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USAID Quality Reading Project (QRP) - Kyrgyz Republic

Quarterly Report

April – June 2016



A partnership with:

American Institutes for Research and Save the Children

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

**USAID Quality Reading Project – Kyrgyz Republic
Quarterly Report
April – June 2016**

Submitted by:

American Institutes for Research

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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
CED	City Education Department
DED	District Education Department
EGRA	Early Grade Reading Assessment
GGPAS	Good Governance and Public Administration Strengthening
HMU	Head of Methodology Unit
IST	In-Service Teacher Training
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
PRG	Project Resource Groups
QRP	Quality Reading Project
RTTI	Regional Teacher Training Institute
SC	Save the Children
TTI	Teacher Training Institute
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 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 (Mod. #3)
Obligation to date	\$ 19,706,184 (Mod. #3)
Total Expenditures at beginning of Quarter (April 1, 2016)	\$ 10,490,560
Quarter Accrued Expenditures (April 2016 – June 2016)	\$ 1,948,657
Cumulative Accrued Expenditures to Date (June 2016)	\$ 12,439,217
Estimated Expenditure, Next Quarter (July 2016 – Sept. 2016)	\$ 1,370,400
The Kyrgyz Republic	
Total Estimated Contract/Agreement	\$ 9,410,609 (Mode. #3)
Obligation to date	\$ 9,410,609 (Mod. #3)
Total expense at beginning of the quarter (April 1, 2016)	\$ 4,772,429
Quarter Accrued Expenditures (April 2016 – June 2016)	\$ 603,730
Cumulative Accrued Expenditures to Date (June 2016)	\$ 5,376,159
Estimated Expenditure, Next Quarter (July 2016 – Sept. 2016)	\$ 710,470

II. Executive Summary

The 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, in support of the common goal of improving students' reading skills. This report focuses on the activities undertaken in the Kyrgyz Republic from April through June 2016.

Activities are more likely to be sustained when stakeholders take ownership of them. In the case of this project, USAID Quality Reading Project provided an opportunity to Deputy Directors, Heads of Methodological Units (HMU) and Head Teachers from Cohort 3 schools to receive a 1-day mentoring training in August 2015 and May 2016. Mentoring and follow-up support ensures that what teachers learn during trainings is actually implemented in the classroom and teachers feel like they have the support they need to undertake new strategies and methods. In this training, Ministry of Education and Science (MOES) staff and local educators learned ways they can support teachers to improve quality in their classrooms, including how to observe a lesson, take notes, and provide appropriate and timely feedback to teachers. Another focus is how to create an enabling environment for teachers to share their opinions and concerns.

Over 3,000 Cohort 2 teachers completed the 72-hour In-service Training (IST) course and submitted their portfolios to Osh Teacher Training Institute (TTI) for certification. The portfolios were reviewed and the Osh TTI provided IST Certificates to these teachers in April 2016.

The USAID Quality Reading Project rolled out a 1-day training to parents, teachers, District Education Departments (DEDs) and librarians from 78 public libraries on how to promote and advocate for reading outside of the home. 3,487 teachers attended this training.

Reading Camp activities continued throughout the school year. 368 Reading Camps took place across the targeted schools, reaching 14,918 students. Some schools took advantage of the spring and summer holidays and conducted Reading Camps during this period.

The USAID Quality Reading Project also conducted a 2-day Parent Program and Community Mobilization Program training for 20 educators in Bishkek who work with students at the School for Blind and Visually Impaired. Program staff conducted a pre-training assessment through focus group discussions and classroom observations to ensure the workshop met the needs of teachers. Prior to the training, the USAID Quality Reading Project staff and national trainers reviewed and adapted the original 5-day training materials to meet the specific requirements of teachers who work with children with special needs. The review of training materials allowed trainers and teachers to gain a deeper understanding of the content and provided guidance on how to improve reading skills of children with special needs.

At the end of June 2016, the USAID Good Governance and Public Administration Strengthening (GGPAS) Project transferred 264,450 children's books valued at \$591,721 to the USAID Quality Reading Project. The USAID GGPAS project is closing and part of close-out was the purchase and distribution of children's books for all primary schools in the country. USAID allowed the purchase of books, but due to lack of the bi-lateral agreement, distribution has been delayed. The books were transferred to the USAID Quality Reading

Project who will pay for warehousing until USAID provides approval for distribution. Please see attached transition plan in Attachment A.

The USAID GGPAS also supported the creation of a one year outreach plan for the National Reading Committee (NRC).

Along with the in-service and out-of-school activities, USAID Quality Reading Program conducted the mid-line Early Grade Reading Assessment (EGRA) for Cohorts 2 and 3. The data is now being analyzed. The EGRA mid-line report is scheduled to be completed by the end of September 2016.

III. Description of Accomplishments and Program Objectives

Introduction

The United States Agency for International Development (USAID) Quality Reading Project 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 in support of improving student reading skills. The project uses a competency-based standards approach grounded in early grade reading research to inform teacher training, reading material dissemination, community activities, and strengthen government capacity around early grade reading.

In-service teacher training (IST) is implemented through a cascade model and works on three levels:

- a. Literacy and education experts from the Ministry of Education and Science (MOES) attend a 10-day Training of Trainers (TOT) on using the adapted Literacy Boost methodology to support literacy development, which has been endorsed and approved by the MOES, creating National Trainers;
- b. National Trainers conduct a 5-day workshop, 40 hours, to teachers of targeted schools;
- c. School Deputy Directors and Heads of the Methodological Unit (HMU) attend a 2-day training on Mentoring; and
- d. Teachers completed 32-hours of IST during Methodological Union Days, creating portfolios and practicing lessons.

This quarter, teachers from all cohort schools received follow-up mentoring and in-class support visits from the project staff, District Education Department (DED) methodologists and mentors. As a result of the mentoring training, mentors have learned to build the trust of teachers and have created an environment where teachers are not hesitant to share their problems, concerns, and challenges. Mentors developed a mentoring checklist that was used during the classroom observations to identify areas for support. Based on the findings, mentors and teachers discussed the feedback, and jointly designed appropriate support strategies for follow-up.

The project's book procurement is still delayed due to USAID's instructions to put this activity on hold until a bi-lateral agreement is in place between the governments of the United States of American and the Kyrgyz Republic. The project is working closely with USAID to keep book procurement in its activities.

Community activities took center stage this quarter with a variety of trainings and activities, including festivals around International Book Day.

The USAID Quality Reading Project tracks the progress of the project and its impact by conducting an Early Grade Reading Assessment (EGRA) along with conducting stakeholder interviews at baseline, midline and endline. This quarter, the midline for Cohorts 2 and 3 was conducted, next year the endline will cover Cohorts 1-3.

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 Kyrgyz Academy of Education (KAE), as the body responsible for setting education standards, curriculum, and guidelines, was tasked with developing standards for all primary and secondary grade subjects to meet the new MOES requirements. The USAID Quality Reading Project was approached by KAE to provide technical input into the revision of the Reading Standards for Grades 1-4. The revised standards for Reading and Writing were submitted to KAE for review and approval on September 2015. In January 2016, KAE approved the primary education package of standards and submitted it to the MOES and MOES Collegium for final approval and roll out. As of this quarter, the standards still have not received final approval.

