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USAID Quality Reading Project (QRP) - Kyrgyz Republic Annual Report October 2015 – September 2016



A partnership with:

American Institutes for Research and Save the Children

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**USAID Quality Reading Project (QRP) – Kyrgyz Republic
Annual Report
October 2015 - September 2016**

Submitted by:

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

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Acronyms

AIR	American Institutes for Research
AKF	Aga Khan Foundation
CED	City Education Department
DDs	Deputy Directors
DED	District Education Department
EGRA	Early Grade Reading Assessment
GGPAS	Good Governance Public Administration Strengthening
GPE	Global Partnership for Education
HMU	Head of Methodology Unit
IED	Institute for Educational Development
IST	In-Service Teacher Training
KAE	Kyrgyz Academy of Education
KR	Kyrgyz Republic
MOES	Ministry of Education and Science
M&E	Monitoring and Evaluation
NRC	National Reading Committee
NTC	National Testing Center
QRP	Quality Reading Project
REDS	Regional Education Departments
SC	Save the Children
TOT	Training of Trainers
RTTI	Regional Teacher Training Institute
USAID	United States Agency for International Development

I. Activity Summary

Lead Implementing Partner	American Institutes for Research (AIR)
Other Implementing Partners	Save the Children (SC)
Activity Name	USAID Quality Reading Project (QRP)
Activity Objective	The primary objective of this contract is to improve reading levels among students in grades 1-4 in Kyrgyzstan and Tajikistan. The contract focuses on the following results: 1) Improved reading instruction in grades 1-4; 2) Increased availability of reading materials; 3) Increased out-of-school reading time; and 4) Increased government support to improve reading.
Life of Activity	June 28, 2013 to October 27, 2017
Total Estimated Contract/Agreement	\$19,706,184
Obligation to date	\$19,706,184
Total Expenditures at beginning of Year 3 (October 1, 2015)	\$ 8,158,160
Year 3 Accrued Expenditures (October 2015 – September 2016)	\$ 5,408,385
Cumulative Accrued Expenditures to Date (September 2016)	\$13,566,545
Estimated Expenditure, Next Quarter (October - December 2016)	\$ 2,107,350
The Kyrgyz Republic	
Total Estimated Contract/Agreement	\$ 9,410,609
Obligation to date	\$ 9,410,609
Total Expenditures at beginning of Year 3 (October 1, 2015)	\$ 3,902,643
Year 3 Accrued Expenditures (October 2015 – September 2016)	\$ 1,966,737
Cumulative Accrued Expenditures to Date (September 2016)	\$ 5,869,380
Estimated Expenditure, Next Quarter (October - December 2016)	\$ 954,104

II. Executive Summary

The USAID Quality Reading Project's (QRP) main goal is to increase reading levels of Grades 1-4 students in Tajikistan and the Kyrgyz Republic (KR). It is a four-year project implemented by the American Institutes for Research (AIR) and Save the Children (SC). The project works to improve reading skills among primary grade students by drawing on existing structures in both countries. The USAID Quality Reading Project is building capacity from the national level down to the classroom, in support of the common goal of improving students' reading skills. This report focuses on the activities undertaken in the Kyrgyz Republic from October 2015 through September 2016.

The main activities and accomplishments in year three of the project are completing In-service Teacher training (IST) for Cohorts 2, and 3, starting IST for Cohorts 4 and 5, completing a variety of out-of-school activities, and conducting Oblast and District Education Meetings.

Over 6,300 teachers received government certificates for completion of full IST package 40-hours of theoretical training and 32-hours of school-based practical training (Cohort 1-3). Since these certificates are from the Kyrgyz Academy of Education (KAE) or Regional Teacher Training Institutes (RTTI), they are recognized by the Ministry of Education and Science (MOES) and will be used in the ranking of teachers in relation to their education and experience in terms of salary. It is expected that Cohorts 4 and 5 teachers will receive certificates by March 2017.

The USAID Quality Reading Project team identified 500 teachers from target schools in Batken, Issyk-Kul, Jalal-Abad, and Osh who did not participate in the previous rounds of IST. These teachers come from a pool of teachers who were on maternity leave, newly hired teachers, and teachers who were transferred from one school to another. The MOES signed an official order to conduct training for these teachers, and Cohort 5 was created. The 72-hour course was condensed to 9 days and in August 2016, 417 teachers completed the 9-day 72-hours training course. Cohort 5 teachers will complete portfolios and practice lessons from September to December 2016.

The reporting year was rich for out-of-school activities countrywide. Head of Methodological Units (HMUs), Deputy Directors (DDs), and teachers completed 1-day trainings on Parents Program, Reading Camp, and Community activities. Total number of 131,682 students were involved into out-of-school activities, which makes 46.23% of all target students in the Kyrgyz Republic.

This past year the project has focused on working with the local government structures, having meetings with the Regional (REDs) and District Education Departments (DEDs). These meetings are turning out to be one of the main sustainable components of the USAID Quality Reading Project. Some of the REDs and DEDs are taking on certain activities and including them into their activity plans and budgets. The DEDs are extremely supportive of zonal meetings, where teachers from nearby schools come together and share experiences, put on demonstration classes, and share exhibits of their work.

The USAID Quality Reading Project also produced an Early Grade Reading Assessment (EGRA) 2015 Midline Impact Report covering Cohort 1. The results of this report were shared with the National Reading Committee (NRC). The results show that the USAID Quality Reading Project activities are having a positive impact on Grade 2 students reading ability and on the students who initially had the lowest scores, boys and students learning in a language not spoken at home. The results shows there needs to be a greater focus on Grades 3 and 4, for the achievements made in Grade 2 are not replicated in Grade 4.

The 2016 EGRA mid-line conducted in April 2016, covering Cohort 2 and 3 schools, shows an increase in test scores for Grade 2 students, but not for Grade 4. The gap between boys and girls reading ability increases by Grade 4. These results along with the EGRA Impact Report, which will cover the combined 2015 and 2016 midlines will be presented to the NRC in January 2016.

In August 2015, the Kyrgyz Republic government cancelled their bilateral agreement with the United States Government. In response, USAID stated that no Value Added Tax (VAT) is to be paid with USAID-supported program funds, except for the day-to-day operations of keeping the office open. USAID has also requested the USAID Quality Reading Project not to purchase books for schools, even though these can be purchased without VAT. The USAID Good Governance and Public Administration Strengthening (GGPAS), purchased reading books for all primary schools in the Kyrgyz Republic, but were also requested not to distribute. At the end of June 2016, the USAID GGPAS transferred 264,450 children's books valued at \$591,721 to the USAID Quality Reading Project. The USAID Quality Reading Project is covering warehouse rental until USAID provides approval for distribution. The delay of distribution of reading material to schools has a direct effect on USAID Quality Reading Project, including not being able to meet the program's targets for distribution of reading material.

III. Description of Accomplishments and Program Objectives (October 2015 – September 2016)

Introduction

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

Over 6,300 teachers completed the In-service Teacher Training (IST) programs and have received certificates of completion. IST continues for Cohorts 4 and 5.

Out-of-school activities saw tremendous progress this year with close to half the target student population involved in some sort of out-of-school reading activity. Over 800 Reading Camps were conducted, and Jump Start activities took place in over 1,300 schools.

One of the challenges this past year is the lack of direct communication with the MOES at the Deputy Director and Ministry level. These higher levels of the MOES were instructed not to meet with USAID-funded projects while the bi-lateral agreement was under discussions. Thankfully, the MOES has continued support by providing orders for all trainings and out-of-school activities. The support of REDs and DEDs have strengthened this past year with the program involving them in program activities and in planning.

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)

The USAID Quality Reading Project led the development of competency-based reading standards for Grades 1-4 in 2014 with the Kyrgyz Academy of Education (KAE). After these standards were approved the MOES provided guidelines for the development of competency-based standards for all subjects in primary and secondary school. In 2015, collaborating with KAE, the USAID Quality Reading Project supported the revision and adaptation of the previously approved reading standards, and included writing to the new standard format provided by the MOES. An interesting note is that before 2014, when USAID Quality Reading Project's initiative to develop competency-based standards, there was no such term as standards in education policy and law in the Kyrgyz Republic. The adapted reading and writing standards were approved by the collegium in 2016.

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

IST and Certification

Project activities under this component aim at improving reading instruction for children in Grades 1-4 at schools in the Kyrgyz Republic by improving the knowledge and skills of primary grade teachers in the teaching of Reading.

The IST is a total of 72 hours of training. National trainers train teachers and their school-based mentors (deputy principals and methodologists) receive 40 hours of training over 5 days, focused on pedagogy for teaching 5 key reading sub-skills (phonemic awareness, letter knowledge, vocabulary development, reading fluency and reading comprehension). The next stage is 32 hours of school-based training conducted by mentors during methodological days over a period of weeks. Upon completing the 40-hour, 5-day training plus the 32 hours of school-based training teachers complete the 72-hour course and receive certificates of completion from KAE or RTTIs. IST manuals are distributed to all target teachers and mentors.



Certification Ceremony in Naryn

During October-December 2015 a total of 3,611 teachers and educators from Cohort 1 (Bishkek, Chui, Talas and Jalal-Abad oblasts) received certificates from KAE upon completion of their 72-hours training course. An additional 651 teachers from Cohort 1: 249 teachers from Chui\Bishkek , 121 from Talas, and 281 teachers from Jalal Abad completed certification by April 2016, making a total of 4,262 Cohort 1 teachers received certification.

Cohort 2 (Batken and Osh oblasts) completed 32 hours of the practical part of the training course by December 2015, following the 40 hours of theoretical training they completed in January 2015. February 2016, Osh TTI issued 3,139 certificates for Cohort 2 participants.

Cohort 3 (Issyk-Kul and Naryn oblasts) completed the 72-hour course in May 2016 and 1,915 teachers and educators received certification in August 2016.

However, two oblasts (Issyk-Kul and Naryn) of Cohort 3 were not able to reach the targeted number of participants. Therefore, an additional 5-day training was held between January 18-22, 2016 for the remaining 231 participants from these two oblasts. This group of trainees completed 32 hours of the practical training in May 2016, along with the Cohort 3 teachers trained in August 2015 and received their certificates in August 2016. A total of 2,146 Cohort 3 teachers received certification.

Cohort 4 (Bishkek, Chui, Jalal-Abad oblasts) organized a 5-day training from January 11-15. It is expected that Cohort 4 will have completed 32 hours of practical training in December 2016 and will receive their certificates in March 2017.

The USAID Quality Reading Project identified approximately 500 teachers from the four previous Cohorts who have not yet completed the 72-hour IST. There are a range of reasons for this, including some teachers were on maternity leave during previous trainings, some were newly recruited teachers, and some were teachers transferred in to targeted schools. MOES has supported the project to provide this group of teachers and educators with IST and signed an official order to train 500 people from the initial target schools in Batken, Osh, Jalal-Abad, and Issyk-Kul oblasts. Participants from these oblasts were included in Cohort 5. To fulfill MOES's order the project organized a 9-day training – 40 hours of theoretical course and 32 hours of practical course between 08-18 August 2016 for 417 participants. It is expected that Cohort 5 trainees will continue their practical sessions during the fall semester of the 2016-2017 academic year, under the supervision of mentors. Mentors are responsible for ensuring that Cohort 5 will complete the full package of portfolios to submit for certification by December 2016.

Table 1. Consolidated chart of certified teachers and educators by Cohorts

Cohort	Number
Cohort 1	4,262
Cohort 2	3,139
Cohort 3	2,146
Total	9,547

Sub Result 1.4: Strengthen systems for teacher mentoring/coaching

Mentoring

Mentoring plays an important role in supporting the quality of work performed by teachers in their classrooms. Mentors function as agents of change playing a bridging role between the program and schools. They dedicate their time and effort to supporting their colleagues in the schools not only in IST content, but also in preparing portfolios and other documentation for certification. The extensive geographic coverage of the project limits both program staff and our government partners such as DED and RTTI staff to reach every mentor during the school year. To address this limitation, zonal meetings, clustering closer schools together, are organized with agendas developed to provide mentors the opportunity to share their achievements, ongoing activities, their best mentoring experiences and their challenges.

During the current reporting period a series of zonal meetings were conducted in all regions including Bishkek city. In these zonal meetings, the hosting schools organized demonstration reading lessons to share experience and for Mentors to observe, provide feedback and learn new methods. To strengthen mentors' motivation, program staff in collaboration with MOES, DED and RTTIs prepare letters of appreciation and acknowledgment.

To strengthen the sustainability of the USAID Quality Reading Project interventions, the team engages DEDs and RTTI specialists in the zonal meetings and any other activities with mentors. Working with the program is also important in improving DED and RTTI specialists' own capacity on IST, so that they can support and sustain program accomplishments in the longer term.

Besides the zonal meetings, mentors participated in a 1-day training on mentoring skills, focused on practical application of theoretical knowledge, including counseling teachers on portfolio preparation, demo-lesson plans, parents' program, reading camps, and mentoring out

of school activities. Trainings were held in January 2016 for participants from Cohort 4 and in May 2016 for participants from Cohort 3. 255 mentors received this training.

Achievements and Challenges

The USAID Quality Reading Project organized and conducted IST training throughout the country during Year 3. The project continued to strengthen professional relationships with government partners. This was achieved despite political challenges that occurred in Kyrgyz-US government relationships. Both program staff and support staff demonstrated flexibility in organizing the IST implementation.

In their own words

I could not even have thought that ordinary classes could be turned into such an interesting and nice class with the help of new methods and approach. I have 28 years of elementary school experience. I thought I knew everything, but now I see that we have been doing so many things in a wrong way. The most importantly, it is not late to learn these methods and apply them in our work. I thank Program and trainers for useful and needed work.

-Teacher. A.Abdykerimov School, Kochkor, Naryn

The project is reaching its targets under the IST component. Along with the quantitative indicators, the quality of the trainings is also a priority for the program team. IST trainers have updated and expanded their knowledge on the training content. Trainees have commented on the quality and impact of the trainings in the post-training evaluation forms and through personal communication with teachers involved.

The team considers it a significant achievement that participants acknowledge the importance of the training sessions and the changes that these bring to their classroom teaching practices.

Field teams report that teachers, school administrators, and educational bodies at the local and national level welcome the IST. As an immediate impact of the training, field teams report the active involvement of teachers. They are proactive in preparing their personal portfolios; they now acknowledge the significance of reading comprehension over rote learning and memorization; and they apply formative assessment scorecards in the classrooms.

In their own word

The most useful skill I received during this training was perception of phoneme. Before, we have never paid attention to it; and even more our understanding of it (phoneme) was incorrect. Overall training is very useful, and meets our need. It was very timely for me. Thank you.

- Teacher. Kalygul Bai uul School, Kochkor, Naryn

DED and RTTI specialists also recognize the impact that the program is making. On September 20, the USAID Quality Reading Project Manager travelled to Balykchy, Issyk-Kul, to

“We appreciate USAID for this program. It is a very valuable program. During our monitoring visits to schools in Balykchy we have observed the program’s impact. In the target schools, students easily express their views and they critically discuss reading material. Teachers create favorable conditions, applying recommended tools by the program. Contrary to this, at non-target schools students lack presentation skills and their vocabulary is poor. You feel that lack of a critical approach to reading classes in the non-target schools.”

- Ms. Mairam Alievna, Balykchy, Lead Methodological Specialist

participate at an International Literacy Day event. During this event, the Balykchy methodological lead specialist underlined the importance of the program and its impact on the quality of primary school students’ reading. In her opening speech, Ms. Mairam Alievna expressed her appreciation to the USAID Quality Reading Project.

Along with these achievements, the program team also faced certain challenges during the reporting period. These challenges fall into three broad categories: a) organizational and logistics challenges; b) institutional challenges; c) certification challenges.

