USAID Okuu Keremet! Project
USAID Okuu Keremet! Project
Year 2 – Quarterly Progress Report 1 (QPR1)
October 1 – December 31, 2020

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Period of Performance: November 2019 – October 2024

Prepared for
USAID/ Kyrgyz Republic

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<tr>
<td>ARO</td>
<td>Asia Regional Office (of RTI), based in Jakarta</td>
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<td>ADB</td>
<td>Asian Development Bank</td>
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<tr>
<td>BPG</td>
<td>Brattle Publishing Group</td>
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<td>COP</td>
<td>Chief of Party</td>
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<tr>
<td>COVID-19</td>
<td>Coronavirus Disease 2019</td>
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<td>DCOP</td>
<td>Deputy Chief of Party</td>
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<td>DED</td>
<td>District Education Department</td>
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<td>EGMA</td>
<td>Early Grade Math Assessment</td>
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<td>EGRA</td>
<td>Early Grade Reading Assessment</td>
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<tr>
<td>EMIS</td>
<td>Education Management Information System</td>
</tr>
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<td>GPE</td>
<td>Global Partnership on Education</td>
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<td>GOKR</td>
<td>Government of the Kyrgyz Republic</td>
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<td>HR</td>
<td>Human Resources</td>
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<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
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<tr>
<td>IE</td>
<td>Inclusive Education</td>
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<tr>
<td>IR</td>
<td>Intermediate Result</td>
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<tr>
<td>IST</td>
<td>Instructional Support Team</td>
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<td>IT</td>
<td>Information Technology</td>
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<td>KAE</td>
<td>Kyrgyz Academy of Education</td>
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<td>LSS</td>
<td>Long Story Short Media</td>
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<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
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<tr>
<td>MEL</td>
<td>Monitoring, Evaluation, and Learning</td>
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<tr>
<td>MELP</td>
<td>Monitoring, Evaluation, and Learning Plan</td>
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<tr>
<td>MKT</td>
<td>Mathematical Knowledge for Teaching</td>
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<tr>
<td>MOCIT</td>
<td>Ministry of Culture, Information, and Tourism</td>
</tr>
<tr>
<td>MOES</td>
<td>Ministry of Education and Science</td>
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<td>MOU</td>
<td>Memorandum of Understanding</td>
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<td>MP</td>
<td>Member of Parliament</td>
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<td>NTC</td>
<td>National Center for Education Quality Assessment and IT</td>
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<tr>
<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>PISA</td>
<td>Programme of International Student Assessment</td>
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<td>Q</td>
<td>Quarter</td>
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<tr>
<td>QPR</td>
<td>Quarterly Progress Report</td>
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<tr>
<td>RIATT</td>
<td>Republican Institute for Advanced Training and Re-training</td>
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<td>R/M</td>
<td>Reading and Math</td>
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<td>RTI</td>
<td>RTI International</td>
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<td>RTTI</td>
<td>Regional Teacher Training Institute</td>
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<td>SBCC</td>
<td>Social and Behavior Change Communications</td>
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<tr>
<td>SOW</td>
<td>Scope of Work</td>
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<td>SMS</td>
<td>Short Message Service</td>
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<td>SRM</td>
<td>Supplementary Reading Material</td>
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<tr>
<td>SSME</td>
<td>Snapshot of School Management Effectiveness</td>
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<tr>
<td>TED</td>
<td>Teacher Education Department</td>
</tr>
<tr>
<td>TPD</td>
<td>Teacher Professional Development</td>
</tr>
<tr>
<td>TTI</td>
<td>Teacher Training Institute (district level)</td>
</tr>
<tr>
<td>TTR</td>
<td>USAID Kyrgyz Republic Basic Education – Time to Read Project</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
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<tr>
<td>USAID</td>
<td>US Agency for International Development</td>
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</table>
The United States Agency for International Development’s (USAID’s) Okuu Keremet! project (November 2019–October 2024) will work in 75% of the country’s schools with the goal of reaching 300,000 Grade 1–4 students over 5 years. The project will improve the quality of early grade reading and mathematics instruction, provide quality learning materials, and strengthen the quality of system support provided to schools.

Okuu Keremet! will offer a pathway for enabling the Government of the Kyrgyz Republic (GOKR) to optimize its early grade learning outcomes and become a leader in resource mobilization, materials development, school management, and education. The methodology is straightforward yet powerful: use evidence-based programming to systematize effective practices and build capacity of relevant actors involved in educational programming so that the GOKR becomes self-reliant in using them. Underpinning the entire process is the consistent use of data to monitor, learn from, and improve learning at all levels.

To improve student learning outcomes, by the end of the project, Okuu Keremet! will:

- Streamline curricula, standards, and teacher professional development (TPD) materials as key inputs into student learning outcomes, while providing administrative, technical, and programmatic support to the Ministry of Education and Science (MOES) to strengthen teacher development and management systems, tailoring the approach as needed per the regional context.
- Encourage the practice of skills both in and out of the classroom in order to accelerate learning and address inequities in access to and quality of school-based instruction.
- Systematically improve pedagogical support to teachers, equip teachers to adjust instruction to diverse children based on formative assessment findings, make reliable data available for making decisions about resource allocation and budgets, improve quality of pre-service teacher training, and increase support to vulnerable students.

The Quarterly Progress Report (QPR) 1 (October–December 2020) provides a detailed overview of achievements for the project’s three objectives:
1. **Objective 1**: Improved instructional quality in reading, numeracy, and mathematics
2. **Objective 2**: Improved formal and non-formal learning environments
3. **Objective 3**: A strengthened primary education system

To facilitate an easy review of progress, **Exhibit 1**, below, provides a work breakdown structure by objective for Year 2 of the work plan. Following that, **Exhibit 2** shows an overview of tasks and activities for Quarter (Q) 1 in Year 2 of the project.