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

In-service Training

As per MOES guidelines, all teachers must receive 72-hours of IST every five years in order to retain their teaching certification. Between January 2015 and December 2015, 3,139 teachers from Cohort 2 (Osh and Batken regions) attended the 72-hour in-service training on *Improving Reading Skills of Primary School Students*. Portfolios were collected and reviewed by the Osh Teacher Training Institute (TTI). In April 2016, Cohort 2 Teachers were awarded the certificates in a ceremony that DEDs from all districts attended. Table 1 below provides more details on numbers of teachers who received certification. This brings the total number of teachers who have completed the IST course and received certification to 6,749. Portfolios for Cohort 3 are being reviewed along with the teachers from Cohort 1 who did not complete the training last year. In August, the project expects to bring the total number of teachers certified under USAID Quality Reading Project to 9,531 for Cohorts 1-3.

Table 1. Expected number of teachers who have or will receive certification.

Region	Number of teachers receiving Certification	Month and Year Teachers Received Certification	Comments
Cohort 1	3,610	Teachers received in November 2015	
Cohort 1	869	August 2016	
Cohort 2	3,139	April 2016	
Cohort 3	1,913	August 2016	
Cohort 4	596	January 2016	
Cohort 5	490	January 2016	
TOTAL	10,617		Target: 10,500

* For a variety of reasons, these teachers did not complete in one year.

Mentoring training

A 2-day training on mentoring was conducted in May 2016 for Cohort 3 teachers from Issyk-Kul and Naryn oblasts. The objective of the training was to build capacity of education staff on the role of mentors in the teaching-learning process. The training provided a theoretical base for understanding the mentoring process, as well as practical tools and methods to help mentors provide support and follow-up to teachers. Sessions included understanding the objectives of mentoring, how to conduct a classroom observation, and how to use a mentoring checklist to provide feedback to teachers. Participants engaged in role-plays and simulations, group discussions, and reflection activities. Reflection from participant evaluations found that the training:



Practical conference for directors of school, “Kelechek” school, Alamedin

- Clarified understanding of participants on the difference between mentoring, monitoring, and inspection;
- Helped participants create an appropriate mentoring checklist to use during classroom observations;
- Helped participants understand better how to be a supportive mentor.

An initial constraint was skepticism from group members that they might not be able to support teachers in a positive and friendly manner, as the system has been set up to ‘inspect’ teachers. However, in every group there were several positive participants, including education department staff, who believed that the training will help change mindsets and practices around mentoring and support. Table 2 below provides additional details on numbers of mentors trained.



1 day mentoring training at Karakol, Issyk-Kul Region

Table 2. Participation in 1-day mentoring training for Cohort 3 teachers in May 2016

Region	Participants
Issy Kul	162
Naryn	93
TOTAL	255

Additionally, ten teachers from the schools in Bishkek for the Blind and Visually Impaired received trainings on mentoring support, parents program, and community mobilization, tailored specifically for their context.

School-level training

During this reporting quarter, 125 teachers from Talas oblast passed the 72-hour IST and their documents were submitted for official certification. An additional 125 new teachers required extra support. Local mentors are providing support to these new teachers to prepare them for certification. It is hoped that by next quarter, these remaining teachers will complete the IST course and will receive government certification.

One of the main criteria for receiving an official government certificate is submission of a sample high-quality lesson plan, including a self-assessment. The self-assessment tool was

developed by the USAID Quality Reading Project, in partnership with the KAE, and endorsed by the KAE.

Certification Challenges: Cohort 1

As mentioned above, some new teachers are still struggling to meet the requirements of certification, despite having gone through the IST in 2014. At the beginning of 2016, 460 teachers were not certified. However, with the support of the project staff, DED specialists and individual school supervisors 249 of the 460 teachers submitted their portfolios, including lesson plans and self-assessments for certification to the KAE. Based on the review of these documents, it is hoped that they will receive certification by the end of August 2016.

Certification Challenges: Cohorts 2-4

The certification process recently changed, which created some challenges for USAID Quality Reading Project. The body now responsible for in-service certification is the Regional Teacher Training Institutes (RTTI) rather than KAE. The project team conducted several meetings with the RTTIs to explain the 72-hour IST. After much negotiation, the TTIs in Osh and Issyk-Kul agreed to accept the project's 72-hour IST as a certified course for upgrading teacher's skills. As a result of these negotiations, the Osh TTI provided certificates to 879 Cohort 2 teachers from Batken Region and 2,260 teachers from Osh Region in April 2016. Cohort 3 will receive certification from the respective RTTIs in August 2016, Cohorts 4 and 5 in early 2017.



Handing over certificates to representatives of Kara-Suu DED. Osh Region

Successes

- IST are a useful source of information and knowledge;
- The impact of IST is visible through:
 - 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 new approaches learned from IST into their lessons;
- The Osh TTI recognized the value of IST and agreed to keep the cost teachers need to pay for certificates at the original rate;
- The teacher category system was cancelled, however the MOES is planning to re-establish this system (*high, first and second*) and introduce it to teachers soon. This system will encourage teachers to work creatively since each category corresponds to a different salary band, with teachers receiving '*high*' designation being paid the most. The IST and certification received under USAID Quality Reading Project will assist teachers in reaching high and first categories; and
- School visits by TTI and DED methodologists reveal an increase in student interest in reading and a shift to reading for comprehension rather than mere memorization.

Challenges:

- Not all schools have strong mentors to facilitate school-level training; and

- Due to the number of schools, TTI and DED methodologists are not able to visit all project schools on a regular basis; 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 and Zone meetings

DED level meetings:

The USAID Quality Reading Project team, recognizing that successful program implementation is augmented through the early inclusion of important stakeholders in project activities, and noticing limited coordination and communication between district and local authorities, organized bi-monthly joint meetings with the participation of principals of schools, school methodologists and district education department staff. During these meetings, participants proactively engaged in discussions on issues related to teacher certification, IST, problems identified during the Methodological Union Days, and promotion of reading. These bi-monthly meetings provided an opportunity for the USAID Quality Reading Project to disseminate project information to a wide audience and not only targeted schools, as well as allowed education authorities who have not been able to visit schools to understand better how the project is proceeding. These meetings result in government officials supporting project implementation and providing technical support.

Zone meetings

Monthly Zone level meetings bring together teachers from 5 to 7 neighbouring schools to conduct a variety of professional development activities, including conducting demonstration lessons, sharing challenges, lessons learned and best practices, and developing comprehensive plans on promoting reading out-of-school. Additionally, the USAID Quality Reading Project staff collect and review documentation related to the IST at school-level and discuss a range of other questions regarding the organization of mentoring processes, reporting, classroom activities and out-of-school activities. It is likely that these meetings will be sustained and continued after the project ends, since there is no or limited budget required.

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 related to mentoring. The seminars were organized at 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, Jalal Abad, Batken, Naryn and Chui teams organized 72 zone 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.

Zonal meetings on Forum-Theater

The goal of forum-theater is to provide parents a space to discuss problems they encounter related to reading and literacy. Forum-theaters were organized by the mentors of #2 Alamedin School, Berdibekov School, and Kerimbaev school in the Chui and Alamedin districts. Teachers used innovative methods to involve parents, including role-plays where primary and high school students participated. Forum-theaters were held in May 2016.



Participation of teachers in forum-theaters from other schools in zonal meetings in Chui

Mentoring visits

As mentioned earlier, the objective of the mentoring training is to provide methodical assistance and in-class support to teachers. Ninety of the targeted schools across seven oblasts conducted mentoring visits during this reporting period (86 visits). Mentoring visits were conducted by DED methodologists, advanced teachers, and Deputy Directors. The project staff accompanied DED staff in order to build their capacity on mentoring and provided feedback support to teachers. During the mentoring visits, DED staff had a chance to see demonstration lessons and learn how teachers are integrating activities from the IST into their daily classes.