Organizational and logistics challenges:

Some minor organizational challenges were faced in recruitment of participants for the training activities. Due to work overload and the demands of rural life, some participants missed their opportunity to participate in the trainings. To overcome this challenge, the USAID Quality Reading Project, in coordination with MOES, organized IST training during school holidays.

Institutional challenges:

The KAE, which was previously the single institution with the right to issue teacher training certificates, has been restructured along with the MOES. As a result of this restructuring, regional TTIs have now been given authority to issue certificates.

Certification challenges:

Of particular concern to the program, the Osh Regional TTI is now issuing certificates for Osh, Batken, and Jalal-Abad oblasts. In 2015, the Osh TTI raised its certificate fees by 69 percent, from 130 KGS to 220 KGS. Affected teachers raised their concerns to the project. The Jalal-Abad field team negotiated a compromise with Osh TTI to maintain the previous fee just for the August certification. Osh TTI is expected to issue certificates this December, and will apply the new fee. The field team is looking for optimal solutions.

Overall, across the country the program is reaching its targets on training and certification. However, there is a group of participants who have completed the 40-hour theoretical training course, but have not so far been able to complete the 32-hours practical course, which is also required for them to be certified. Generally, participants at retirement age decline to complete the course, referring to their age. As the majority of primary school teachers are females there is a high rate of maternity leaves. Staff turnover and/or migration are further reasons that some teachers could not complete the full training course. To cover this loss, the USAID Quality Reading Project in collaboration with MOES has arranged for some of these teachers to be included in the training of Cohort 5, as explained above.

For project sustainability and mentoring, DED and TTI specialists have limited time and resources to visit target schools, especially schools in remote areas.

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

The 2016 midterm data collection in the Kyrgyz Republic was conducted in the 71 schools (35 treatment and 36 control) in Cohort 2 and 3 Regions: Osh, Batken, Issyk-Kul, and Naryn in April 2016.

In March 2016, the Monitoring and Evaluation (M&E) staff updated the Early Grade Reading Assessment (EGRA) instruments and revised the Manual for Data Collectors, providing greater detail and instructions particular on inter-rating procedures introduced this year for EGRA data collection.

March 28 to April 01, 2016 the USAID Quality Reading Project trained supervisors and regional M&E coordinators (14 people) on one-to-one EGRA administration and M&E instruments procedures (lesson observation, teacher interview, librarian interview, and parent interview). The team was trained on effective organization of the mid-term assessment in their respected regions, logistic issues, and how to work with different kinds of documents. Afterwards, the supervisors and M&E coordinators conducted a 5-day training for test administrators in four regions (Batken, Naryn, Osh, and Issyk-Kul). The trainings were



EGRA test administration

delivered on April 04-08, 2016. Midterm data collection in 2016 was paper-based and the training program did not significantly change from 2015. To improve quality of training and reliability of data, an inter-rating reliability procedure (e.g. parallel testing) was introduced to the training as well as to the first schools data collection schedule. In this process, two or three data collectors test one student simultaneously. Then they compare their data to come to agreement on the score of that individual student's responses. This procedure was conducted based on updated EGRA Manual published this year.

Overall, these training workshops trained a total of 14 supervisors and about 90 test administrators. A majority of data collectors had also participated in the baseline and the 2015 data collection.

Data collection occurred from April 13-28, 2016. The National Testing Center (NTC) continues to play an important role in training, organization, and data collection. For each region, the NTC supervisors were paired with the USAID Quality Reading Project M&E specialists to conduct monitoring visits of EGRA administration to ensure proper administration of the assessment and to support troubleshooting as necessary. Each team of four administrators was responsible for administering the assessment in 2-4 schools. For data collection, the teams had all necessary equipment: stopwatches, pencils with erasers, EGRA forms (for Grades 2 and 4), M&E interview and classroom instruments, and other forms. The supervisors in their respected regions visited all the schools. The supervisors observed parallel testing, students' sampling, students' testing, and interviews with teachers, parent, and librarians. Support and consultations for the teams were provided on different issues during data collection process. The EGRA and M&E forms were being checked several times at different levels: at data collector level, cross checking, leader level, and supervisor level (according to the checklist).

RTI was contracted by USAID to evaluate USAID Quality Reading Project's research design and review the validity of its EGRA instruments and findings. Matthew Jukes, Senior Education Evaluation Specialist at RTI observed the mid-term assessment in Osh Region and interviewed a variety of stakeholders. The findings from RTI's USAID Quality Reading Project's EGRA Evaluation Report will be taken into consideration for the 2017 EGRA Endline administration. The findings highlight the high quality of the research design and the administration of EGRA, and recommended some changes for improving the EGRA instruments.

The same instruments from 2015 (EGRA, teacher interview, classroom observation, parent and librarian interviews) were used in 2016. In the midterm assessment, only Grade 2 and Grade 4 pupils from Cohort 2 and 3 were tested, as required by the design. The program administered EGRA to 2,787 pupils. The total actual sample numbers of all midterm respondents are presented in table below.

Table 2. EGRA 2016 Administration

Region	Sample school		# data collectors	Students sampled (EGRA)	Lessons observed	Interviews		
	treatment	control				Teachers	Librarians	Parents
Osh	17	18	36	1392	140	141	54	354
Batken	5	6	16	436	44	44	15	110
Issyk-Kul	7	8	16	595	60	58	30	150
Naryn	5	5	20	364	40	39	19	100
Total	35	36	88	2,787	284	282	118	714

The data entry applications in CSPro program developed last year were used for 2016 midterm data entry in the Kyrgyz Republic. Four data entry clerks were hired to enter interview and classroom observation data. The data coordinator led the process and supervised the data entry process. The EGRA forms were scanned and uploaded; all interviews and classroom observations were entered. This year program staff in country conducted data cleaning using Remark Software versus sending it to the AIR Home Office in Washington, DC. The Kyrgyz Republic EGRA midline report as well as Annual M&E PMEP report are submitted to USAID as separate documents.

A dissemination workshop on EGRA is planned on FY 2017 when the impact study is finalized. Based on the 2016 midterm experience, the following recommendations for 2017 EGRA endline data collection are made:

- to conduct data collection two weeks earlier in April 2017;
- to plan all preparation work (tool review, printing, trainings, etc.) earlier; and
- to have two/three supervisors per region (depends on school sample size) for quality control and support, because M&E staff will not be able to move to another regions.

The USAID Quality Reading Project's plan to strengthen the NTC moved forward with a capacity building workshop for the NTC from July 12-15, 2016. Dr. Todd Drummond conducted the process of the NTC analyzing the mid-term data.



Todd Drummond, PhD, leading NTC Capacity Building on Psychometrics

The USAID Quality Reading Project developed a video toolkit (DVD) on reading skills formative assessment and a guide on using formative assessment. The set of tools on decoding, fluency reading, vocabulary, and reading comprehension assessment as well as instruction on using them in lessons were developed, piloted in schools and printed. KAE's Academic Council on 29 August 2016 (Protocol # 7) approved the Reading Formative Assessment Guide. This guide will be distributed to all target schools during the mentor training planned on FY 2017.

Intermediate Result 2: Increased availability of reading materials

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

Completed and Review submitted March 2014.

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

Availability of a range of attractive and appropriate extracurricular reading materials, and a favorable environment for reading them, are vital to achieving program objectives. School libraries and communities report a lack of up to date supplementary reading materials for primary school students, especially in Kyrgyz language.

The USAID Quality Reading Project has over the past year promoted book banks, classroom reading corners and/or classroom mini-libraries in target schools. Activities have included:

- Awareness raising among students, school staff, parents, and community members on the importance of a suitable mix of reading materials;

- Training teachers and librarians on skills to establish and use book corners, and create handmade books from low cost materials; and
- Training teachers to promote reading at home with parents and community members.

Most of the target schools observed on field visits have now established such reading corners (or similar). In most of the schools, children can read books in class, during breaks, or take books home to read. Sometime the children read individually and sometimes as part of the Reading Buddies activity, described below under sub-result 3.2 of this report.

Books are provided in various culturally appropriate ways, including the following: parents donate books, students, parents and/or teachers make books, and project donates a small amount of books during book festivals. The USAID Quality Reading Project has encouraged such book donations by parents and there has been a very positive response in many of the schools visited. The book donation campaign are linked to particular relevant occasions in the year, such as International Book Day and the birthday of respected Kyrgyz author Chingiz Aytmatov.



Book Corner, Ak Taala District Naryn

During community activity trainings, mentors were trained in methods of obtaining or creating reading materials. Trainings were developed for teachers and librarians. Community mobilization specialists in the field offices trained teachers and librarians from target schools. The trainings were well received; as a result, each target school organized book corners in the classrooms and school libraries.

Children (with help from their parents or other caregivers) write and illustrate simple stories and decorate handmade books. These books are produced for special occasions (such as those mentioned above), and become part of the classroom book corner or library.

Since libraries lack sufficient funds for purchasing extracurricular reading materials, the handmade books were promoted among schools and communities. This has been welcomed by students and parents; it was an existing tradition and people were happy to see it revived by the program. Preparing handmade books also contributes to developing children's creativity, imagination and interest in different topics.

However, a challenge with the handmade books is that they are not very durable. Schools lack adequate stationery materials to provide children with appropriate materials to make these books. For example, it was observed that the handmade books shared during a book fair in At-Bashy, Naryn city, contained very interesting ideas and were well prepared, but the materials they were made from were generally only paper, and so were quite fragile.

In a few instances, books have been provided by local public libraries, which lack space for a dedicated children's section. In other cases, public libraries have been encouraged to establish child-friendly reading corners with appropriate (less formal) seating.

This mobilization of parents and communities has in some regions resulted in significant enrichment of schools' early grades reading resources. In some cases, parents themselves initiated the purchase of books.

On International Book Day, target schools held "Present a book to children" campaigns to replenish books in classrooms and libraries. In Talas oblast, a school in Kum Aryk village collected 100 books; about half of the schools in Issyk-Kul oblast established book banks, and

in Osh oblast, 156 books were distributed to all regions, including Osh city, during the celebration of Book Day. In partnership with the Aga Khan Foundation (AKF), flyers describing mobile reading application on smart phones were distributed to participants in community action training and sets of reading materials were distributed to communities, regional and oblast level libraries.

In many target schools, teachers and parents collaborated with local self-governance bodies to create book banks through book marathons. For instance, 56 schools in Issyk-Kul established book banks (mini-libraries). Boxes to hold these books were made to attract participants' attention.

Challenges

Handmade books and one-pagers are the most popular items produced. However, the quality of paper they use is poor and the handmade books easily become damaged.

USAID Quality Reading Project has funds to distribute newspapers and magazines, along with possessing over 250,000 children's books from USAID GGPAS. The distribution of newspapers and magazines cannot be accomplished without paying VAT and the books warehoused cannot be distributed until USAID provides approval. These issues have arisen due to the lack of a bi-lateral agreement between the United States and the Kyrgyz governments as explained earlier in this report. The project also has funds to purchase books for 78 regional libraries, which is on hold.

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

One of the goals of the program is to change reading behavior of children, parents, and the wider community. The program aims to achieve individual and community level behavioral change through its interventions.

Parent cards

The USAID Quality Reading Project has designed communication materials, aired project activities on TV, radio and news websites, and organized program activities for schools, parents, and the wider community. Communication materials include a set of bilingual (Kyrgyz and Russian) parent cards promoting reading in the family. The main target audience for the cards are parents and caregivers. Each set of parent cards contains 25 cards with 25 messages on reading together with children. 3,555 copies (1500 in Russian and 2055 in Kyrgyz) of the card sets were printed and distributed in the communities, using different strategies: cards were disseminated during parents' meetings at schools, through public spaces such as local libraries, midwife points/clinics, as well as school libraries. The cards were also disseminated during out-of-school activities such as Reading Camps, Reading Festivals, and in the Parents Program (described in detail below).

Below are two examples of parent cards distributed in the communities. Both cards encourage parents to read with children to improve their reading skills and literacy level.

The parent card on the left encourages parents to help their children become interested in reading from an early age. Parents are encouraged to read stories aloud and give their children the opportunity to read for themselves the parts they liked best.



The parent card on the right encourages parents to read with children several times a week. It also provides some techniques to help children understand the text.

The family is the basic platform for promoting a culture of reading in children from the earliest of age. For this reason, the USAID Quality Reading Project organized a set of activities to involve parents, called the Parents Program.

Parents Program

The Parents Program presents a set of behavioral models that show parents how they can support their children’s learning and help them succeed in school. It is designed to raise parents’ awareness on the importance of reading at home with young children and provide them with skills to practice quality reading. In this way, it aims to achieve behavioral change among parents and the wider community. The Parents Program enjoyed strong support from the MOES, including issuing an official instruction for regional education departments and units to provide all necessary support to the USAID Quality Reading Project.

The program is organized in three stages:

- First, training for primary school deputy principals, methodologists and/or advanced teachers and representatives of local education departments.
- Second, those trained at the first level train the remaining primary school teachers.
- Third, parents’ meetings based on the parents’ program training module.

Stage One: 1,331 primary grades educators completed 1-day Parents Program training in February-March, 2016. The program’s community mobilizers in seven Regions (Jalal-Abad, Chiu/Bishkek, Talas, Batken, Naryn, Issik-Kul, and Osh) conducted trainings. Educators were trained in tools and techniques for working with parents to promote children’s reading and provided with a manual developed by the USAID Quality Reading Project. The educators then use the manual as a handbook for their work with parents.

Stage Two: From April to June 2016, the trained educators conducted a series of four meetings with parents at Cohort 1-4 schools. The first three meetings covered the following topics: importance of reading together; time to read, and reading with expression (i.e. making the reading fun for young children). The fourth meeting was organized as a role-play using Forum Theatre technique, in which audience members could participate to change direction of the drama.

Initial reports indicated that recruiting parents to attend the meetings was challenging at first. A teacher from school #4 in Balykchy, Issyk-Kul explained that parents had a negative attitude towards attending meetings, with parents whose children have low grades being especially reluctant to participate, since normally the teachers would mostly complain about their children’s performance or behavior.

Participation at the first parents’ meeting was quite low at almost all target schools across the country. However, after parents came to know about the topics and style of the meetings they

became eager to participate. The meetings were conducted using participatory methods and were very productive. Each meeting registered participants and minutes were prepared for the record. Overall, between April-June approximately 57,000 parents across the country participated in such meetings. The USAID Quality Reading Project team collected 956 sets of minutes of the parents' meetings.



A role-play on allocating time for reading together with children. Parents meeting. School named after Gavrat. Kara-Suu. Osh.

The USAID Quality Reading Project, particularly community mobilizers, attend parent meetings based on a schedule agreed with schools and teachers. For instance, the USAID Quality Reading Project's Osh team participated in the first Parent meeting at the school named after Gayrat in Kara-Suu district in Osh oblast on April 6, 2016. 18 parents (4 males and 14 females) participated in that first meeting on the importance of joint reading with children. The field team reported that initially parents were skeptical about the meeting. However, after experiencing the interactive methods, these were welcomed by participants – especially the role playing and group work.

“I knew that reading is important. I thought that teachers need to deal with children's reading, but today we had very interesting discussion on the importance of reading together with children. Now I understand that it is not just the school's or the teacher's responsibility to read with my child. Children need to read extracurricular books as well. I will try and devote my time to read books with my child from now” said a mother of a primary student at Gayrat school at the end of the meeting.

Other parents also expressed their positive impressions on the content of the meeting. Parents underlined that reading has become a rare practice in their homes. Books now take second place to cartoons and movies.

The parent meetings constituted a useful platform to discuss issues around supplementary reading materials. They raised issues around children's books. According to the parents, very few quality children's books are available at bookstores now, in comparison to Soviet times. They felt that very few authors write for children. Another issue around books is the relative lack of Kyrgyz language books. Russian is becoming less popular in rural areas; children and parents have poor command of Russian. The majority of the parents also commented on the very limited number of bookstores in rural areas. It was also commented that books in Kyrgyz language are poorly illustrated; young children prefer more colorful and well-illustrated books.

