



USAID Quality Reading Project (QRP) - Tajikistan Quarterly Report

April – June 2016



A partnership with:

American Institutes for Research and Save the Children

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**USAID Quality Reading Project (QRP) - Tajikistan
Quarterly Report
April - June 2016**

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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

DEC Submission Requirements

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Acronyms

AIR	American Institutes for Research
AKF	Aga Khan Foundation
AOE	Academy of Education
COP	Chief of Party
DCOP	Deputy Chief of Party
DRS	District of Republic Subordination
DED	District Education Department
EGRA	Early Grade Reading Assessment
GPE	Global Partnership for Education
HMU	Head of Methodology Unit
IST	In-Service Teacher training
MOES	Ministry of Education and Science
M&E	Monitoring and Evaluation
NTC	National Testing Center
OKWG	Organization of Khatlon’s Women’s Groups
PSA	Public Service Announcement
QRP	Quality Reading Project
RMC	Republican Methodological Center
RTI	Research Triangle Institute
RTTI	Republican Teacher Training Institute
SC	Save the Children
TA	Test Administrators
TTI	Teacher Training Institutes
USAID	United States Agency for International Development

I. Activity Summary

Lead Implementing Partner	American Institutes for Research (AIR)
Other Implementing Partners	Save the Children (SC)
Activity Name	USAID Quality Reading Project (QRP)
Activity Objective	The primary objective of this contract is to improve student reading levels among students in grades 1-4 in The Kyrgyz Republic and Tajikistan. The contract focuses on the following results: 1) Improved reading instruction in grades 1-4; 2) Increased availability of reading materials; 3) Increased out-of-school reading time; and 4) Increased government support to improve reading.
Life of Activity	July 15, 2013 to October 30, 2017
Full Contract	
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 – June 2016)	\$1,948,657
Cumulative Accrued Expenditures to Date (June 2016)	\$390,554
Estimated Expenditure, Next Quarter (July – Sept. 2016)	1,370,400
Tajikistan	
Total Estimated Contract/Agreement	\$10,295,575 (Mod. #3)
Obligation to date	\$10,295,575 (Mod. #3)
Total expense at beginning of Quarter	\$5,718,131
Quarter Accrued Expenditures (April - June 2016)	\$1,344,927
Cumulative Accrued Expenditures to Date (June 2016)	\$246,236
Estimated Expenditure, Next Quarter (July – Sept. 2016)	\$659,930

II. Executive Summary

The USAID Quality Reading Project (QRP) is a four-year project implemented by the American Institutes for Research (AIR) and Save the Children (SC). The primary aim of the USAID Quality Reading Project is to improve the reading and critical thinking skills of children in grades 1–4 through assistance to government ministries and school-based educators in Tajikistan and the Kyrgyz Republic. 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 Tajikistan.

Additional goals of the project include:

- Establish grade-level minimum standards for key early literacy skills, such as phonics and reading comprehension
- Strengthen national systems to administer standardized and classroom-based assessments in order to track student learning and use data for decision-making.
- Promote consistent data collection, analysis, and decision-making with local partners using an early grade reading assessment
- Bolster government efforts to strengthen teaching and learning in Tajik and Russian languages based on international standards and best practices
- Inform and empower parents and community members on the importance of reading at home through media, parent-teacher collaboration, and support to school libraries

The USAID Quality Reading Project, in close collaboration with the Global Partnership for Education 4 (GPE-4) and the Ministry of Education and Science (MOES), conducted a training for District Education Department (DED) methodologists and representatives of Teacher Training Institutes (TTI) on competency-based standards. The last two days of the training were teacher-focused and included content from the In-Service Teacher Training (IST) package developed by the USAID Quality Reading Project. The trainings were held May 13-22 in the Dushanbe and Qurghonteppa TTI with 160 teachers, DED methodologists and representatives of TTIs in attendance.

During these trainings, Master Trainers also conducted sessions with teachers emphasizing the crucial role of parents and family in supporting children’s literacy in the home, as using competency-based standards in the school are only one part of comprehensive quality learning. Using messages from the Parents’ Guide, primary-grade teachers in turn held workshops with small groups of parents on topics such as “The Importance of Reading with Children at Home,” also the title of a guidebook for parents developed by the USAID Quality Reading Project.

Summer reading camps were established in 80 project schools with close support of MOES. Reading camps are held weekly, after in-school activities have concluded. Teachers use a Reading Camp guide to lead children in a structured set of games and activities that enhance their reading skills.

Trainings on the Reading Camp methodology, and content training for librarians were also conducted in May. Over 1,100 librarians and teachers attended these trainings.

Primary-grade teachers participated in a session on the “Reading Buddy” approach and used this method to support struggling readers in their classrooms by assigning an upper grade student to read with them. Teachers acknowledged this as a valuable mechanism to support children who need extra help with reading.

The 2016 Early Grade Reading Assessment (EGRA) and annual monitoring and evaluation (M&E) data collection was completed in April and May. The team is now working on data cleaning and analysis. Over 8,000 students were tested from 132 schools—66 control and 66 treatment schools.

III. Description of Accomplishments and Program Objectives (April – June 2016)

Introduction

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

Several program objectives were met during this quarter. Some highlights include:

1. Due in large part to the close collaboration and growing positive rapport between the USAID Quality Reading Project and the MOES, the project's Parents' Guide on *The Importance of Reading with Children in the Family* was approved and disseminated to project schools and communities.
2. A librarian training module was developed and approved by MOES and one-day trainings were conducted for all project school librarians in Sughd, Zarafshon, Dushanbe and District of Republican Subordination (DRS) areas. This activity was conducted in collaboration with AKF, and that organization's experience organizing out-of-school activities and supporting libraries ensured unity of vision, greater sustainability and ease of adoption.
3. Working in close collaboration with local governments in Panjakent, Jomi, and Kulob districts, the MOES and the USAID Quality Reading Project provided support to the Ministry of Culture and to public libraries to conduct a campaign on promotion of family reading. The goal of the campaign was to stress the importance of reading with children at home, reading a variety of books, and using the library to borrow books.
4. The Reading Camp Guide was finalized and the MOES provided approval to incorporate it into existing summer school camps for primary grades. Five-day trainings on conducting Reading Camps were held in the Zarafshon, Sughd, Dushanbe, Kulob, and Qurghonteppa and attended by over 160 participants.
5. Project schools made independent plans to continue to integrate methods from the USAID Quality Reading Project trainings into their lessons that they develop during Saturday Methodological Union days.

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

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

Sub Result 1.1: Conduct a baseline qualitative analysis

BASELINE COMPLETED – Report submitted March 2014.

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

Review of Grades 1-4 Reading Standards and development of IST

The MOES requested the USAID Quality Reading Program support GPE-4 in reviewing the Government of Tajikistan's competency-based standards for primary grades. In response to the Ministry's request, the USAID Quality Reading Project organized a joint workshop attended by MOES staff members, teachers, deputy principals for primary grades, DED methodologists, and the heads of Methodical Unions. During the workshop, participants reviewed draft competency-based standards for all primary grade subjects including Russian as a Second Language, Tajik as Mother Tongue, Math, Nature, Career Education and Sports.

Building on the results of this workshop, the USAID Quality Reading Project team undertook the development of a nine-day training package on reading, incorporating the new competency-based standards, for primary-grade teachers. The training takes as its foundation the existing USAID Quality Reading Project IST, as well as the competency-based standards IST developed jointly with GPE-4 at the end of 2015. This training was conducted for the first time in Kurganteppa and Dushanbe from May 13-21. Over 160 participants hailing from throughout Tajikistan attended the training, where they familiarized themselves with competency-based standards and materials for Tajik as Mother Tongue. The project provided all workshop participants with accommodation, transportation, meals, stationary, and training materials.



Deputy Minister Latofat Naziri awards certificates to National Trainers who completed the Dushanbe GPE-4 competency-based standards training

The USAID Quality Reading Project has been pleased to support the MOES in its partnership with GPE-4 to develop, pilot and review the new Tajik language competency-based standards. At this time, project technical staff have some concerns about the trajectory of the new standards. The project is concerned that the materials are too cumbersome, have complex language that might be difficult for teachers to implement in the classroom, have not been properly reviewed for international quality and applicability, nor are aligned with realistic and implementable measures/assessments. The most recent draft of the Tajik Standard Guides for Primary Grades comprises 1,597 pages just for Tajik Mother Tongue.

- Teacher guide on ABC Standards grade 1 (206 pages)
- Teacher guide on Mother Tongue Standards grade 1 (279 pages)
- Teacher guide on Mother Tongue Standards grade 2 (530 pages)
- Teacher guide on Mother Tongue Standards grade 3 (303 pages)
- Teacher guide on Mother Tongue Standards grade 4 (279 pages)

When the Standard Guide for Tajik Mother Tongue is viewed ensemble with other primary subject standards for all grades, there arise serious concerns about the feasibility of training 30,000 teachers in a timely manner, the ability of teachers to absorb and implement the Standards' complex terminology and methodological requirements, and teachers' capacity to use the Standards to support improved learning outcomes for their students. It might be helpful to develop abridged teacher-friendly versions that will not overwhelm teachers as they take the first steps in implementing this important reform. This is of particular concern as the MOES and GPE-4 plan to train all 30,000 teachers before the start of the upcoming school year scheduled to begin in September 2016.

The USAID Quality Reading Project has shared our observations with the MOES and GPE-4. We are willing to continue to support the MOES in its education reform plans and look forward to working with GPE-4 and the MOES to update and roll the standards out in a phased and technically sound manner. A strong foundation has been laid; now, a well-planned and technically sound implementation strategy is critical for success.

Under the direction of AIR literacy specialist Dr. Pooja Nakamura, the USAID Quality Reading Project completed a comprehensive review of formal Tajik language teaching and learning materials currently available in the classroom. The report and recommendations were submitted to USAID. The report, entitled *‘Teaching and Learning Materials in Tajikistan: How Do They Align With Reading Research?’*, provides observations and recommendations based on teaching and learning materials available to teachers, international best practices, and current research in the field of literacy studies. The report concluded that major strides have been made in strengthening Tajik Mother Tongue language learning in primary-grade classrooms. The report also explored some areas in which there is room for improvement, especially in the conflation of some key competencies—for example reading fluency with oral speech development—a focus on “reading as an art form” rather than a skill, i.e. the relative stress placed on beautiful handwriting and speed reading rather than reading comprehension; and a general lack of concrete assessment tools in use in Tajik classrooms. Upon approval from USAID, the report will be translated and shared with the MOES.

In-service teacher training (IST)

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

Master trainers continue to use IST content during their trainings on Saturday Methodological Union Days. The USAID Quality Reading Project supported Master Trainers in conducting supplementary sessions responding directly to teachers’ stated needs by reviewing relevant sessions and topics from IST modules.

In an effort to share learnings from the IST and support and work with one another, teachers took turns conducting monthly demonstration lessons for colleagues from project schools in their sub-district (“cluster”). Some teachers who had completed the 72-hour school-level IST successfully were selected to assist other teachers who struggle to implement IST content.

Regular cluster trainings, developed with the assistance of the USAID Quality Reading Project, are being conducted by Cohort 1 and 2 schools on Saturdays. Cohort 3 and 4 schools are halfway through their school-level IST. The MOES, Regional Educational Departments, Republican Methodological Center, DEDs and TTIs acknowledge the input of IST school-level trainings on the development of teaching and pedagogy in the classroom in the primary grades. TTI and DED methodologists visit project schools and provide mentoring support to Master Trainers.