Achievements:

1. Due to the frequency of zonal meetings, teachers have become more comfortable in conducting demonstration lessons for their colleagues from different schools;
2. Teachers are applying all five components of quality reading in their lessons;
3. Teachers are using the mentoring checklist as a tool to analyze their lessons;
4. During mentoring discussions, teachers are analyzing their lessons openly and sharing areas of strength and improvement without hesitation;
5. A community of learning is being created for teachers at the local level; and
6. Teachers from non-target schools are interested in learning and replicating the USAID Quality Reading Project approach to reading in their classrooms.

Challenges:

1. Teachers struggle designing SMART (Specific, Measureable, Achievable, Realistic and Time Bound) objectives for their lessons.
2. Consistent and long-term mentoring support is required for teachers to apply learned knowledge and skills.

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

The midterm EGRA was administered in Cohort 2 and 3 schools in April 2016. 71 selected schools drawn were from four regions: Naryn, Issyk-Kul, Osh, and Batken (schools were randomly selected at beginning of the project). The 71 sampled schools included 34 schools receiving the USAID Quality Reading Project intervention and 37 control schools not receiving the intervention (extra control schools were added in 2016 to have better regional proportion). 90 data collectors from the four regions were hired. Around 65 percent of them participated in EGRA baseline in 2014. EGRA continued to be paper-based in the Kyrgyz Republic due to the fact the project's request to bring in tablets under USAID was denied.

The denial of this request is in line with USAID's guidance for no large procurements due to lack of the bi-lateral agreement.

After the TOT was conducted in Bishkek on 28 March, four data collectors' trainings were conducted in Osh, Batken, Issyk-Kul, and Naryn from April 4-8. Ninety data collectors were trained. The training program was based on the Data Collection Manual developed at the beginning of the project. During the training, the detailed scope of work, schedule of data collection for the test administrators' as well as the Data Collection Manual and forms were distributed with clear instructions. Midterm data collection in 2016 was paper based and the training program did not significantly change from 2015. One addition to improve the quality of the training and the reliability of data, an inter-rating reliability procedure (e.g. parallel testing) was introduced to the training as well as to the first schools in data collection schedule. In this process, two or three data collectors test one student. Then they compare their data to get agreement on score of that individual student's responses. This procedure was conducted based on updated EGRA Manual.

The National Testing Center (NTC) played an important role in training and midterm data collection quality control. Four NTC supervisors including Bakirov Artur, Head of the NTC and Shamshidinova Baktygul, NTC Coordinator, were assigned for supervision and quality control in four regions. They conducted trainings for data collectors in direct collaboration with the project Monitoring and Evaluation (M&E) staff and visited schools during the data collection to support the process and quality assurance. The USAID Quality Reading Project M&E staff from the last year's EGRA regions were temporarily moved to other regions to support midterm data collection as supervisors.

The same instruments (EGRA, teacher interview, lesson observation, parents' survey, and librarian interview) from last year were used this year. The project administered EGRA to 2,787 pupils in 2016. In the midterm assessment, only Grade 2 and Grade 4 pupils from Cohorts 2 & 3 were tested. The total actual sample numbers of students, teachers and parents are presented in table below.

Table 3. EGRA Data Collection

Region	Sample school		# data collectors	Grades	Student sample (EGRA)	Lessons observed	Teacher interviewed	Librarians interview	Parent survey
	Tx	Control							
Osh	17	18	36	2, 4	1,392	140	141	54	354
Batken	5	6	16	2, 4	436	44	44	15	110
Issyk-Kul	7	8	16	2, 4	595	60	58	30	150
Naryn	5	5	20	2, 4	364	40	39	19	100
Total	34	37	88		2,787	284	282	118	714

Research Triangle Institute researcher Dr. Matthew Jukes was in the Kyrgyz Republic from April 18-27, 2016, to conduct an external evaluation of EGRA and the USAID Quality Reading Project's Research Design. He visited schools where EGRA was being conducted and interviewed data collectors, supervisors, met with NTC, KAE, and project staff. The report on evaluation is expected by USAID in August-September.

The data entry applications, which were created last year in CSPro were used for midterm data entry. Four data entry clerks were hired to enter interview and lesson observation data using CSPro. The USAID Quality Reading Project Data Coordinator led the process and

conducted supervision for data entering. The EGRA forms were scanned and uploaded; all interviews and classroom observations were entered. This year data cleaning using Remark program is being conducted in-country by project staff. The data will be analyzed by AIR in Washington, DC. A capacity building workshop for the NTC to analyze the midterm data is planned for July 2016 to be conducted by Dr. Todd Drummond. The EGRA report will be provided by AIR at the end of next quarter.

In May-June post-tests were conducted for Cohort 3 teachers in Issyk-Kul and Naryn who completed the 32-hour school based trainings. A total of 668 teachers from 100 schools were tested. Results of test will be reported in the annual report. In parallel, test focus group discussions were conducted in Cohort 3 regions to receive feedback and recommendation on improving the Project activities from teachers and mentors. 173 teachers from 104 schools of Issyk-Kul and Naryn regions were involved in the focus group discussions.



Focus Group, Osh City (Aravan District)

Advantages, stressed by the teachers during the discussions:

- Teachers are using new teaching reading methods after the trainings; school-based trainings found as very effective for professional development because of the practical way of implementing; and teachers can observe reading lessons of colleagues and discuss them together. *“This year we informally named “Reading together year” in our school, because we had a lot of trainings and out-of-school reading events. When we have teachers meetings, we talk a lot about this and our achievements and issues on reading.” (Abdyldaeva Seil, School Kadyraliev, Naryn)*
- Involvement of the school administration via DED mentoring workshops on district-level provides a positive influence on teachers’ work: *“Our school principal was never interested in primary school teacher trainings. But after district workshop in At-Bashi he requested our work plan and, what is very important for us, expressed readiness to support our trainings and our out-of-school work on reading improvement.” (Maakeeva Gulzat, School named Koichumanova, Naryn)*
- Planning mentoring district or zone meeting from immediately after the 5-day IST is important for it assists in getting the schools-based IST established;
- Parent involvement in school, even participating in lessons, has increased and parent committees are interested in conducting reading events and support with books;
- Student’s interest to reading is increasing; students more actively participated in discussions of texts: *“I discovered that I always talk more than children during past lessons, but now my students talk more and I no longer play the solo speaker.” (Kadyraliva Nazgul, School Osmonov, Issyk-Kul); and*
- Support from local government, Mayor’s office, DEDs, and mass media is very important in promoting reading.

Issues expressed by teachers:

- Turnover of mentors in school: the initial amount of project work was demotivating because they faced difficulties in filling in the reporting documents (thus, the importance of Zonal meetings immediately after the 5-day IST);
- Teachers do not have enough stationary for work, particularly to start; however, later parents and school can support them: *“In September and October, when we just started the 32-hour program, we really needed stationary. Later after parent’s*

meeting, we partly solved the issue, but still think it would be good to have them for lessons as well as for out of school activities.” (Toksobaeva Dinara, School Abdrachmanova, Issyk-Kul); and

- Not enough reading materials for children.

Recommendations:

- To develop and distribute a practical guide for teachers with reading lesson plans:
“In our culture, experience teachers do not share their own lesson plans and materials. So we really need, as new teachers, some very practical guides and samples of lesson plans.” (Akunova Kymbat, School Jusupov, Naryn)
- Involve Pre-Service Teacher Training Institutes’ instructors in IST, because new teachers are not familiar with the new reading methods;
- Teachers need more assessment materials, because they do not have large experience on assessing reading comprehension; and
- Increasing the number of reading materials for primary grade students.