Achievements per objective in Q1 and following steps are presented under each section describing Objectives 1–3.
Exhibit 1. Okuu Keremet! Work Breakdown Structure—Year 2

**IR 1** Improved instructional quality in reading, numeracy, and mathematics

1.1. Teacher training in reading and mathematics improved
- Conduct trainings in distant and face-to-face format
- Pilot math modules
- Design mentoring approach
- Design IT solutions
- Develop a blended course and submit to RIATT

1.2. Curricula, including standards, assessment, hard & soft skills developed and/or refined
- Develop Standard Revision Roadmap
- Finalize reading and math modules
- Pilot initial EGMA in two languages
- Administer EGMA baseline in four languages
- Administer EGRA baseline in four languages

1.3. Mentorship and teacher support systems strengthened
- Develop, digitize classroom observation tools
- Train trainers, DED methodologists, IST on classroom observation
- Conduct reading classroom observations
- Develop and provide guidance for use of IT solutions by IST
- Develop formative assessment application
- Develop Yapp as resource for trainers and teachers

**IR 2** Improved formal and non-formal learning environments

2.1 Community support for learning increased
- Update and implement Year 2 Communications and Outreach Plan
- Test and implement communications sharing system
- Update and implement social media content plan every quarter

2.2 Out-of-school learning opportunities increased
- Develop national literacy campaigns (December, April)
- Organize regional project launches and book handovers
- Develop and implement summer camps
- Organize readathons and other learning events
- Engage PTAs and other communities in learning activities

2.3 Availability of learning materials through development, production, & distribution improved
- Distribute supplemental reading materials to non-TTR schools and public libraries
- Develop a plan for closing the gap in supplementary materials
- Develop 500 supplementary reading materials
- Train authors and illustrators
- Develop publishing standards
- Train mentors, publishers, and illustrators on development of supplementary materials

**IR 3** A strengthened primary education system

3.1 Capacity of MOES at all levels in the areas of primary education policy, HR, planning & management, and M&E built
- Develop Strategic Institutionalization Plan
- Revise coach role description and regulation
- Enhance coach support system

3.2 System optimization and greater cost-efficiency in delivering a quality education supported
- Develop a plan for mapping cost data
- Develop activity tracker with costs

3.3. Preparatory programs in reading and math for primary teachers and education leaders improved
- Develop a plan to introduce TTR and Okuu Keremet! modules to pre-service modules
- Introduce target pre-service institutions with blended courses

3.4. Access to quality education for all students, especially vulnerable populations, improved
- Present Inclusive Education (IE) Study and Action Plan
- Update Gender Action Plan and IE Action Plan
- Incorporate IE into communication and outreach efforts
- Incorporate IE/best practices in all materials
- Produce video lessons
### Exhibit 2. Quarter 1 Year 2 Tasks and Activities at a Glance

<table>
<thead>
<tr>
<th>IR 1</th>
<th>IR 2</th>
<th>IR 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Improved instructional quality in reading, numeracy, and mathematics</strong></td>
<td><strong>Improved formal and non-formal learning environments</strong></td>
<td><strong>A strengthened primary education system</strong></td>
</tr>
<tr>
<td>1.1. Teacher training in reading and mathematics improved</td>
<td>2.1 Community support for learning increased</td>
<td>3.1 Capacity of MOES at all levels in the areas of primary education policy, HR, planning &amp; management, and M&amp;E built</td>
</tr>
<tr>
<td>- Develop a blended course based on TTR’s modules</td>
<td>- Implement Year 2 Communications and Outreach Plan</td>
<td>- Conceptualize coach support system</td>
</tr>
<tr>
<td>- Finalize the lists of trainers, logistic for the trainings</td>
<td>- Implement social media content plan of the quarter</td>
<td>- Obtain mentoring regulation from MOES for updating and alignment</td>
</tr>
<tr>
<td>- Develop distant [blended] format for Okuu Keremet! trainings</td>
<td>- Test communication and information sharing system on identified platforms</td>
<td></td>
</tr>
<tr>
<td>1.2. Curricula, including standards, assessment, hard &amp; soft skills developed and/or refined</td>
<td>2.2 Out-of-school learning opportunities increased</td>
<td>3.2 System optimization and greater cost-efficiency in delivering a quality education supported</td>
</tr>
<tr>
<td>- Finalize reading modules in Tajik, Uzbek</td>
<td>- Conduct regional launches and book handovers</td>
<td>- NA Q1</td>
</tr>
<tr>
<td>- Finalize math modules 1–5 in Kyrgyz</td>
<td>- Conduct MOES Functional Literacy Committee meeting</td>
<td></td>
</tr>
<tr>
<td>- Develop math modules 6–10 in two languages</td>
<td>- Develop and conduct Literature Day reading campaign</td>
<td>3.3. Preparatory programs in reading and math for primary teachers and education leaders improved</td>
</tr>
<tr>
<td>- Finalize Standard Revision Roadmap with KAE</td>
<td>- Engage PTAs and other community members in learning activities</td>
<td>- NA Q1</td>
</tr>
<tr>
<td>- Develop and test EGMA tools in Kyrgyz and Russian</td>
<td>2.3 Availability of learning materials through development, production, &amp; distribution improved</td>
<td>3.4. Access to quality education for all students, especially vulnerable populations, improved</td>
</tr>
<tr>
<td>- Adapt test EGRA tools in Uzbek and Tajik</td>
<td>- Organize Crestektep season 2 for authors and illustrators</td>
<td>- Complete IE Study and Action Plan</td>
</tr>
<tr>
<td>1.3. Mentorship and teacher support systems strengthened</td>
<td>- Develop and present publishing standards to MOEIT</td>
<td>- Present IE Study and Action Plan to Literacy Committee</td>
</tr>
<tr>
<td>- Finalize Coaching application and user’s guide</td>
<td>- Distribute MOES-approved titles to 1,065 non-TTR school libraries, 83 public libraries</td>
<td>- Produce 720 video lessons</td>
</tr>
<tr>
<td>- Upload apps to tablets</td>
<td>- Update WordCalc</td>
<td></td>
</tr>
<tr>
<td>- Develop Yapp as a resource for trainers and teachers</td>
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Introduction

This is the first QPR developed for the USAID Okuu Keremet! Project in Year 2. This report covers the project activities from October 1 to December 31, 2020. The report contains the following:

- A description of progress on management and operational progress, and
- A description of technical progress organized into three sub-sections:
  - Statement of Approach: A brief description of the objective and its sub-intermediate results (IRs) to provide context and to allow the report to be read in isolation
  - Status: A description of progress for each sub-IR
  - Moving Forward: A brief overview of next steps presented as an exhibit

The next QPR will be submitted on April 30, 2021. By then, we hope that the country is recovering from the coronavirus disease 2019 (COVID-19) pandemic, that all grades of schools are operating in person, and that face-to-face activities in education can gradually be resumed. Since obtaining a Memorandum of Understanding (MOU) between USAID and MOES, the project has been able to formalize a number of its activities, such as requesting government approval of our five reading and five math training modules; to enlist trainers; and to train teachers on our modules with government sanction. It has also enabled us to engage in institutional activities such as supporting the Kyrgyz Academy of Education (KAE) to work out a well-founded pathway for revising subject standards.