“It is almost impossible to find a bookstore in the village to buy a book, especially if you live in a remote area like ours. We cannot even find newspapers” complained a mother from Naryn.

During these meetings, parents were told that if they have difficulty accessing books they can use their school library. School libraries are relatively well-equipped with books for children, although some only have very old books from the Soviet era. Some of the parents visited school libraries for the first time. Teachers and school librarians reported that after the parent meetings the number of students borrowing books from the school library increased.

Librarians also reported that parents and caregivers also started coming to the library to read books. Teachers also directed parents to visit local village libraries. In these various ways the Parents' Program has made a significant contribution to reviving a culture of reading, even in more remote rural areas.

The parent meetings were also effective in raising awareness in the wider community, reaching beyond the people who actually attended. They shared information and thoughts with their

neighbors and peers, creating a snowball effect. Such meetings and events therefore contribute to transfer of individual behavioral models to the community level, increasing their impact. There have already been some examples of good practices: for instance, a small children's library in Sheker village in Kara-Buura, Talas was provided with a set of children's books by local non-profit foundations.

Despite the majority of people's positive response to the Parents Program, field teams faced some challenges from families with conservative religious beliefs. Some religious families in Chui were reluctant to take part in the meetings as they think that reading sacred books is more important than promoting other types of literature. Parents holding such beliefs therefore did not attend the parents' meetings.

Local administration representatives and volunteers were included in awareness raising at the community level. For instance, all target community members in Talas oblast initiated establishing a Resource Group to support reading activities. Five to ten volunteers formed groups to assist in conducting awareness raising on reading at all target communities in Talas.

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

Reading Camps

Reading Camps are regular child-friendly events organized to improve children's literacy skills through enjoyable literacy-related activities with their friends. Through this, they aim to lead children to taking up reading as a hobby.



Reading Camp Display

In the Kyrgyz Republic, the Reading Camps take place on school premises and are led by teachers (called 'tutors' for this activity) and younger volunteers. Tutors and volunteers complete a 1-day training in which they learn how to conduct the

Reading Camp activities. The 'tutors' are primary grade teachers. The volunteers are selected from secondary school students and/or interns who major in pedagogy. The maximum capacity of the camp should not exceed 25 primary grade students. Where possible, each camp has a mixed group of primary grade students from Grades 1-4. Each reading camp lasts 90 minutes, during which the children practice their skills in the following areas:

1. Recognizing alphabet letters
2. Differentiating phonemes
3. Fluent reading with expression
4. Enhancing vocabulary
5. Reading comprehension

During the 90 minutes camp, the children read a selected book together with the tutor; the volunteer assists children to understand tasks given by tutor. Students are free to ask questions, move around, sit or stand up without having to ask permission and move around the camp area so that they can observe how others are doing. While these may not seem like very special freedoms, in the context of the highly formalized Kyrgyz education system, they represent a huge change from the normal rigidly organized classroom.

At the end of each 90 minutes session, students write or draw something to put in their portfolio. Students reflect on what have they done or learned during the day's session during this exercise. They may express themselves through drawing or writing, or a combination of both.

The Reading Camp curriculum is designed for 21 sessions during one academic year. It can also be completed in the span of 21 classes. Schools organize reading based on the availability of tutors and volunteers, available space, and weather conditions. Therefore, Reading Camps are organized during summer/winter holidays, on Saturdays, and after classes across the academic year.

The curriculum of the program is context-sensitive and adapted to local conditions. For instance, tutors and volunteers consider the location of Reading Camps, language (Kyrgyz and Russian), and cultural context. To create an informal environment for students, tutors conduct the Reading Camps outside of classrooms when the weather permits. Tutors and volunteers choose culturally appropriate stories that will appeal to young children.

The Reading Camp activity is well received by school staff, parents, communities and students as well, in all locations across the country. Feedback from some parents indicate that the program is widely perceived as a great way to keep their children occupied, especially during the long summer and winter holidays. Perhaps more importantly, the Reading Camps ensured that children remembered the letters and maintained their reading fluency, hence avoiding the ‘summer learning loss’ that might otherwise occur. Generally, it is observed that emergent and beginner readers tend to lose a substantial part of their reading skills within a couple of months if reading is not practiced during school holidays. The USAID Quality Reading Project’s Reading Camps enabled children to maintain their reading skills for each new school semester, in line with curriculum assumptions and expectations.

A total of 822 Reading camps were organized across the country during this reporting period. The table below shows the number of reading camps conducted per oblast.

Table 3. Number of Reading camps per oblast for reporting period

Region	Number of Reading camps conducted
Batken	48
Chui/Bishkek	91
Jalal-Abad	255
Issyk-Kul	108
Naryn	155
Talas	70
Osh	95
Total	822

Tutors and volunteers reported that the Reading Camps activity provided an excellent opportunity to engage children in reading activities beyond the formal classroom. It promoted children’s love for books and for reading in the context of enjoying each other’s company. Tutors acknowledged that in the formal classroom lessons they had difficulty engaging children’s attention, whereas in the Reading Camps this is not an issue. Since the formal classes are overloaded with a high student number in the class, it is very challenging to engage all the students. However, during a Reading Camp it was easy to manage a group of 20-25 children and involve those who are shy or who struggle with reading.

"During traditional lessons, there are students who are shy and do not want to speak; they hesitate to respond to questions. But at the Reading camps they like the environment, get relaxed because we don't give marks. Those who are shy during traditional classes become more confident and get engaged in reading." - Tashmatova K., a primary school teacher, school named after B. Keldibaev, Uzgen district.

"The first Reading Camp was very challenging; it was difficult to organize in the way that we were trained. Children had trouble in producing material for their personal portfolios at the end of the camp

day. But now, we have overcome such challenges; children are very eager to participate at Reading Camps.” - Kalmurzaeva Buaida, school # 37 named after G. Aitiev, Osh city.

Despite the generally very positive feedback, tutors and volunteers also noted some challenges. First, it was an unfamiliar situation for the students. They were accustomed to the traditional formal classes, where they are required to sit still, raise hands, and receive grades. Students were initially confused about their portfolios, since this was a new activity that they had not previously practiced. In most of the schools, it was also a new and challenging experience for the children to work in a mixed age group; students from Grades 1 and 2 felt shy because their reading skills were weaker than students from Grades 3 and 4. The older children tended to dominate. Therefore, tutors analyzed the situation and adapted their strategies. As one tutor commented:

The picture on the right is an illustration of a contextually adapted environment for a Reading Camp session. A school in Naryn set up a Kyrgyz yurt decorated with Kyrgyz national embroidery and a handmade rug. Children are wearing national dress and enjoying the Reading Camp.



Reading Camp, Naryn

Table 4. Number of students participated at Reading Camps in reporting period

Region	Students participated at Reading Camp
Batken	1,374
Bishkek/Chui	6,856
Issyk-Kul	2,585
Jalal-Abad	6,633
Naryn	3,557
Osh	2,042
Talas	1,551
Total	24,598

Community activities

The USAID Quality Reading Project’s set of community activities is designed to improve primary school students’ reading skills through out-of-school activities at the community level and to create a culture of reading. It is families and communities, including libraries, that play a critical role in establishing a culture of reading. There are four main activities under the community activities component:

1. Reading Buddies
2. Story time
3. Reading festivals
4. Writing competition

Reading Buddies

In this activity, students from higher grades with more advanced reading skills read to their younger ‘buddies’ (Grades 1-3). The older students help the younger students, either individually or in very small groups, to read books chosen by the younger children. The older ‘buddies’ may also help with homework assignments. One or two teachers observe how the Reading Buddies are functioning.

28 target schools in Batken Oblast conducted Reading Buddy activities between June and August 2016. Bainazarov School in Batken oblast is one particular example of this activity. During August, teachers assembled around 100 primary school students. 50 Grade 1 students were paired with 50 students from Grades 3 and 4. In pairs, they read at least one book per week. At the end of the month, teachers identified the best Reading Buddies, to whom the school administration organized small gifts.

Teachers who were observing the activity stated that it was a very different experience for children, who liked the activity very much. They made new friends and learned new stories. The younger students were encouraged to read by their older buddies.

Students at Nurjanov school in Talas district in Talas oblast demonstrated a reading buddy activity during the USAID Quality Reading Project Manager's visit in September 2016. This time the activity was organized in an adapted form, where a volunteer student from high school read different stories for a small group of four primary school students. The volunteer demonstrated excellent skills in reading to younger children, including asking them questions to engage the children's attention and ensure they understood.

The Reading Buddy activity benefits both buddies. The older student gains self-confidence and sense of responsibility, while the younger child receives help with reading and gets into the habit of reading regularly.

Challenges

Some schools had trouble conducting this activity in the way it was originally designed. Recruiting enough volunteers to read in pairs with the primary school students proved challenging as the number of students in high school is less than the number of primary school students. In addition, there is a lack of extracurricular reading books in the school libraries, and children do not own enough books of their own. Although the manual on community activities suggests conducting this activity outside of the school area, it is challenging to find appropriate reading spaces in remote rural areas, where recreation areas and village libraries are very limited. Schools are therefore addressing this issue by recruiting one volunteer for each small group of 2-4 students, instead of one-on-one.

Story Time

In this activity, parents or any other community members read or tell a story to the children. It can take place anywhere and anytime. The activity has been organized in various ways and under different locally chosen names in the Program: "Reading parents", "Parents reading to children", "Super grandmother", etc.

Story Time has had a positive impact on parents' and caregivers' attitudes towards reading. Teachers from target schools reported that parents welcomed the activity. Reading to children creates positive emotions in parents, but at first, it was challenging for parents who are not used to reading to children, especially to groups of children:

"Children and parents really liked this activity. We did not expect that parents would have such a big interest in this activity. Before this Program, it was very difficult to invite parents for an ordinary parent meeting. Honestly, parents were invited so as to listen to complaints about their child's poor school performance or misbehavior. But after the first time this activity was introduced, there are many volunteer parents to come and read to children. Of course, they were very nervous at the beginning. Parents register into the list for a reading time now. If someone is not able to make the date he/she was registered they inform other parents and ask to shift the dates." states the deputy principal of the school at At-Bashy village in Naryn.

Challenges

The USAID Quality Reading Project observed that the most challenging issue is the lack of suitable books to read to the children. Parents report there are no bookstores in the villages. Kyrgyz language books are the biggest concern.

Another challenge is lack of stationery to create handmade books on a continuing basis.

Some parents still need to improve their reading skills in terms of using appropriate intonation and expression while reading, and asking open questions for discussion. Parents gain such skills through Parents Program meetings:

Reading festival

The reading festival activity is designed in different locations from a 1-day celebration to a series of events lasting over a week or ten days. There are several dates when reading is celebrated in the Kyrgyz Republic: Reading Day (May 16), International Children’s Book Day (April 2), World Book Day (April 23), International Literacy Day (September 8), International Children’s Library Day (fourth Monday of October), and Kyrgyz National Book Day (December 12) involving community members for reading activities and advocating reading in the community. Many target schools across the country celebrated Kyrgyz National Book Day in December 2015 and World Book Day in April 2016.

Kyrgyz National Book Day

Kyrgyz National Book Day was celebrated at many target school in all seven oblasts. December 12 was designated as Kyrgyz National Book Day, in memory of the widely acclaimed writer Chinghiz Aitmatov. This day is respected and celebrated at education facilities across the Kyrgyz Republic. The USAID Quality Reading Project in collaboration with schools, libraries, and TV channels celebrated this day with reading activities devoted to Chinghiz Aitmatov’s works – students read his works with family members, prepared puppet shows, conduct quizzes, and held drawing competitions and essay writing contests.

Jalal-Abad oblast organized a 3-day celebration of the Kyrgyz National Book Day. Primary school students from Grades 2 and 4 at eight target schools in Jalal-Abad participated in an art contest. Participants’ task was to create a picture on a theme from Chingihz Aitmatov’s works. Students demonstrated their interest and love of Chinghiz Aitmatov’s works by drawing beautiful scenes to illustrate his writings. It was a very good activity to engage children’s interest in the writer’s life and inculcate a positive attitude towards reading.



Primary Grade student reciting from Chingiz Aitmatov's work, Naryn

Target schools in Osh, Naryn, Talas, and Issyk-Kul celebrated the day with great enthusiasm. In Osh, for instance, schools in all seven districts of the oblast held activities to celebrate Kyrgyz National Book Day. Students in Alai and Chon-Alai participated in an art contest; in Kara-Kulja they were invited to a mini-essay contest. Schools in Uzgen conducted a quiz; in Aravan students and parents were happy to see a puppet show; and in Nookat parents were invited to conduct a family reading.

Local and national TV channels provided coverage of various parts of the day’s celebrations, making it a powerful awareness raising campaign to promote a culture of reading. The USAID Quality Reading Project’s efforts to engage local government bodies in the reading festivals also proved successful. Similar support was provided by the Osh oblast administration.

Writing competition

This is another activity aimed at drawing community attention to literacy. Writing competitions are conducted during International Literacy Day on September 8th each year. Celebration of International Literacy Day has become a tradition in recent years. Target schools from Batken, Chui, Issyk-Kul, Jalal-Abad, Naryn, Osh, and Talas organized dictation and essay writing competitions, and quizzes.

The USAID Quality Reading Project's Batken team invited participants from nine target schools to the city and organized a dictation competition among students from Grades 2 and 4 from September 5-8, 2016. Grade 1 students participated in a drawing competition on the theme "My future career". Parents and teachers also read stories to the children. Overall, 293 students were involved in the celebration of International Literacy Day in Batken. The USAID Quality Reading Project and schools provided small gifts to students at the end of the celebration. Students who achieved the best results received copies of the "Golden, Silver, and Bronze Collection" – a collection of stories written by Russian classical writers of different times.

Batken oblast library also supported the celebration and organized a book fair. The goal of the book fair was to introduce participants to the children's books available in the library. Parents, teachers, and children found the fair a great opportunity to explore together what children's books were available. Parents examined the books on display with great interest.

In Chui, the USAID Quality Reading Project organized a series of events dedicated to the celebration of International Literacy Day, starting from September 8, 2016, with events featuring dictation contests for primary grade students, parents and other community members, and a literature quiz for students. The Program team in collaboration with Bayalinov Children's Library, who hosted the event and prepared the questions, organized a literature quiz. These covered literature, the environment in the Kyrgyz Republic, and questions around national attributes of the Kyrgyz Republic – its flag, national anthem, and national coat of arms. At the beginning of the quiz, library staff gave a presentation on what is literacy and why it is celebrated.



Students loved participating in the Quiz

The activity was a collaboration between the program, teachers and library staff. The program team organized two groups of students to participate. Two schools from Bishkek city were invited and 70 students were divided in two teams of 35. The students were very well-prepared and answered almost all the 16 questions. At the end of the quiz, the students who answered most of the questions received books as a gift from the USAID Quality Reading Project. The remaining participants received small gifts like sets of crayons, albums, and small books.

The Issyk-Kul team organized another quiz. Students from three target schools in Balykchy took part. The activity took place in Balykchy Children's Library. Students, library staff, Balykchy methodological lead specialist, and the project team all participated in the event.

Jump Start Activity

The Jump Start activity was designed to support the transition period and prepare children for primary school. During Year 2 of the project, the USAID Quality Reading Project cooperated with the World Bank as they developed a kindergarten curriculum. The USAID Quality Reading Project provided input on reading and writing activities.

During Year 3, to expand Jump Start activities to out-of-school environment, the USAID Quality Reading Project in collaboration with Bayalinov Republican Children's Library organized the purchase of furniture, puppets, child development games and materials for six

oblast libraries. The purchased supplies and materials will be distributed among six Children's libraries in Talas, Issyk-Kul, Osh, and Bishkek, and used to create child-friendly spaces. The Bayalinov Republican Children's Library will work with these oblast libraries in community outreach and how to work with young children.