Formative assessment

During this quarter, the USAID Quality Reading Project worked on the development of a video toolkit on reading skills formative assessment. The set of formative assessment tools on decoding, fluency reading, vocabulary, and reading comprehension as well as instruction on using them were developed, piloted in schools, and updated based on feedback. The draft of the video-toolkit in Russian and Kyrgyz will be ready to distribute next quarter. In parallel with the video version a written manual is being developed. The manual and DVD will be distributed to all target schools. This activity will be replicated in Tajikistan during the next quarter.

Intermediate Result 2: Increased availability of reading materials

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

Completed and reported in year one of the project.

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

Book and/or Reading Corners are spaces in the classroom for children to read and borrow books to take home; they have been established in most classrooms. Many child-produced books are also included in the Book Corners. Some schools have begun the practice of inviting parents or grandparents to read aloud to the children in the classroom. Parents bring in a book to read and many times leave it in the Book Corner for all children to enjoy.

In order to engage all community members in the culture of reading, target schools held book drives devoted to the International Book Day to replenish books in classrooms and libraries called "Present a book to children". In Talas oblast, a school in Kum Aryk village collected 100 books; about half of the schools in Issyk-Kul oblast created book banks; and in Osh oblast, 156 books were distributed to all regions, including Osh city, during celebration of Book Day. In partnership with the Aga Khan Foundation, flyers highlighting a Reading Application for children were distributed to participants of the Community Action Training (see SR 3.2 for information on Community Action Training). Small sets of books were distributed to communities and regional and oblast-level libraries during the festival.

In their own words

All primary school teachers who took part in the competition “The teacher of the Year” had used exercises from IST packages. I noticed that judges were giving good points for those lessons.

- Svetlana Orozobaeva, DED Specialist
Alamedin

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

Between April and May, many engaging activities were held for parents and community members, such as parents meeting at school-level. Programs were held in all six regions in Cohorts 1 and 4 project schools, including Bishkek. 57,000 parents were involved in these programs and 956 parents meeting minutes were collected by the USAID Quality Reading Project regional teams.

Parent Meetings

Parent participation and engagement was very crucial in these meeting. At a session titled “*The Importance of Joint Reading*” in a school in Kara-Suu District, 18 parents (4 men and 14 women) actively participated in role plays, discussions, and interactive activities. Parents were especially impressed by the role-playing activity, and enjoyed performing real-life scenarios related to supporting their children’s reading at home. After the meeting, parents expressed their firm intention to devote time to read to their children and grandchildren. Similar parent meetings were held in 80% of target schools.



Role-playing about finding time for a joint reading with children. Gayrat, Kara-Suu District

There are some challenges in conducting the parent gatherings. For instance, Sokuluk district in Chui region is very conservative. Parents believe that the only effective and accepted material to read to children is the Koran. A small number of parents (15) participated in the last two meetings. Discussions are underway with local teams to think of more contextual and creative ways to involve these parents in literacy activities.

International Book Day

International Book Day was celebrated in all target schools during the month of April with participation and support of Regional and District Education authorities. Activities included ‘family reading’ competitions, where families prepared presentations on their favorite books, librarians organized lessons on topics related to the history and culture of the Kyrgyz people, primary schools students displayed books they had written, and facilitators conducted a ‘master class’ on creating one-page books. Activities that promote out-of-school reading, such as Reading Camps and Reading Bus (exhibition of children’s books in a bus by local bookstores) were explained and demonstrated. All participants of International Book Day activities were given books as prizes for attending and participating in the event.

Mobile Theater

The USAID Quality Reading Project project implemented a *mobile theater* to promote reading and disseminate reading and literacy messages among communities. This innovate method of awareness raising paired professional actors with students from primary schools in Bishkek city and Chui oblasts and, over the course of several months, worked with them to create a variety of performances highlighting the importance of community involvement in reading.



Mobile theater in Chui region, June 2016

The children performed in front of friends, family, and the community, and the events were much appreciated and enjoyed by all.

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

Out-of-school reading activities include a variety of school- and district-based events, such as Parents Program, Community Mobilization Program, and Reading Camps.

Parents Program

Parents programs aim to raise awareness among parents and caregivers on the importance of reading at home. In the past, parent meetings were not very stimulating, focusing mainly on administrative tasks such as collecting money for school rehabilitation and materials, or discussing student behavior and exam results. However, the new approach introduced by the USAID Quality Reading Project focuses on providing parents with concrete activities to support and on encouraging children to read. As a result, all target schools conduct monthly meetings, and keep detailed notes of each meeting. Meeting minutes show that this program has been successful among parents of target school children and has increased parental participation in the reading and learning process. For example, Grade 4 students' parents made a schedule for reading with their children on Saturdays.



Parents Program, Naryn

Reading Camps

Reading Camps are conducted for target school children to engage in reading-related activities in a non-formal environment. They are fun and engaging and contribute to providing additional time to support literacy development. Trained mentors from the community organize and lead the camps, and are provided with a manual consisting of lessons linked to the five core skills of reading, including letter knowledge, letter sounds, fluency, vocabulary, and comprehension.

Each Reading Camp session lasts 90 minutes and is designed for a maximum of 25 children. Reading camps are held once a week during the school year, and during school holidays.

Reading Camps are conducted in all seven regions, including Bishkek. 14,918 children participated in 368 Reading Camps across the country. Table 4 shows Reading Camps participation.



Reading Camp in Naryn

Table 4. Reading Camps per Region

Region	Number of reading camps	Number of students
Batken	11	307
Osh	12	275
Chui	55	6,200
Naryn	155	3,557
Talas	46	1,007
Jalal Abad	30	3,380
Issik Kul	59	192
TOTAL	368	14,918

School administration, teachers, students, and parents find Reading Camps to be a useful tool to acquaint parents with creating a reading culture at home. During visits to Reading Camps, the USAID Quality Reading Project team provided additional support to teachers on how to organize other out-of-school activities such as reading in the family, reading in pairs, and creating Reading Buddies.

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, primary teacher, Uzgen

Community Mobilization Program



The process of the children magazine composing on "Community Action on out of school activities" training, Kara-Suu

The goal of the Community Mobilization Program is designed to mobilize community members (Deputy Directors, librarians, parents, youth, and others) to conduct out-of-school activities for children to support reading skills development. The Community Mobilization Program started in April and ended in June and during this time; key members of the community (Deputy Directors, librarians, parents, and volunteers) were trained on ways to support children's reading. Community members were actively involved in discussions, presentations, and group work. A core output of the training was the development of detailed plans for how to conduct

parent-teacher meetings. The parent-teacher meetings focus on providing support to the parents or community members on increasing time spent reading in the home, with neighboring children, etc. Participants noted the usefulness of the community action manual, particularly the section on making low cost reading materials. At the end of the training, representatives from all schools developed plans to conduct out-of-school reading activities.

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 MOES has also supported this activity and issued an Order for the Regional Education Departments and units to provide support to the Community.

In my own words:

The Community Action Handbook contains interesting material on such events as the "Reading buddies", "Time for a story", "Reading Marathon", "Reading Festival" and "Competition in writing," which will help to improve reading skills and develop of children's literacy.

- Osh primary teacher

The dynamics of community movement are changing due to this training. Community members and teachers are creating a dialogue around children versus just requesting funds. They are making it clear that reading books with children is an investment in the future of the entire community. Table 5 shows training participation.