Importantly, the project’s regional staff were able to start collecting basic data from schools with help from the MEL team. This process was complete by the end of November and brought to light that nearly 4,000 more teachers are working in Okuu Keremet! schools than was envisioned at the time of the proposal in 2018–2019. This is probably due to demographic changes in the country and the introduction of 0 classes in the primary cycle, among other reasons. Other training interventions may be able to include these teachers, or the Republican Institute for Advanced Training and Re-training (RIATT) could reach them through distance training such as the blended modules that Okuu Keremet! is developing.
Two Zoom meetings took place in Q1 with RIATT to demonstrate the blended training modules that Okuu Keremet! developed based on USAID Kyrgyz Republic Basic Education – Time to Read’s (TTR’s) five basic training modules for reading instruction. These modules have incorporated RIATT’s priorities, such as ensuring adequate interactive elements and including summative tests that can count toward TPD requirements. The Information and Communication Technology (ICT)-in-Education Manager at RTI has been working with the ICT unit at RIATT to finalize the modules with a view to incorporating the modules in RIATT’s training program for 2021. By the end of 2020, four out of five modules were designed on Moodle and were ready for user testing by regional staff in the week of December 14, 2020. The one remaining module is in English and needs to be adapted in Russian, including the interactive content, i.e., video clips, audio voices, etc.

In the meantime, due to the ongoing COVID-19 pandemic, Okuu Keremet! also started re-designing its own training modules in a blended format for distance training of teachers in Q2 and Q3. In Q1, three blended Okuu Keremet! modules were under construction on Moodle in collaboration with a local production company, Sanarip Dolboor, and Brattle Publishing Group in the United States. This extensive work on blended course development on the Moodle platform has given RTI a solid skill base for designing interactive (audio, visual, graphic, assessment, online forums, Zoom, and animation) training content for primary school teachers.

In light of the extended school closure and the sharp learning curve for teachers to deliver distance education, Okuu Keremet! decided to conduct a large-scale online survey among its target teachers to find out how they were coping with distance education. Around 16,000 teachers responded. We formulated questions together with RIATT, who we see as our main audience for this survey. The project will take findings into account before our training cascade begins. The first version of the survey report was completed in November 2020 and is under finalization. In order to support MOES’s urgent need to produce thousands of video lessons during school closure, Okuu Keremet! contributed to the production of 720 reading and math video lessons in October and the same number in November. This was done in coordination with other actors who also contributed to video lessons at primary level.

In October 2020, as the project started planning for the large-scale training cascade and math pilot that were due to begin in January 2021, the pandemic was still active. Although it was flattening in the Kyrgyz Republic, we could not assume that face-to-face training would be possible. In order to manage risk, we redesigned our approach to training and took a mixed online-offline approach. We would train master trainers (36) and national trainers (360) face to face, in relatively small groups where social distance and other protective measures could be controlled. They in turn would train 13,500 reading teachers at distance through the Moodle platform, combined with mentoring visits either through Zoom or physical school visits, depending on conditions.

November 2020 was a month in which all the regions launched Okuu Keremet! in the presence of government officials (District Education Departments [DEDs], Teacher Education Departments [TEDs]), teacher training institutes (TTIs), universities, librarians, school directors, and other stakeholders. The Naryn Regional Coordinator for Okuu Keremet! connected 100 people to the event via Zoom. As was the national launch, the regional events were combined with the handover of children’s books to be distributed among schools and libraries.
The project distributed nearly 300,000 children’s books to more than 1,000 schools and 83 libraries in the week of November 2, 2020. MOES sent a letter to DEDs on November 6 through the government channel, sanctioning the handing over of these books to schools. The books were prominently displayed at every event, and each Regional Coordinator gave a presentation about the use of children’s literature. Instructions about how to use books in classes accompanied the deliveries of books to schools and libraries.

The Chief of Party (COP) and Director Teaching & Learning attended launches in person in Osh, Karakol, Naryn, At Bashi, and Kant (Chui). Each event received media attention. Regional officials reported that they were especially happy that math was included in Okuu Keremet!

The second season of Createkitep (creating books) kicked off on November 9, 2020, and continued through the rest of the year. The mentors were trained and prepared beforehand, and a new batch of authors (25) and illustrators (15) was recruited. This time around, the goal was to produce 100 original titles in Kyrgyz (40%) and Russian (60%), with original illustrations as well as photos selected from online. Seventy percent of the books will be non-fiction. On October 21, the project hosted the publisher’s workshop, encouraging publishers to generate a wide spectrum of children’s literature and informing them about the qualities of high caliber children’s books. A document about publishing standards for children’s literature is being written, drawing from the conclusions at the workshop, an analysis of gaps in children’s books, and other sources. Publishers were asked to provide feedback to a first draft of the report.

A Coaching App on Tangerine™ software was finalized in Q1 for both reading and math lessons. The app can be used via tablet or smart phone. User testing has taken place among regional staff. A video manual for using Tangerine:Coach on tablets was developed by the ICT Manager and this too was tested. Trainers and mentors will be trained on this instrument in January and February 2021. Mentorship will be integrated with the process of training teachers so that teachers are reinforced in practice as they try out new instructional strategies. The app also allows us to collect information from classroom observations so that we know what the strengths and weaknesses are in implementation.

All of Okuu Keremet!’s regional staff were trained during the week of December 14, 2020, on three reading modules. Their feedback was very valuable in preparation for training. During the week, the regional staff helped to finalize the lists of national trainers in each region and to work out a logistical plan to deliver the training to national trainers. A detailed schedule with steps was worked out for each region. The schedule and process for delivering distance training to teachers interspersed with mentoring was also drafted. Regional staff were introduced to all of Okuu Keremet!’s activities during their time in Bishkek and given presentations on topics such as working with media, getting consent for data collection and images, and organizing reading and math assessments.

Teacher training (of 13,500 teachers) is going to be the backbone of our programming in Year 2, along with conducting large-scale baseline assessments of early grade reading and math skills, implementing a math pilot to try out our new math training modules, and generating more children’s books through three more Createkitep seasons. There will be a road map worked out to develop rigorous subject standards and an institutionalization plan to ground Okuu Keremet! outputs in
existing structures. The second year of the project will usher in an intensification of our community-based activities such as reading and math camps, literacy campaigns, and online activities and outreach.

**Management Activities**

The project’s management progress is summarized as follows:

- **Human Resources (HR):**
  In Q1, the Regional Coordinator for Jalal-Abad resigned and was replaced. The HR Assistant also resigned but the position has not been filled yet. The project hired two training specialists, one based in Naryn and the other in Jalal-Abad. A third will be recruited to cover Bishkek/Chui region. The Inclusion and Community Engagement Specialist was hired, as was an ICT Assistant. Given the scale and complexity of the task to produce 1,500 supplementary reading materials (SRMs) during the life of the project and to manage the Createkitep seasons, we changed the SRM consultancy into a staff position called Learning Materials Specialist and hired for it.