Intermediate Result 4: Increased government support to improve reading

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

Sub Result 4.2: Increase capacity to use reading assessment results

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

The activities under IR 4 move across all the Sub Results, thus it is easiest to combine the SRs and place the activities under all of them. Program activities implemented throughout this past reporting period has built stronger relationships with the regional, district and city education departments and administrative structures. This past year the program has seen many successes at the regional, district, and local levels.

Talas Oblast created Resource Groups. The Resource Group's role is to advocate issues related to early grade reading and can include supporting and initiating national, regional, and local level events on reading, such as Reading Camps, Parents Programs, and Community Mobilization Programs.

Oblast and District Meetings were held throughout the country. The USAID Quality Reading Project's work plan was shared and discussions around collaborating on activities took place. DEDs have taken some of the activities as part of their work plans. The Kurakol City Administration included activities into their planning and have provided budget for some of these activities, such as reading campaigns.

On November 2, 2015, the USAID Quality Reading Project held roundtables in all seven oblasts. These events brought together stakeholders from oblasts state administrations, DEDs, and the project team. Program achievements and challenges are discussed in these meetings and all manuals created under the program are shared. In addition, discussions around sustainability of some of the activities are now taking place.

The National Reading Committee held several meetings throughout the year. In November 2016, the USAID Quality Reading Project presented the 2015 EGRA mid-line data. The program presented the 2015 Impact Report results the end of January 2016. In February and March 2016, these meetings were devoted to the preparation of International Book Day on April 23, 2016. Events were organized throughout the Kyrgyz Republic. In Bishkek, Sheila Gwaltney, the US Ambassador to the Kyrgyz Republic, Altynbek Maksutov, Minister of Culture, Information and Tourism of the Kyrgyz Republic, and Roza Sultangazieva, Director of the Republican Children Library attended celebratory events on April 22, 2016 in Kurmanjan Datka square.

IV. Progress against Work Plan

Status of Activities USAID Quality Reading Project Kyrgyz Republic

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments		
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept					
Program Start-Up																			
1	Deliverable: Finalize Implementation annual work plan	AIR															Year 4 Work Plan submitted 03/Aug/2016.	Accomplished	Comments were received from USAID 07 Sept 2016, plans were resubmitted 04/Oct/2016, additional comments received 10/102016. Those comments were taken into consideration for this workplan. Cleaned version of workplan to be submitted as separate document.
2	Deliverable: Finalize PMEPE	AIR															Year 3 PMEPE submitted in December 2013.	Accomplished	Year 4 PMEPE submitted 31 Oct 2016.
Intermediate Result 1: Improved reading instruction in grades 1-4																			
Sub Result 1.1: Conduct a baseline qualitative analysis																			
3	Deliverable: Presentation of key findings baseline qualitative	AIR, NTC															Completed	Accomplished	Completed
Sub-Result 1.2: Design in-service training (IST) package																			
4	Draft Reading Standards	AIR, KAE																Accomplished	Adapting the already approved Reading Standards to the new MOES formats. Updated standard approved in August 2016 by MOES
Sub-Result 1.3: Conduct in-service trainings for teachers and other educators																			
5	Cohort 2 School based trainings through rollout of 90-minutes micro-modules	SC															Cohort 2, primary school teachers will be conducted 72 hours LB IST and mentors will be trained. At the end all teachers and mentors will receive Certificate from KAE	Accomplished	Cohort 2 started from Jan, 15-till Dec. 15. Head of Methodological Unit (HMU) meet with teachers on a regular basis for 90-minutes micro-modules workshops.
6	Conduct 5-Days training for Cohort 3 and 4 Master Trainers and primary school teachers at target districts level.	SC															Cohort 3 completed in August '15 and Cohort 4 in Jan '16.	Accomplished	

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept				
7	Cohort 3 and 4 School based trainings through rollout of 90-minutes micro-modules.	SC														Cohort 3 starting from July 15 till May 16. Cohort 4 started from Jan, 16 till Dec, 16. Cohort 3: about 294 schools and 2144 teachers from Naryn, Issyk-Kul, Talas and Jalal-Abad. Cohort 4: about 125 schools and 1021 teachers from Osh and Bishkek\Chui. Total about 3166 primary school teachers will be conducted 72 hours school based LB IST and 1000 mentors will be trained. At the end all teachers and mentors will receive Certificate from KAE	On-Going	933 portfolios from teachers in Cohort 3 are under the review by Naryn education center. Around 1000 lessons were collected by Issik Kul team for review. Cohort 4 has ongoing school bases consultation. HMU meet with teachers on a regular basis for 90-minutes micro-modules workshops.
8	Teacher Training for School for the Blind in Bishkek and Osh	AIR, SC														In January, 20 teachers from Osh and Bishkek schools for the Blind attended IST training. In March, teachers from Osh and Bishkek received specialized training. In April - June Bishkek School for the Blind received mini training on Parent Program.	Accomplished	Purchase of equipment for the School for the Blind is on hold. VAT is required on the purchase, and USAID has requested that no VAT is to be paid.
Sub-Result 1.4: Strengthen systems for teacher mentoring/coaching																		
9	Training for mentors Cohort 3 and 4 and Distribute guide on Mentoring to regional In-service TTI staff and deputy school principals on Primary Grade Cohort 1, 2 3 and 4-	SC, MOES														Train about 588 mentors from Cohort 3 schools and about 250 mentors from Cohort 4 schools on Mentoring. About 4000 trainer's materials on mentoring in Russian, Kyrgyz languages.	Accomplished	Nov 2016 another mentoring training will be held for Cohort 4.
10	Provide mentoring to Cohort 1 teachers	SC, DDs, HMU														About 3516 primary school teachers Cohort 1 receive mentoring support	Accomplished	Started September 2014 Cohort 1. DDs and HMU use mentoring tools from IST package.

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept				
11	Provide mentoring to Cohort 2-4 teachers	SC, DDs, HMU														Batken and Osh: 3261 primary school teachers receive mentoring support; Sep, 15 till May 16 about 2144 primary school teachers receive mentoring support; Feb '16 until Dec '16 (Osh, Bishkek\Chui) and about 1021 primary school teachers receive mentoring support	On-Going	Mentoring to Cohort 2-3 is going.
12	Launch portfolio system for evaluation of Cohort 1 teachers competencies - (in TT package IR 1.2)	SC, MOES, KAE														3611 certificates for teachers from Cohort 1 (Bishkek, Chui 1587, Talas - 702, Jalal-Abad - 1322) were provided by KAE.	Accomplished	MOES / KAE accepts portfolios as a basis for teacher evaluations and certification.
13	Launch portfolio system for evaluation of Cohorts 2, teachers competencies	SC, MOES														Cohort 2: about 459 schools and 3261 teachers from Batken and Osh from Jan '16 until Mar '16	Accomplished	
14	Launch portfolio system for evaluation of Cohort 3 teachers competencies	SC, MOES														Cohort 3: about 294 schools and 2144 teachers from Naryn, Issyk-Kul, Talas and Jalal-Abad from June '16 until Aug '16	Accomplished	MOES / KAE accept portfolios as a basis for teacher evaluations and certification 933 certificates for Naryn. About 1000 certificates for IK
15	Launch portfolio system for evaluation of Cohort 4 teachers competencies	SC, MOES														Cohort 4: about 125 schools and 1021 teachers from Naryn Osh, Bishkek\Chui from Jan '17 until Mar '17.	On-Going	MOES / KAE accept portfolios as a basis for teacher evaluations and certification.
16	Participate in monthly DED meeting to strengthen school level mentoring and DED and TTI oversight and support	SC, MOES, DED, TTI														Monthly and Quarterly DED meetings with DD, TTI, etc.	On-Going	QRP participated in DED meetings and supported an additional day of training on topics like mentoring and IST in Talas, Batken, Osh and Issyk Kul regions
Sub-Result 1.5: Implement classroom-based reading diagnostics (process focused); administer national, standardized reading assessments (outcome focused), such as an EGRA, in a representative sample																		
24	Review EGRA tests (section vocabulary), M&E tools	AIR, NTC														EGRA and M&E mid-line and end-line instruments reviewed and revised	Accomplished	Test was paper-based

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept			
25	Training of Test Administrators	AIR, NTC													100 data collectors, and supervisors trained	Accomplished	
26	Administer outcome focused assessment tool – midline and end line	AIR, NTC													Mid and-line data collection administered End line data collection administered	Accomplished	
27	Data Scanning	AIR, NTC													Data entered and scanned	Accomplished	
28	Psychometric data analysis and reporting (automated) results of the outcome focused assessment	AIR, NTC													Psychometric Data analyzed and reported	On-Going	
29	Deliverable: Reading assessment report (mid-line and end-line)	AIR, NTC													EGRA and Program Mid-line and End-line Reports	Accomplished	
30	Deliverable: Raw data submitted to USAID														Raw data submitted to USAID within 4 months of data collection	Accomplished	
31	Conduct Household (or community) surveys in conjunction with reading assessments to determine quantity of reading materials at home or in out-of-school activities	AIR, NTC														Accomplished	NOTE: This deliverable has been tied in with the assessment timelines, making it more efficient and practical
32	Develop Formative Assessment videos for schools															On-Going	
Intermediate Result 2: Increased availability of reading materials																	
Sub-Result 2.1: Conduct a comprehensive review of the quantity of primary grade-level reading material available in Kyrgyz Republic																	
Sub-Result 2.2: Ensure a mix of reading materials are used by schools and communities																	
33	Provide low-cost primary grade materials available for classroom use and at home in all targeted communities	SC													Newspaper, handmade small books, Parent cards, low cost school made materials, new books (est. 200,000 units)	On-Going	Agreement with Kut Bilim newspaper for teachers is signed and plan of publications is approved. Parents cards are prepared and distributed in all regions
34	Organize National Children's Book Competition	AIR, SC, MOC, RCL													8 of Sep, 12 of Dec., 23 of April every year	On-Going	April, 2016 events were conducted in all regions

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments		
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept					
Intermediate Result 3: Increased out-of-school reading time																			
Sub-Result 3.1: Increase public awareness about the importance of reading as a cornerstone of education and life-long success																			
35	Parent reading information cards	SC																Accomplished	
36	Print and disseminate reading information cards (for Cohort 1, 2, 3 and 4) School Communities	SC															40,710 sets of Reading information cards printed. 30 sets of reading information cards disseminated per (Cohort 1 and 2, 3 and 4) 1357 school / communities. Total: 40,710	Accomplished	The printing materials are printed and distributed
37	Define target community members and conduct orientation workshop/ sessions with PTA, School administrators. Community leaders, women groups to present and discuss reading information cards with population	SC															40,710 community members (30 per 1357 schools/community Cohort 1, 2,3 and 4) get workshop materials/guidance on how to read with children in Russian and Kyrgyz languages	Accomplished	The 1-day training has April- June, 2016. Done for almost 4500 participants
38	Deliverable: Parents and communities guidance on how to read with children	SC															Electronic and hard copy to COR (in English) on Nov, 2015	Accomplished	Printed and distributed in April 11. Re printing of additional copies is done in June.
39	Mobile Theater/Libraries																	On-Going	
40	Develop TOR for Republican Children's Library (RCL) to design and conduct community outreach programs	AIR - SC															TOR	Accomplished	
41	Support RCL to create Mobile Theater and Mobile Libraries at regional level using Book Chests Resources	SC - RCL															1357 Mobile Libraries created by the end of Dec, 2016	On-Going	started in April for Chui and currently working with oblast 6 pilot libraries
42	Conduct outreach programs to children and communities to promote reading - Cohort 1-4 target districts	SC - RCL															2 outreach programs materials per 1357 school/community	Accomplished	Developed, printed and distributed
43	On-going monitoring and supervision of outreach programs	AIR - SC															Tool/instruments	On-Going	
44	Hold National Book Day																	Accomplished	
45	Support Reading Committee to design and plan National Book Day	SC, AIR, MOES, MOC, NSC-R															Agenda for September 8, December 12 and April 23	Accomplished	12 December events were conducted in all regions

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept			
46	Design and conduct a variety of competitions around reading	SC, AIR, MOES, MOC, NSC-R													Agenda	Accomplished	Various competitions have been conducted in all 7 oblasts in a frame of national Book Day devoted April 23
47	Present the results of competitions in National Book Day and present awards	SC, AIR, MOES, MOC, NSC-R													8 of September, 12 of December and 23 of April	On-Going	The event on April 23 rd. Celebration of National Book Day is conducted
48	Family Program	SC														Accomplished	
49	Disseminate developed Family Program to schools via training to DD	SC													1500 in Russian, 2 500 Kyrgyz languages printed and distributed to DD via trainings. 1357 DD trained	Accomplished	The dissemination is done
50	Support the communities around target schools to create or support existing groups to focus on reading	SC													78 local library target schools.	Accomplished	The 1 day training is completed April-June, 2016
51	Train volunteers and members of groups to conduct community reading awareness campaign to encourage family reading for their children	SC													3 per 1357 school/community total 4071 volunteers and group members trained.	Accomplished	The 1 day training is completed April-June, 2016
52	On-going monitoring and supervision of Family Program	SC, AIR													Tools/ instruments	Accomplished	Training will be held next quarter
53	Media Public Awareness Reading Campaigns															Accomplished	
54	Support National Children's TV to create children reading support program	AIR, SC													In partnership with AKF, supported by USAID GGPAS	Accomplished	Programs completed and airing
55	Broadcast reading support program on regular basis	AIR, SC													In partnership with AKF, supported by USAID GGPAS	Accomplished	
56	Develop and implement additional reading awareness campaign	AIR, SC													One at national and one in each target school/community.	Accomplished	
57	Ministry of Education and Science Reading Support Campaign	AIR, SC														Accomplished	
58	Sign agreement with MOES press center, publishing house, and "Kut Bilim" newspaper staff to create campaigns to advocate reading	AIR-SC													Cooperation agreement signed	Accomplished	Agreement with "Kut Bilim" has signed in Nov
59	Support MOES develop, print and disseminate posters that advocates	AIR, SC													Posters in Russian, Kyrgyz and English languages	Accomplished	Posters printed for International Book Day celebrations

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept			
	importance of reading through affiliated agencies																
60	School Reading Promotion	AIR, SC														On-Going	
61	Conduct different activities on School and Family Reading Promotion, such as school presentations (Tuesday Reading Parent, Family Night), performances of children's choral reading and creative dramatics, and leaflets, bookmarks, and booklists of grade-appropriate materials	AIR, SC													2 per school/community Cohort 1, 2, 3 and 4 schools/communities total of 1357x2=2714 activities. Agendas and Reading materials	On-Going	
Sub-Result 3.2: Implement out-of-school reading activities																	
62	Extracurricular activities to promote reading/ Reading Camp	SC															
63	Conduct training for DDs on planning and delivery of extracurricular reading activities on Reading Camp (with IR 1.3)	SC													1357 DDs will be trained. Agenda of the training and training materials.	Accomplished	Reading camps for mentors in Q1 in Issik – Kul 163 participants attended, Naryn – 105 participants and Chui - 92 participants. Total 360 mentors were trained
64	Conduct extracurricular activities at school level	SC													Total: about 2714 events (2 events in each target schools).	On-Going	Out of school activities are going in all regions
65	Print and disseminate Reading Camp Curriculum and supplementary reading materials	SC, AIR													3000 LB Reading Camp Curriculum print and disseminate to 1357 Program Target schools. Act of acceptance	Accomplished	Reading camp curriculum disseminated to all target schools
66	Support target schools to plan and deliver reading camps for primary grades	SC													Reading Camp Curriculum Trainings materials	On-Going	Reading camps are going in Cohort 1-2, in Cohort 3 are starting in Q2.
67	Conduct monitoring and evaluation of Target School Reading Camps	SC													Monitoring Tools	On-Going	
68	Deliverable: LB Reading Camp Curriculum and materials adapted and incorporated	SC													Reading Camp Curriculum is finalized	Accomplished	
69	JumpStart	SC														Accomplished	