Table 5. Community Mobilization Program attendance per region

Region	Planned # of participants	Actual # of participants	Percentage of parents attended
Jalal Abad	977	922	94
Chui /Bishkek	877	816	93
Talas	249	242	96
Batken	372	350	94
Naryn	311	301	97
Issik Kul	379	365	96
Osh	981	888	91
TOTAL	4,146	3,884	94

Media Coverage

The local media are partners in sharing information about activities undertaken by the USAID Quality Reading Project. Local newspapers and television stations carry messages on the importance of reading to children. Table 5 details television coverage for this quarter.

Table 6. USAID Quality Reading Program Activity Coverage by Local TV

Date Aired	Topic
04.04.2016	<i>Children Library of Bakai-Ata rayon devoted to International Book Day</i>
08.04.2016	<i>School named after Karypkulov, Talas district. Devoted to International Book Day jointly conducted with Resource Group</i>
21.04.16	<i>Seminar for school librarians of Kara-Buura rayon</i>
22.04.16	<i>Book Festival, Talas town</i>
12.05.16	<i>Resource Group with School conducted "Sarmerden", Bakai-Ata rayon.</i>

Intermediate Result 4: Increased government support to improve reading

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

Sub Result 4.2: Increase capacity to use reading assessment results

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

The Project Resource Group (PRG)

The PRG is a pilot project implemented in Talas oblast as a way to promote long-term sustainability of the USAID Quality Reading Project approach through citizen action. The PRG consists of village heads, local education authorities, parents, teachers, and secondary students. The PRG's role is to advocate around issues related to early grade reading and can include supporting and initiating national, regional, and local level events on reading, such as Reading Camps, Parents Programs, and Community Mobilization Programs. The following activities were undertaken by the PRG this quarter:

- Implementing out-of-school activities on how to work with the community (13 meetings were held during this quarter);
- Joint planning and discussion of reading promotion at the community level; and

In their own words

Through group work, we have identified the reasons why children do not read, and how to solve this problem. As a solution of this problem, we have to create a book banks in the classrooms, communities and conduct various out of school activities, including those that we have learned during the training.

- Atakulava G., Deputy Director, J. Turusbekova School, Kara-Suu District

- Conducting quarterly review meetings 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.

District seminars

A seminar with participation of 35 vice-directors and 35 schoolteachers as well as District Education staff from Ak-Suu district was held at Istsnbekov School on April 12, 2016. The objective of the seminar was to share experiences, lessons learned, best practices, and provide a brief report to the local education authorities on project activities and progress made. The seminar also included demonstration lessons on the five core-reading skills and use of appropriate technical aids. Two demo lessons from the USAID Quality Reading Project schools were highly appreciated by participants, as they included many active-learning strategies and approaches.

Directors expressed their appreciation of the work the USAID Quality Reading Project is doing and felt the seminar provided them with a deeper understanding of the benefits of the project and how it is increasing the education quality of their schools and teachers.

The National Reading Committee held several meetings devoted to the preparation of International Book Day, 23 April 2016. Events were organized throughout the Kyrgyz Republic. In Bishkek, Sheila Gwaltney, the US Ambassador to the Kyrgyz Republic, Altynbek Maksutov, Minister of Culture, Information and Tourism of the Kyrgyz Republic, and Roza Sultangazieva, Director of the Republican Children Library attended celebratory events on April 22, 2016 in Kurmanjan Datka square.

IV. Progress against Work Plan

Status of Activities USAID Quality Reading Project Kyrgyz Republic

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments		
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept					
Program Start-Up																			
1	Deliverable: Finalize Implementation annual work plan	AIR															Completed	Accomplished	
2	Deliverable: Finalize PMEPP	AIR															Completed	Accomplished	
Intermediate Result 1: Improved reading instruction in grades 1-4																			
Sub Result 1.1: Conduct a baseline qualitative analysis																			
3	Deliverable: Presentation of key findings baseline qualitative	AIR, NTC															Completed	Accomplished	Completed
Sub-Result 1.2: Design in-service training (IST) package																			
4	Draft Reading Standards	AIR, KAE																Accomplished	Adapting the already approved Reading Standards to the new MOES formats. Updated standard is expecting to be approved in July/August 2016 by MOES
Sub-Result 1.3: Conduct in-service trainings for teachers and other educators																			
5	Cohort 2 School based trainings through rollout of 90-minutes micro-modules	SC															Cohort 2, primary school teachers will be conducted 72 hours LB 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. Head of Methodological Unit (HMU) meet with teachers on a regular basis for 90-minutes micro-modules workshops.
6	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 is planned on January'16

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept				
7	Cohort 3 and 4 School based trainings through rollout of 90-minutes micro-modules.	SC														Cohort 3 starting from July 15 till May 16. Cohort 4 started from Jan, 16 till Dec, 16. Cohort 3: about 294 schools and 2144 teachers from Naryn, Issyk-Kul, Talas and Jalal-Abad. Cohort 4: about 125 schools and 1021 teachers from Osh and Bishkek\Chui. Total about 3166 primary school teachers will be conducted 72 hours school based LB IST and 1000 mentors will be trained. At the end all teachers and mentors will receive Certificate from KAE	On-Going	Cohort 3 training is ongoing. The 933 lessons of Cohort 3 are under the review by Naryn education center. Around 1000 lessons were collected by Issik Kul team for review. Cohort 4 has ongoing school bases consultation. HMU meet with teachers on a regular basis for 90-minutes micro-modules workshops
8	Teacher Training for School for the Blind in Bishkek and Osh	AIR, SC														80 Teachers in School for the Blind in Bishkek and 34 teachers in Osh receive training and TA	Accomplished	In January 20 teachers from Osh and Bishkek blind schools had IST training. In March teachers from Osh and Bishkek received specialized training. In April - June Bishkek school for the blind received mini training on Parent Program.
Sub-Result 1.4: Strengthen systems for teacher mentoring/coaching																		
9	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 about 588 mentors from Cohort 3 schools and about 250 mentors from Cohort 4 schools on Mentoring. About 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. 1 day Mentoring training will be in Nov, 2016 for Cohort 4.
10	Provide mentoring to Cohort 1 teachers	SC, DDs, HMU														About 3516 primary school teachers Cohort 1 receive mentoring support	Accomplished	Started September 2014 Cohort 1. DDs and HMU use mentoring tools from IST package.

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept				
11	Provide mentoring to Cohort 2-4 teachers	SC, DDs, HMU														Batken and Osh: 3261 primary school teachers receive mentoring support; Sep, 15 till May 16 about 2144 primary school teachers receive mentoring support; Feb '16 until Dec '16 (Osh, Bishkek\Chui) and about 1021 primary school teachers receive mentoring support	On-Going	Mentoring to Cohort 2-3 is going.
12	Launch portfolio system for evaluation of Cohort 1 teachers competencies - (in TT package IR 1.2)	SC, MOES, KAE														3611 certificates for teachers from Cohort 1 (Bishkek, Chui 1587, Talas - 702, Jalal-Abad - 1322) were provided by KAE.	Accomplished	MOES / KAE accepts portfolios as a basis for teacher evaluations and certification.
13	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	
14	Launch portfolio system for evaluation of Cohort 3 teachers competencies	SC, MOES														Cohort 3: about 294 schools and 2144 teachers from Naryn, Issyk-Kul, Talas and Jalal-Abad from June '16 until Aug '16	Accomplished	MOES / KAE accept portfolios as a basis for teacher evaluations and certification 933 certificates for Naryn. About 1000 certificates for IK
15	Launch portfolio system for evaluation of Cohort 4 teachers competencies	SC, MOES														Cohort 4: about 125 schools and 1021 teachers from Naryn Osh, Bishkek\Chui from Jan '17 until Mar '17.	On-Going	MOES / KAE accept portfolios as a basis for teacher evaluations and certification.
16	Participate in monthly DED meeting to strengthen school level mentoring and DED and TTI oversight and support	SC, MOES, DED, TTI														Monthly and Quarterly DED meetings with DD, TTI, etc.	On-Going	QRP participated in DED meetings and supported an additional day of training on topics like mentoring and IST in Talas, Batken, Osh and Issyk Kul regions
Sub-Result 1.5: Implement classroom-based reading diagnostics (process focused); administer national, standardized reading assessments (outcome focused), such as an EGRA, in a representative sample																		