Students share books they made themselves from low-cost materials with their classmates.

Teachers realize the importance of the advanced teaching methods gained from IST and are actively working to incorporate these methods in their lessons. Teachers understand the necessity of collaborating with neighboring schools, hosting demonstrative sessions and exchanging ideas and advanced teaching practices. In project schools, the impact of IST is visible in a number of ways, including:

- Increase in the number of print-rich classroom environments;

- Use of student and teacher portfolios in classrooms;
- Availability of formative assessment score cards;
- Increase in teachers using active teaching methods;
- Heightened focus on reading comprehension rather than memorization;
- Increase in parents' involvement in their children's education; and
- Provision of additional reading materials in classrooms, either donated by parents or created by teachers and students from low-cost materials.

In their own words

I visited schools after one month of IST. I saw many changes and creativity among primary teachers and children. They prepared many visual tools from low cost materials, developed fairy tale books and involved parents in supporting them on portfolios for teachers and students and reading corners with necessary reading materials for improving learning and worldview of primary schoolchildren. Upper grade teachers learned from primary teachers how to develop and create visual tools from low cost materials. Teachers were successfully learning from other teachers.

- Zebo Himatova – Head of Tojikobod DED

Sub Result 1.4: Strengthen systems for teacher mentoring/coaching

Saturday Methodological Union Days are a primary component of continuing professional development activities in the country. The USAID Quality Reading Project works to strengthen these forums by making regular visits, conducting demonstration lessons, and helping to facilitate exchange visits between schools and districts. The USAID Quality Reading Project visited schools between April and June and observed that Methodological Union Days are being implemented regularly in the target schools and a host of activities are being conducted, including:

- Demonstration lessons: Facilitators and teachers jointly plan demonstration lessons. Many districts are very well-established in conducting demonstration lessons and even work together with other districts to plan these lessons.
- Exchange visits: Project schools conduct demonstration lessons and teachers from different schools attend. Methods, problems, successes and challenges are discussed during the exchange visits. Teachers understand the importance of collaborating with neighboring schools, hosting demonstration sessions and exchanging ideas and teaching practices.
- Creating portfolios for teachers and students.
- Establishing classroom reading corners: A mix of reading materials are provided in the corners to help children strengthen vocabulary and comprehension. Teachers also use the reading corners to display student work. The table below lists examples of themes within the reading corners.



Exchange visit between teachers in Jilikul.

Table 1. Themes for Reading Corner Materials

Hello, I came from...
Read these books:
The Corner of Beautiful Handwriting
Best Notebook
Let's check your knowledge...
The Standards of Reading Speed

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

Early Grade Reading Assessment (EGRA)/2016 Midterm data collection

The April/May Early Grade Reading Assessment (EGRA) data collection was informed by the February EGRA Grade 3 pilot tests, which enabled project staff to address software flaws before the midterm data collection.

Programming instruments

The existing paper-based data collection instruments were converted into an interactive software tool utilizing the [Tangerine](#) online EGRA development suite. EGRA instruments for Grades 2-4, as well as Monitoring and Evaluation (M&E) instruments including classroom observation forms as well as teacher, parent, and librarian interviews, were programmed with Tangerine and piloted in February 2016. The USAID Quality Reading Project purchased 145 tablets from the United States, importing the tablets to Tajikistan with the help of USAID Tajikistan. Local IT programmers updated the tablets' operating systems and installed the Tangerine-based EGRA data collection software.

ToT for Supervisors/Trainers & Russian test administrators

From April 12-15, 2016, the project conducted a four-day training of trainers (ToT) for Tajik-language EGRA supervisors and team leaders at Dushanbe's Vefa Center. During the trainings, participants learned to use both paper and digital data collection instruments—paper-based instruments functioned as a backup in case of software malfunction. Deputy Minister Latofat Naziri visited the first day of the training, made an encouraging speech to participants, and wished them good luck in their work. A simultaneous four-day training was held for the relatively small group of 20 Russian-language Test Administrators (TAs); this group was trained directly by USAID Quality Reading Project M&E staff.

The project hired 145 TAs and supervisors for the data collection process. Participants were experienced education specialists representative of the overall landscape of the Tajik education sector. Roughly 70% had been previously involved in the EGRA baseline testing or in other aspects of test instrument design, piloting or testing. During data collection, supervisors adhered to a schedule of school visits, during which they monitored and observed the progress of their TA teams.

Table 2. Number of supervisors, team leaders, test administrators and IT specialists

	Supervisors	Team Leaders/TAs	Test Administrators (TA)	IT Specialists	Total
Male	8	14	37	4	63
Female	7	19	62	0	88
Total	15	33	99	4	151

Training in regions

From April 19-22, the USAID Quality Reading Project organized four regional trainings for Tajik-language TAs, hosted in the following cities:

1. Dushanbe for Dushanbe and DRS, including Rasht
2. Kulob
3. Qurghonteppa
4. Khujand for Sughd and Zarafshon

AIR Research Specialist Amy Todd arrived in Tajikistan on April 17 to provide ten days of on-the-ground methodological and technical guidance. She observed the training in Dushanbe, and

then travelled to Rasht area to monitor the process of data collection in the region. Regional M&E Manager Saule Khamzina also travelled to Tajikistan to support EGRA and monitored the data collection process in Dushanbe, Khatlon, and DRS. Ms. Todd and Ms. Khamzina provided local M&E staff with recommendations and solutions to improve the quality of data collection.

Data collection

Data collection started on April 25. Each team of data collectors consisted of four TAs, including one who doubled as the Team Leader. Each team conducted EGRA testing in one school over a span of two and half days. Testing was carried out in 132 schools: 66 project schools, and 66 control schools (schools receiving no project support). Over 8,000 students in Grades 2-4 were tested in accordance with random sampling procedures. Overall, 52 percent of tested students were male and 48 percent female.

Table 3. Number of tested primary grade students

Test Language	Gender	Grade 2	Grade 3	Grade 4	Total	
Tajik	Male	1,202	1,167	1,155	3,524	6,976
	Female	1,166	1,149	1,137	3,452	
Russian	Male	204	239	237	680	1,097
	Female	127	148	142	417	
Total		2,699	2,703	2,671	8,073	



Students taking the EGRA with Test Administrators using tablets for digital data collection.

Additionally, the teams interviewed 2,244 teachers, librarians and parents and completed 528 classroom observations.

Table 4. Number of interviews and classroom observations

	Tajik	Russian	Total	
Parent interviews	1,344	240	1,584	2,244
Teacher interviews	448	80	528	
Librarian interviews	112	20	132	
Classroom observations	448	80	528	

M&E staff drafted detailed schedules for every team before trainings and adjusted these schedules during the trainings to account for TAs' relative strengths and living locations. No TA worked in a school with which they had previously had direct contact. Regional and District Education Departments received advance notice of the data collection schedule in the form of an official letter from the USAID Quality Reading Project with a copy of the MOES approval letter. Education officials from all levels of government contacted school principals and requested they create supportive environments for data collection in the schools. National, Regional and District Education Department representatives conducted random site visits of

data collection schools to observe the process. USAID Tajikistan and Research Triangle Institute (RTI) also visited data collection sites to observe the quality of the process. RTI was on-site as part of their ongoing external evaluation work with USAID to monitor EGRA activities across the USAID Education portfolio.

Floods affected the process of data collection in Zarafshon Valley. The flood destroyed roads to two remote and mountainous schools in Panjakent district. The teams had to wait a week for the weather to improve.

Data upload/cleaning

Test Administrator teams were trained in how to upload the data collected on their tablets to an external server from their test sites. During midterm data collection, this process was informed by lessons learned from the Grade 3 instrument pilot. TAs used their smartphones to connect to the Internet, establish Wi-Fi hotspots, and upload data from their tablets. The USAID Quality Reading Project reimbursed for all internet costs. M&E staff documented lessons learned (see below) for future assessments and other data collection activities.



One Test Administrator team in Zarafshon Valley bypassed flooded roads by travelling 14km on foot and donkey to access test schools.

Upon completion of data collection in schools, the M&E staff downloaded and began cleaning data. Some tablets had upload issues; data from such tablets were copied and joined manually. Data cleaning consisted primarily of deleting practice test and inter-rater reliability data, correcting ID duplications, and checking the number of EGRA tests and interviews against the team reports.

Some key lessons learned

- Spend more time reviewing sampling procedures during the trainings. Many teams were not confident in their ability to properly sample students.
- Spend more time reviewing USAID Quality Reading Project-related pedagogical concepts that may be unfamiliar to some data collectors.
- Provide clear justification on required procedures; for example, the necessity of conducting inter-rater reliability tests at the beginning of data collection.
- Increase the number of back-up/replacement data collectors in each region.

Post-tests in schools, L3

The process of regular IST and activity data collection is ongoing. Data entry volunteers are entering school reports into the project database. M&E staff also completed collection of post-tests of Cohort 2 schools. Paper-based tests are currently being scanned and the results of the pretest-posttest analysis will be reported in annual report. By that time, the USAID Quality Reading Project Cohort 3 IST reporting at school-level will be completed.

Intermediate Result 2: Increased availability of reading materials

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

Completed in 2014.

Phase 1 of Tajik-language book distribution was completed in April and May. The USAID Quality Reading Project delivered 116 books to all 1,804 project-supported school libraries, plus district and regional education offices and MOES sub-institutions. In total, the project

delivered 212,000 units (books). Phase 2 will occur over the next two quarters; a new tranche of books is currently being selected in partnership with the MOES.

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

In celebration of International Book Day, and to increase children’s exposure to books other than textbooks, the USAID Quality Reading Project hosted a celebration of reading with US Ambassador Elisabeth Millard and First Deputy Minister of Education Rahmatullo Mirboboev at School #12, Qaratogh, Tursunzoda. The purpose of the event was to emphasize the importance of reading in primary grades and to publicize USAID’s donation of over 212,000 books for Grades 1-4 to USAID Quality Reading Project schools across the country. The Ambassador and the First Deputy Minister awarded winners of a local reading competition, and handed out the donated books to librarians from each project school in the Tursonzoda District.



Some of the over 1,800 book boxes for donation to project schools.



US Ambassador Elisabeth Millard and First Deputy Minister of Education Rahmatullo Mirboboev at School # 12, Tursunzoda distributing the donated books to librarians

This event was well received by schools and the education department. Eight of the nine winners of the Reading Competition were girls, and girls made up the majority of participants in the competition. The DED expressed its thanks to USAID Quality Reading Project for giving children additional materials to read in school libraries and providing training to school librarians. The event was also broadcast on national news channel TV Safina.

Librarians at all USAID Quality Reading Project schools received book donations. The librarians, using the content learned during their training (Sub Result 3.2),

prepared index cards for visitors, created reading corners for donated books and invited Reading Buddies to dive into the books together.

Librarians also extended their efforts beyond the school and into the community. Building on the excitement caused by the new books, and in partnership with librarians, teachers organized parent meetings and used the content from the Parent’s Guide to facilitate discussions about the importance of reading to children, and the necessity for children to read a variety of texts, not just textbooks, and to read for fun. Librarians also prompted parents to begin examining their young readers’ school performance and attitudes towards learning. The sessions raised awareness among parents of their unique role in encouraging their children to read. Notably, many project school librarians have reported an increase in the number of parents accompanying their children to school to borrow books from the school library during the summer holiday.