  A ‘liaison’ position was hired part-time to facilitate MOES reporting, planning, and approvals. This position was onboarded in November 2020, and the staff member has received induction into the project with a focus on upcoming needs from government.

  The project identified 30 math master trainers, 36 reading master trainers, and 360 national (reading) trainers in December 2020. Consultancy contracts for master trainers will be signed in January 2021 and for national trainers in February. The lists of names of trainers were submitted to MOES in December for approval. Twenty-five authors (half Kyrgyz, half Russian) and 15 illustrators plus 3 mentors were contracted in November 2020 to develop books in the second season of Createkitep.

  One hundred percent of Okuu Keremet! staff submitted professional goals for 2021 by the end of the calendar year 2020. These goals form the basis of quarterly check-ins between supervisors and staff.

- **Risk Management:**
  The COP drafted a plan for managing the COVID-19 risk through March 2021 for events that are considered low to medium risk, such as small scale training or meetings. All envisioned events were documented, numbers of participants, venues, and measures to be taken to protect participants from COVID-19. This plan was approved by RTI management on December 16, 2020, to be updated as needed if conditions change. Large-scale training of teachers has shifted to a distance modality, and mentorship can do so as well via Zoom.

  Due to political unrest in the wake of the Parliamentary election on October 4, 2020, all staff were instructed to work from home. Activities and meetings were postponed to a later date. The Security Advisor in RTI’s Asia Regional Office carefully monitored the situation, sent updates from security sources, and advised project staff accordingly. The communication (telephone) tree system was used to keep track of all staff on a regular basis.
- **Regional Offices:**
  All regional offices were renovated in Q1 and supplied with furniture, office equipment including projectors, office stationery, personal protective equipment, electrical accessories (extension cords, multi-plugs), and cleaning supplies. Each regional staff member received a laptop, smartphone, backpack and Internet modem. All regional offices also received promotional materials with approved USAID branding, i.e., pens, bags, notebooks, folders, factsheets, etc.

  Regional offices played a key role in collecting school data (November 2020), organizing project launches and book handovers, working out numbers of trainers and teachers to be trained per region, finalizing lists of trainers depending on numbers of teachers and groups to be trained, and giving feedback on the distance training plan. Regional teams were instructed on the importance of collecting appropriate consent for training, images, data collection, etc. They ensured that delivery of goods was documented, such as the delivery of children's books and training modules. Finally, regional teams were trained in media relations and visual documentation (still photos and videography) so that key events are made visible in the media, including social media (Facebook, Instagram).

- **Reporting:** The project has delivered the following reports, plans, and documents in the past quarter:
  1. Monthly reports
  2. The Annual Report for Year 1 2019–2020
  3. Final draft of the Inclusive Education (IE) Study
  4. Social media plan for 3 months (October–December 2020)
  5. Quarterly Accrual Report

  Face-to-face meetings do not take place with USAID personnel so the COP updates the Contracting Officer's Representative on a weekly basis. There are regular telephone calls among project staff and USAID staff to address any issues that arise.

  Reading training modules 2, 4, and 5 were sent to USAID for technical approval and clearance of the branding. Math modules 1–5 have been translated into Kyrgyz; math modules 6–8 were completed in Russian and English. Manuals for trainers pertaining to math modules 1–3 have been completed in Kyrgyz and Russian.

- **Operations:**
  - Private insurance was extended for all Okuu Keremet! staff in December 2020. A number of companies were invited to make presentations. RTI has continued a contract with the same provider but negotiated for better coverage of the health issues that staff prioritize, extending the number of services covered as well as the level of the ceiling.
  - A local security company was contracted to conduct a security review of the office. An emergency exit was built in the back of the office, via a back window. Eight fire extinguishers were procured and mounted in each room.
Inventory tags have been sent to the project from the home office. The process is underway to tag all materials and to systematize the tracking of all materials.

- **Equipment/Materials:**
The project received 8 laptops and a professional quality camera plus accessories from the home office in October 2020. The large-scale printing of Okuu Keremet! training modules is underway. The project procured 720 video lessons to educate children via television, produced by Sapat schools and MOES. This was in addition to an equal number of lessons produced in September with Okuu Keremet! support. A service for packaging and distribution of books was procured and in December, a production company was procured to assist in the development of three blended modules.

Contact details for DEDs/TEDs and public libraries were collected in order to arrange for large-scale distribution of project materials such as training modules and children’s books.

A policy for per diems for domestic staff travel and consultant travel was approved by RTI, in alignment with USAID rules and regulations. A Travel Authorization Request Form and Travel Claim Form were instituted and introduced to staff.

- **Stakeholder Engagement:**
Once USAID and MOES signed an MOU to go ahead with Okuu Keremet!, the project immediately requested a number of approvals from MOES:

  - Confirmation of the final list of 1,687 project schools (Order of the MOES #708\1 dated September 4, 2020)
  - Request establishment of a National Functional Literacy Committee, with representation from government, development partners, and education actors
  - Request for approval of Okuu Keremet!’s five reading and five math modules (granted in MOES Order dated October 14, 2020)
  - Approval to enlist 36 reading master trainers, 30 math master trainers, and 360 national trainers and for the training of 13,500 primary school teachers to be trained on Okuu Keremet!’s reading and math modules

Okuu Keremet! supported the government production of 720 reading and math video lessons for primary grades as part of an emergency response to school closure during the pandemic. The project also paid for methodologists to advise the teachers who were producing lessons so that qualitative improvements could be made. This was the second batch of lessons that Okuu Keremet! financed in order to reach students at home during the pandemic. The government coordinated the various actors who contributed to video lessons to ensure coverage of all grades and subjects.

The COP and Deputy COP (DCOP) met with the President of KAE on December 4 and 10, 2020, about plans to revise the framework for subject standards. The meeting on December 10 included a team from the Asian Development Bank (ADB) working on a proposal to develop secondary
school standards. ADB has already conducted a review of secondary school standards. Primary and secondary standards must be aligned, and RTI as well as ADB would like to avoid overlap. KAE needs a roadmap by late March 2021.