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept				
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	Test was paper-based
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	Accomplished	
27	Data Scanning	AIR, NTC														Data entered and scanned	Accomplished	less time will be spent on data scanning due to the use of tablets
28	Psychometric data analysis and reporting (automated) results of the outcome focused assessment	AIR, NTC														Psychometric Data analyzed and reported	On-Going	
29	Deliverable: Reading assessment report (mid-line and end-line)	AIR, NTC														EGRA and Project Mid-line and End-line Reports	Not planned this quarter	
30	Deliverable: 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	
Intermediate Result 2: Increased availability of reading materials																		
Sub-Result 2.1: Conduct a comprehensive review of the quantity of primary grade-level reading material available in Kyrgyz Republic																		
Sub-Result 2.2: Ensure a mix of reading materials are used by schools and communities																		

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept				
33	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)	On-Going	Agreement with Kut Bilim newspaper for teachers is signed and plan of publications is approved. Parents cards are prepared and distributed in all regions
34	Organize National Children's Book Competition	AIR, SC, MOC, RCL													8 of Sep, 12 of Dec., 23 of April every year	On-Going	April, 2016 events were conducted in all regions	
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																		
35	Parent reading information cards	SC															Accomplished	
36	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. Total: 40,710	Accomplished	The printing materials are printed and distributed
37	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 languages	Accomplished	The 1 day training has April- June, 2016. Done for almost 4500 participants
38	Deliverable: Parents and communities guidance on how to read with children	SC														Electronic and hard copy to COR (in English) on Nov, 2015	Accomplished	Printed and distributed in April 11. Re printing of additional copies is done in June.
39	Mobile Theater/Libraries																On-Going	
40	Develop TOR for Republican Children's Library (RCL) to design and conduct community outreach programs	AIR - SC														TOR	Accomplished	
41	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	started in April for Chui and currently working with oblast 6 pilot libraries
42	Conduct outreach programs to children and communities to promote reading - Cohort 1-4	SC - RCL														2 outreach programs materials per 1357	Accomplished	Developed, printed and distributed

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept			
	target districts														school/community		
43	On-going monitoring and supervision of outreach programs	AIR - SC													Tool/instruments	On-Going	
44	Hold National Book Day															Accomplished	
45	Support Reading Committee to design and plan National Book Day	SC, AIR, MOES, MOC, NSC-R													Agenda for 8 of September, 12 of December and 23 of April	Accomplished	12 December events were conducted in all regions
46	Design and conduct a variety of competitions around reading	SC, AIR, MOES, MOC, NSC-R													Agenda	Accomplished	Various competitions have been conducted in all 7 oblasts in a frame of national Book Day devoted April 23
47	Present the results of competitions in National Book Day and present awards	SC, AIR, MOES, MOC, NSC-R													8 of September, 12 of December and 23 of April	On-Going	The event on April 23 rd. Celebration of National Book Day is conducted
48	Family Program	SC														Accomplished	
49	Disseminate developed Family Program to schools via training to DD	SC													1500 in Russian, 2 500 Kyrgyz languages printed and distributed to DD via trainings. 1357 DD trained	Accomplished	The dissemination is done
50	Support the communities around target schools to create or support existing groups to focus on reading	SC													78 local library amount target schools.	Accomplished	The 1 day training is completed April- June, 2016
51	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.	Accomplished	The 1 day training is completed April- June, 2016
52	On-going monitoring and supervision of Family Program	SC, AIR													Tools/ instruments	Accomplished	Training will be held next quarter
53	Media Public Awareness Reading Campaigns															Accomplished	
54	Support National Children's TV to create children reading support program	AIR, SC													In partnership with AKF, supported by USAID GGPAS	Accomplished	Programs completed and airing

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept				
55	Broadcast reading support program on regular basis	AIR, SC														In partnership with AKF, supported by USAID GGPAS	Accomplished	
56	Develop and implement additional reading awareness campaign	AIR, SC														One at national and one in each target school/community.	Accomplished	
57	Ministry of Education and Science Reading Support Campaign	AIR, SC															Accomplished	
58	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" has signed in Nov
59	Support MOES develop, print and disseminate posters that advocates importance of reading through affiliated agencies	AIR, SC														Posters in Russian, Kyrgyz and English languages	Accomplished	Posters printed for International Book Day celebrations
60	School Reading Promotion	AIR, SC															On-Going	
61	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	
Sub-Result 3.2: Implement out-of-school reading activities																		
62	Extracurricular activities to promote reading/ Reading Camp	SC																
63	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
64	Conduct extracurricular activities at school level	SC														Total: about 2714 events (2 events in each target schools).	On-Going	Out of school activities are going in all regions

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept				
65	Print and disseminate Reading Camp Curriculum and supplementary reading materials	SC, AIR														3000 LB Reading Camp Curriculum print and disseminate to 1357 Project Target schools. Act of acceptance	Accomplished	Reading camp curriculum disseminated to all target schools
66	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 Cohort 1-2, in Cohort 3 are starting in Q2.
67	Conduct monitoring and evaluation of Target School Reading Camps	SC														Monitoring Tools	On-Going	
68	Deliverable: LB Reading Camp Curriculum and materials adapted and incorporated	SC														Reading Camp Curriculum is finalized	Accomplished	
69	JumpStart	SC															Accomplished	
70	Deliverable: 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
Intermediate Result 4: Increased government support to improve reading																		
Sub-Result 4.1: Increase dialogue about the existing environment for reading acquisition																		
71	Hold policy workshops best practices/policy	AIR														Agenda, Minutes	Not planned this quarter	May be delayed due to bilateral issues
72	Hold quarterly meetings at National, Regional and District levels	AIR, SC														Minutes	Accomplished	Held National Reading Committee meeting to share EGRA mid-line results
73	Disseminate summaries, reports, findings to regional, district, and school-level MOES and other stakeholders	AIR														Districts, schools Cohort 2 - about 459 schools; Cohort 3 - about 294 schools; Cohort 4- about 125 schools receive a fact sheet on results	Not planned this quarter	
Sub-Result 4.2: Increase capacity to use reading assessment results																		
74	Develop capacity building plan (national assessment centers)	AIR, NTC														Completed	Not planned this quarter	
75	Organize capacity building workshops	AIR, NTC														Build capacity of 25 specialist	Accomplished	NTC capacity building workshop conducted in 23-27 of December

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept				
76	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
77	Analyze and submit recommendations to MOES	AIR, NTC														Recommendations provided to MOES	Accomplished	Reports with recommendations submitted to MOES
Sub-Result 4.3: Strengthen the enabling environment to support improved reading instruction reform																		
78	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	
79	Promote laws, policies, regulations, and foundational education documents developed or modified to support improved practices	AIR, SC															On-Going	
80	Develop a strategic plan to scale-up successful project interventions, including major challenges	AIR														Strategic Plan created with MOES	Not planned this quarter	
Monitoring & Evaluation																		
81	Finalize PMEP	AIR														PMEP 2015 developed and finalized	Accomplished	Updated Annually as necessary
82	Deliverable: Quarterly Performance Reports	AIR														Quarterly Performance Reports submitted to USAID	Accomplished	
83	Participant Training Reports	AIR, SC														Trainset is updated quarterly	Accomplished	
84	Deliverable: Annual Performance Reports	AIR														Annual Reports submitted to USAID	Accomplished	

