from the Ministry of Education and Sciences (MOES) for their 72-hours of coursework. Receiving certification for the USAID “Reading Together” Project in-service training through the MOES system is an achievement for them, as teachers’ salaries and rank are based on their attending certification courses every five years.

The USAID “Reading Together” Project developed a component to invite parents to participate at school and to help parents realize the importance and value of reading for the child's development. Parents accept this initiative with enthusiasm and they come to the school after work to read stories to their children.

In addition, with a help of teachers and parents, each primary class has created “reading corners” in each classrooms, organize many events, and Reading Camps devoted to the enjoyment of books and reading, which enhance the interest in reading at an early age.

The staff at Bilim Ordo School continue showing enthusiasm to use new and creative strategies obtained via the USAID “Reading Together” Project to keep their school and students educational excellence at a high level.

## XI. Attachments

### A. Attachment: Capacity Building Workshops on Russian Language Instruction



#### Reading and Literacy Instruction for Students with Blindness and Visual Impairments Capacity Building Workshops on Russian Language Instruction

**Dates:** March 17-21, 2016

**Location of Event:** TBD, Bishkek, Kyrgyzstan

**Day 1 Workshop Objectives:** To increase educators understanding of –

- the foundations of reading instruction
- effective phonemic awareness and phonics instructional strategies
- assessing phonemic awareness and phonics skills
- lesson planning for alphabetic instruction
- instructional and curricular adaptations for teaching phonics to students with blindness and visual impairments

Day 1 – Workshop Agenda
<b>I. Welcome   Introductions</b> (15 minutes)
<b>II. Teaching Children to Read – The Foundations</b> (15 minutes)
<b>III. Phonemic Awareness – Russian Letters and Sounds in Speech</b> (60 minutes) <ul style="list-style-type: none"><li>○ Phonemic awareness instruction</li><li>○ Instructional and curricular adaptations</li><li>○ Learning Task: Develop a phonemic awareness strategy and instructional activity for students with blindness and visual impairments (Team activity)</li></ul>
<b>BREAK</b> (15 minutes)
<b>IV. Phonological Awareness – Rhymes and Syllables in Russian Words</b> (60 minutes) <ul style="list-style-type: none"><li>○ Phonological awareness instruction</li><li>○ Instructional and curricular adaptations</li><li>○ Learning Task: Develop a phonemic awareness strategy and instructional activity for students with blindness and visual impairments (Team activity)</li></ul>
<b>V. Phonics – Decoding and Recoding Russian Words</b> (60 minutes) <ul style="list-style-type: none"><li>○ Phonics instruction</li><li>○ Instructional and curricular adaptations</li><li>○ Learning Tasks: Develop a phonics strategy and instructional activity for students with blindness and visual impairments (Team activity)</li></ul>
<b>LUNCH</b> (60 minutes)

USAID Quality Reading Project



Day 1 – Workshop Agenda Continues
<p><b>VI. Teaching Alphabetsics – Whole Group Share (20 minutes)</b></p> <ul style="list-style-type: none"> <li>○ Comments, Feedback, and Questions</li> </ul>
<p><b>VII. Assessing Phonemic Awareness and Phonics Skills (60 minutes)</b></p> <ul style="list-style-type: none"> <li>○ Formative and summative assessments</li> <li>○ Instructional and curricular assessment adaptations</li> <li>○ Learning Task: Develop a phonemic awareness and phonics assessment strategy and activity for students with blindness and visual impairments (Team activity)</li> </ul>
<p><b>VIII. Lesson Planning – Laying the Groundwork for Alphabetic Instruction in Russian Language (90 minutes)</b></p> <ul style="list-style-type: none"> <li>○ Task Analysis</li> <li>○ Steps to the lesson</li> <li>○ Student-specific or grade level-specific instructional and curricular adaptations</li> <li>○ Learning Task: Create a 5-day lesson plan to engage a student with blindness or visual impairments to participate in alphabetic instructional activities</li> </ul>
<p><b>IX. Wrap-up   Adjourn (15 minutes)</b></p>



**Day 2 Workshop Objectives:** To increase educators understanding of –

- effective vocabulary instruction
- assessing vocabulary skills
- instructional and curricular adaptations for students with blindness and vision impairments
- lesson planning for vocabulary instruction