	Activities/Deliverables	Resp.	FY16												Outputs/Products	Status	Comments	
			Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept				
70	Deliverable: JumpStart Program and Learning materials incorporated into Grade 1 preparation program	SC															Accomplished	Shared with World Bank Global Partnership for Education and incorporated into their kindergarten program
Intermediate Result 4: Increased government support to improve reading																		
Sub-Result 4.1: Increase dialogue about the existing environment for reading acquisition																		
71	Hold policy workshops best practices/policy	AIR														Agenda, Minutes	Accomplished	
72	Hold quarterly meetings at National, Regional and District levels	AIR, SC														Minutes	Accomplished	Held National Reading Committee meeting to share EGRA mid-line results
73	Disseminate summaries, reports, findings to regional, district, and school-level MOES and other stakeholders	AIR														Districts, schools Cohort 2 - about 459 schools; Cohort 3 - about 294 schools; Cohort 4- about 125 schools receive a fact sheet on results	Accomplished	
Sub-Result 4.2: Increase capacity to use reading assessment results																		
74	Develop capacity building plan (national assessment centers)	AIR, NTC														Completed	Not planned this quarter	
75	Organize capacity building workshops	AIR, NTC														Build capacity of 25 specialist	Accomplished	NTC capacity building workshop conducted in 23-27 of December and June 2016
76	Present findings on reading assessments to Reading Assessment Committee and NGOs and research institutions	AIR, NTC														A workshop to present findings is conducted	Accomplished	EGRA results were presented on National Reading committee meeting on 27 of December
77	Analyze and submit recommendations to MOES	AIR, NTC														Recommendations provided to MOES	Accomplished	Reports with recommendations submitted to MOES
Sub-Result 4.3: Strengthen the enabling environment to support improved reading instruction reform																		
78	Work through NSC-R to link components of the Program directly to policy initiatives that are identified in country education strategy	AIR, SC, MOES, MOC														Minutes of the NSC-R. Total 5 (1 per Quarter) NSC-R meetings	Accomplished	

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

V. Coordination with host governments, donors and implementing partners

Table 5. Key Meetings with USAID and Partners last Quarter

Date / Location	Attendees	Subject	Follow-up / Notes
Batken			
28 September 2016 Isfana, Batken	Batken team, School directors, Leylek rayon	Quarterly meeting with representatives of DED and directors of target schools at Leylek district.	Planning for new academic year; reporting on Reading Camp, Community Mobilization and Parent Program.
Chui region			
14 September 2016 Bishkek	Representatives of the Ministry of education of KR, KAE and with specialists of CED DED of Bishkek and Chui Oblast	Summing up the results of the Program work for 2015-2016 academic year; achievements, successes and difficulties; planning of activities in order to improve the reading skills of primary school students.	It have been planned to conduct 10-day events in the framework of Program
16 September 2016 Bishkek	Representatives of KAE and the directors of target schools of Program (cohort 4)	Discussing successes and challenges in the implementation of the Program; joint planning of activities for the new school year.	It have been planned to conduct 10-day events in the framework of Program in schools, reading camps and out-of-school activities.
Naryn			
27 September 2016	Librarians of target cities and district libraries (11). USAID «QRP» (11)	Presentation and discussion of plan of activities in the framework of Program.	A joint work plan developed.for 2016-2017 academic year
23 September 2016 28 September 2016	Kochkor district At Bashy district Naryn district and city Ak Talaa district Jungal district	Discussing plans for 2016-2017 academic year; discussing activity implementation	I Community Mobilization program activities will be introduced for more coverage.
Osh region			
26 August 2016, Osh oblast administration	With the purpose to present the USAID QRP Program and discuss future plans for 2016-2017, QRP Osh regional team arranged the presentation stand during teachers' conference.	In order to strengthen the mentoring and ensure sustainability of the Program the QRP presentation stand was organized at Osh oblast administration during teachers' annual August conference.	
8-30 August 2016	QRP Osh regional team arranged the meetings with all 7 Regional education departments' representatives.	With the purpose to provide refreshed information on QRP Program and discuss future plans for 2016-2017, particularly zonal meetings, QRP Osh regional team arranged the meetings with all 7 Regional education departments' representatives.	

Date / Location	Attendees	Subject	Follow-up / Notes
23 September 2016, Chon-Alay district	The zonal meeting for Chon-Alay district's schools was arranged by the QRP Osh regional team.	This meeting was organized with the purpose to refresh and exchange experiences between schools about received in 2014 knowledge from "Reading together" Program to all target schools and promote reading skills at primary grades. These meetings were created as a platform for further interaction between schools and schools and Regional Departments of education.	
27 September 2016, Aravan district	The zonal meeting for Aravan district's schools was arranged by the QRP Osh regional team.	This meeting was organized with the purpose to refresh and exchange experiences between schools about received in 2014 knowledge from "Reading together" Program to all target schools and promote reading skills at primary grades. These meetings were created as a platform for further interaction between schools and schools and Regional Departments of education.	
Talas region			
20 July 2016	Director of Method Center	Meeting with Director of Method Center – discussion of certificates to be issued	All portfolios of teachers were processed and 121 passed for certification
20 July 2016	Deputy governor	Meeting with Jarkynaliev A./Sh. , deputy governor Discussion and planning of Partners Meeting to be held in September	Meeting was planned for 21 st of September
29 July 2016	Director of Method Center	Meeting with Director of Method Center – discussion of certificates award	121 teachers' certificates will be handed over to directors of RED/TED at partner meeting on 21 st of September 2016
11 August 2016	Rector of Talas State University	Meeting with teachers' of Talas State University	Planned training for teachers of TSU

VI. Summary of Administrative, Operational and Staffing Issues

Administration and Operations

1. August 2016 an open tender for Transportation and Catering was held for 9-day IST training and Reading Camp.

Program Staffing

1. USAID QRP Program Manager Chinara Djumagulova resigned in November 2015. Kunnura Raimbekova was hired December 2015. Kunnura resigned for a new position August 30, 2016.
2. Asel Abdyramanova was hired as Program Manager September 1, 2016.

The following staff returned from Maternity leave:

1. M&E Field Coordinator in Jalal-Abad Oblast, Aiperi Kalybekova (AIR)
2. M&E Field Coordinator in Osh Oblast, Gulnara Aijigitova (AIR)
3. Administrative/Procurement Assistant, Aigerim Kaldybaeva (AIR)
4. Accountant, Zhyldyz Kubanychbekova (AIR)

Table 6. International travel completed in July – September (Q4)

Name of Traveler	Destination(s)	Dates of Travel	Purpose of trip
Faroghat Mirzoeva	Bishkek	June 19, 2016	Monitoring visit
Suhrob Aminov Sherali Saidoshurov Nigora Faizieva	Bishkek, KG	12-19 June	Annual Work Planning
Barbara Greenwood	USA	22 June - 18 July 2016	Rest & Relaxation
Kathryn Fleming	Bishkek	12-24 June 2016	Planning and Acting COP
Aminov Suhrob Karahonov Amriddin, Rahmatova Feruza	Bishkek	10-17 July, 2016	NTC Capacity Building
Saodat Sangova	Bishkek, KR	25-28 July, 2016	Training on finance and budgeting
Faroghat Mirzoeva	Bishkek	August 7, 2016	Hiring the new QRP PM
Kathryn Fleming	USA	August 4-28, 2016	R&R
Barbara Greenwood	Dushanbe	01-17 August	Oversee TJ USAID QRP office while DCOP was on R&R
Faroghat Mirzoeva	Bishkek	August 31, 2016	Monitoring visit
Faroghat Mirzoeva	Bishkek	September 25, 2016	Training on mentoring for QRP staff

VII. Planned Activities for the Next Quarter (October – December 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)

COMPLETED

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

1. Cohorts 4 and 5 School based trainings through rollout of 90-minutes micro-modules

Sub Result 1.4: Strengthen systems for teacher mentoring/coaching

1. Training for mentors Cohort 3 and 4 and Distribute guide on Mentoring to regional In-service TTI staff and deputy school principals on Primary Grade Cohort 1, 2 3 and 4
2. Training for newly established District Methodological Unit Heads
3. Provide mentoring to Cohort 1 teachers in Chui, Bishkek, Jalal-Abad, and Talas
4. Provide mentoring to Cohort 2-5 teachers
5. Launch portfolio system for evaluation of Cohort 4 and 5 teachers competencies
6. Participate in monthly DED meeting to strengthen school level mentoring and DED and TTI oversight and support

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

1. Review EGRA in relation to RTI report
2. Distribute Formative Assessment Video and Guides

Intermediate Result 2: Increased availability of reading materials

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

COMPLETED

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

1. Organize National Children's Book Competition
2. Kyrgyz National Book Day festivals throughout the country
3. Distribute books warehoused (if approved by USAID)
4. Subscribe to children's magazines and newspapers to be distributed to all target schools (if approved by USAID)

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. Parents and communities guidance on how to read with children
2. Support RCL to create Mobile Theater and Mobile Libraries at regional level using Book Chests Resources
3. Conduct outreach programs to children and communities to promote reading - Cohort 1-4 target districts
4. On-going monitoring and supervision of outreach programs
5. Support Reading Committee to design and plan National Book Day
6. Disseminate developed Family Program to schools via training to DD

7. Support the communities around target schools to create or support existing groups to focus on reading
8. Conduct different activities on School and Family Reading Promotion, such as school presentations (Tuesday Reading Parent, Family Night), performances of children's choral reading and creative dramatics, and leaflets, bookmarks, and booklists of grade-appropriate materials

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

1. Conduct training for DDs on planning and delivery of extracurricular reading activities on Reading Camp (with IR 1.3)
2. Conduct extracurricular activities at school level
3. Print and disseminate Reading Camp Curriculum and supplementary reading materials
4. Support target schools to plan and deliver reading camps for primary grades
5. Conduct monitoring and evaluation of Target School Reading Camps
6. JumpStart Program and Learning materials incorporated into Grade 1 preparation program

Intermediate Result 4: Increased government support to improve reading

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

1. Hold meetings at National, Regional and District levels
2. Support MOES develop, print and disseminate posters that advocates importance of reading through affiliated agencies

Sub Result 4.2: Increase capacity to use reading assessment results

1. Dissemination workshop for EGRA 2016 midline will take place in January 2016, after Impact report is completed.

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

1. Support NRC on creating public awareness campaign for National Book Day.

Table 7. Planned international travel for next quarter

Name of Traveler	Destination(s)	Dates of Travel	Purpose of trip
Barbara Greenwood	Dushanbe	05-12 October 2016 23 October – 02 November 2016 TBD	Meet USAID new Country Representative, attend EGRA meetings with MOES and USAID, and budget meeting with SC Oversee TJ office while DCOP is on leave
Saule Khamzina	Dushanbe	05-12 October 2016	EGRA planning
Madanbekova Ryskul and Dautova Dinara, NTC specialists	Dushanbe	09-16 October 2016	NTC Capacity Building Training
Saparbek Omorov, Data coordinator and Aikynai Yusupova, M&E Coordinator	Dushanbe	09-16 October 2016	NTC Capacity Building Training

Name of Traveler	Destination(s)	Dates of Travel	Purpose of trip
Asel Abdyramanova	Dushanbe	09-12 October 2016 December 2016 TBD	QRP Budget meeting
Zhibek Tumenbaeva	Dushanbe	09-12 October 2016	QRP Budget meeting
Dr. Todd Drummond	Dushanbe Bishkek	05-16 October 2016 17-19 October 2016	Conduct NTC Capacity Building and Meeting to present EGRA to MOES and USAID Present EGRA to NTC and USAID
Saida Ziyovea	Bishkek	October 26- November 4 2016	
Faroghat Mirozeva	Bishkek	October 2016 TBD December 2016 TBD	Conduct mentoring workshop for QRP staff at Quarterly meeting
Kate Fleming	Bishkek	TBD	Planning

VIII. Progress against Performance Monitoring and Evaluation Plan

Target met (>90%)
Target nearly met (75%-89%)
Target not met (<75%)

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q1 FY 2016	Actual Q2 FY 2016	Actual Q3 FY 2016	Actual Q4 FY 2016	Total FY 2016	% of Target Achieved	Comments
1	Percentage change in proportion of students in program schools who read proficiently according to national standards	reading skill, performance level, grade, gender, language	sample-based EGRA	yearly	KG: 34.52%	KG: 20% percent increase	n/a	n/a	n/a	n/a	52.3%	220%	Midterm is in April'16
2*	Proportion of students in intervention schools who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	reading skill, performance level, grade, gender, language	sample-based EGRA	yearly	KG: 34.3%	KG: 50%	n/a	n/a	n/a	n/a	45.2%	90%	Midterm is in April'16
Intermediate Result 1: Improved reading instruction in grades 1-4													
3	Percent of teachers/educators gaining knowledge of primary grade reading instruction from training	gender, cohort, region	sample-based knowledge pre and post test	at the beginning and end of each training	-	KG: 85% TJ: 85%	KG: n/a	n/a	n/a	n/a	75.9%	89.2%	Cohort 2 and 3 is reported in annual report
4	Percent of teachers demonstrating in the classroom instructional best practices in reading	gender, region, language	sample-based classroom observation tool	yearly	KG: 26% TJ: 20%	KG: 50% TJ: 50%	n/a	n/a	n/a	n/a	43,5%	87%	Midterm is in April'16
5	Number of primary grade students taught by teachers who have received reading training	gender, grade	training roster, school database	annually	0	KG: 156,600 new -118,000 (Cohort 2,3) -38,600 (remaining Cohort 1)	KG: 0	KG: 80, 872 Batk 22 453 Osh 58 419 JA: 0 Chui\Bish kek: 0	KG: 80, 872 Batk 22 453 Osh 58 419 JA: 0 Chui\Bish kek: 0	KG: 145,509 Batk 22 460 Osh 58 471 JA: 9,123 N:17,401 IK:24,997	KG: 145,509 Female 70,796 Male 74,713 G1- 40,931	93%	Reported Cohort 1-3 students of teachers certified in FY 2016

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q1 FY 2016	Actual Q2 FY 2016	Actual Q3 FY 2016	Actual Q4 FY 2016	Total FY 2016	% of Target Achieved	Comments
										Chui/B:10,417 Talas: 2,640	G2-36,785 G3-34,255 G4-33,538		
6	Number of schools getting support	region, type of support (training, material)	activity roster, school database	according to training schedule	0	KG: 1,357 (C1, C2, C3, C4 schools)	KG: 1,276 (C1, C2, C3 schools)	KG: 1,351 (C1, C2, C3, C4 schools)	KG: 1,351 (C1, C2, C3, C4 schools)	KG: 1,351 (C1, C2, C3, C4 schools)	1,351	100%	All target schools has been getting mentoring, material, trainings.
7	Number of in-service training packages developed and approved by MOE	type	training package, approval document	annually	n/a	0	KG: approved in PY 1	KG: approved in PY 1	KG: approved in PY 1	KG: approved in PY 1	NTY		Achieved in PY 1
8*	Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support <ul style="list-style-type: none"> Trainers, MOE/ITTI/DED officials Mentors (Deputy principal, methodologists, advanced teacher) Primary grade teachers (except mentors) 	gender, region, cohort, level of training	training rosters	according to training schedule	n/a	KG: 6,316 - 5,230 (C2 & C3): 1,350 mentors; 3,880 teachers -1086 (remaining from C1)	KG: 0	KG: 3,139 Batken: 879 Osh 2,260 Jalalabad : 0 Chui\Bishkek: 0	KG: 249 (Ch\Bishkek, remaining 1 Cohort)	KG: 2,522 JA: 481 Naryn: 938 IK: 982 Talas: 121	5,910 Female: 5801 Male: 109	93.5%	Reported certified teachers completed min 72 hour of IST