In their own words
We have had difficulties getting non-textbook reading material for primary grades since schools have other priority problems. The USAID Quality Reading Project donated very valued and necessary gift to primary grade children and school libraries.
-- Nazri Asadzoda - Head of Hissor DED

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

Learning to read takes time, requires books to read, and perhaps most importantly, needs a supportive environment for young readers. The USAID Quality Reading Project is working to engage parents and community members to become more involved in children's out-of-school reading. The project undertook a number of activities to facilitate this, including:

- **Parents' Sessions:** The USAID Quality Reading Project developed a Parent's Guide on *The Importance of Reading with Children in the Family* and trained teachers on conducting sessions with parents using content from the guide.
- The USAID Quality Reading Project hosted or supported a number of reading competitions across Tajikistan, which drew the participation of community members.
- **Awareness campaigns:** The project donated books to libraries and organized events publicizing the importance of out-of-school reading.

The USAID Quality Reading Project has also pioneered the Reading Buddies approach among project schools to inculcate a culture of sharing reading among student peers. The Reading Buddies approach pairs a less-experienced reader with a more-experienced reader; the latter assists the former with reading fluency and comprehension. Project schools have created lists of Reading Buddies, identified student volunteers from Grades 7-10, and developed schedules for different grades to read with their buddies. The Reading Buddies approach is an exciting way for young students to experience the magic of reading, and provides an opportunity for youth volunteers to develop mentoring skills. The USAID Quality Reading Project team and the DED/TTI Methodologist visited schools and witnessed that many schools have already begun enthusiastically implementing the Reading Buddies approach.

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

Parents/Family Program

The Parents Programs is a component of the overarching Literacy Boost approach. During the Parents Program, teachers conduct roundtable sessions with parents using a guide developed by the USAID Quality Reading Project, *The Importance of Reading with Children in the Family*. The sessions emphasize the crucial role of parents and families in children's literacy development. Some notable successes of the project include:

- Many project schools established close cooperation between community members and families;
- Many project school encouraged parents to use the school libraries to check out books to read with their children during the summer holiday;
- Parents supported their children in preparing their portfolios;
- Parents and children made books from low cost materials and provided them to their classroom teachers.

Although most parents are committed to supporting their children's reading development, some challenges remain:

- Many parents have trouble setting aside time every day to read with children;
- Some parents still do not recognize the value of reading with children;
- In some communities, the collaboration between schools and families could be stronger.

Community/School Librarians



Project school librarian in A. Jomi shows off the calendar she received with her donated books.

The USAID Quality Reading Project conducted nine one-day trainings for school librarians in May 2016 at the TTIs in Dushanbe and Sughd. Nine hundred and thirty librarians and methodologists from Zarafshon, Sughd, Dushanbe, and DRS attended the trainings. The heads and deputies of the TTIs were actively involved in the training process, which was facilitated by the USAID Quality Reading Project National Trainers, including methodologists from the DEDs and TTIs.

The trainings helped librarians review book check-out and maintenance techniques, explore how they might make books more accessible to children, create a child-friendly corners in the library, begin planning to conduct exciting events on reading, and institute traveling libraries for children who are unable to come to school to check out books. The trainings also encouraged librarians to involve and collaborate with community members and parents to encourage children to read storybooks at home by providing them structured tactics with which they can engage the community.

At the end of the training, all the librarians were given Librarian Guides jointly developed by the USAID Quality Reading Project and the USAID/Aga Khan Foundation Family Reading Project. By working together, the two projects were able to ensure consistency across schools and projects.

Table 5 provides details on the number of training participants. Two representatives were invited to participate in the trainings from each project school.



Librarians at a USAID Quality Reading Project training in Qurghonteppa listen attentively to Regional Educational Department representative Safarmamad Alimardonov.

Table 5. Participation in Sughd, Dushanbe and Zarafshon, DRS Librarian Training

City/District	Invited	Participated	DED/TTI Methodologist
Rudaki	91	77	1
Vahdat	69	38	1
Shahrinav	15	16	1
Tursunzoda	39	29	1
Hissor	80	77	1
Dushanbe	77	76	1
Faizobod	23	21	1
Roghun	7	8	1
Nurobod	32	30	1
Rasht	36	33	1
Sangvor (Tavildara)	3	4	1
Tojikobod	11	12	1
Lakhsh (Jirgato'l)	7	8	1
Varzob	19	16	1

City/District	Invited	Participated	DED/TTI Methodologist	
Aini	40	34	1	
Panjekent	82	82	1	
Gafurov	45	38	1	
Asht	38	28	1	
Machtchoh	30	24	1	
Spitamen	24	20	1	
Isfara	57	49	1	
Khujand	20	19	1	
Istaravshan	54	50	1	
Zafarobod	17	15	1	
Taboshar	2	2	1	
Rasulov	13	13	1	
Gonchi	35	29	1	
Konibodom	38	35	1	
Kairokum	9	8	1	
Chakalovsk	3	3	1	
Shariston	5	5	1	
Total	1,021	899	31	930

On May 10, 2016, the USAID Quality Reading Project was pleased to host Ms. Sara Walter, Deputy Regional Mission Director, USAID Central Asia during her visit to Yovon. She visited School #5 with Daryl Martyris, Mavjuda Nabieva, and a representative from the USAID Quality Reading Project. Ms. Walter had the opportunity to visit classrooms, speak with the school director, and spend time in the school library with the librarian discussing the latter's work and training received from the USAID Quality Reading Project.



Sara Walter, USAID Central Asia Deputy Regional Director with Daryl Martyris and Mavjuda Nabieva at school #5, Yovon, speaking with the school librarian and project staff on reading

Reading Camp Training

The Reading Camp Guide was finalized and the MOES approved its use and incorporation into existing summer school camps for primary grades. The USAID Quality Reading Project conducted reading camp trainings for educators during May 2016. Five-day trainings for over 160 participants were held in the Zarafshon, Sughd, Dushanbe, Kulob, and Qurghonteppa. Participants received a Reading

In their own words

The Reading Camp guide is very useful for educators and has step by step instructions. The guide includes lessons on education, recreation and entertainment. The guide teaches educators how to give children adequate rest during the learning process so they don't tire too easily.

-- Kabirov Nurmahmad, Director, Dushanbe TTI

Camp guide, supplementary reading materials, and stationery for their schools.

The reading camp methodology and content were so well-received by MOES, that in June, the Dushanbe TTI requested the USAID Quality Reading Project to organize a training for educators from non-project schools in Dushanbe, so project trainers conducted the reading camp training for 21 educators at the Dushanbe TTI.

Table 6. Participation in Sughd, Dushanbe and Zarafshon, DRS Reading Camp Training

City/District	Invited	Participated	DED/TTI Methodologist	
Shahrinav	10	10	1	
Tursunzoda	10	10		
Hissor	10	10		
Aini	8	8		
Panjekent	12	12	1	
Khujand	10	10	1	
Gafurov	10	10	1	
Spitamen	4	4		
J. Rasulov	4	4	1	
Kairokum	2	2	1	
Panj	6	6	1	
J.Balkhi	2	2	1	
Dusti	4	4		
Vakhsh	4	4	1	
Bokhtar	4	4		
Kurgonteppa	4	4	1	
Sarband	6	6	1	
A. Jomi	6	6	1	
Yovon	4	4		
Kulob	8	8	1	
Muminobod	8	8	1	
Shamsiddin Shohin	8	8	1	
Hamadoni	8	8	1	
Khovaling	8	8	1	
Total	160	160	17	177

Reading Camp at Schools

The USAID Quality Reading Project, in close collaboration with MOES, conducted Summer Reading Camps in 80 project schools for students in grades 1-4. The camps were held weekly, for 14 weeks, starting in June. Reading camps use an integrated approach to teaching and learning, and emphasize a fun, non-formal learning environment. The structured sessions are designed to support children's key reading



Teachers developing materials for reading camps at TOT Dushanbe

skills like vocabulary, fluency, and comprehension, and other skills like letter and sound recognition.



Students participating in Reading Camps at School 2 Shamsiddin Shohin and School 21 IN Shahrinav.

The Reading Camps are designed for a maximum of 25 participants. However, the Reading Camps have been very popular and parents have been encouraging their children to attend in large numbers. The table below provides further details on attendance at reading camps.

Table 7. Reading Camp in Sughd, Kulob and Zarafshon, DRS and Qurghonteppa

District	# of Schools	School #s	Number of children
Kurgan-tube	2	13 & 15	51
Sarband	3	1, 4, 14	300
Vakhsh	2	1 & 7	50
Dusti	2	7 & 18	50
Panj	3	1, 5, 21	75
Jomi	3	1, 16, 62	75
Yovon	2	5 & 15	50
Balkhi	1	38	25
Bokhtar	2	4 & 5	50
Khujand	5	2, 3, 7, 12, 20	180
B. Gafurov	5	5, 25, 26, 29, 31	206
Spitamen	2	3 & 27	100
J. Rasulov	2	16 & 17	100
Guliston	1	14	25
Aini	4	1, 3, 15, 34	190
Panjakent	6	3, 6, 15, 25, 30, 32	231
Hissor	5	2, 3, 4, 30, 83	146
Tursunzoda	5	7, 12, 14, 55, 101	300
Shahrinav	5	3, 5, 9, 15, 21	200
Kulob	4	5, 9, 50, 53	106
Hamadoni	4	1, 2, 4, 18	107
Khovaling	4	3, 6, 12, 33	105
Muminobod	4	4, 14, 33, 50	100
Shamsiddin Shohin	4	1, 2, 3, 7	107
Total Schools	80	Total Participants	2,929

Campaign on Reading at Home and in the Community

Promotional calendars and videos about the role of reading at home were distributed by the USAID Quality Reading Project and were widely appreciated. These public awareness materials were so well appreciated by representatives at the MOES that they were shared with the Minister, who lauded their quality.

The six public service announcement videos include content on:

1. **“Family Reading”**: The critical role of the family in setting aside time for children to read, together or separately.
2. **“The Children’s Schedule”**: Parents should make time to speak with their children daily about school, reading and learning.
3. **“Lead the Way”**: Because children naturally imitate their parents, it’s important that parents set a good example for their children in terms of inculcating a love for reading.
4. **“The Best Gift”**: There are many gifts we can give our children but the best gift is the gift of books.
5. **“Together is Better”**: Children do not have to read alone – they can read in groups of friends and peers.
6. **“Sweet Dreams”**: Reading to a child before bed strengthens the child’s memory, calms her nerves and improves her vocabulary.

In close collaboration with the local governments in Panjakent, A. Jomi and Kulob, the MOES and the USAID Quality Reading Project provided support to the Ministry of Culture and public libraries to conduct a campaign promoting family reading. The goal of the campaign was to engage parents and students to visit local libraries to encourage students to read non-textbook materials to increase their reading fluency, vocabulary, comprehension and general knowledge. More than 500 calendars were distributed to children and families during this campaign, in addition to prizes to students who participated in various reading competitions. At one event in rural A. Jomi district, the Ministry of Culture and the Organization of Khatlon Women’s Groups (OKWG), worked together to present a program of skits, poetry, puppet shows and stories all emphasizing the importance of out-of-school reading and the family’s role in their children’s education. The OKWG has furthermore pledged to spread these important messages among its more than 6,500 members.

Cartoon/Animation Partnership

The USAID Quality Reading Project continues to work with UNICEF, the Open Society Institute, and the MOES on the development of animating PSAs promoting literacy. Literacy and community mobilization experts from the project actively participate in the animation working group convened by the MOES. The USAID Quality Reading Project’s role in the working group is to ensure reading-friendly scripts and imagery and the sub-titling of the cartoons in Tajik and Russian so that children can read while watching the cartoons. Originally, the working group expected that the first 25 cartoons would begin airing on Tajik television in June; however, the timeline has now been pushed back to the end of 2016. The working group has begun discussions on the next 25 scripts and AKF will join the partnership at that stage.