Other ongoing work with stakeholders includes:

- Various meetings with the Country Director of Mercy Corps. Our proposal for a new phase of the US Department of Agriculture’s McGovern Dole grant (Food for Education) was rejected because the Kyrgyz Republic was not a priority in 2020. It is not yet clear whether a new opportunity will be opened in 2021 for the country.
- A second Zoom meeting of the Functional Literacy Committee took place on December 11, 2020. The Deputy Minister of MOES gave the opening speech. More than 30 people participated. Okuu Keremet! presented its Disability Analysis and Action Plan and also our five advanced reading modules.
- A publisher’s workshop on October 21 to develop publishing standards for children’s literature.
- Meeting between the COP and Director of Monitoring, Evaluation, and Learning (MEL) with Member of Parliament (MP) and the Honorable Minister of Education about MOES’ desire for more investment in IE. The COP and Director of MEL gave an overview of what the project is doing with respect to inclusion as well as the limits. Okuu Keremet!’s IE Study was shared with the MP, and he in turn shared the name of a website that reaches people with disabilities, across Central Asia. He also said that he could help us with contacts of publishers who reach children with disabilities. We advised the Minister to speak with USAID about any modifications he wanted to suggest to the Okuu Keremet! contract.
- Commemoration of National Literature Day, December 12, 2020, together with the Minister of the Ministry of Culture, Information, and Tourism (MOCIT) and Director of the Bayalinov Republican Library for Children and Youth, at the monument to Chinghiz Aitmatov in Ala-Too Square. Media coverage.
- Meetings with Bayalinov Library and Osmonov National Library to prepare for National Literature Day and discuss collaboration with libraries in Year 2.
- DCOP meetings with RIATT and MOES about teacher qualification and certification. This is an ongoing discussion that will have repercussions for Okuu Keremet!’s work on in-service TPD and pre-service teacher education.
- DCOP meeting with the COP of the Advancing Nutrition project, to consider collaboration on the production of children’s books that incorporate messages about good hygiene and nutrition.
- Meeting of COP with Aga Khan Foundation and Mercy Corps, also about production of children’s books with relevance to early childhood and literacy.
- Collaboration with United Nations Children’s Fund (UNICEF) to print and distribute TTR modules that UNICEF has translated into Uzbek and Tajik.
Several meetings of the Development Partners Coordinating Committee to finalize the Education Sector Strategy and Action Plan, as well as an early childhood proposal for submission to the Global Partnership for Education.

Participation in meetings convened by MOES to coordinate among development partners who agreed to support the production of video lessons at the primary level.

Meetings of the Disaster Relief Coordination Unit to update the forum about activities pertaining to COVID-19 prevention and response.

Meetings of the book leveling group to review the books generated by Okuu Keremet!’s Createkilep workshops. The group is also playing a role in developing a dictionary of most frequent words, which will contribute to the WordCalc instrument.

**Monitoring, Evaluation, and Learning**

- **Collaboration with National Center for Education Quality Assessment and IT (NTC):** At the end of December 2020, the MEL team held a meeting with NTC to discuss timelines for assessments, capacity-building needs, areas of collaboration, and details of the early grade mathematics assessment (EGMA) pilot. An agreement was reached that NTC would provide 23 data collectors and supervisors by language, including a reserve list to administer the pilot EGMA. The scope of work (SOW) has been developed to engage these data collectors in early January 2021. They will all attend a four-day pre-assessment training February 1–4. It was also agreed that the project would continue engaging NTC data collectors for the baseline early grade reading assessment (EGRA) and EGMA this year.

- **EGRA Adaptation:** This quarter, EGRA instruments in Uzbek and Tajik languages were adapted in a workshop held virtually in late October and early November 2020. Separate online sessions were held with Uzbek and Tajik experts to adapt and verify EGRA protocols in Uzbek and Tajik. By November 30, the instruments had been cleaned and prepared for a pre-test held in December in a couple of Uzbek- and Tajik-medium schools in Osh Oblast. The pre-test results will be analyzed by the MEL team locally and a decision on adjusting the instruments will be made. At the end of December, Chemonics shared TTR’s endline EGRA and Snapshot of School Management Effectiveness (SSME) tools in Kyrgyz and Russian. The tools will be reviewed and adapted, if necessary, in the next quarter with the EGRA working group in preparation for baseline EGRA in April 2021.

- **EGMA Development:** By early November 2020, EGMA instruments for Grades 2 and 4 in Kyrgyz and Russian have been developed, adapted, cross-checked, and cleaned. A graphic designer was engaged to create high caliber prints of images in the test to ensure that all symbols were properly depicted in the printed version of the test. The instrument in Russian for Grade 2 was pre-tested in mid-December in a Bishkek school to verify the process of explanation and justification. Following the training of data collectors in February 2021, all instruments will be field-tested in five schools before the pilot assessment. The instruments in Uzbek and Tajik will be adapted and translated after the pilot assessment.

- **EGMA Pilot:** Okuu Keremet! will pilot EGMA with SSME in 30 schools selected from non-intervention schools in Chui Oblast and Bishkek City. Since the math pilot is intended to test the newly developed EGMA and SSME instruments and
the math training modules, the decision was made to reduce the number of pilot schools from 33 to 30. Thirty is enough to inform revisions and improvement of module development and the EGMA and SSME instruments. We will also not include a group of control schools because it is not needed for the purpose of informing us about the validity of assessment tools and of the training modules. The project will field-test the tools in five Bishkek schools to adjust both EGMA and SSME before the pilot assessment. In total, 840 students in Grades 2 and 4, 140 primary grade teachers teaching the sampled students, and 35 head teachers (school methodologists) will participate in EGMA and SSME surveys in February. Other related preparations were launched in December and will continue in January 2021.

- **EGMA SSME Development**: The MEL team developed the EGMA SSME instruments, student, teacher, and head teacher surveys. This was done in close collaboration with RTI head office math and education research experts and the program team during a workshop held on December 22. The workshop and further related discussions were structured around the project’s learning needs and the role that SSME plays in the learning agenda, along with other research instruments used by the project. The final forms translated into Kyrgyz and Russian will be shared with the RTI head office team for rendering the tools into tablets in the first week of January.

- **Math Knowledge for Teaching**: As part of math teacher pilot training, RTI suggested that Okuu Keremet! administer the Mathematical Knowledge for Teaching (MKT) test to help focus training on what teachers need most. The idea is to conduct pre- and post-tests of teacher knowledge before and after training among the teachers in the pilot schools. On November 19, 2020, RTI presented the MKT tool to the Okuu Keremet! program team and the math expert group. Following the presentation, a series of meetings were held throughout November to contextualize the tool and adapt it into Kyrgyz and Russian. The tool was prepared for a pre-test in December; however, the process was put on hold to further discuss the concept of MKT with the RTI head office to formalize its role and place within Okuu Keremet! The project also needs to discuss the use of the MKT survey with the government (RIATT or MOES) and USAID.

- **Teacher Survey**: The teacher survey conducted by Resonant Education about RIATT’s distance education program closed on October 16, 2020. The survey was administered in four languages and engaged more than 19,000 teachers. After data cleaning and analysis, Resonant Education presented early findings to Okuu Keremet! in November. The draft report was shared with RIATT at the end of December and its feedback about the results and other background information about its distant education program will be included in the final report to be delivered by Resonant Education in mid-January. This is the first survey of this scale in the Kyrgyz Republic that documents teacher feedback about the use of distance education.