<b>Day 2 – Workshop Agenda</b>
<b>I. Reflecting on Day 1</b> (15 minutes)
<b>II. Receptive Vocabulary Instruction – Listening and Reading Russian Vocabulary</b> (60 minutes) <ul style="list-style-type: none"> <li>○ Print</li> <li>○ Instructional and curricular adaptations</li> <li>○ Learning Task: Develop a vocabulary strategy and instructional activity for a student with blindness and visual impairments</li> </ul>
<b>III. Productive/Expressive Vocabulary Instruction – Speaking and Writing Russian Vocabulary</b> (60 minutes) <ul style="list-style-type: none"> <li>○ Oral</li> <li>○ Instructional and curricular adaptations</li> <li>○ Learning Task: Develop a vocabulary strategy and instructional activity for a student with blindness and visual impairments</li> </ul>
<b>BREAK</b> (15 minutes)
<b>IV. Teaching Vocabulary – Gallery Walk of Word Wall</b> (20 minutes) <ul style="list-style-type: none"> <li>○ Comments, Feedback, and Questions</li> </ul>
<b>V. Assessing Vocabulary Skills</b> (60 minutes) <ul style="list-style-type: none"> <li>○ Formative and summative assessments</li> <li>○ Instructional and curricular assessment adaptations</li> <li>○ Learning Task: Develop a vocabulary assessment strategy and activity for students with blindness and visual impairments</li> </ul>
<b>LUNCH</b> (60 minutes)
<b>VI. Lesson Planning – Laying the Groundwork for Vocabulary Instruction in Russian Language</b> (90 minutes) <ul style="list-style-type: none"> <li>○ Task Analysis</li> <li>○ Steps to the lesson</li> <li>○ Student-specific or grade level-specific instructional and curricular adaptations</li> <li>○ Learning Task: Create a 5-day lesson plan to engage a student with blindness or visual impairments to participate in vocabulary instructional activities</li> </ul>
<b>VII. Wrap-up   Adjourn</b> (15 minutes)



**Day 3 Workshop Objectives:** To increase educators understanding of –

- effective fluency instruction
- instructional and curricular adaptations for students with blindness and vision impairments
- lesson planning for fluency instruction

<b>Day 3 – Workshop Agenda</b>
<b>I. Reflecting on Day 2</b> (15 minutes)
<b>II. Letter-Sound Fluency – Russian Language Alphabet</b> (60 minutes) <ul style="list-style-type: none"> <li>○ Letter-sound fluency instruction</li> <li>○ Instructional and curricular adaptations</li> <li>○ Learning Task: Develop a letter-sound correspondence fluency activity for a student with blindness and visual impairment. Practice routine with your partner (Team activity)</li> </ul>
<b>III. Irregular Word Fluency – Russian Language Text</b> (60 minutes) <ul style="list-style-type: none"> <li>○ Irregular word fluency instruction</li> <li>○ Instructional and curricular adaptations</li> <li>○ Learning Task: Develop an irregular correspondence fluency activity for a student with blindness and visual impairment. Practice routine with your partner (Team activity)</li> </ul>
<b>BREAK</b> (15 minutes)
<b>IV. Oral Reading Fluency – Russian Language Text</b> (60 minutes) <ul style="list-style-type: none"> <li>○ Guided oral reading instruction</li> <li>○ Independent silent reading</li> <li>○ Instructional and curricular adaptations</li> <li>○ Learning Task: Develop an oral fluency activity for a student with blindness and visual impairment. Practice routine with your partner (Team activity)</li> </ul>
<b>LUNCH</b> (60 minutes)
<b>V. Teaching Fluency – Whole Group Share</b> (20 minutes) <ul style="list-style-type: none"> <li>○ Comments, Feedback, and Questions</li> </ul>
<b>VI. Lesson Planning – Laying the Groundwork for Fluency Instruction in Russian Language Text</b> (90 minutes) <ul style="list-style-type: none"> <li>○ Task Analysis</li> <li>○ Steps to the lesson</li> <li>○ Student-specific or grade level-specific instructional and curricular adaptations</li> <li>○ Learning Task: Create a 5-day lesson plan to engage a student with blindness or visual impairments to participate in fluency instructional activities</li> </ul>
<b>VI. Wrap-up   Adjourn</b> (15 minutes)

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**Day 4 Workshop Objectives:** To increase educator’s understanding of –

- effective comprehension instruction
- assessing reading comprehension skills
- instructional and curricular adaptations for students with blindness and vision impairments
- lesson planning for comprehension instruction