Intermediate Result 4: Increased government support to improve reading

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

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

The USAID Quality Reading Project continues to engage the MOES and its sub-institutions in Dushanbe and across the country on the role of reading in improving learning outcomes, motivating teachers and students and engaging the community. The success of events such as the one organized in A. Jomi with the Ministry of Culture and the Khatlon Women's Groups indicates the increased enthusiasm for supporting reading and libraries.



Two young hosts exceed an event promoting the role of the family in children's reading in A. Jomi with aplomb.

In their own words

The event was able to attract all participants' attention to the importance of quality reading of children and the role of libraries, families and communities in this direction. It was highlighted that children's education and the quality of their reading is not just the responsibility of education departments and schools but also a big responsibility of parents, community, librarians, and wider society if we want educated generations.

- Zuhro Murodova, Director Khatlon Organization of Women's Groups

Project staff are also working with the RMC and the AOE to develop a series of workshop over the next quarter to discuss lessons learned and enhanced training methodologies, and to ensure further engagement and ownership by the various MOES sub-institutions of USAID Quality Reading Project activities.

Through meetings with GPE-4 and the Donor Coordinating Committee – Education Working Group, the USAID Quality Reading Project has also provided feedback and guidance on the quality of the draft Tajik Mother Tongue Competency-based Standards implementation plan. The USAID Quality Reading Project hosted review workshops with GPE-4 and the MOES and have expressed concern over the rushed nature of the rollout, the quality review of the standards and the sheer volume of materials that teachers would be expected to learn before the current school year commences.

Sub Result 4.2: Increase capacity to use reading assessment results

Both offices of the USAID Quality Reading Project have been working with their respective National Testing Centers to organize the next round of capacity building workshop. A training workshop for NTC analysts is scheduled to take place in Dushanbe in September, focusing on the specific needs of the Tajik NTC related to the EGRA and psychometric analysis. Representatives from both the NTC and USAID Quality Reading Project offices are invited to participate in the workshops that will focus on psychometric analysis, use of statistical software, and preliminary analysis of the 2016-midterm data. Unfortunately, the Tajik NTC was unable to attend a similar workshop held in mid-July in Bishkek due to scheduling conflicts with the finalization of the university entrance exam, but the project looks forward to the workshop in September in Dushanbe.

RTTI, RMC, AOE and MOES officials are eager to see the new EGRA data. This year each director nominated four experts from each agency to serve as data collectors, team leaders or supervisors. These individuals were able to work directly with the USAID Quality Reading Project staff and implement or observe the data collection process. Through this first hand involvement, the representatives from these sub-institutions are able to verify the impartiality and validity of the process. It is hoped that this will improve the government's acceptance of the EGRA and M&E data collection results when finalized in September.



A Grade 4 student mulls over the topic of her essay during a USAID Quality Reading Project-supported reading competition in A. Jomi district.

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	Jun	Jul	Aug	Sept					
Program Start-Up																		
Deliverable: Finalize annual work plan	AIR															Finalized work plan submitted to USAID	Accomplished	
Deliverable: Finalize PMEP	AIR															PMEP finalized and submitted	Accomplished	Updated annually as necessary
Intermediate Result 1: Improved reading instruction in grades 1-4																		
Sub Result 1.1: Conduct a baseline qualitative analysis																		
Deliverable: Presentation of Key Findings of Baseline Qualitative Analysis	AIR															Presentation to MOES with EGRA in November	Accomplished	Study is complete and submitted to USAID
Sub Result 1.2: Design in-service training (IST) package																		
Draft reading standards for each grade 1 – 4	AIR, SC, MOES																Accomplished for QRP	Drafts submitted to the MOES and GPE-4. GPE-4 is proceeding with updating and piloting as part of the overall reform education reform project for all subject and grades. Tajik language approval expected by August 2016.
Draft reading and writing standards for each grade 1 – 4	AIR, SC, MOES															Grade 1-4 Reading Standards for Tajik and Russian Developed	Accomplished for QRP	Guide for teachers on Standards and using IST package on standards was requested by MOES. QRP developed an 18-hour IST on Tajik standards and a syllabus guide. Pending completion of the GPE-4 pilot, QRP will update materials accordingly.
Deliverable: Finalize reading standards for grades 1 – 4	AIR, SC															MOES approved Reading and Writing Standards	Accomplished for QRP	Pending approval of the GPE-4 pilot. Expected August 2016. MOES is not proceeding with Russian mother tongue standards only Tajik.

Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments	
		Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept				
Develop standard guide for teachers and other educators	AIR, SC, EDI/ MOES															Accomplished for QRP	
Drafting standard guides for teachers and other educators	AIR, SC														Draft Standard Guides	Accomplished for QRP	Under redesign based on integration with all grade and subject standards as organized by GPE-4.
Finalizing the standard guides for teachers and other educators	AIR, SC														Finalized Standard guides for teachers and other educators	Accomplished for QRP	Under redesign based on integration with all grade and subject standards as organized by GPE-4. GPE-4 to submit all standards to MOES June 2015. Expect piloting for the start of the 2015/16 Academic Year. Expect approval prior to 2016/2017 academic year.
Develop teacher training materials/ adaptation of literacy boost manual/ translation	AIR, SC, MOES															Accomplished	
Finalize USAID QRP IST package	AIR, SC, MOES														Finalized Tajik and Russian IST packages for L2 and L3 training	Accomplished	Approved
Re-submission of developed IST materials for approval to the Board of the MOES	AIR, SC														Tajik IST is approved and Russian IST has been sent for approval	Accomplished	Approved
Deliverable: Final IST Packages	AIR, SC														Approved IST packages	Accomplished	Approved
Printing and distribution of IST Package	SC														Tajik and Russian IST for Master training-level & school-level trainings	Accomplished	Distributed to all school – distributing replacements/extra copies to TTIs, etc.
Sub-Result 1.3: Conduct in-service trainings for teachers and other educators																	
In-Service Teacher Training Conducted	SC, MOES																
Identify trained National Trainers for Master Trainers Cohorts 2 and 3	SC, MOES															Accomplished	
Conduct Training for Cohort 2 Master Trainers at target districts level	SC															Accomplished	
Cohort 2 School based trainings through roll-out of micro-modules	SC														3,880 teachers from 325 schools	Accomplished	

Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments
		Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
Conduct Training for Cohort 3 Master Trainers	SC														Accomplished	
Cohort 3 School based trainings through roll-out of micro-modules	SC													4,156 teachers from 460 schools	Accomplished	
Identify trained National Trainers for Master Trainers Cohort 4	SC														Accomplished	
Conduct Training for Cohort 4 Master Trainers in target districts	SC														Accomplished	
Cohort 4 School based trainings through roll-out of micro-modules	SC													575 teachers from 115 schools	Ongoing	Cohort 4 school-level training ongoing from February 2016-December 2016. Teachers regularly attend trainings.
Sub-Result 1.4: Strengthen systems for teacher mentoring/coaching																
Printing of mentoring / coaching guide for reading instruction support (IR 1.2-part of teachers package)	AIR, SC													Est. 18,000 copies, all cohorts	Accomplished	
Distribute guides to regional In-service TTI staff and DDs on Primary Grade	SC, MOES													Est. 18,000 copies, all cohorts	Accomplished	
Provide mentoring to Cohort 1 teachers	SC, Head Teachers, Directors													Est. 4700 teachers	Accomplished	
Provide mentoring to Cohort 2 teachers	SC, Head Teachers, School Directors													Est. 2100 teachers	Accomplished	
Provide mentoring to Cohort 3 teachers	SC, Head Teachers, School Directors													Est. 4700 teachers	Ongoing	Incomplete for some C3 schools
Provide mentoring to Cohort 4 teachers	SC, Head Teachers, School Directors													Est. 2100 teachers	Ongoing	QRP-supported Cohort 4 Mentoring runs from February 2016 through December 2016. Follow-up mentoring with schools that need additional support based on the stoplight score card

Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments
		Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
Print out professional portfolio guide for teachers competencies	SC													Est. 18,000, all cohorts	Accomplished	Distributed with the IST package. Teachers use portfolios on a regular basis and this is incorporated into system
Implement portfolio system for evaluation of Cohorts 1-4 teachers / mentors competencies	SC, MOES													Portfolio system launched	Ongoing	Life of the project. Incorporated into IST
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.	Ongoing	Meetings with RED. RMC workshop for methodological offices in August. Workshop / training with RED/DED – Resource center in each DED
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																
Review of current data collection tools (Tajik and Russian) to identify gaps and revise	AIR													EGRA and M&E midline & end line instruments reviewed and revised	Accomplished	2016 complete
Training of Data Administrators	AIR, NTC													Est. 100 data collectors and Supervisors	Accomplished	Selection in coordination with MOES
Administer outcome focused assessment tool – midline and end line	AIR, NTC, MOES, DED, RED													Mid and end line data collection administered	Accomplished	
Data Entry														Data entry	Ongoing	
Psychometric and statistical data analysis and reporting results of the outcome focused assessment	AIR, NTC													Psychometric Data analyzed and reported	Ongoing	
Deliverable: Submission of the report to USAID & MOES	AIR													EGRA and Midline and End line Reports	Next quarter	MOES accepts results and approves their dissemination.
Deliverable: Raw data submitted to USAID	AIR													Raw data submitted to USAID within 4 months of data collection	Next quarter	
Study relationship between Russian Federation curriculum and textbooks and Tajikistan Russian language standards and IST	AIR													Report	Accomplished	
Intermediate Result 2: Increased availability of reading materials																

Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments	
		Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept				
Sub-Result 2.1: Conduct a comprehensive review of the quantity of primary grade-level reading material available in Tajikistan																	
Develop a detailed list of appropriate, Tajik and Russian language books that are age and grade appropriate	AIR, MOES														Report	Accomplished	
Finalize and submit comprehensive review	AIR, MOES														English version submitted to USAID	Accomplished	
Sub-Result 2.2: Ensure a mix of reading materials are used by schools and communities																	
Provide low-cost primary grade materials available for classroom use and at home in all targeted communities	SC														Supplies for school made low-cost reading materials purchased; new books purchased	Ongoing	Phase 1 distributed by end of June – 212,000 units; Phase 2 pending
Distribute initial package of low-cost supplies available for use in classrooms and at home in all targeted communities and age and grade appropriate reading materials														Distributed to 1,804 school communities	Ongoing		
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																	
Develop Family Program Reading Materials	SC														Posters, flyers, leaflets, etc.	Accomplished	
Print and disseminate Family Program Materials in school communities	SC														Materials printed and disseminated	Accomplished	
Define target community members and conduct orientation workshop / sessions	SC														85% communities targeted	Accomplished	
Explore Public-Private Partnership (PPP)																????	There are limited PPP options in Tajikistan. QRP will continue to explore opportunities including texting messaging with cell phone providers and other media partnerships.
School/ Community Libraries																On-Going	
Develop a Guide for Librarians on how to run the Book Chest	AIR - SC															Accomplished	

Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments
		Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
Conduct outreach programs to children and communities to promote reading - Cohorts 1-4 districts	SC - CLA													Conducted Reading Promotion Programs	Ongoing	
On-going monitoring and supervision of outreach programs	AIR - SC													Results of monitoring the programs available	On-Going	
Hold National Book Day/Literacy Day events															On-Going	
Design and conduct a variety of competitions around reading	AIR-SC													Reading Competitions and related activities are planned	On-Going	Around Book Day, Teacher's Day, and Navruz
Family Program	SC														On-Going	
Develop/adapt Family Reading' Flipbook	SC													Developed / adapted Parents' Flipbook	Accomplished	Approved. Distribution during January 2016 IST and Mentor training
Train volunteers and members of groups to conduct community reading awareness campaign to encourage parents reading to their children	SC													25% of parents read for their children at home	On-Going	Engage Women's Groups
On-going monitoring and supervision of Family program	SC													Monitoring and supervision is conducted	On-Going	
Media Public Awareness Reading Campaigns															Ongoing	
Discuss cartoon collaboration with UNICEF and Open Society Institute	AIR-SC													Partnership Meetings	Accomplished	Develop mutually beneficial Letter of Cooperation with UNICEF, AKF, OSI
Sign MOU with UNICEF	AIR-SC													MOU signed	Accomplished	
Develop sub-titles for existing UNICEF produced cartoons														Sub-titles included in all cartoons.	Ongoing	Expect first 4 complete by end of August; all 25 complete by End of 2016
Collaborate on including reading centered messaging in second round of cartoons.	AIR-SC													Reading messages and images included.	Delayed	UNICEF and OSI pending Phase 2 until at least half of Phase 1 25 episodes are complete
MOES Reading Support Campaign	AIR-SC															

Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments	
		Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept				
Promote workshop for MOES to develop their leadership in advocating reading (see "Media Public Awareness Reading Campaigns" & IR 4)	AIR-SC														Media/Public Awareness on Reading - Reading Campaigns, billboards, PSAs, posters	On-Going	Calendar and 6 PSA completed
Sub-Result 3.2: Implement out-of-school reading activities																	
Extracurricular activities to promote reading	SC															Ongoing	
Finalize the extracurricular activities guide	SC, AOE, Center for out-of-school activities														JumpStart, Camp Guide, Reading Buddies Guide, Guideline for Librarians, etc.	Accomplished	Camp Guide, Flipbook
Conduct workshop for planning and delivery of extracurricular reading activities (in conjunction with IR 1.3)	SC														Training is conducted for Cohorts 1-4 project school on conducting of extracurricular activities	Accomplished	
Conduct extracurricular activities at school level	DDs, Teachers														Implemented extracurricular activities at schools	Ongoing	
Reading Camp	SC																
Finalize Reading Camp Guide and incorporate it into existing summer school camps for primary grades	SC														Reading Camp package completed	Accomplished	
Obtain approval of MOES on Reading Camp Guide for primary grades	SC														MOES approved	Accomplished	
Print and disseminate Reading Camp guide and supplementary reading materials / stationery to target schools	SC														2000 printed	Accomplished	Targeted schools for Reading Camps receive the guide
Support target schools to plan and deliver Reading Camps for primary grades	SC														3000 teachers and volunteers receive training to implement the Camps	Ongoing	Provision of sufficient number of volunteers for the Reading Camps
Conduct monitoring and evaluation of target school Reading Camps	SC, AIR														M&E results of the Reading Camps available	Ongoing	

Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments	
		Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept				
Deliverable: Reading Camp Curriculum and materials adapted and incorporated	SC, AIR														Reading Camp modules/package submitted to USAID	Ongoing	
JumpStart																	
Obtain approval of the MOES for JumpStart program and learning materials to the 10-day Grade 1 ABC preparations for first grade students	SC, AIR														MOES approved JumpStart program	Accomplished	
Print and disseminate JumpStart program and materials to target schools (will be delivered with IST package)	SC														Est. Cohorts 1-2 15,000; Cohorts 3-4 18,000	Accomplished	Delivered with IST.
Train C1 teachers to conduct JumpStart program in target schools (through IST)	SC														Train C1 teachers in 904 schools and monitor C2-4 Grade 1 teachers	Accomplished	Delivered with IST.
Deliverable: Jump Start Program and Learning materials incorporated into Grade 1 ABC entry program	SC														Guide submitted to USAID	Accomplished	Jump Start incorporated into 10 day "ABC Program" at beginning of Grade 1 School year.
Book Chest / Library (also see SIR 3.1)																Ongoing	
Develop a Guide for Librarians on how to run the Book Chest	SC, CLA														Guide Developed	Accomplished	
Deliverable: Guide for Librarians															Guide Submitted to USAID	Accomplished	
Identify and purchase additional readers/books for Book Chest	SC, AIR, MOES														Book Chest created	Ongoing	Phase 1 distributed by end of June – 212,000 units; Phase 2 pending
Disseminate books to the libraries in target schools/ communities	SC														1 Book Chest established per target school community	Ongoing	
Identify and train Librarians	SC														Librarians trained	Accomplished	
Monitoring of the use of books	SC, AIR														Book and Library activities monitored	Ongoing	
Reading Buddies	SC																
Train DDs and HMU to plan and facilitate Reading Buddies approach in target schools	SC, MOES														Guidelines of Reading Buddies developed and Master Trainers trained	Accomplished	

Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments	
		Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept				
Intermediate Result 4: Increased government support to improve reading																	
Sub-Result 4.1: Increase dialogue about the existing environment for quality reading																	
Hold policy workshops best practices/policy	AIR, SC														One workshop in years 3 and 5 around an aspect of reading - best practices, standards, other related topics.	Ongoing	Schedule based on negotiations with various MOES institutions
Hold quarterly briefings with MOES	AIR, SC, AE, EDI														4 update meetings held throughout the year, minutes from meetings	Ongoing	
Hold bi-annual high-level forums on quality reading	AIR, SC														Bi-annual high-level forums on quality reading	Ongoing	Schedule based on negotiations with various MOES institutions
Disseminate summaries, reports, findings to regional, district, and school-level MOES and other stakeholders	AIR, SC														Assessment findings disseminated after finalized	Ongoing	Dissemination will be based on approval of MOES at district and school levels. Small and large group meetings / workshops as appropriate
Sub-Result 4.2: Increase capacity to use reading assessment results																	
Develop capacity building plan for NTC	AIR														Developed annual NTC capacity building plan	Ongoing	Next workshop scheduled for Sept 2016
Organize capacity building workshop	AIR														2 capacity building workshop in Year 3 and 1 in each Years 4 & 5 provided on psychometric analysis	Ongoing	Based on MOES and NTCs timelines another workshop may be planned
Provide capacity building training to AE, EDI and NTC staff to analyze and report results	AIR, NTC														Capacity building workshops held	Ongoing	Next workshop scheduled for Sept 2016
Present findings on reading assessments to the MOES, NGOs and research institutions	AIR, MOES, NTC														EGRA and midterm and end line project presentations held for education stakeholders	Ongoing	MOES accepts results and approves their dissemination
Analyze and submit recommendations to MOES	AIR, NTC														Recommendations submitted to MOES	Next year	Recommendations will be based on end line results
Sub-Result 4.3: Strengthen the enabling environment to support improved reading instruction reform																	

Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments
		Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
Promote laws, policies, regulations, and foundational education documents developed or modified to support improved practices	AIR													Additional discussions with MOES and stakeholders so a focus is selected	Ongoing	MOES is supportive of changes to promote reading standards and curriculum
Develop a strategic plan to scale-up successful project interventions, including major challenges	AIR													Strategic Plan created with MOES	Next year	
Monitoring & Evaluation																
Finalize PMEP	AIR													PMEP 2015 developed and finalized	Accomplished	Updated Annually as necessary
Deliverable: Quarterly Performance Reports	AIR													4 Quarterly Performance Reports	Ongoing	4th Quarter combined with Annual Report
Participant Training Reports	AIR, SC													TraiNet updated	Ongoing	
Deliverable: Annual Performance Reports	AIR													Annual Report developed	Ongoing	

V. Coordination with host governments, donors and implementing partners

Table 6. Key Meetings with USAID, MOES and Partners

Date / Location	Attendees	Subject	Follow-up / Notes
4 April 2016 Education Development Institute	Isrofilniyo Sharifmurod, Head of Education Development Institute, Suhrob Aminov, USAID QRP	Follow up on participation of Institute staff in EGRA 2016	The Institute nominated 5 staff as test administrators for EGRA
5 April 2016 RMC	Yourmahmadov Shermahmad, Head of Methodological Center Suhrob Aminov, USAID QRP	Follow up on participation of Methodological Center's staff in EGRA 2016	The Center nominated 5 staff as test administrators for EGRA
5 April 2016	Kathryn Fleming, USAID QRP Sherali Saidoshurov, USAID QRP Qurbonzoda Khonali Rector of RTTI	Collaboration on IST Journal and certification of teachers	QRP agreed to support 4 issues of the journal RTTI agreed to provide official certificates to teachers who completed QRP IST
6 April 2016 MOES	Sherali Saidoshurov, USAID QRP Aliev A., Head of Primary Grade Department, MOES	Book delivery process	To assure that all the schools receive the children's books
4-7 April 2016 MOES	Latofat Naziri, Deputy Minister Aliev Abdujabbor, Head of Preschool and Primary Grades Department Suhrob Aminov, USAID QRP	Series of meetings, discussing EGRA 2016, clarification of its purpose, process and further steps	MOES approved EGRA and requested presenting findings to MOES ASAP when available.
First week of April 2016 RTTI	Qurbonzoda Khonali Rector of RTTI Sherali Saidoshurov, USAID QRP Suhrob Aminov, USAID QRP	Follow up on participation of RTTI staff in EGRA 2016	RTTI nominated 4 staff as test administrators for EGRA
13 April 2016 MOES	Sherali Saidoshurov, USAID QRP Latofat Naziri, Deputy Minister	Out of school activities	QRP provides official letters to MOES
15 April 2016 RMTC	Sherali Saidoshurov, USAID QRP Shermahmad Yormahmad, Head of RMC	Future plans of QRP and RMC	Strengthen collaboration QRP and RMC related to Methodological Union Days
19 April 2016 MOES	Sherali Saidoshurov, USAID QRP Aliev Asror, GPE-4 Consultant	Competency Based Standards on Mother tongue for primary grades	MOES requested to finalize Mother Tongue Standards. QRP supports GPE-4 in this effort.
20 April 2016 Tursunzoda Hukomat	Kathryn Fleming, USAID QRP Sherali Saidoshurov, USAID QRP Mavjuda Nabieva, USAID	Preparation for VIP Book Day event	
23 April 2016 School 12 Tursunzoda	QRP USAID/US Embassy MOES	VIP International Book Day Event	
26 April 2016 MOES	Sherali Saidoshurov, USAID QRP Khonali Qurbonzoda, Head of RTTI	Certification of teachers after IST trainings	USAID QRP develops a program and schedule for

Date / Location	Attendees	Subject	Follow-up / Notes
			the certification together with RTTI
29 April 2016 RTTI	MOES and sub-institutions USAID QRP	Quarterly Partners Meeting	See Appendix B for Participants and meeting notes)
First week of May 2016 MOES	Aliev Abdujabbor, Head of Preschool and Primary Grades Department Sirojev Mirzoshoh, Primary Grades Department Amriddin Karakhonov, USAID QRP Suhrob Aminov, USAID QRP	Participation of MOES staff in interview with RTI assessment team	Maria Dzula, RTI, interviewed Mirzoshoh Sirojev as a focal person, MOES
First week of May 2016 NTC	Various Interviews with EGRA and MOES stakeholders	Participation of NTC staff in interview with RTI assessment team	Maria Dzula, RTI, interviewed stakeholders for external evaluation of team
3 May 2016 UNICEF	UNICEF OSI QRP	Update and next steps on cartoons	
10 May 2016 Yovon	USAID QRP	Visit to school #5 with USAID CA	
3 May 2016 UNICEF	UNICEF OSI QRP	Update and next steps on cartoons	
7 June 2016 MOES	Sherali Saidoshurov, QRP USAID Alimardonov Safarmahmad, Head of Primary Education Department, Khatlon	RED support in school level IST trainings	
8 June 2016 NTC	Khurshed Teshayev, NTC Head Savzali Ja'farov, NTC Deputy Abduvosid Yuldoshev, Executive Assistant Suhrob Aminov, QRP USAID	Possibility of participation of NTC staff in EGRA data processing and analysis workshop in Kyrgyzstan, summer 2016	NTC staff cannot participate in capacity building activities due to heavy workload in summer, centralized entry exams. NTC will nominate staff for the workshop in Tajikistan, in September 2016
9 June 2016 Jomi Cultural Palace	Jomi DED Jomi Ministry of Culture Women's Groups QRP	Kick-off of partnership with Ministry of Culture and Women's Groups on reading	

VI. Challenges and Lessons Learned

Due to the positive collaboration and relationship with MOES and its sub-institution there are no major issues that hinder the implementation of the project at this time.