- **Inclusive Education Study**: In November 2020, USAID provided its feedback on the IE Study report submitted a month earlier. The overall feedback was that the report provided comprehensive information and was written well. The revised report was submitted on December 28 with comments addressed partially, but on condition that the remaining comments would be addressed later in Years 2 and 3 of the project. The study findings were presented to all Okuu Keremet! staff and the MOES National Functional Literacy Committee.
members at its meeting on December 11.

- **Work with US-Based Subcontractor Resonant Education:** The MEL team will continue working with Resonant Education in 2021 in the areas of data visualization, data presentation, and capacity-building for the team in these two areas. Resonant Education will potentially provide support to the project in developing baseline EGRA and EGMA reports and presentations tailored to various audiences. The new SOW has been developed, discussed, and shared with them for costing their services.

- **School Data 2020–2021:** By November 30, 2020, the MEL team compiled the school data for the school year 2020–2021 collected and submitted by the regional teams. The verified and cleaned data were shared with the larger team in December.

- **A Universal Consent Form** has been developed for all participants of workshops, trainings, and conferences held within the project activities. The form should be read and signed by all training and other event participants for any personal data collection, storage, and usage by Okuu Keremet! for the purpose of reporting and communication.

- **Data Management System:** Okuu Keremet! will look into procuring DevResults for its monitoring and evaluation (M&E) system and share the cost with the RTI education project in Uzbekistan for set up, annual subscription to the software, its ongoing hosting, maintenance, and technical support by DevResults.

**Communications**

- **Social Media Content:** The Communications team developed and implemented its quarterly Social Media Plan on Facebook and Instagram, which included a contest among teachers, recruitment of authors and illustrators, highlights from the regional project launch and book handover ceremonies, and celebration of National Literature Day. For the reporting period, 35 posts were shared on Facebook and 36 on Instagram. By December 31, Facebook had 2,352 followers and Instagram reached 9,035.

- **Communication and Information-Sharing System:** In Q1, the Communication and Information-Sharing Plan was revised and finalized. In addition, Okuu Keremet! developed Yapp as an engagement and information-sharing tool among teachers. The Communications team will also engage a wider audience via its social media pages. WhatsApp and Telegram will be used for sharing short messages with schools and teachers, which worked out well during the teacher survey administered in October 2020.

- **Collaboration with MOES:** On November 2, 2020, the Communications team had an introductory meeting with the MOES press service to establish a formal relationship. It was agreed that the Communications team would share press releases and other information materials with the press service to be posted on the MOES website and social media pages.

- **National Literature Day:** In December 2020, the project launched a week-long reading campaign dedicated to the National Literature Day marked on December 12. The campaign included reading and other creative activities that were conducted online on the project’s social media pages and reached about 6,000 parents and children. One of the major activities, called “My Favorite Character in a Book,” brought nearly 4,000 early grade students, parents, and teachers across the country on Instagram and Facebook pages to create and retell the story of their favorite heroes/heroines in a video contest. Another
engaging event called “Reading with a Celebrity” broadcast live on Instagram aimed to promote reading by inviting guest narrators among local celebrities, including the US Ambassador to the Kyrgyz Republic Donald Lu, who read a book and answered children’s questions via live stream. Other offline events were held at public libraries throughout the country with performances, joint reading, and book presentations to local communities. These activities promoted reading and also helped young readers master the skills of comprehension, video creation, drawing, oratory skills, etc. The week concluded with a ceremony of laying flowers at the monument of Chinghiz Aitmatov, a famous Kyrgyz author, together with representatives of MOES, MOCIT, the Republican Library, and Okuu Keremet!

- **Regional Project Launches/Book Deliveries**: In November 2020, Okuu Keremet! organized project launches along with book handover ceremonies in all seven regions of the country. A press release was developed and shared with the local media outlets. All regional events were covered in local TV news. Videos and photos from the events were also posted on the project’s social media pages.

- **USAID Newsletters**: The October 2020 edition of USAID’s Newsletter included two stories about Okuu Keremet!, one on a book handover and another about the project launch. The November edition captured the story about our efforts to produce diverse books for children.

- **Work with US-Based Subcontractor Long Story Short (LSS) Media**: LSS Media provided technical assistance to the Communications team during the quarter. In October 2020, a script of a short film was developed to cover book delivery to schools. LSS Media developed a filming guide for the professional crew and regional teams when filming the event. However, the production of this video was postponed until schools were formally opened. Additionally, LSS Media reviewed two success stories and a press release for the regional book handover events; supported the team to develop event programs, media, and photo/video guidelines; and suggested that we archive our audiovisual materials and news coverage to retrieve materials easily for specific purposes in the future. LSS also suggested a template for a story bank where we keep our success stories, newsletter submissions, photos, and video materials. The contract with LSS Media was extended to February 2024. The new SOW for Year 2 will be discussed early in January 2021.

**Objective 1: Improved instructional quality in reading, numeracy, and math**

Okuu Keremet! will streamline curricula, subject standards, and TPD materials as key inputs into student learning outcomes, while providing technical and programmatic support to MOES to strengthen teacher development and management systems.

**IR 1.1: Teacher training in reading and mathematics improved**

**Statement of Approach**

The Okuu Keremet! team will collaborate with and strengthen the capacity of the RIATT to revise five existing USAID Kyrgyz Republic Basic Education TTR modules and develop new reading and math modules in three key ways: (1) by adding advanced strategies for teaching comprehension, (2) by embedding strategies for transitioning from the first language to the second language, and (3) by employing adult learning strategies to expedite mastery.
We will train teachers in comparably sized cohorts on advanced reading modules and mathematics modules. We will use a cascade model where a cadre of approximately 320 national trainers will be responsible for (1) training teachers in reading and math, formative assessment and summative assessments, disability inclusion, and gender; (2) training Instructional Support Teams (ISTS) (each consisting of a principal and/or deputy principal, methodologist, and librarian) on areas related to classroom observation, support, and parental and community engagement; and (3) training DED staff and methodologists, and other MOES staff, on all of the above.

We will adapt an existing or, if none exists, develop a mobile phone- and tablet-based formative assessment application that will enable teachers to systematically collect, analyze, and use students’ results on curriculum-based formative assessments to inform instructional decisions. The project will also develop a Training App to give teachers immediate access between coach visits to instructional resources and guides, tools to support professional learning communities, community engagement features, and social media links for peer-to-peer support (e.g., teacher circles). This tool will be of particular value to teachers in rural schools, who may be more isolated from peer networks.