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q1 FY 2016	Actual Q2 FY 2016	Actual Q3 FY 2016	Actual Q4 FY 2016	Total FY 2016	% of Target Achieved	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 don't think indicator 9 adds any new information. The following indicators will keep their original numbering for consistency in reporting.											
10	Number of in-service training materials distributed to teachers/other educators.	type, # of copies	part of training roster	according to training schedule	0	KG: 575 (Cohort 4)	0	KG: 783 sets of IST (IST, Standards, Resource materials)	KG:0	KG: 2,327 (resource materials: 319 Standards: 319 IST:16,890)	3,110	540%	Reported IST materials distributed to Cohort 4 teachers as well as remaining teachers additionally trained in August 2016
11	Number of mentoring guides distributed to mentors	type, # of copies	material distribution records	according to training schedule	0	KG: 300 (Cohort 4)	0	KG: 140 (Cohort 4)	KG: 0	KG: 0	140	46%	Distributed to Cohort 4 mentors: 2 per school
12	Percent of teachers using results of classroom-based reading assessment	gender, school language	sample-based teacher and student questionnaire	baseline midterm C1, midterm C 2&3, endline	KG: 28% TJ: 9%	KG: 45%	n/a	n/a	n/a	n/a	42.8%	95%	
Intermediate Result 2: Increased availability of reading materials													
13	Percentage of schools and communities with adequate number of grade-level-appropriate supplementary reading materials	region, school, communities, language	Sample-based teacher, librarian and parent questionnaire	baseline midterm C1, midterm C 2&3, endline	KG: 15% TJ: 10%	KG: 25%	n/a	n/a	n/a	n/a	8.6%	34%	

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q1 FY 2016	Actual Q2 FY 2016	Actual Q3 FY 2016	Actual Q4 FY 2016	Total FY 2016	% of Target Achieved	Comments
14	Number of supplementary reading materials for grade 1-4 students distributed to schools and communities/libraries	Type,# of copies	material distribution roster	annually	0	KG: 350,000 -150,000 -200,000 (remaining from 2015)	KG: 300	KG: 0	KG: 954	KG: 1,189 JA: 299 Na:359 IK:0 Osh:105 Batken:186 Talas:135 Chui/B:105	2,443	0.7%	Distribution of the books (GGPASS) is postponed because wait USAID's approval, as well as distribution of newspapers with reading materials postponed for PY 4
Intermediate Result 3: Increased out-of-school reading time													
15	Percent of parents whose attitudes towards reading have changed	region, gender, language	sample-based parent questionnaire, KAP section	baseline midterm C1, midterm C2&3, endline	-	KG: 6% TJ: 6%	n/a	n/a	n/a	n/a	43.4%	720%	Midterm is in April '16
16	Percent of primary grade students participating in QRP out-of-school reading activities	gender, language, grade	activity roster	by schedule of activities	0	KG: 50 % TJ: 50%	KG: 1% (3,100)	KG: 1% (3,389)	KG: 7% (16,639)	KG: 20% (56,901)	KG: 46% (131,682)	92%	Out-of-school activities includes: Reading Camps, Jump start program, Reading Buddies, World/National Book days, festivals
17	Percent of parents/other adults reading non-textbook materials to students at home	region, gender	sample-based parent questionnaire	baseline midterm C1, midterm C2&3, endline	KG: 84% TJ: 73%	KG: 84% TJ: 73%	n/a	n/a	n/a	n/a	84.3%	100%	Midterm is in April '16
18	Percent of primary grade students participating in at-home reading program	region, gender, language	sample-based parent questionnaire	baseline midterm C1, midterm C2&3, endline	KG: 90% TJ: 70%	KG: 90% TJ: 85%	n/a	n/a	n/a	n/a	94.7%	105%	Midterm is in April '16

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q1 FY 2016	Actual Q2 FY 2016	Actual Q3 FY 2016	Actual Q4 FY 2016	Total FY 2016	% of Target Achieved	Comments
19	Number of out-of-school reading activities	Region, school	activity roster	by schedule of activities	0	KG: 1,902 -1,438 -464 – remaining from 2015	KG: 290	KG: 179	KG:690	KG:1,825	2,925 RC: 822 RB: 36 JS: 1349 Other: 718	154%	Out-of-school activities includes: Reading Camps, Jump Start program, Reading Buddies, others (World/National Book days, festivals)
20	Number of teachers, other educators and community members (including parents) trained and equipped to implement out-of-school reading activities	Region, gender, language	training activity roster	by schedule of activities/trainings	0	KG: 5,804 (5 per school\community) -3,795 -2,009 from 2015	KG: 363 RC training: Osh:5 IK:152 Naryn:114 CH:92	KG: 1,358 PP trainings: Osh – 307 N: 104 IK: 119 JA: 335 Batken: 129 Talas:81 Bishkek\Chi:283	KG: 3,868 Community training: Osh: 888 N: 289 IK: 368 JA: 922 Batken: 350 Talas: 235 Bishkek\Chi: 816	KG: 680 Community training: Osh:199 N:289 IK: 0 JA: 96 Batken: 0 Talas: 0 Bishkek\Chi: 96	6,269 F: 6,211 M: 58	108%	Reading camp, community mobilization and Parent program trainings are completed for all target schools
Intermediate Result 4: Increased government support to improve reading													
21*	Number of standardized reading assessments supported by USG	Cohort, Program Year	EGRA	yearly	0	KG: 1	Not this quarter	Not this quarter	KG:1	Not this quarter	1	100%	In April 2016
22	Number of administrators and officials successfully trained on using reading assessment results	gender, institutions	EGRA dissemination workshop roster	by workshop schedule	0	KG: 0	KG: 20	KG: 0	KG: 0	KG:0	20		27Nov, 2015 – Round Table for dissemination assessment results
23*	Number of laws, policies, regulations or guidelines developed or modified to improve primary grade reading programs or increase equitable access.	n/a	government documents	Annually	0	KG: 0					Not this year		Achieved in PY 1, redone and reapproved by KAE in 2016

IX. Success Stories



SUCCESS STORY

School librarians make a critical difference in boosting student achievement in Reading

USAID supports librarians in boosting students' achievement



Book corner devoted to children literature organized with a help of USAID "Reading Together" project in At-Bashy village of Naryn oblast



School library named after Karybek uulu Akmataaly in At-Bashy village



Primary school students of fourth grade are making baby-books for school library

U.S. Agency for International Development
Mission in the Kyrgyz Republic:
www.usaid.gov/kyrgyz-republic

Current situation in most of remote village schools' libraries remains critical: lack of access to age-relevant reading materials, high price for books, lack of books written in and/or translated into Kyrgyz language.

In the tiny and remote village like At-Bashy, books are not widely available. About 80% of primary school students have at least 15 home books for reading and 15% of them do not have children's books (results of the initial assessment of reading skills of primary school students EGRA 2015 USAID "Reading Together").

School library named after Karybek uulu Akmataaly in At-Bashy village changed positively when USAID's "Reading Together" project trained librarians. "The Project gave us an understanding on school librarians' work. Now, we work with students, teachers, parents in the school, providing the resources that are available and teaching them to love books" stated Ainagul, a school librarian, who learnt new librarians' skills. "We also want to change students' attitude toward reading by turning reading into fun and enjoyment."

One of the goals of USAID's "Reading Together" project is supporting school librarians across the country by providing librarians training. USAID has helped train nearly 1,500 librarians on methods of reaching out to parents and organizing activities around reading. The librarians, parents and teachers will reach more than approximately 265,000 primary school students across 380 villages in Kyrgyz Republic.

In order to cope with lack of books of children, USAID's "Reading Together" project initiated the creation of so-called 'baby books' (age-appropriate and culturally relevant stories for children) developed by children and teachers themselves. Now, the At-Bashy school library has a book corner particularly devoted for primary school students of 1-4 grades.

"Reading Together" project, funded by USAID and implemented by American Institutes for Research and Save the Children, strives to improve primary school students' performance in the public school system with a specific focus on early grade reading. It is improving student performance by providing teacher training and policy support in 1,351 government basic schools in seven oblasts of Kyrgyzstan (covering 60% of the Kyrgyz Republic's primary schools) reaching approximately 265,000 primary school students.



SUCCESS STORY

Parental involvement: the key to improved student achievement

USAID calls on Kyrgyz parents to participate in school life of their children in order to prepare future leaders



Tyndybaia Saskiya is also participating in classroom activities together with other primary school students.



Rahat, a primary school teacher is using a new teaching method that she obtained in the Project. It stimulates children better understand text and develop their critical thinking skill.

U.S. Agency for International Development
Mission in the Kyrgyz Republic:
www.usaid.gov/kyrgyz-republic

Today's hero Tyndybaia Saskiya is a 68 years old grandparent, whose three grandchildren's academic success and future achievements is on her shoulders now. She lives in Jon-Aryk village of Talas oblast and started to be involved actively in the life of the school when USAID's "Reading Together" project came to her village school.

Saskiyas' three grandchildren study in the primary grade and she visits the local school every week in order to meet teachers and participates in extracurricular activities together with other parents. Parents of her grandchildren stay in the mountains and deal with cattle breeding in order to keep food on the table. As a result, Saskiya is taking responsibility to help grandchildren to receive an education.

"My grandchildren's teachers point out about the importance of being involved in our children's education but nobody told me what 'to be involved' meant," said Saskiya. "I used to think that it was enough to help my grandchildren with homework. But when I first attended a parent meeting organized by USAID's "Reading Together" project, I realized that I have to devote more time to my grandchildren."

Saskiya obtained new reading techniques that she uses at home, like "drop everything and start reading". This is one of the reading techniques of USAID's "Reading Together" project promotes reading at a family level. Every parent is expected to find at least 15-20 minutes to read together with their children and discuss.

As Saskiya stated: "I try to stimulate my grandchildren's imagination by asking questions while reading: What would you do in that situation? What do you think will happen next?" Saskiya learned this technique in order to develop children's critical thinking and assess comprehension of materials.

USAID trained around 1,400 teachers on parent program. During training-seminars teachers of primary grades received up-to-date methods on involving parents to academic life of their children.

"It was so exciting to learn new methods on inviting parents to schools, because I used to face some challenges with it. After completing trainings organized by USAID, it is much easier to attract parents to school" stated Rahat, a primary school teacher of Jany-Aryk village school.

X. Attachments

Attachment A: Equipment

Non-Expendable USG Equipment per page 24 of Contract Modification #3

Asset ID	Equipment Type	Description	Acquisition Date	Model #	Purchase Price KGS	Purchase Price USD
#0036	IT equipment	Laptop	21-Jan-14	Dell Vostro 3560 15,6"	40412	\$810.15
#0037	IT equipment	Laptop	21-Jan-14	Dell Vostro 3560 15,6"	40412	\$810.15
#0038	IT equipment	Laptop	21-Jan-14	Dell Vostro 3560 15,6"	40412	\$810.15
#0039	IT equipment	Laptop	21-Jan-14	Dell Vostro 3560 15,6"	40412	\$810.15
#0040	IT equipment	Laptop	21-Jan-14	Dell Vostro 3560 15,6"	40412	\$810.15
#0041	IT equipment	Laptop	21-Jan-14	Dell Vostro 3560 15,6"	40412	\$810.15
#0042	IT equipment	Laptop	21-Jan-14	Dell Vostro 3560 15,6"	40412	\$810.15
#0043	IT equipment	Photocopier HP Laser Jet Pro 400	21-Jan-14	MFP M425dw (CF288A)	36377	\$729.25
#0071	IT equipment	Desktop Monitor	3-Feb-14	OptiPlex 3010 MT	85719	\$1,711.00
#0072	IT equipment	Desktop Monitor	3-Feb-14	OptiPlex 3010 MT	85719	\$1,711.00
#0073	IT equipment	Desktop Monitor	3-Feb-14	OptiPlex 3010 MT	85719	\$1,711.00
#0074	IT equipment	Server	3-Feb-14	Dell PowerEdge T110 II	145987	\$2,914.00
#0083	IT equipment	Scanner	7-Mar-14	DR-G1100	435455	\$8,025.30
#0084	IT equipment	Scanner	7-Mar-14	DR-G1100	435455	\$8,025.31
#0120	IT equipment	Desktop	27-May-14	Intel Core i3, ASUS P8H61-M,	47364	\$911.51
#0121	IT equipment	Monitor	27-May-14	LCD 21,5", AOC E2251SWN LED		
#0122	IT Equipment	Desktop	27-May-14	Intel Core i3, ASUS P8H61-M,	47364	\$911.51
#0123	IT equipment	Monitor	27-May-14	LCD 21,5", AOC E2251SWN LED		
#0149	IT equipment	Laptop	25-Dec-14	ACER Aspire E1-570	42194	\$733.26
#0150	IT equipment	Laptop	25-Dec-14	ACER Aspire E1-570	42194	\$733.26
#0151	IT equipment	Laptop	25-Dec-14	ACER Aspire E1-570	42194	\$733.26

Asset ID	Equipment Type	Description	Acquisition Date	Model #	Purchase Price KGS	Purchase Price USD
#0152	IT equipment	Laptop	25-Dec-14	ACER Aspire E1-570	42194	\$733.26
#0153	IT equipment	Laptop	25-Dec-14	ACER Aspire E1-570	42194	\$733.26

Attachment B: Reports, Analyses, Documents Produced

1. Annual Report October 2014-September 2015
2. PMEP Report October 2014-September 2015
3. Quarterly Report October-December 2015
4. Quarterly Report January-March 2016
5. Quarterly Report April-June 2016
6. 2015 EGRA Mid-line Report Kyrgyz Republic
7. 2015 EGRA Impact Report Kyrgyz Republic
8. 2016 EGRA Mid-line Report Kyrgyz Republic
9. Formative Assessment Video and Manual

Attachment C: USAID Quality Reading Project - Personnel Summary

**All salary information will be submitted separately to USAID*

AIR

	Name	Title	LOE	Salary Rate/KGS
1	Saule Khamzina	M&E Manager KG	100%	-
2	Aikynai Yusupova	M&E Field Coordinator (Chui)	100%	-
3	Aizada Sarybaeva	KG Finance Manager	100%	-
4	Diana Raeva	Administrative/Procurement officer	100%	-
5	Jyldyz Kubanychbekova	Administrative/Finance assistant	100%	-
6	Aigerim Kaldybaeva	Administrative/Procurement Assistant	100%	-
7	Asel Toibolotova	Cleaner	100%	-
8	Gulnara Aijigitova	M&E Field coordinator based in Batken	100%	-
9	Mariya Sultanova	M&E Field Coordinator in Jalal-Abad	100%	-
10	Kubatbek Asan Uulu	M&E Field Coordinator in Naryn	100%	-
11	Saiera Abdurakhmanova	M&E Field Coordinator in Osh	100%	-
12	Aida Asanbekova	M&E Field Coordinator in Talas	100%	-
13	Temirbek Zhanadilov	M&E Field Coordinator in Issyk-Kul	100%	-
14	Saparbek Omorov	Data Coordinator	100%	-
15	Aziz Shadiev	Part-time IT specialist/Service agreement	100%	-
16	Andrei Gladkov	Driver/Service agreement	100%	-
17	Zhumaliev Almaz	Communications Coordinator	100%	-