V. Coordination with host governments, donors and implementing partners

Table 6. Key Meetings with USAID and Partners

Date / Location	Attendees	Subject	Follow-up / Notes
Jalal Abad region			
May 12-23 Suzak DED	Vice head of DED, Methodist	Continuation of work with project schools of Cohort 1	To provide mentoring support and work with new schools of Cohort 4
May 12-23 Bazar-Korgon DED	Vice head of DED, Methodist	Continuation of work with project schools of Cohort 1	To provide mentoring support and work with new schools of Cohort 4
May 12-23 Nookan DED	Vice head of DED, Methodist	Continuation of work with project schools of Cohort 1	To provide mentoring support and work with new schools of Cohort 4
May Aksy DED	Vice head of DED, Methodist	Continuation of work with project schools of Cohort 1	To provide mentoring support and work with new schools of Cohort 4
May Ala-Buka DED	Vice head of DED, Methodist	Continuation of work with project schools of Cohort 1	To provide mentoring support and work with new schools of Cohort 4
April Chatkal DED	Vice head of DED, Methodist	Continuation of work with project schools of Cohort 1	To provide support to project schools. providing information on Community action program
April Toktogul DED	DED specialist	Information on Community action program.	To provide support to project schools. Collecting teachers' documents of Cohort 4
Batken region			
June 3 Batken Town	The principals of the target schools and representatives from the Local Educational Department	End of academic year meeting DED meeting with partners	Open classes have organized and Community mobilization meeting activities, the achievements of the project have been discussed
Chui region			
April 8 DED Kemin	Head of Kemin DED	Organization of Reading festival in Kemin in April, 23 2016	
April 8 Centralized library of Kemin	Head of Kemin centralized library	To provide with information and future events in the framework of USAID QRP project, Community mobilization trainings for librarians	

Date / Location	Attendees	Subject	Follow-up / Notes
April 6 CED of Tokmok, DED of Chui	Heads of Chui DED and Tokmok CED, DED specialist of Chui	Community Mobilization training, Certification of teachers of 1 cohort	
April 6 Chui regional library	Head of Chui regional library	To provide with information and future events in the framework of USAID QRP project, Community mobilization trainings for librarians	

VI. Challenges and Lessons Learned

Challenges continue around the lack of bi-lateral agreement between the American and the Kyrgyz Governments. The project used paper-based EGRA versus electronic, thus taking longer in data cleaning and data entry than originally planned. Also, project book procurement is still on hold. In relation to books, USAID GGPAS was not allowed to distribute the books they purchased, thus they are in storage. There has been no change in this status since August 2015.

The project has focused this quarter on District and Zonal meetings to help fill gaps in education offices understanding and support. These meetings will continue throughout the life of the project.

VII. Summary of Administrative, Operational and Staffing Issues

Operations

- Tenders were conducted for Catering, Transportation, and Printing

Project Staffing

- Project is fully staffed

Table 7. Travel completed this quarter

Name of Traveler	Destination (s)	Dates of Travel	Purpose of trip
Amy Todd	Bishkek, KR Dushanbe, TJ	13-17 April 17-27 April	Quality Control EGRA
Snyezhanna Ishchuk	Dushanbe, TJ	5-21 May	Support/train new TJ finance team
Saule Khamzina	Dushanbe, TJ	24-29 April	EGRA observation and support
Suhrob Aminov Sherali Saidoshurov Nigora Faizieva	Bishkek, KR	12-19 June	Annual Work Planning
Kathryn Fleming	Bishkek, KR	12-24 June	Annual Work Planning Acting COP
Aizada Sarybaeva	Dushanbe, TJ	15-18 May	Training new TJ Finance Manager
Barbara Greenwood	USA	18 June – 16 July	R&R

VIII. Planned Activities for the Next Quarter (July – September 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. IST training August 8-18, 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, 3
4. Process of verification of the remaining teachers' portfolios for certification from KAE and Issyk-Kul TTI

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. Zone meetings are planned in all regions.
4. Participate on monthly regional education departments' meetings to strengthen mentoring/coaching support on the schools basis.
5. Collection of documentation for certification for Cohort 4 and 5.
6. 1-day mentoring for Cohort 4 in September.

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

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 classroom 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 July - December, 2016
5. Launch JumpStart activity through Republican Children's Library and six regional libraries.

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 school vacations
2. Conduct parents meetings in all targeted schools

Intermediate Result 4: Increased government support to improve reading***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 8. Planned travel for next quarter

Name of Traveler	Destination (s)	Dates of Travel	Purpose of trip
Saule Khamzina	Dushanbe, TJ	September	M&E Support
Todd Drummond	Bishkek, KR	10-16 July, 2016	NTC Conference
Suhrob Aminov 2 M&E Coordinators	Bishkek, KG	Mid July	NTC Capacity Building Workshop
Barbara Greenwood	Dushanbe, TJ	1-17 August, 2016	QRP TJ office oversight
Kunnura Raiymbekova	Dushanbe, TJ	Quarterly	USAID QRP meetings
Kathryn Fleming	USA	4-28 August	R&R

IX. Progress against Performance Monitoring and Evaluation Plan

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q1 FY 2016	Actual Q2 FY 2016	Actual Q3 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	KG: 34.52%	KG: 20% percent increase	n/a	n/a	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	KG: 34.25%	KG: 50%	n/a	n/a	n/a		n/a	Midterm is in April'16
Intermediate Result 1: Improved reading instruction in grades 1-4												
3	Percent of teachers / educators gaining knowledge of primary grade reading instruction from training	gender, cohort, region	sample-based knowledge pre and post test	at the beginning and end of each training	-	KG: 85% TJ: 85%	KG: n/a	KG: n/a	n/a		n/a	Cohort 2 and 3 will be reported in annual report
4	Percent of teachers demonstrating in the classroom instructional best practices in reading	gender, region, language	sample-based classroom observation tool	yearly	KG: 26% TJ: 20%	KG: 50% TJ: 50%	n/a	n/a	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	KG: 156,600 new -118,000 (Cohort 2,3) -38,600 (remaining Cohort 1)	KG: 0	KG: 80, 872 Batk 22 453 Osh 58 419 Jalalabad: 0 Chui\Bishkek: 0	KG: 80, 872 Batk 22 453 Osh 58 419 Jalalabad: 0 Chui\Bishkek:0	52%		Cohort 2 reported only. Cohort 1 (remaining) and 3 will be reported in annual report

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q1 FY 2016	Actual Q2 FY 2016	Actual Q3 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	KG: 1,357 (C1, C2, C3, C4 schools)	KG: 1,276 (C1, C2, C3 schools)	KG: 1,351 (C1, C2, C3, C4 schools)	KG: 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	KG: approved in PY 1	KG: approved in PY 1	KG: approved in PY 1			Achieved in PY 1
8*	Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support <ul style="list-style-type: none"> Trainers, MOE/ITTI/DED officials Mentors (Deputy principal, methodologist, advanced teacher) Primary grade teachers (except mentors) 	gender, region, cohort, level of training	training rosters	according to training schedule	n/a	KG: 6,316 - 5,230 (C2 & C3): 1,350 mentors; 3,880 teachers -1086 (remaining from C1)	KG: 0	KG: 3, 139 Batken: 879 Osh 2,260 Jalalabad: 0 Chui\Bishkek: 0	KG: 249 (Chi\Bishkek, remaining 1 Cohort)	54%		Cohort 3 teachers completed the 72 hours course but will be certified in August Jalalabad Cohort 1 remaining teachers will be certified by Osh ITTI by August as well
9	Number of teachers/other educators receiving in-service training in reading.	Note: We propose eliminating this indicator moving forward. It is duplicative of indicator 8. Our original thinking was the capture those who get a certificate and can demonstrate successful completion through a final test with indicator 8, where indicator 9 would just mark full attendance. Because the certification system differs by country, and the test is captured in a separate indicator, we 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	KG: 575 (Cohort 4)	0	KG: 783 sets of IST (IST, standards, Resource materials)	KG: 0	136%		