Status
IR 1.1: In Q1 of Year 2, the project achieved the following:

- Teacher training in reading and mathematics improved:

  Having the MOU in hand, the project formally requested MOES approval to conduct training for reading and math instruction. The answer from MOES was pending at the end December 2020. The project worked to compile a list of trainees and training groups, the agenda, and a detailed plan of the logistics required. This was done in close consultation with the regional staff who have specific knowledge of local situations. The regional staff were in Bishkek to be trained on reading modules 1–3 and to help with the planning of subsequent trainings.

  Having decided to re-design our teacher training in a distance format, it was necessary to transform the Okuu Keremet! training modules into an interactive, digital learning platform known as Moodle. RIATT uses Moodle for some of its own training courses, and we kept our platform as close to that as possible. The online architecture of the Moodle modules follows the same structure (chapters or sections) as the print modules so that users can navigate in familiar territory. However, the Moodle platform allows for interactivity such as video clips, audio files, discussion forum, formative check-ins, summative exams, and video conferencing. We have also integrated animation into the module.

  The training of teachers on Okuu Keremet! modules will truly be a blended format in that teachers will primarily learn the module content through self-study online (interactive) or offline from the print module. They will try out one or more instructional routines in their classrooms. Then, on Saturdays, clusters of teachers will join in a day-long Zoom-based session with trainers and coaches, who will gather feedback about implementation and reflections, present new content, solve problems, and plan forward. In between Saturday
sessions, coaches will visit schools on a regular schedule to scaffold teachers as they gain new skills.

By the end of Q1, the project had outlines for three modules for blended learning modality and a detailed script for Module 3 on Moodle, in collaboration with Brattle Publishing Group and a local production company. As mentioned, the print modules served as the ‘blueprint’ for the structure of the blended modules; however, we also drew significantly on our experience of developing blended modules from TTR’s modules to design the interactive parts. Project staff presented a blended module to RIATT staff and to regional training institutions (RTTIs), partly as a training on blended learning and partly to collect feedback. The three modules will be finalized before the onset of training in January 2021. Print versions of the modules will be made available at the same time. A print company was procured in December for large-scale printing of Okuu Keremet!’s reading and math modules in Kyrgyz and Russian, and of the training manuals in both languages.

**IR 1.2: Curricula, including standards, assessment, hard and soft skills, developed and/or refined**

**Statement of Approach**

Through a series of technical review workshops, the project will engage with KAE to mobilize the existing National Reading Steering Committee to map a revisions process for reading and numeracy/math curricula and model how to streamline a curriculum to focus on the most critical foundational and functional skills, introduced in the most appropriate sequence, and on the optimal use of formative, interim, and summative assessments to guide and track learning. Additionally, the project will develop an EGRA tool for Tajik and Uzbek languages, and an EGMA tool for four targeted languages.

**Status**

IR 1.2: In Q1, the project accomplished the following:

- **Extending Access to TTR Modules:**
  UNICEF translated TTR training modules into Kyrgyz, Uzbek, and Tajik. Okuu Keremet! agreed to pay for the printing and distribution of the modules, which occurred in Q1. This investment will contribute to increasing access to quality education among populations that are performing less well educationally.

- **Math Training Modules and Training Manuals:**
  Okuu Keremet! math modules 1–5 have been translated into Kyrgyz. The math training manuals for modules 1–3 have been completed in Kyrgyz and Russian. Advanced math modules 6–8 were completed in Q1, in Russian and English.

- **Road Map to Subject Standards:**
  The project has started to engage more intensively with KAE to generate a road map for subject standards. This process will involve multiple stakeholders. As part of its support, Okuu Keremet! will contribute financially for stakeholders to come together to work out the road map and for materials that may be needed in this process. We will also draw on short-term technical assistants in the home office who have engaged in this process elsewhere, i.e., Uzbekistan, and on the documentation that Florida State University generated in formulating standards in Uzbekistan. ADB has agreed to share its analysis of standards at the secondary level, which will be relevant to development of standards in
primary.

- **Assessments:**
  - EGRA tool adapted in Uzbek and Tajik and pre-tested.
  - EGMA tool adapted and developed in Kyrgyz and Russian; Grade 2 tool in Russian pre-tested.
  - EGMA SSME tool (student, teacher, and head teacher questionnaires) developed.
  - 30 non-intervention schools selected to pilot EGMA and SSME in two languages in February.
  - TTR's EGRA and SSME obtained in Kyrgyz and Russian as reference material.

**IR 1.3: Mentorship and teacher support systems strengthened**

**Statement of Approach**

To ensure the fidelity of the training approach and content delivery, the project will institute a system of monitoring and support, with the project resources and relevant MOES professional education department staff observing trainings at lower cascade levels. Teacher adoption of knowledge and skills will also be monitored and supported through classroom observations and teacher coaching. Teacher support will be delivered through instructional coaching visits and access to a support application (the Teacher App), giving them immediate access to a suite of lesson planning tips, strategies to identify struggling learners, tips to boost learning among struggling and more advanced learners, videos of model lesson delivery, and other resources. Particular attention will be given to building reading comprehension and functional math skills.

**Status**

IR 1.3: In Q1, the project accomplished the following:

- **Mentoring and Teacher Support:**
  
  The Coaching App on Tangerine was finalized in Q1 for both reading and math. It has been user tested and a user’s guide was developed.

  Yapp has been customized for use by teachers in the Kyrgyz Republic, serving as a platform where resources can be shared and communication among users promoted among a circle of peers. All of Okuu Keremet!’s resources will be uploaded to tablets for use by master trainers and national trainers. Other apps such as the Coaching App and Moodle will be available on the tablets as well. A guide to the use of apps will be developed. A video guide to the use of Moodle is under construction.