Save the Children

	Name	Title	LOE	Salary Rate/KGS
1	Thomas Wimber	Country Director	8%	-
2	Asel Abdyramanova	Program Manager - Bishkek	100%	-
3	Kunnura Raiymbekova	Program Manager – Bishkek	100%	-
4	Chinara Djumagulova	Program Manager – Bishkek	100%	-
5	Bekayim Torogeldieva	Regional Field Coordinator Chui	100%	-
6	Asylgul Toktorbaeva	Regional Field Coordinator Issyk-kul	100%	-
7	Zuhriddin Saadabekov	Regional Field Coordinator Talas	100%	-
8	Kubanychbek Nishanov	Regional Field Coordinator Osh	100%	-
9	Aigul Mamadieva	Regional Field Coordinator Batken	100%	-
10	Askat Alimbekov	Regional Field Coordinator Jalalabad	100%	-
11	Aigul Niyazaleva	Regional Field Coordinator Naryn	100%	-
12	Svetlana Kudaibergenova	Community Mobilizer - Chui	100%	-
13	Dinara Mansurova	Community Mobilizer - Issy Kol	100%	-
14	Zarina Turukmanova	Community Mobilizer - Talas	100%	-
15	Anarhon Kalilova	Community Mobilizer - Osh	100%	-
16	Aisalkyn Kochkorova	Community Mobilizer - Batken	100%	-
17	Ainur Murzaparova	Community Mobilizer - Jalalabad	100%	-
18	Toktogul Osmokeeva	Community Mobilizer – Naryn	100%	-
19	Chinara Karabekova	Logistics Officer	100%	-

	Name	Title	LOE	Salary Rate/KGS
20	Zafar Turdiev	QRP Logistics/HR Assistant Osh	100%	-
21	Zhibek Tumenbaeva	QRP Finance Assistant	100%	-
22	Dinara Otorbaeva	Finance Officer	20%	-
23	Baktygul Topchubaeva	Logistics/Admin Coordinator	20%	-
24	Jamal Joldoshalieva	HR Coordinator	9%	-
25	Aigul Otorbaeva	Office Manager	20%	-
26	Ainur Sydykova	HR Assistant	20%	-
27	Nargiza Mamatalieva	Finance Officer	20%	-

International Staff

AIR

	Name	Title	LOE	Salary Rate/US\$
1	Barbara Greenwood	Chief of Party	100%	-
2	Kathryn Fleming	Deputy Chief of Party	0%	-
3	Jerry Mindes	Program Manager	17%	-
4	Todd Drummond	Assessment Specialist	20%	-
5	Amy Todd	M&E Specialist	13%	-
6	Ada Muoneke	Special Needs Education Expert	11%	-
7	Pooja Nakamura	Technical Quality Assurance Director	14%	-
8	Rebecca Stone	Literacy Specialist	6%	-
9	Snyezhanna Ishchuk	Finance Associate	18%	-

Save the Children

	Name	Title	LOE	Salary Rate/US\$
1	Colin Alfred	Basic Education Specialist	7.5%	-
2	Jennifer Upton	Director-Finance Management	2.5%	-
3	Lindsey Lange	Awards Manager	4.62%	-

Attachment D: Subcontracts

Subcontractor Name: Save the Children

Services to be performed:

Sub-contract Budget: Kyrgyzstan		Amount
a.	Direct Costs (Direct Labor and Fringes)	-
b.	Other Direct Costs	-
c.	Indirect Costs	-
	Total Estimated Cost	-
d.	Fixed Fee	-
e.	Total Estimated Cost plus Fixed Fee	-

Intermediate Results:

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

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

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

Sub Result 1.4: Strengthen systems for teacher mentoring/coaching

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

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

Attachment E: Implementation Challenges and Lessons Learned

The main challenge of implementation year 2015/2016 is the lack of bi-lateral agreement between the American and the Kyrgyz Governments. The lack of bi-lateral agreement means that there is no VAT waiver in place for purchases. There has been no change in this status since August 2015. This has affected the project in a variety of ways. This year the project's plan was to purchase electronic tablets for EGRA data collection. Because there is no VAT waiver in place, the program was not able to purchase and bring these tablets into the country. The program once again used paper-based EGRA versus electronic, thus taking longer in data cleaning and data entry than originally planned.

Project book procurement is also still on hold. USAID GGPAS was not allowed to distribute the \$500,000 of books they purchased for primary grade schools, so they have handed over these books to USAID Quality Reading Project. The project continues to warehouse these books. This has created a problem for the USAID Quality Reading Project as it will not be able to reach its goal of distributing 250,000 reading material to schools. This also creates an issue where teachers are taught how to teach reading, but there continues to be a lack of books in the schools, specifically Kyrgyz language books.

The project has focused this year on District and Zonal meetings to help fill gaps in education offices understanding and support. The positive benefits of these meetings include not only support for the program activities, but also discussions on sustainability of certain activities after the project closes. These meetings will continue throughout the life of the project.

Attachment F: Year Four Work Plan

	Activities/Deliverables	Resp.	FY17													FY18	Outputs/Products	Comments	Estimated Year 4 Activity Budget
			Oct	Nov	Dec	Jan	Feb	Marc	April	May	June	July	Aug	Sept	Oct				
1	Program Start-Up																		
2	Deliverable: Finalize Annual Work Plan	AIR																	
3	Deliverable: Finalize PMP	AIR																	
4	Intermediate Result 1: Improved reading instruction in grades 1-4																		
5	Sub Result 1.1: Conduct a baseline qualitative analysis																		
6	Sub-Result 1.2: Design in-service training (IST) package																		
7	Sub-Result 1.3: Conduct in-service trainings for teachers and other educators																	\$173,651	
8	Conduct 5-Days training for Cohort 4, and 5 Master Trainers and primary school teachers at target districts level	SC															596 Cohort 4 490 Cohort 5 Teachers complete IST	It is expected these teachers will receive certification February/ March 2017. The 5-day training was extended to 9-days for Cohort 5. This took place in August 2016. Follow up will continue in September and October. The 9-day training covers 72 hours. There is remaining budget in IST to cover cohort 5 (which is teachers in our existing target schools who did not attend previous IST training)	\$60,000
9	Cohorts 4 and 5 School based trainings through rollout of 90-minutes micro-modules	SC															596 Cohort 4 490 Cohort 5 Teachers complete IST	It is expected these teachers will receive certification. This will focus on classroom lessons/practice and demonstration lessons. February/ March 2017.	\$60,000

	Activities/Deliverables	Resp.	FY17													FY18	Outputs/Products	Comments	Estimated Year 4 Activity Budget
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct				
10	Teacher Training for School for the Blind in Bishkek and Osh	AIR															A Teacher Training will be conducted (a follow-up to March 2016) for Bishkek and Osh Primary School teachers (25 teachers) at the Schools for the Blind and Visually Impaired. Please note, these teachers have also attended the regular IST training.	This is a follow-up training. The budget also includes funds to purchase printing equipment for these schools. The timing for the purchase of this equipment is tied to the bi-lateral issue. This extra training and equipment falls under School for the Blind training in the budget, extra carried over from year three. Note: teachers will receive Program certificates.	\$53,651
11	Sub-Result 1.4: Strengthen systems for teacher mentoring/coaching																\$143,000		
12	Training for mentors Cohort 3 and 4 and Distribute guide on Mentoring to regional In-service TTI staff and deputy school principals on Primary Grade Cohorts 1-44	SC, MOES																	\$15,000
13	Training for newly established District Methodological Unit Heads	SC, DED, MOES															About 100 methodologists will be trained in January-February on reading teaching methodology and mentoring	The training will be from the mentoring training developed under IST.	
14	Provide mentoring to Cohort 1 teachers	SC, DED, HMU															About 3610 primary school teachers Cohort 1 receive mentoring support	Note: Meetings are held at district and zonal levels where mentors and deputy directors share lessons learned and support each other. There will also be one additional workshop in January for mentors.	\$55,000

	Activities/Deliverables	Resp.	FY17													FY18	Outputs/Products	Comments	Estimated Year 4 Activity Budget
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct				
15	Provide mentoring to Cohort 2-5 teachers	SC, DED, HMU															Cohort 2 (Batken and Osh): 3261 primary school teachers receive mentoring support; Cohort 3 Sep, 15 till May 16 about 2144 primary school teachers receive mentoring support; and 1021 Cohort 4 and 5 teachers Feb '16 until Dec '16 (Osh, Bishkek\Chui) and about 1021 primary school teachers receive mentoring support	Mentoring is a continuous process. There will also be one additional workshop in January for mentors.	\$55,000
16	Launch portfolio system for RTTI evaluation of Cohort 4 and 5 teachers competencies	SC, MOES															Cohorts 4 and 5: about 125 schools and 1021 teachers from Naryn Osh, Bishkek\Chui, JA, IK and Batken from Jan '17 until Mar '17.	MOES/KAE accept portfolios as a basis for teacher evaluations and certification. Cohort 4 and 5 teachers will receive the certificated in February/ March 2017	\$3,000
17	Participate in monthly DED meeting to strengthen school level mentoring and DED and TTI oversight and support	SC, MOESD ED, TTI															Monthly and Quarterly DED meetings with DD, TTI, etc.	QRP participates in DED meetings and supports an additional day of training on topics like mentoring and IST	\$15,000
18	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																\$211,517		
19	Review EGRA tests (section vocabulary), M&E tools	AIR, NTC															EGRA and M&E end-line instruments reviewed and revised	Tablets will be purchased for data collection for the end line. The EGRA tool will be reviewed in terms of content taking in to consideration RTI's EGRA evaluation, and also in terms of data programming. The fallback will be paper-based data collection as the past three years.	\$15,000
20	Training of Test Administrators	AIR, NTC															170 data collectors, and supervisors trained		\$15,000
21	Administer outcome focused assessment tool – midline and end line	AIR, NTC															End line data collection administered		\$181,517

	Activities/Deliverables	Resp.	FY17													FY18	Outputs/Products	Comments	Estimated Year 4 Activity Budget
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct				
22	Data Scanning	AIR, NTC															Data entered and scanned	less time will be spent on data scanning due to the use of tablets	
23	Psychometric data analysis and reporting (automated) results of the outcome focused assessment	AIR, NTC															Psychometric Data analyzed and reported		
24	Deliverable: Reading assessment report (end-line)	AIR, NTC															EGRA and Program Mid-line and End-line Reports		
25	Deliverable: Raw data submitted to USAID																Raw data submitted to USAID within 4 months of data collection		
26	Conduct Household (or community) surveys in conjunction with reading assessments to determine quantity of reading materials at home or in out-of-school activities	AIR, NTC																NOTE: This deliverable has been tied in with the assessment timelines, making it more efficient and practical	
27	Develop Formative Assessment videos for schools	AIR															Completed in August 2016	Distribution will take place September 2016	
28	Intermediate Result 2: Increased availability of reading materials																		
29	Sub-Result 2.1: Conduct a comprehensive review of the quantity of primary grade-level reading material available in Kyrgyz Republic																		
30	Sub-Result 2.2: Ensure a mix of reading materials are used by schools and communities																	\$398,686	
31	Provide low-cost primary grade materials available for classroom use and at home in all targeted communities	AIR, SC															Newspaper, handmade small books, Parent cards, low cost school made materials, new books (est. 200,000 units)	Agreement with Kut Bilim newspaper for teachers is signed and plan of publications is approved. The negotiation with 1 magazine Baychechekey and 1 local newspaper Ai Danek will take place in July- Aug'16. Newspaper will be throughout the year, children's magazine once a month. In AIR's budget. Also, note, that AIR is warehousing books purchased under USAID GGPAS and waiting approval by USAID for distribution.	\$353,000

	Activities/Deliverables	Resp.	FY17													FY18	Outputs/Products	Comments	Estimated Year 4 Activity Budget
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct				
32	Organize National Children's Book Competition	AIR, SC, MOC, RCL															8 of Sep, 12 of Dec., 23 of April every year	Sep 8th and Dec 12th of 2016 events will be conducted in all regions. SCs budget.	\$45,686
33	Intermediate Result 3: Increased out-of-school reading time																		
34	Sub-Result 3.1: Increase public awareness about the importance of reading as a cornerstone of education and life-long success																	\$55,100	
35	Parent reading information cards																		
36	Deliverable: Parents and communities guidance on how to read with children	SC															Electronic and hard copy to COR (in English) on Nov, 2015	Re-printing 4,800 copies to distribute to Cohorts 4-5 & provide extra copies to schools	\$6,600
37	Mobile Theater/Libraries																		
38	Support RCL to create Mobile Theater and Mobile Libraries at regional level using Book Chests Resources	SC - RCL															1357 Mobile Libraries created by the end of Dec, 2016	6 regional mobile theaters will have the activities in July - Nov'16 by Republican Children library	\$9,000
39	Conduct outreach programs to children and communities to promote reading - Cohort 1-4 target districts	SC - RCL																	
40	On-going monitoring and supervision of outreach programs	AIR - SC															Tool/instruments		\$6,500
41	Hold National Book Day																		
42	Support Reading Committee to design and plan National Book Day	SC, AIR, MOES, MOC, NRC															Agenda for 8 of September, 12 of December and 23 of April	Events may occur at national, regional, and district level.	\$21,000
43	Design and conduct a variety of competitions and events around reading	SC, AIR, MOE, MOC, NRC															Agenda	At least one to two per region and/or district. AIRs budget	

	Activities/Deliverables	Resp.	FY17													FY18	Outputs/Products	Comments	Estimated Year 4 Activity Budget
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct				
44	Present the results of competitions and events in National Book Day and present awards	SC, AIR, MOES, MOC, NSC-R															8 of September, 12 of December and 23 of April		
45	Family Program	SC																	
46	Disseminate developed Family Program to schools via training to DD	SC															1500 in Russian, 2500 Kyrgyz languages printed and distributed to DD via trainings. 1357 DD trained		\$8,000
47	Support the communities around target schools to create or support existing groups to focus on reading	SC															78 local libraries		
48	On-going monitoring and supervision of Family Program	SC, AIR															Tools/instruments		
49	Media Public Awareness Reading Campaigns																		
50	Support National Children's TV to create children reading support program	AIR, SC															In partnership with AKF, supported by USAID GGPAS	Programs completed and airing	
51	Develop and implement additional reading awareness campaign	AIR, SC															One at national and one in each target school/community.		\$4,000
52	Ministry of Education and Science Reading Support Campaign																		
53	Support MOES develop, print and disseminate posters that advocates importance of reading through affiliated agencies	AIR, SC															Posters in Russian, Kyrgyz and English languages		
54	School Reading Promotion																		
55	Conduct different activities on School and Family Reading Promotion, such as school presentations (Tuesday Reading Parent, Family Night), performances of children's choral reading and creative dramatics, and leaflets,	AIR, SC															2 per school/community Cohort 1, 2, 3 and 4 schools/communities total of 13507x2=2714 270 activities targeted. Agendas and Reading materials	These numbers are combined totals from all of the out of school reading activities, and the budget falls under 3.1 and 3.2 activities.	