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q1 FY 2016	Actual Q2 FY 2016	Actual Q3 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	KG: 300 (Cohort 4)	0	KG: 140 (Cohort 4) JA: 79 Bishkek\Chui: 61	KG: 0	47%		
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	KG: 28% TJ: 9%	KG: 45%			n/a		n/a	Midterm is in April'16
Intermediate Result 2: Increased availability of reading materials												
13	Percentage of schools and communities with adequate number of grade-level-appropriate supplementary reading materials	region, school, communities, language	Sample-based teacher, librarian and parent questionnaire	baseline midterm C1, midterm C 2&3, endline	KG: 15% TJ: 10%	KG: 25%	n/a	n/a	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	KG: 350,000 -150,000 -200,000 (remaining from 2015)	KG: 300	KG: 0	KG: 954			Distribution of the books (GGPASS) is planned for September – November 2016, as well as distribution of newspapers with reading materials
Intermediate Result 3: Increased out-of-school reading time												
15	Percent of parents whose attitudes towards reading have changed	region, gender, language	sample-based parent questionnaire, KAP section	baseline midterm C1, midterm C 2&3, endline	-	KG: 6% TJ: 6%	n/a	n/a	n/a		n/a	Midterm is in April'16

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q1 FY 2016	Actual Q2 FY 2016	Actual Q3 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	KG: 50 % TJ: 50%	KG: 1% (3,100)	KG: 1% (3,289) Osh 401 IK: 135 JA: 2,432 Ba: 271 Talas:0 B\Chui: 150	KG: 7% (16,639) JA: 2,380 Naryn:3,557 Osh: 275 Batken: 833 Talas: 1,007 Chui\B:6,200 IK:2,387	18% (23,028)		Reading camps are going during summer time, as well as JumpStart program and will be reported in annual report. Reported only completed activities
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	KG: 84% TJ: 73%	KG: 84% TJ: 73%	n/a	n/a	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	KG: 90% TJ: 70%	KG: 90% TJ: 85%	n/a	n/a	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	KG: 1,902 -1,438 -464 – remaining from 2015	KG: 290 (131 RC, 11 RB)	KG: 179 (168 RC)	KG:690 (472 RC, 17 RB) JA: 121 (92 RC) Na:252 (155 RC) IK:105 (105 RC) Osh:49 (12RC) Batken: 40 (11 RC, 17 RB) Talas: 55 (46 RC) Chui/B: 68 (55RC)	61% (1,159)		Q2: Osh: 23 (20 RC) Batken: 6 (RC) Osh: 0 IK: 0 N: 0 B\Chui: 16 (15 RC) JA: 129 (127 RC) Talas:5

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q1 FY 2016	Actual Q2 FY 2016	Actual Q3 FY 2016	% of achievement	Score	Comments
20	Number of teachers, other educators and community members (including parents) trained and equipped to implement out-of-school reading activities	Region, gender, language	training activity roster	by schedule of activities/trainings	0	KG: 5,804 (5 per school\community) -3,795 -2,009 from 2015	KG: 363 (RC training)	KG: 1,358 (M: 16, F: 1,342) PP trainings: Osh – 307 N: 104 IK: 119 JA: 335 Batken: 129 Talas:81 Bishkek\Chui:283	KG: 3,868 Community training: Osh: 888 N: 289 IK: 368 JA: 922 Batken: 350 Talas: 235 Bishkek\Chi: 816	96%		Reading camp, community mobilization and Parent program trainings are completed almost for all target schools
Intermediate Result 4: Increased government support to improve reading												
21*	Number of standardized reading assessments supported by USG	Cohort, Project Year	EGRA	yearly	0	KG: 1	Not this quarter	Not this quarter	KG:1			In April 2016
22	Number of administrators and officials successfully trained on using reading assessment results	gender, institutions	EGRA dissemination workshop roster	by workshop schedule	0	KG: 0	KG: 20	KG: 0	KG: 0			27Nov – 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						Achieved in PY 1, redone by KAE

X. Success Story



SUCCESS STORY

My lesson published in Republican Teacher's Newspaper

USAID "Reading Together" project in Jalal-Abad region



In-service teacher training provided by the USAID Quality Reading Project/Reading Together changed my lesson conduction type. My students can retell their comprehension easily.

- Nurila Kapasheva

Kapasheva Nurila has been teaching for 25 years in Djalal Avbad region, School #9 Asanov. Nurila participated in In-Service Trainings conducted under the USAID Quality Reading Project/Reading Together. Nurila sent lesson plans to be published in the "Kut bilim" and region "Mugalim duinosu" newspapers. "Using five reading components gave push to publish my lessons plan in newspapers and it is great change for me, thanks to the USAID Quality Reading Project trainings," reported Nurila. She is proud that her lessons was selected as the best one and was published in the republican teachers' newspaper for many teachers to use.

Nurila never believed she would have anything published in a newspaper, and is excited to contribute to the professional teaching community in the Kyrgyz Republic.

*U.S. Agency for International Development
Mission in the Kyrgyz Republic:
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XI. Appendix

A. USAID GGPAS to USAID QRP transition plan for select activities

Proposed Transition Plan

Task	Description	Deliverable Date	Estimated Budget Costs	Responsible Party	Documentation Needed	Comment
1	Procurement of 264,450 books: sorting books into sets of 123 books for each individual school; boxing for storage and distribution to oblast level.	April 25, 2016 - May 30, 2016	GGPAS: \$591,721 QRP: None	GGPAS – with Handover and inspection to be coordinated between GGPAS and QRP	Copy of procurement receipt(s) for insurance purposes GGPAS Property Disposition Plan	Handed over end of June 2016
2	Branding and Marking: include USAID logo on packages for each individual school and packages for each oblast; 2,150 Framed certificates (one for each school) with USAID logo and approved statement in compliance with USAID Graphics Standards Manual (e.g., “..these books were purchased for this school by USAID, from the American People...”); 1 certificate placed inside each school's box	June 15, 2016	GGPAS: GGPAS's cost is included within the Logistics / Transportation contract referenced in Task 3, below QRP: None	GGPAS	Waiver for QRP confirming that GGPAS has performed the Branding & Marking in accordance with USAID regulations; QRP documentation of inspection of Branding and Marking	GGPAS completed this task before handover of books to USAID QRP
3	Delivery of book packages by GGPAS warehousing / transport contractor to QRP Bishkek warehouse	No later than June 15, 2016; GGPAS will be ready to transport and deliver the books to QRP's warehouse on approximately June 6, 2016.	GGPAS: \$11,823 GGPAS's warehousing / transport contract also includes branding and marking to be done under Task 2 above QRP: None	GGPAS	Document covering: Handover; Receipt of books; disclaimer; release of liability	USAID QRP ended up renting same warehouse that the books were already being stored, so there was no need to transport the books.

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