However, there are still issues related to insufficient number of Master Trainers or under-qualified Master Trainers in some of the schools. In August, the USAID Quality Reading Project will host a so-called Cohort 5 Master Training. The schools invited to this training will be schools that did not complete school-level trainings under Cohorts 1-3 for various reasons. For example, some schools did not send the appropriate teachers to the Master Level Training; some schools were not able to participate due to logistical or scheduling conflicts; some Master Trainers were re-assigned, retired, or out on sick/maternity leave. No new schools are being added to the program. Cohort 5 will fill gaps at schools that had difficulty delivering or completing quality school-level IST activities.

In addition, there are still some USAID Quality Reading Project activities overlapping with GPE-4 activities. In order to tackle issues related to the insufficient number of/underqualified Master Trainers in some schools, it was decided to involve such schools in the Cohort 5 IST in August 2016. The pending roll out of GPE-4 Competency-based Standards training to all Tajik schools is also scheduled for August 2016. Full details of the training plan have not been finalized, so it is unclear how these trainings will affect Cohort 5 or the mentor refresher trainings also scheduled for August. To solve the overlap issues with GPE-4, meetings are being held to discuss the issue and coordinate interventions and trainings.

Engagement with the Tajik NTC, although very positive, has been hindered by their lack of human capacity. The NTC's primary focus for all staff for the summer is the university entrance exam. The USAID Quality Reading Project is supportive of their commitment to quality. However, they do not have the staff to work on other activities during the same period. No Tajik NTC staff were able to participate in the Bishkek capacity-building workshop on EGRA psychometric and statistical analysis in July. They are also not able to convene a Tajikistan-based workshop until mid-September. The project is able to accommodate their schedule and will hold the Tajik workshop the week of September 12, but this timing will limit their engagement in EGRA data analysis. It is also a concern for longer-term capacity of the NTC to take on additional assessment and testing activities. They are extremely committed to implementing their own EGRA and similar educational assessments, but currently have difficulty allocating staff to multiple projects.

An unsurprising lesson learned from the tablet based data collection is to make sure that practice and training data is deleted prior to actual implementation. The upload and cleaning of the data took longer than expected because the practice and training data was still in each tablet. TAs are not able to delete this data. As part of quality control, only authorized project staff can delete any data from the tablets. Next year, the project will need to purge all training and practice data prior to the start of data collection in schools.

VII. Summary of Administrative, Operational and Staffing Issues

Administration and Operations

- Distribution of 212,000 books proved to be a logistical challenge to all 1,804 schools. The team learned many lessons and expects Phase 2 to be much smoother.

Project Staffing

- Save the Children is fully staffed and expected no delays in implementation. All field offices have an increased number of hired vehicles and drivers, which will increase staff visits and time at project schools.
- Nigora Faizieva started as the new Finance and Administration Manager for AIR on 1 May 2016.
- Nizomi Khursanov resigned as Finance Officer. Recruiting has begun for his replacement.

Table 9: Travel Completed this Quarter

Name of Traveler	Destination (s)	Dates of Travel	Purpose of trip
Amy Todd	Bishkek, KG Dushanbe, TJ	13-17 April 17-27 April	EGRA Quality Control
Saule Khamzia	Bishkek, KG	24-29 April	EGRA observation and support
Snyezhanna Ishchuk	Dushanbe, TJ	5-21 May	Support/train new TJ finance team
Aizada Sarybaeva	Dushanbe, TJ	15-18 May	Training new TJ Finance Manager
Kathryn Fleming	Bishkek, KG	12-24 June	Annual Work Planning Acting COP
Suhrob Aminov Sherali Saidoshurov Nigora Faizieva	Bishkek, KG	12-19 June	Annual Work Planning
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. Continue to support the review and improvement of the Tajik-language mother tongue standards now under the leadership of GPE-4

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

1. Cohort 4: School-based trainings through roll-out of micro-modules
2. Cohort 5: Master training for schools that did not complete school-level trainings for Cohorts 1-3

Sub Result 1.4: Strengthen systems for teacher mentoring/coaching

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

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

1. Finalize EGRA and midterm data cleaning and analysis

Intermediate Result 2: Increased availability of reading materials

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

1. Review new available titles in Tajik and Russian for second procurement of books under sub-result 2.2

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

2. Provide support to teachers to create more low-cost literacy materials
3. Promote contribution of additional reading materials by parents to schools
4. Second phase of book procurement and distribution to all project schools

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

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

1. Disseminate materials based on the Parents' Guide to Reading at Home
2. Design and conduct community outreach programs with Ministry of Culture and Organization of Women's Groups
3. Support Children' Library Association (CLA) to create Mobile Theater and Mobile Libraries at regional level using Book Bank Resources

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

- Strengthen Reading Buddies program
- Begin roll-out of media campaign

Intermediate Result 4: Increased government support to improve reading

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

1. Regular meetings with MOES and its sub-institutions at the national and local levels
2. Organize workshop on reading with RMC and AOE

Sub Result 4.2: Increase capacity to use reading assessment results

1. Work with Tajik and Kyrgyz NTC on psychometric and statistical analysis of EGRA data

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

1. Conduct seminars and conference on reading at national and regional levels
2. Communicate with media to advocate the importance of reading in the primary grades in schools
3. Work with RTTI on publishing bi-monthly IST journal
4. Participate in Donor Coordination Committee Education Working Group on education reform

Table 10. Travel Planned for Next Quarter

Name of Traveler	Destination (s)	Dates of Travel	Purpose of trip
Todd Drummond	Bishkek, KG	Mid-July	NTC Capacity Building Workshop
Suhrob Aminov 2 M&E Coordinators	Bishkek, KG	Mid-July	NTC Capacity Building Workshop
Barbara Greenwood	Dushanbe, TJ	Early August	Quarterly Check-in
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 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	29.9%	20% point increase (over baseline)	n/a	n/a	n/a	Midterm was in April-May'16, data is currently being analyzed
2*	Proportion of students in intervention schools who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Reading skill, performance level, grade, gender, language	Sample-based EGRA	Yearly	35.6%	50%	n/a	n/a	n/a	Midterm was in April-May'16, data is currently being analyzed
Intermediate Result 1: Improved reading instruction in grades 1-4										
3	Percent of teachers/educators gaining knowledge of primary grade reading instruction from training	Gender, cohort, region	Sample-based knowledge pre and post test	At the beginning and end of each training	0	85%	n/a	n/a	n/a	Collection of C2 post-tests completed, C3 is ongoing. Pre- and posttests analysis for both Cohorts will be reported next quarter
4	Percent of teachers demonstrating in the classroom instructional best practices in reading	Gender, region, language	Sample-based classroom observation tool	Yearly	20%	50%	n/a	n/a	n/a	Midterm was in April-May'16, data are processing now

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q3 FY 2016	% of achievement	Score	Comments
5	Number of primary grade students taught by teachers who have received reading training	Gender, grade	Training roster, school database	Annually	0	181,000	127,661 C2: 86,661 C3: 82,139 (verified 41,000)	71%		Data collection and verification is ongoing. The result is students whose teachers completed 72 hours of IST trainings
6	Number of schools getting support	Region, type of support (training, material)	Activity roster, school database	According to training schedule	0	1,804 (Cohorts 1-4)	1,805 (Cohorts 1-4)	100%		Added a non-treatment school that participated in IST trainings
7	Number of in-service training packages developed and approved by MOES	Type	Training package, approval document	Annually	n/a	0	2 Tajik IST approved in PY 1; Russian IST approved and printed this Q2	100%		Approved by MOES council's resolution #25 from 27/12/2014; Russian IST is approved / printed in Q2
8*	Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support <ul style="list-style-type: none"> • Trainers, MOE/TTI/DED officials • Mentors (Deputy principal, methodologist, advanced teacher) • Primary grade teachers (except mentors) 	Gender, region, cohort, level of training	Training rosters	According to training schedule	n/a	6,000 (C2&3 5,655 teachers; C4 345 mentors)	5,566 C2 L3 teachers: 3,093 C3 L3 teachers: 4,046 (verified 2000) C4 Mentors: 473	93%		The result is for teachers completed 72 hours. C4 mentors completed IST trainings in Jan 2016. C3 L3 IST completed June 2016.

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q3 FY 2016	% of achievement	Score	Comments
9	Number of teachers/ other educators receiving in-service training in reading.	Note: We propose eliminating this indicator moving forward. It is duplicative of indicator 8. Our original thinking was the capture those who get a certificate and can demonstrate successful completion through a final test with indicator 8, where indicator 9 would just mark full attendance. Because the certification system differs by country, and the test is captured in a separate indicator, we do not think indicator 9 adds any new information. The following indicators will keep their original numbering for consistency in reporting.								
10	Number of in-service training materials distributed to teachers/other educators.	Type, # of copies	Part of training roster	According to training schedule	0	Est. 6,230	5,400 Tajik IST: 5,000 Russian IST: 400	87%		Quarterly data, not cumulative
11	Number of mentoring guides distributed to mentors	Type, # of copies	Material distribution records	According to training schedule	0	350	5,400 (part of IST Manual)	1500%		Mentoring Guide was included as a chapter in IST training material & distributed to all teachers / educators
12	Percent of teachers using results of classroom-based reading assessment	Gender, school language	Sample-based teacher and student questionnaire	Baseline midterm C1, midterm C 2&3, endline	9%	30%	n/a		n/a	Midterm was in April-May'16, data is currently being analyzed
Intermediate Result 2: Increased availability of reading materials										
13	Percentage of schools and communities with adequate number of grade-level-appropriate supplementary reading materials	Region, school, communities, language	Sample-based teacher, librarian and parent questionnaire	Baseline midterm C1, midterm C 2&3, endline	10%	20%	n/a		n/a	Midterm was in April-May'16, data is currently being analyzed
14	Number of supplementary reading materials for grade 1-4 students distributed to schools and communities / libraries	Type, # of copies	Material distribution roster	Annually	0	FY 2016: 150,000; 200,000 (from FY2015)	212,000	62%		Phase 1: 212,000 copies procured, sorted, boxed and distributed
Intermediate Result 3: Increased out-of-school reading time										