	Activities/Deliverables	Resp.	FY17													FY18	Outputs/Products	Comments	Estimated Year 4 Activity Budget
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct				
	bookmarks, and booklists of grade-appropriate materials																		
56	Sub-Result 3.2: Implement out-of-school reading activities																	\$36,000	
57	Extracurricular activities to promote reading/ Reading Camp																		
58	Conduct training for DDs on planning and delivery of extracurricular reading activities on Reading Camp (with IR 1.3)	SC																	
59	Conduct extracurricular activities at school level	SC															Total: about 2700 events (2 events in each target schools).	Out-of-school activities are going in all regions. This budget is also covers line 55, for the same activity.	\$7,000
60	Print and disseminate Reading Camp Curriculum and supplementary reading materials	SC, AIR															Printing 5,400 Reading Camp Manuals	Reading camp curriculum disseminated to all target schools. Reprinting of additional copies are needed for 4 Reading Camp Manuals per school. SC and AIR have funds remaining from IST printing to cover this cost.	\$7,000
61	Support target schools to plan and deliver reading camps for primary grades	SC															Reading Camp Curriculum Trainings materials	Reading camps are going in Cohort 1-2, in Cohort 3- 5 are starting in July'16. Camps will operate throughout the school year.	
62	Conduct monitoring and evaluation of Target School Reading Camps	SC															Monitoring Tools		
63	Deliverable: Reading Camp Curriculum and materials adapted and incorporated	SC															Reading Camp Curriculum is finalized		
64	JumpStart	SC																	

	Activities/Deliverables	Resp.	FY17													FY18	Outputs/Products	Comments	Estimated Year 4 Activity Budget
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct				
65	Deliverable: JumpStart Program and Learning materials incorporated into Grade 1 preparation program	SC																AIR and SC has worked with World Bank to incorporate a reading program into their Kindergarten program. The Program is now working with Republican Children's Library in 6 Oblast Libraries to create child friendly reading centers and an outreach to children not yet in school.	\$22,000
66	Intermediate Result 4: Increased government support to improve reading																		
67	Sub-Result 4.1: Increase dialogue about the existing environment for reading acquisition																	\$163,500	
68	Hold policy workshops best practices/policy	AIR															Agenda, Minutes	A Central Asia Reading Conference will be held in collaboration with MOES. Ministry personnel along with experts from Reading Associations and Higher Education will present best practices in Central Asia. MOES and Reading Associations from Kazakhstan, Uzbekistan, Tajikistan, and Turkmenistan will be invited. Program will pay sponsor at least 2 delegates per country (transportation and lodging).	\$93,000
69	CIES Conference	AIR, SC															1 Panel presentation on EGRA Assessment 1 Panel presentation on Reading in CAR	Two Panels, one on assessment and one on IST(KR representatives: M&E Manager, NTC Director, MOES representative and COP)	\$24,500
70	Hold quarterly meetings at National, Regional and District levels	AIR, SC															Minutes	Program will cover coffee/tea breaks, lunch, stationary, and transportation (when the meeting is specifically called by USAID QRP)	\$27,000

	Activities/Deliverables	Resp.	FY17													FY18	Outputs/Products	Comments	Estimated Year 4 Activity Budget
			Oct	Nov	Dec	Jan	Feb	Marc	April	May	June	July	Aug	Sept	Oct				
71	Disseminate summaries, reports, findings to regional, district, and school-level MOES and other stakeholders	AIR															Districts, schools Cohort 2 - about 459 schools; Cohort 3 - about 294 schools; Cohort 4- about 125 schools receive a fact sheet on results		\$19,000
72	Sub-Result 4.2: Increase capacity to use reading assessment results																\$26,710		
73	Develop capacity building plan (national assessment centers)	AIR, NTC															Completed		
74	Organize capacity building workshops	AIR, NTC															Build capacity of 25 NTC and MOES specialist		\$9,450
75	Present findings on reading assessments to Reading Assessment Committee and NGOs and research institutions	AIR, NTC															A workshop to present findings is conducted	EGRA 2016 Data results to be shared at a January 2017 Forum; and Endline at September 2016 Forum	\$17,260
76	Analyze and submit recommendations to MOES	AIR, NTC															Recommendations provided to MOES	Reports with recommendations submitted to MOES	
77	Sub-Result 4.3: Strengthen the enabling environment to support improved reading instruction reform																\$3,600		
78	Work through NRC to link components of the Program directly to policy initiatives that are identified in country education strategy	AIR, SC, MOES, MOC															Minutes of the NCR. Total 5 (1 per Quarter) NSC-R meetings	(the budget for this line is under National Reading Committee Meetings)	\$3,600
79	Promote laws, policies, regulations, and foundational education documents developed or modified to support improved practices	AIR, SC																	
80	Develop a strategic plan to scale-up successful Program interventions, including major challenges	AIR															Strategic Plan created with MOES	Strategic Plan with MOES will begin in NCR, and then roll out to regional and district levels.	
81	Deliverable: Submit MOES Strategic Plan																	This is contingent on MOES approval of Strategic Plan	

	Activities/Deliverables	Resp.	FY17													FY18	Outputs/Products	Comments	Estimated Year 4 Activity Budget
			Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct				
82	Monitoring & Evaluation																		
83	Finalize PMEP	AIR															PMEP 2015 developed and finalized	Updated Annually as necessary	
84	Deliverable: Quarterly Performance Reports	AIR															Quarterly Performance Reports submitted to USAID		
85	Participant Training Reports	AIR, SC															TraiNet is updated quarterly		
86	Deliverable: Annual Performance Reports	AIR															Annual Reports submitted to USAID		
87	Program Closeout																		
88	Program Staff Phase-out	AIR, SC																	
89	USAID QRP Program Office Closes	AIR																	
90	Deliverable: Final Reports	AIR															Final Report submitted to USAID	End of Program Analyses due Sept 30, 2017 Final Report due 26 Dec 2017 Close-out Report 25 Jan 2018	

Attachment G: Ministry Officials who Work with USAID Quality Reading Project

Central

	Name	Title	Institution	Location
1	Ashimbaeva Toktokan Abasovna	Deputy Minister	MOES	Bishkek
2	Usenaliev Marat Joldoshbekovich	Head of School department	MOES	Bishkek
3	Akimkulova Gulbara Omurbekovna	Specialist of School departments	MOES	Bishkek
4	Mamytov Abakir Mamytovich	President	KAE	Bishkek
5	Nazira Dyuisheeva	Head of ITTI	RITTI	Bishkek
6	Toktomametov Almaz	Head of preschool and primary school laboratory	KAE	Bishkek
7	Bakirov Artur	Director	NTC	Bishkek
8	Shamshidinova Baktygul	Head of methodological departments	NTC	Bishkek
9	Sultangazieva Roza	Director	Republic Children Library Bayalinova	Bishkek

Talas Oblast

	Name	Title	Institution	Location
1	Nazaralieva Tynara Apasovna	Head of RED (rayon educational department)	RED	Talas rayon
2	Sulaimanova Dildekhan	Head of methodical study	RED	Talas rayon
3	Chiketaev Bekbolot	Head of methodical study	RED	Bakai-Ata rayon
4	Aitkulova Kumarkul	Head of methodical study	RED	Kara-Buura rayon
5	Batyrbekova Aziya Asemkulovna	Head of methodical study	RED	Manas rayon
6	Karbozova Salkynbubu	Deputy Head	Rayon State Administration	Kara-Buura rayon
7	Tamara Ryspekovna	Deputy Head	Rayon State Administration	Manas rayon
8	Jarkynalieva Telegei Sagynovna	Director	Talas oblast Library A. Toktogulov	Talas town
9	Umetov Ermek Asanovich	Director	Talas Oblast Broadcasting	Talas town
10	Tilekmatov Tabyldy Kasymbekovich	Director	Oblast Methodical Center of Education	Talas town
11	Aymanbetov T.U	Head	Bakyayn AO	Kara-Buura rayon
12	Zhanyshbekov SH.N	Chairman Village Council	Bakyayn AO	Kara-Buura rayon
13	Aytaliev A.ZH	Representative	Kok-Sai AO	Kara-Buura rayon
14	Umarbekov B.A	Head	Beisheke AO	Kara-Buura rayon
15	Temirbekova N.T	Deputy	Beisheke Village Council	Kara-Buura rayon
16	Abdraimov D.I	Head	Maimak AO	Kara-Buura rayon
17	Turdumambetov T.K	Director	Rayon Library	Kara-Buura rayon

	Name	Title	Institution	Location
18	Babenov N.	Executive Secretary	Cholponbai AO	Kara-Buura rayon
19	Bekbolotov B.T	Head	Kara-Buura AO	Kara-Buura rayon
20	Baydovletov B.N	Head	Bakayiy AO	Kara-Buura rayon
21	Kozhobekov T.E	Head	Ak-Chii AO	Kara-Buura rayon

Batken Oblast

	Name	Title	Institution	Location
1	Aijigitova Mehrinsa	Head of Methodical center	Methodical center	Batken city
2	Majlimov Oljobai	Chief specialist	Batken DED	Batken city
3	Jeemuratov Ulukbek	Chief specialist	Leilek DED	Leilek city
4	Mamatalieva Gulnara	Leading specialist	Kyzylkya City Education Department	Kyzylkya city
5	Kaumova Temirjan	Leading specialist	Suluktu City Education Department	Suluktu city

Naryn Oblast

	Name	Title	Institution	Location
1	Joldosheva S.J.	Chief Specialist	Oblast State Administration	Naryn city
2	Egimbaeva J.	Director	Career Development Center of Teachers and Continuing Education	Naryn city
3	Mamytov K.N.	Head	Regional Methodological Center	Naryn city
4	Aidiev R.N.	Mayor of Naryn city	Naryn City Administration	Naryn city
5	Toktobaeva Z.B.	Director	Regional Library	Naryn city
6	Duishenaliyeva A.A.	Akim Deputy of At-Bashinskyi Rayon	Rayon State Administration	At-Bashinskyi village
7	Dootkulov D.J.	Head of RED of At-Bashinskyi Rayon	At-Bashinskyi DED	At-Bashinskyi village
8	Sultanov U.	Deputy of Methodical Study	At-Bashinskyi DED	At-Bashinskyi village
9	Cherikbaev S.M.	Akim	Rayon State Administration	Baetova village
10	Kuban uluu Rahat	Head of RED	Ak-Talinskyi DED	Baetova village
11	Alymbaeva J.	Resource Specialist	Ak-Talinskyi DED	Baetova village
12	Jumaeva R. R.	Akim Deputy	Rayon State Administration	Naryn city
13	Belekov B.	Head of RED	Naryn DED	Naryn city
14	Isakova B.	Head of Methodics Department	Naryn DED	Naryn city
15	Kurmanbai kzy Gulzada	American Center Coordinator	American Center	Naryn city

	Name	Title	Institution	Location
16	Isagulov A.I.	Akim of Jumgal Rayon	Rayon State Administration	Chaek village
17	Kydyraliev K.Sh	Head of RED of Jumgal Rayon	Jumgal DED	Chaek village
18	Matanova T.J.	Leading Specialist	Jumgal DED	Chaek village
19	Jusupbekov N.I.	Akim of Kochkor Rayon	Rayon State Administration	Kochkor village
20	Omurov T.	Deputy Head of RED	Kochkor DED	Kochkor village
21	Ibraeva V.	Leading Specialist of RED	Kochkor DED	Kochkor village
22	Asanalieva A.D.	Head of Methodics Department	Kochkor DED	Kochkor village
23	Kalykov B.	General Director	Naryn TV	Naryn city

Issyk-Kul Oblast

	Name	Title	Institution	Location
1	Borbukeyeva R.N.	Vice-Governor of Issyk-Kul on social issues	Issyk-Kul Regional administration	Karakol town
2	Isakova B.	The head of the social department	Issyk-Kul Regional administration	Karakol town
3	Bektenova M.S.	Leading specialist on social issues	Issyk-Kul Regional administration	Karakol town
4	Urumov J.K.	Director	Issyk-Kul regional institute of education	Karakol town
5	Temiraliyev M.U.	Head of ED	Ak-Suu DED	Ak-Suu v.
6	Chekirova S.J.	Head	Djeti-Oguz DED	Kyzyl-Suu v.
7	Abirova D.E.	Head	Issyk-Kul DED	Cholpon-Ata town
8	Mambetova N.S.	Head	Balykchy town educational department	Balykchy town
9	Apysheva V.S.	Head	Karakol town educational department	Karakol town
10	Ashubaev B.Sh.	Deputy head	Ton DED	Bokombaev v.
11	Jumadylova A.A.	Deputy head	Tup DED	Tup v.
12	Musieva Z.B.	Head	Issyk-Kul regional library	Karakol town
13	Shabdanbekova R	Head	Issyk-Kul regional children`s library	Karakol town
14	Egemberdiev A.	Editor	Newspaper “Ysyk-Kol kabarlary”	Karakol town
15	Taytekeyev R.	Director	Issyk-Kul TV	Karakol town
16	Internet site (media)	Regional Journalist	AKI press Turmush Issyk-Kul	Karakol town

Bishkek/Chui

	Name	Title	Institution	Location
1	Mursaeva Ainura	QRP focal point	Bishkek City Education Department	Bishkek

	Name	Title	Institution	Location
2	Usenbaeva Maksat	QRP focal point	Sokuluk DED	Sokuluk
3	Shin Valentina	QRP focal point	Jail district DED	Kara-Balta town
4	Uzbekova Narynkul	QRP focal point	Panfilov DED	Kainda town
5	Kalchaeva Damira	QRP focal point	Ysyk- Ata DED	Kant town.
6	Orozbaeva Svetlana	QRP focal point	Alamedin DED	Lebedinov v
7	Orozaeva Jaina	QRP focal point	Kemin DED	Kemin town

Osh Oblast

	Name	Title	Institution	Location
1	Muratov Abdurekim	Director	Osh Institute of Education	Osh city
2	Dosmuratov Tynchtykbek	Specialist	Osh City Education Department	Osh city
3	Ibraimov Sharabidin	Chief specialist	Alayiskiy DED	Gulcho village
4	Sultanov Toktorali	Chief specialist	Aravan DED	Aravan village
5	Hakimova Aliza	Resource Specialist	Karasuu DED	Karasuu town
6	Almanbetova Surmakan	Specialist	Kara-Kuljinslyi DED	Kara – Kulja village
7	Karataeva Minavar	Chief specialist	Nookat DED	Nookat town
8	Kokoev Boronchu	Leading specialist	Uzgen DED	Uzgen town
9	Djoroev Egemberdi	Chief specialist	Chon-Alayiskiy DED	Daot Korgon village
10	Ormokeev Bulashbai	Chief specialist	Uzgen DED	Uzgen town

Jalal- Abad Oblast

	Name	Title	Institution	Location
Rayon				
1	Usenbaev Mirabdilla	Head of DED	Aksy DED	Kerben town
2	Mirzahmedova Umsunai	Specialist on ES	Aksy DED	Kerben town
3	Akparaliyev Sonunbek	Head of DED	Ala-Buka DED	Ala-Buka village
4	Aitalieva Saliya	Specialist on ES	Ala-Buka DED	Ala-Buka village
5	Usenov Tynychbek	Head of DED	Bazar-Korgon DED	Bazar-Korgon village
6	Kudaiberdieva Dilbar	Specialist on ES	Bazar-Korgon DED	Bazar-Korgon village
7	Kozuev Bakyt	Head of DED	Nooken DED	Masy village
8	Shamamatova Umutai	Specialist on ES	Nooken DED	Masy village
9	Rejevaliev Nabi	Head of DED	Suzak DED	Suzak village
10	Koychumanova Chynygul	Specialist on ES	Suzak DED	Suzak village
11	Imanberdiev Bolot	Head of DED	Toguz-Toro DED	Kazarman village
12	Shermatov Almaz	Specialist on ES	Toguz-Toro DED	Kazarman village
13	Sulpukarova Damira	Head of DED	Toktogul DED	Toktogul town
14	Kazakova Nurila	Specialist on ES	Toktogul DED	Toktogul town
15	Tynyshov Tajybai	Head of DED	Chatkal DED	Kanysh-Kyia village
16	Subanova Gulgaky	Specialist on ES	Chatkal DED	Kanysh-Kyia village
City				
17	Kalchaev Rysbek	Head of TED	Jalal-Abad TED	Jalal-Abad town
18	Abdrashev Azimjan	Specialist on ES	Jalal-Abad TED	Jalal-Abad town
19	Kojoshova Damira	Head of TED	Kara-Kol TED	Kara-Kol town

	Name	Title	Institution	Location
20	Ismailova Venera	Specialist on ES	Kara-Kol TED	Kara-Kol town
21	Seidakmatova Satkyntash	Head of TED	Kok-Jangak TED	Kok-Jangak town
22	Mirzahmedova Elmira	Specialist on ES	Kok-Jangak TED	Kok-Jangak town
23	Karashova Gulnara	Head of TED	Mailuu-Suu TED	Maluu-Suu town
24	Djuraeva Busara	Specialist on ES	Mailuu-Suu TED	Maluu-Suu town
25	Shabdanov Tagaybek	Head of TED	Tash-Komur TED	Tash-Komur town
26	Mamytova Busara	Specialist on ES	Tash-Komur TED	Tash-Komur town
27	Toktosunov Akylbek	Director	Jalal-Abad RMS	Jalal-Abad town

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