<b>Day 4 – Workshop Agenda</b>
<b>I. Reflecting on Day 3</b> (15 minutes)
<b>II. Reading Comprehension – Using Grade-Level Russian &amp; Foreign literature</b> (60 minutes) <ul style="list-style-type: none"> <li>○ Text comprehension instruction</li> <li>○ Instructional and curricular adaptations</li> <li>○ Learning Task: Develop a comprehension strategy and instructional activity for a student with blindness and visual impairments</li> </ul>
<b>III. Teaching Reading Comprehension – Whole Group Share</b> (20 minutes) <ul style="list-style-type: none"> <li>○ Comments, Feedback, and Questions</li> </ul>
<b>BREAK</b> (15 minutes)
<b>IV. Assessing Reading Comprehension – Using Grade-Level Russian &amp; Foreign literature</b> (60 minutes) <ul style="list-style-type: none"> <li>○ Reading comprehension instruction</li> <li>○ Instructional and curricular adaptations</li> <li>○ Learning Task: Develop a comprehension strategy and instructional activity for a student with blindness and visual impairments</li> </ul>
<b>LUNCH</b> (60 minutes)
<b>V. Lesson Planning – Laying the Groundwork for Comprehension Instruction in Russian Language Text</b> (90 minutes) <ul style="list-style-type: none"> <li>○ Using themes/topics of interest</li> <li>○ Learning targets</li> <li>○ Activities and timelines</li> <li>○ Instructional and curricular adaptations</li> <li>○ Learning Task: Create a thematic unit plan to engage students with blindness and visual impairments in reading comprehension activities</li> </ul>
<b>VI. Teaching Comprehension Instruction – Gallery Walk of Thematic Units</b> (20 minutes) <ul style="list-style-type: none"> <li>○ Comments, Feedback, and Questions</li> </ul>
<b>VII. Wrap-up   Adjourn</b> (15 minutes)



**Day 5 Workshop Objectives:** To increase educator’s understanding of –

- effective spelling strategies
- assessing spelling skills
- effective writing instruction
- assessing writing skills
- instructional and curricular adaptations for students with blindness and vision impairments
- lesson planning for spelling and writing skills

<b>Day 5 – Workshop Agenda</b>
<b>I. Reflecting on Day 4</b> (15 minutes)
<b>II. Spelling Instruction – Using Grade-Level Russian Words</b> (60 minutes) <ul style="list-style-type: none"> <li>○ Spelling strategies</li> <li>○ Instructional and curricular adaptations</li> <li>○ Learning Task: Develop a spelling strategy and instructional activity for a student with blindness and visual impairments (Team activity)</li> </ul>
<b>III. Spelling Assessment – Using Grade-Level Russian Words</b> (60 minutes) <ul style="list-style-type: none"> <li>○ Spelling assessment strategies</li> <li>○ Instructional and curricular assessment adaptations</li> <li>○ Learning Task: Develop a spelling assessment strategy and instructional activity for a student with blindness and visual impairments</li> </ul>
<b>IV. Lesson Planning – Laying the Groundwork for Spelling Instruction Using Russian Words</b> (60 minutes) <ul style="list-style-type: none"> <li>○ Learning targets</li> <li>○ Activities and timelines</li> <li>○ Instructional and curricular adaptations</li> <li>○ Learning Task: Create a 5-day lesson plan to engage students with blindness and visual impairments in spelling activities</li> </ul>
<b>LUNCH</b> (60 minutes)
<b>V. Writing Instruction in Russian Language</b> (60 minutes) <ul style="list-style-type: none"> <li>○ Writing process</li> <li>○ Composition and sentence construction</li> <li>○ Instructional and Curricular Adaptations</li> <li>○ Learning Tasks: Develop a writing strategy and instructional activity for a student with blindness and visual impairments</li> </ul>