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q3 FY 2016	% of achievement	Score	Comments
15	Percent of parents whose attitudes towards reading have changed	Region, gender, language	Sample-based parent questionnaire KAP section	Baseline midterm C1, midterm C 2&3, endline	n/a	6%	n/a		n/a	Midterm was in April-May'16, data is currently being analyzed
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%	8.7% Kulob: 8,7% Sughd: 7.9% KT: 7.5% Zarafshon: 17.4% DRS: 7.2%	17.4%		Majority of out-of-school activities from June-August, actual will be updated next quarter
17	Percent of parents/other adults reading non-textbook materials to students at home	Region, gender	Sample-based parent questionnaire	Baseline midterm C1, midterm C 2&3, endline	73%	73%	n/a		n/a	Midterm was in April-May'16, data is currently being analyzed
18	Percent of primary grade students participating in at-home reading program	Region, gender, language, grade	Sample-based parent questionnaire	Baseline midterm C1, midterm C 2&3, endline	70%	85%	n/a		n/a	Midterm was in April-May'16, data is currently being analyzed
19	Number of out-of school reading activities	Region, region, school	Activity roster	By schedule of activities	0	1,695	391 Reading Camps: 80 Jump Start: 0 Reading Buddies: Sughd-175, Kulob-18 KT-118	23%		Majority of out-of-school activities from June-August, actual will be updated next quarter. JumpStart occurs next quarter

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target 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	4,525 (5 per school/community)	1,834 Reading Camp Training: 177 (169 Female; 8 Male) Librarian Training: 930 Q2, March 2016 trainings for librarians: 727 ; KT: 442 Kulob: 285	40.5%		
Intermediate Result 4: Increased government support to improve reading										
21*	Number of standardized reading assessments supported by USG	Cohort, Project Year	EGRA	Yearly	0	1	1	100%		Midterm EGRA conducted in April-May, 2016
22	Number of administrators and officials successfully trained on using reading assessment results	Gender, institutions	EGRA dissemination workshop roster	By workshop schedule	0	0	n/a		n/a	Next quarter
23*	Number of laws, policies, regulations or guidelines developed or modified to improve primary grade reading programs or increase equitable access.	n/a	Government documents	Annually	0	0	1			Achieved in PY1, piloted by GPE-4 & MOES, with support from QRP FY16

Attachments

Attachment A: Agenda, Participants, and Press Release from International Book Day Event



USAID | **TAJIKISTAN**
FROM THE AMERICAN PEOPLE



International Book Day Event I am a Reader

Date: Friday, April 22, 2016 – 09:00AM-15:30PM
Venue: School # 12, Batosh, Qharatogh, Tursunzoda, DRS

Time	Activity
Pre-Event Activity	
09:00-12:00	Reading/Book Competition
12:15-13:15	Lunch (Reading/Book Competition Participants)
Event	
13:10	US Ambassador and USAID Country Director arrival
13:15-13:30	US Ambassador, USAID and staff meet with MOES, District Education representatives over tea and coffee
13:30-13:40	Opening Remarks <ul style="list-style-type: none"> Mr. Rahmatullo Mirboboev, First Deputy Minister of Education
13:40-13:55	Opening Remarks <ul style="list-style-type: none"> Ambassador Elisabeth Millard, U.S. Embassy Tajikistan Ms. Kathleen McDonald, USAID Tajikistan Country Director
13:55-14:05	Opening Remarks <ul style="list-style-type: none"> Mr. Safarali Ashuorv, Director - District Education Department
14:05-14:20	Ambassador and Deputy Minister of Education preside over Reading/Book Competition Award Ceremony
14:20-14:50	Student Performance on Reading
14:50-14:55	Remarks on USAID Quality Reading Project's Book Donation <ul style="list-style-type: none"> Ms. Kathryn Fleming, Deputy Chief of Party, USAID Quality Reading Project
14:55-15:25	Ambassador and First Deputy Minister of Education distribute donated books to Tursunzoda schools
15:25-15:30	Closing remarks <ul style="list-style-type: none"> Ms. Kathryn Fleming, Deputy Chief of Party, USAID Quality Reading Project
15:30	Depart



**Рӯзи байналмилалии китоб
«Ман китобхонам»**

Сана: 22 апрели 2016

Мавзӯ: ш. Турсунзода, ҷамоати деҳоти Қаратоғ, Батош, муассисаи таълимии миёнаи умумии №12

Вақт	Фаъолият
Фаъолиятҳои пеш аз оғози чорабинӣ	
09:00-12:00	Озмуни «Ман китобхонам»
12:15-13:15	Хуроки нисфирӯзӣ барои иштирокчиёни озмуни «Ман китобхонам»
Чорабинӣ	
13:10	Қабули сафири ИМА ва намояндагони USAID
13:15-13:30	Сафир ва намояндагони USAID бо намояндагони вазорати маориф ва илми ҶТ дар вақти чойнуши суҳбати менамоянд
13:30-13:40	Сухани ифтитоҳӣ • Муовини аввали Вазири маориф ва илми ҶТ Раҳматулло Мирбобоев
13:40-13:55	Сухани ифтитоҳӣ • Хонум Элизабет Миллард, Сафири ИМА • Катлин Макдоналд, раҳбари USAID дар Тоҷикистон
13:55-14:05	Сухани ифтитоҳӣ • Сафаралӣ Ашуров, мудирӣ шӯъбаи маорифи ш. Турсунзода
14:05-14:20	Сафири ИМА дар Тоҷикистон ва Муовини вазири маориф ва илми ҶТ ба ғолибони озмун тақдими тухфаро оғоз менамоянд
14:20-14:50	Намоиши хонандагон оид ба хониш
14:50-14:55	Суханрони оиди ба тақдими китобҳои бадеии бачагона • Кетрин Флеминг, раҳбари лоиҳаи USAID оид ба хониши босифат дар Тоҷикистон
15:55-15:25	Сафири ИМА дар Тоҷикистон ва Муовини вазири маориф ва илми ҶТ дастаи китобҳои бачагоноро ба муассисаҳои таҳсилоти умумии шаҳри Турсунзода тақдим менамоянд
15:25-15:30	Сухани интиҳой • Кетрин Флеминг, раҳбари лоиҳаи USAID оид ба хониши босифат дар Тоҷикистон
15:30	Ҷамъбасти чорабинӣ



“I Am a Reader”

Invited participants in the celebration in honor of International Book Day

1. Ambassador Elisabeth Millard, U.S. Embassy Tajikistan
2. Ms. Kathleen McDonald, USAID Central Asia/Tajikistan, Country Director
3. Ms. Amy Scott, USAID Central Asia, Education Technical Advisor and COR
4. Mr. William Trigg, USAID Central Asia/Tajikistan, Democracy and Governance, Education and Health Program Manager
5. Ms. Mavjuda Nabieva, USAID Central Asia/Tajikistan, Education Management Specialist
6. Ms. Sayora Khalimova, USAID Central Asia/Tajikistan, Project Management Assistant for Development Outreach Communications
7. Mr. Rahmatullo Mirboboev, First Deputy Minister of Education
8. Ms. Latofat Nazirova, Deputy Minister, Ministry of Education and Sciences
9. Mr. Aliev Abdujabbor, Head of Department for Pre-school and Secondary Education, Ministry of Education and Science
10. Mr. Davlatzoda, Head of Education and Science Department, Office of the President of the Republic of Tajikistan
11. Mr. Burhon Mirzoaliev, Head of International Relations Department, Ministry of Foreign Affairs of the Republic of Tajikistan
12. Mr. Sijoddin Salomzoda, Chair of the Tursunzoda Hukumat
13. Mr. Safarali Ashuorv, District Education Department, Tursunzoda District
14. Ms. Hayotoy Mengiboeva, Primary Education Methodologist, Tursunzoda District
15. Ms. Dilya Beknasarova, Primary Education Methodologist, Tursunzoda District
16. Mr. Rajabov Shavkat, Director, School #12, Qharatogh, Tursunzoda District
17. Ms. Farogat Mirzoeva, Save the Children Tajikistan, Deputy Director
18. Ms. Kathryn Fleming, USAID Quality Reading Project, Deputy Chief of Party
19. Mr. Sherali Saidoshurov, USAID Quality Reading Project, Education Manager
20. Mr. Kholis Sadurdinov, USAID Quality Reading Project, Education Field Coordinator
21. Ms. Umeda Ermatova, USAID Quality Reading Project, Education Field Coordinator
22. Ms. Saodat Sangova, USAID Quality Reading Project, Community Mobilization Officer
23. Librarians from 39 USAID Quality Reading Project Schools in Tursunzoda District
24. Students and teachers from schools participating in the reading competition “I Am a Reader”

Press Release from the US Embassy to the Republic of Tajikistan

U.S. GOVERNMENT CELEBRATES INTERNATIONAL BOOK DAY

Dushanbe, Tajikistan, April 25, 2016 – U.S. Ambassador Elisabeth Millard joined First Deputy Minister of Education and Science Rahmatullo Mirboboev, local education officials, and teachers in kicking off a massive book donation campaign to commemorate World Book Day. Ambassador Millard and First Deputy Minister Mirboboev awarded prizes to winners of a reading competition among school children at the event.

World Book Day aims to improve children’s access to books and to inspire a love of learning and literacy. It is the biggest worldwide celebration of books and reading and is observed in more than 100 countries all over the world.

To mark the day, the U.S. government, through the United States Agency for International Development (USAID), donated 212,000 books for school children in grades 1-4 to over 1,800 public schools throughout Tajikistan. This donation is the first of two phases of books that will be donated by the U.S. embassy to Tajik public schools in 2016.

The United States is a steadfast partner with the Tajik government in the education sector. USAID has been working closely with the Tajik Ministry of Education and Science (MOES) throughout the process of selecting, writing and distributing the books. All of the donated books have been approved by the MOES.

In the coming month, more than half of Tajikistan’s public schools will receive packets of 116 age-appropriate books, some of which were written and illustrated by local authors and artists directly funded by USAID. USAID also conducts training sessions for librarians on best practices for establishing and maintaining circulating lending libraries, engaging children in reading using the books provided, and leading literacy-based community outreach workshops.

The USAID Quality Reading Project is one of the many assistance projects made possible by the American people through USAID. Since 1992, the American people have provided over \$1 billion in programs and humanitarian aid that support Tajikistan’s democratic institutions, health care, education system, and economic growth.

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AGENDA

**USAID/QRP/MOES
PARTNERS' MEETING**

**Ministry of Education and Science
of Republic of Tajikistan**

29 April 2016

15:00 PM -17:00 PM

Ministry of Education and Science, RT, Conference Room

15:00-15:10	<p>Welcome – Ms. Latofat Naziri, Deputy Minister of Education (Chair)</p> <ul style="list-style-type: none"> • Update on the joint efforts to support implementation of the National Education Strategy of RT to ensure access to quality primary education sector. • Needs, challenges and opportunities with USAID Quality Reading Project to ensure reforms in primary education
15:10-15:20	<p>Opening Remarks - Ms. Kathleen McDonald, USAID Tajikistan Country Director</p> <ul style="list-style-type: none"> • USAID commitments and partnership with the MOES
15:20-15:30	<p>Global Partnership for Education Briefing Remarks - Mr. Fathidin Usmonzoda, Deputy Minister of Education and Mr. Asror Aliev, GPE-4 Coordinator</p> <ul style="list-style-type: none"> • GPE's partnership, outcomes on competency-based standards, and next opportunities
15:30-15:40	<p>Ms. Kathryn Fleming, Deputy Chief of Party, USAID Quality Reading Project</p> <ul style="list-style-type: none"> • QRP Overview and Update
15:40-16:00	<p>Mr. Sherali Saidoshurov, Education Manager, USAID Quality Reading Project</p> <ul style="list-style-type: none"> • Update on In-Service Teacher training • Update on partnerships with MOES and its affiliates • Cartoons and Public Service Announcements on Reading • Planned activities for the upcoming period • Challenges from last quarter
16:00-16:30	<p>Discussion on Quality Reading Project Updates, Facilitated by Mr. Sherali Saidoshurov</p>
16:30-16:40	<p>Dr. Amy Scott, COR, USAID/CA/ Regional Education Development Officer</p> <ul style="list-style-type: none"> • International Book Day Celebration • Continued collaboration with QRP • Timeline for next partners meeting
16:40-16:50	<p>Closing: Ms. Latofat Naziri, Deputy Minister of Education (Chair)</p>



LIST OF PARTICIPANTS

USAID Quality Reading Project Partners meeting

29 April 2016

15:00-17:00

Ministry of Education and Science, Conference Room

The Ministry of Education and Science, and affiliates

#	Name	Position	Organization
1.	Ms. Latofat Naziri	Deputy Minister of Education and Science	MOES
2.	Mr. Fathiddin Usmonzoda	Deputy Minister of Education and Science	MOES
3.	Mr. Abdujabbor Aliev	Head of Secondary Education Department	MOES
4.	Mr. Shermakhmad Yormakhmadov	Director	Republican Methodological Center
5.	Mr. Gulomkodir Bobizodae	President	Academy of Education
6.	Ms. Irina Karimova	Vice President	Academy of Education
7.	Mr. Sharifmurod Isrofilnie	Director	Education Development Institute
8.	Mr. Khonali Kurbonzoda	Rector	Republican Teacher Training Institute
9.	Mr. Bobokhon Ismoilov	Coordinator	GPE-4
10.	Mr. Asror Aliev	Local Consultant	GPE-4
11.	Mr. Khamidullo Fakerov	Head	Gorono
12.	Mr. Khurshed TeshaeV	Director	National Testing Center
13.	Mr. Sabzali Jafarov	Deputy Director	National Testing Center

USAID/Central Asia and Quality Reading Project partner

#	Name	Position	Organization
1	Ms. Kathleen McDonald	Country Director	USAID/Central Asia/Tajikistan
2	Dr. Amy Scott	Education Officer/COR	USAID/Central Asia
3	Ms. Mavjuda Nabieva	Education Management Specialist	USAID/Central Asia/Tajikistan
4	Mr. William Trigg	General Development Officer	USAID/Central Asia/Tajikistan
6	Ms. Kathryn Fleming	Deputy Chief of Party	USAID Quality Reading Project
7	Mr. Sherali Saidoshurov	Education Manager	USAID Quality Reading Project
8	Ms. Katherine Long	Education Intern	USAID Quality Reading Project



Notes on the USAID QRP Quarterly Meeting with the MOES

29 April 2016

15:00-17:00

Conference room of the Republican Teacher Training Institute

Ministry Participants

1. Latofat Naziri, Deputy Minister of Education and Sciences of the Republic of Tajikistan
2. Aliev Abdujabbor, Head of Primary Education, Ministry of Education and Sciences
3. Shermahmad Yormahmadov, Director of the Republican Methodological Center
4. Irina Kholova, Vice President of the Academy of Education
5. Khonali Qurbonzoda, Rector, RTTI
6. Asror Aliev, Local consultant, GPE-4
7. Zebo Alieva, Head Specialist of the Dushanbe Educational Directorate Services Sector
8. Khurshed Teshae, Director of the National Testing Center
9. Sabzali Jafarov, Deputy Director of the National Testing Center
10. Sobirahon Habibova, International Coordinator for RTTI

USAID QRP Participants

1. Kathleen McDonald, Director of USAID in Tajikistan
2. Amy Scott, Regional Education Specialist, USAID Central Asia
3. Mavjuda Nabieva, Education Specialist, USAID Tajikistan
4. William Trigg, General Development Specialist, USAID Tajikistan
5. Kathryn Fleming, Director of the USAID Quality Reading Project in Tajikistan
6. Sherali Saidoshurov, Program director of the USAID Quality Reading Project
7. Katherine Long, Intern/note-taker

Opening remarks: Latofat Naziri

Welcomed honored guests. The goal of this meeting: reviewing our shared activities

I'd like this meeting to take place in an open environment and in an atmosphere of mutual understanding. I am so glad that parties from both sides are here today. Ministry's educational development goals are being implemented with technical assistance of USAID QRP. Hope to review our successes, challenges and future plans. We also hope to deeply analyze the results of the program and see what opportunities for future cooperation exist. Yesterday the Minister had a meeting with the embassy, in which was discussed the work of USAID, and especially QRP. The minister expressed his hope that cooperation with USAID will continue, both with QRP and other programs. It is clear to both parties that we have another project running -- GPE-4. In this program, UNICEF and USAID are implementing partners. The most recent news about this program is that we will run a training program for teachers in May. With the assistance of USAID, we have been able to develop standards and modules for competency-based teaching. Yesterday it was agreed that the above materials would be printed. With the help of implementing partners and Sherali Saidoshurov, 32,000 primary teachers in the country will receive training on these new modules. 6500-7000 teachers have passed through these modules, which emphasize reading comprehension over reading speed. Thanks to the introduction of new methodologies from USAID QRP we have good results from our teachers.

Opening remarks: Kathleen McDonald

This quarter QRP made important contributions in working on curriculum for competency-based standards, delivering IST to many thousands of teachers, working with the NTC on student reading assessments, promoting out-of-school reading time, providing and donating books for school libraries. Deputy Minister Naziri has mentioned an important partnership with GPE-4, which will leverage resources to make the most of our impact. Under GPE-4, we have worked to complete curriculum standards for competency-based approaches that were delivered in the joint workshop just before Navruz.

Naziri praised the International Book Day event; notes her regret that she was unable to attend.

GPE-4 Briefing Remarks: Asror Aliev

General outlines

- a. Review and revise the curriculum standards for the primary grades
- b. We were expecting our UNICEF partner to provide us with suggestions for integration of life skills into our standards
- c. With the help of USAID, our plan was to deliver new materials for Tajik language teaching
- d. When we talk about the materials, we mean: Teaching materials, the teacher's guides, textbooks, other methodological and educational materials.

Sub-objective 2.1

- a. We have developed two primary-grade standards in cooperation with USAID QRP
 - i. Finished in August 2015
- b. Also developed 12-day 72 hr IST training
- c. Based on those developed modules, we held two pilot TOTs with 55 schools
- d. We have trained 22 trainers and over 416 TOTs
- e. Currently piloting two developed standards in the 55 pilot schools
- f. Eight other modules are under development
- g. Finalized materials for IST
- h. Taking into account recommendations from the pilot, we are revising our aforementioned materials
- i. This is the first time Tajik language materials have undergone such a systematic development for grades 1-4

Cooperation with QRP

- a. Seven-day workshop before Navruz

Future plans for further cooperation with USAID

- a. Now need to review all our materials
- b. It would be great if QRP could support us in working with the research institute to review Tajik language standards
- c. Another challenge we face is the publishing and distribution of standards
- d. We would like to hear QRP's recommendation in this regard
- e. GPE-4 will be national implementation in September. Naziri interjects to ask 170 national trainers including 80 methodologists
- f. 2150 methodologists need to be trained by GPE-4 at school-level; the ministry recommends that we increase this number to 5000; we are looking for funding
 - i. Sherali interjects that when we do the TOT, the number of people targeted will be much larger -- 10,000
 - ii. Naziri interjects to underscore the importance of training 32,000 people by September 1 using the cascade method
 - iii. In 72 cities across the country, GPE-4 is preparing local trainers who will use the materials prepared by GPE-4 with local methodologists to train the methodological

unit in the school. Those school methodological units will train the teachers in the schools.

- iv. Asks for QRP's recommendations in monitoring and implementing this model; what challenges will arise. Notes that GPE-4 can also use the NTC, depending on availability and opportunities. We will of course discuss and review this all later.

QRP update: Kathryn Fleming

We're so pleased to have completed our January Cohort 3 trainings. March was a very busy month. We co-hosted a workshop to finalize the Tajik language competency-based standards with GPE-4. We appreciate Deputy Minister Naziri's important contribution to this activity by opening the workshop and providing guidance. We were particularly pleased to hear of the

We look forward to leading the national TOT next month, as we have now officially received the letter. We also co-hosted a methodological training workshop in BG. This was hopefully the first of many workshops in the coming years with the RMC to strengthen literacy education.

Currently the M&E team, in partnership with the NTC is conducting the EGRA. Over the last five months QRP has been working with the NTC, the ministry to finalize the instruments and pilot the tablets for digital data collection. Officials from the ministry also participated in these pilot workshops.

This is the first time ever that the EGRA is going to be administered in Cyrillic. (You can play with the tablets after the presentation. I have one Tajik tablet and one Russian tablet.) The digital data collection is expected to improve the reliability of the data and ensure that the data collectors are administering the tests correctly in real time. We look forward to working with the NTC to analyze the data in the coming months.

Also very exciting was our International Book Day celebration last week in Tursunzoda. We were very happy to have First Dep Min Mirboboev and AMB host the event. We kicked off our book donation at the event. In the coming months, the program will distribute more than 200,000 books to 1800 schools. A second round of books will be purchased in consultation with the ministry later in the year. We are grateful to the ministry, in particular Dep. Min Naziri. We look forward to our strong continued partnership, and we are ready to hear your suggestions.

Naziri: Will you also distribute books to Badakhshan? Because in early June, we are going to hold a festival for the Children's Day in Badakhshan and UNICEF will also participate. If you're going to be giving books to Badakhshan, you could also participate in this ceremony. This is just some food for thought.

Amy: USAID's next activity is called Read with Me, in which we hope to reach 75% of schools in Tajikistan, including Badakhshan. Perhaps at a later date we can sit down and have another meeting about where we can work in that project.

QRP Update: Sherali Saidoshurov

Presentation of program update powerpoint.

Discussion

Naziri: I really think that these short films and the parent's guide will have a big impact on improving children's upbringing and reading quality.

Kholova: I am glad to hear that the project has made a lot of progress over the past three months.

- Unhappy that the ministry's logo is not on the tablets, that the first thing you see when you turn them on is the USAID logo
- We would like to see evidence of the mini-libraries

- We don't know much about the reading camps; please come discuss this with us
- The PSAs are a very good tool. But why is the logo of USAID is at the beginning of all the PSAs? Not the Ministry logo?
- What is the gender balance? We are only seeing girls. We need to see balance.

Naziri: I hope the program will take these suggestions into consideration

Kathleen McDonald: I believe your ideas are completely reasonable, and we should enact them.

Mavjuda: I would like to mention that when we were travelling with Amy in the regions, we saw representatives from all the Ministry affiliates participating in the EGRA data collection.

Concluding remarks: Amy Scott

Ms. Scott expressed her hope that collaboration between USAID and MOES will extend into the future.

Closing remarks: Ministry

Jafarov: the NTC is very pleased to work with QRP, because we've been working with this program since this very beginning, since 2014, we've been full partners. We are ready to be involved in future activities. According to our contract, we have identified the experts who are involved in the project. The NTC is responsible for preparing technical tools. Our specialists have participated in developing the EGRA tools and other assessment tools. It's been a fruitful partnership. Our specialists have been improving their qualifications. They've been learning new methodologies. They participated in the Kyrgyzstan seminar. Of course, we are expecting the results of analysis. We hope that our cooperation will be similarly fruitful in the future.

Naziri: Thank you so much for your participation in this meeting, especially those who expressed their ideas in regard to improving our partnership. We have total confidence that we will continue to support one another.

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