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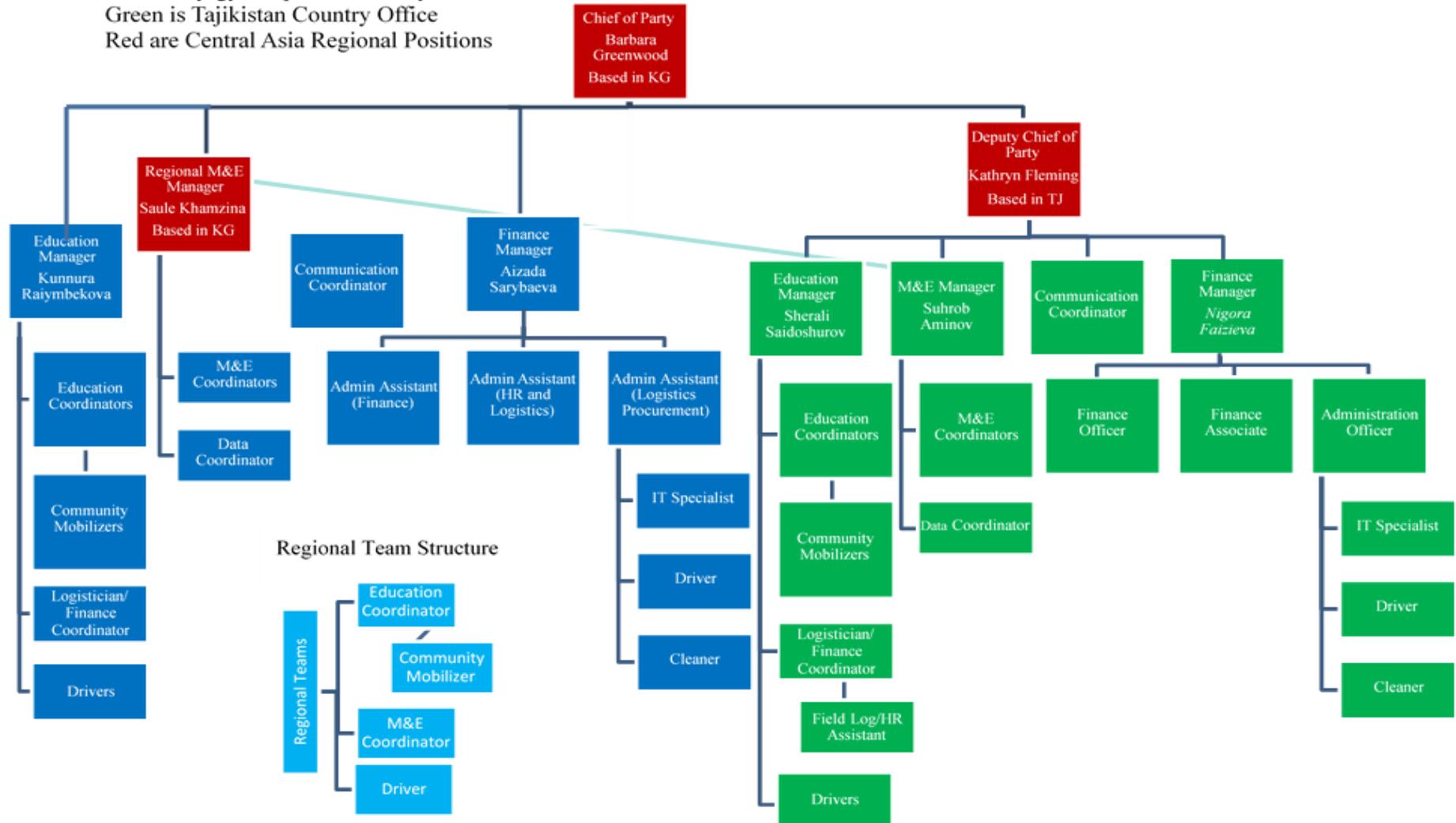


Day 5 – Workshop Agenda Continues
<b>VI. Assessing Writing Skills in Russian Language (60 minutes)</b> <ul style="list-style-type: none"><li>○ Writing assessment strategies</li><li>○ Instructional and curricular assessment adaptations</li><li>○ Learning Task: Develop a writing assessment strategy and instructional activity for a student with blindness and visual impairments</li></ul>
<b>VII. Lesson Planning – Laying the Groundwork for Writing Instruction in Russian Language (60 minutes)</b> <ul style="list-style-type: none"><li>○ Learning targets</li><li>○ Activities and timelines</li><li>○ Instructional and curricular adaptations</li><li>○ Learning Task: Create a 5-day lesson plan to engage students with blindness and visual impairments in writing activities</li></ul>
<b>VIII. Teaching Spelling and Writing – Whole Group Share (20 minutes)</b> <ul style="list-style-type: none"><li>○ Comments, Feedback, and Questions</li></ul>
<b>V. Wrap-up   Adjourn (15 minutes)</b>

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



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