**Moving Forward**

**Exhibit 3** provides a snapshot of progress toward Objective 1 in Q1 and next steps:
### Exhibit 3. Progress Toward Achieving Objective 1: Quarter 1 (October–December 2020)

#### 1.1. Teacher training in reading and mathematics improved
- MOD order for trainings requested and secured
- List of trainees and training groups, agenda, and logistics developed
- Modules in blended modality based on prototype developed
- Training sessions for RIATT and RTTIs on using blended learning conducted
- Reading modules printed and distributed

#### 1.2. Curricula, including standards, assessment, hard & soft skills developed and/or refined
- TTR reading modules adapted/translated into Kyrgyz, Tajik, and Uzbek by UNICEF; printing/distribution by RTI
- Math modules 1–5 translated into Kyrgyz
- Math training manuals for modules 1–3 completed in Kyrgyz and Russian
- Math modules 6–8 in English and Russian completed
- Development of road map to revise subject standards with KAL and other stakeholders
- EGRA in Uzbek and Tajik adapted, pre-tested

#### 1.3. Mentorship and teacher support systems strengthened
- Coaching app and user’s guide finalized
- App uploaded to tablets
- Yapp developed as a resource for trainers and teachers
- App guide developed and incorporated in teacher and ST trainings

#### Next Steps
- Train 30 master trainers and 315 teachers on math in 30 pilot schools
- Train 36 master trainers and 250 national trainers on reading
- Complete blended TTR course and submit to RIATT
- Distribute blended course on basic reading skills to target schoolteachers via mobile app
- Finalize TTR modules in blended format and distribute in Kyrgyz, Tajik, and Uzbek
- Ongoing work on the road map
- Complete math training manuals for modules 4–5 in Kyrgyz and Russian
- Finalize math modules 9–10 in English and Russian
- Field-test and pilot EGRA/SSME in 30 schools
- Adapt TTR’s EGRA and SSME tools
- Pilot EGRA/SSME in all languages
- Train ISTs on coaching and classroom observation
- Conduct 6 (out of 8) classroom observations in math pilot schools and upload data
- Develop formative assessment app
Objective 2: Improved formal and non-formal learning environments

Practicing skills both in and out of the classroom accelerates learning and is one way to address inequities in access to and quality of school-based instruction. Students cannot gain full mastery of reading and math solely in the classroom. The Okuu Keremet! project will promote increased skill practice both in and out of the classroom to facilitate life-long learning and address any inequities in the students’ access to and the quality of school-based instruction.

IR 2.1: Community support for learning increased

Statement of Approach

The project will promote learning in non-formal environments through three types of social and behavior change communication (SBCC): school-to-home communications, mass media (radio or television), and targeted electronic communications. The project will train teachers to use formative assessment data to (1) advise families on strategies to support struggling students, and (2) generate school performance dashboards—graphic illustrations of overall student progress—to share with communities to stimulate engagement. National (e.g., International Literacy Day), regional, and district events and printed materials for schools, public libraries, and community cultural centers will reinforce these messages.

In addition, the project’s communication plan will use national media, national literacy events—such as summer literacy and numeracy camps, Readathons, and Math Olympiads—and community radio stations and community multimedia centers to extol the benefits of out-of-school reading and math practice on learning outcomes, offer strategies for selecting the right books and ways to engage with children (e.g., embedding math in daily life, asking inferential questions), and inform the public about progress toward reading and math education performance goals. The project will differentiate strategies based on their relevance to the specific geographic area, rural vs. urban location, language, and culture.

Finally, the project will implement an electronic communications (e.g., WhatsApp, short message service [SMS]) initiative to promote home learning through e-books and tips on engagement. MOES media staff and local community-based organizations will be engaged in developing and implementing this approach to build capacity and, ultimately, assume ownership of these activities.

Status

IR 2.1: In Q1, the project accomplished the following:

- Outreach and Communications Plan:
  - As part of its Communications Plan, Okuu Keremet! conducted regional project launch events and book handover ceremonies; organized the one-week campaign around Literature Day; developed, and implemented a quarterly social media plan; and provided mini sessions for the regional team on building relationships with media, capturing quality photos and videos, etc. RTI participated in a commemorative event on the birthday of Kyrgyz author Chinghiz Aitmatov.
  - Social media content plan developed and implemented for the quarter.
  - The communication and information-sharing system finalized for user testing.
IR 2.2: Out-of-school learning opportunities increased

Statement of Approach

The Kyrgyz Republic benefits from a population of technologically literate families and ubiquitous mobile phones. The project will capitalize on these features and sponsor national, regional, district, and/or local activities to reinforce its SBCC campaign. Together, the campaign and its corresponding events will tighten linkages between schools and communities and help families overcome barriers to interacting with their children in ways that promote reading and math literacy via transitional and technical channels. The project will reinforce its media campaign by partnering with schools, youth groups, and parent groups to support community learning events, such as project-sponsored but teacher-run summer reading and math camps. It will also activate communities and community cultural centers through illustrated posters, fliers, and other print materials that highlight the importance of reading and provide activities for families.

The project’s Regional Coordinators will mobilize community cultural centers, parent–teacher associations (PTAs), Parent Resource Centers, youth groups, and school alumni groups, building capacity to plan and run activities, at the regional and district levels, that encourage academic, soft skill, and socioemotional learning development. The project will evaluate capacity development across these groups.

The project will provide books to each of the 82 public children’s libraries as well as to each school library, in alignment with other donors—such as the Aga Khan Foundation, Save the Children International, and Mercy Corps health project—to ensure the optimal diversity of titles. The selection of books will be done in collaboration with MOES, which has engaged in book leveling activities under TTR. As part of its communication campaign the project will build school–family communication through the use of web- or phone-based applications that allow teachers to share progress updates—such as school dashboards—and tips, students to showcase their work, and parents to link directly to student learning progress. Furthermore, electronic books, and activities relating to the books, will be made available on the RIATT website and other communication channels.

By the end of the project, the project will have institutionalized within MOES high-quality outreach and communication strategies and activities and transitioned its innovative community outreach model to MOES.

Status

IR 2.2: In Q1, the project accomplished the following:

- Out-of-School Learning:
  The Inclusive and Community Engagement Specialist has written a guide of different learning activities to conduct outside of school such as reading and math competitions, book clubs, and summer camps. The camp scenario is a 10-day program with a mix of reading and math activities.

- National Literature Campaign and Project Launch in Regions:
  - In November 2020, Okuu Keremet! organized project launch activities along with book handover ceremonies in all seven regions of the country. All regional events were covered in local TV news and media outlets.
Videos and photos from the events were also shared on the project’s social media pages.

- The project conducted a week-long reading campaign from December 7–11 dedicated to National Literature Day, which commemorates the birthday of Chinghiz Aitmatov on December 12. In collaboration with MOES, the Functional Literacy Committee’s meeting was conducted on December 11 to present the reading modules and IE Study report done by the project.

- Regional public libraries, local government representatives, parents, and other community members actively participated in these two activities, including events held on the project’s social media pages.

- **Gaps in Children’s Literature:**

  - The Learning Materials Specialist wrote a report about the gaps in children’s literature (market analysis), looking especially at what books were available in school and libraries as well as in bookshops. A survey was sent around to various sources where books are available. MOCIT and MOES contributed to the report as the main audiences. The report also included suggestions for addressing the gaps. The report was presented at the publisher’s workshop where the publishers were given an opportunity to talk about the state of the market in children’s literature.

**IR 2.3: Availability of learning materials, through material development, production, and distribution improved**

**Statement of Approach**

Under this sub-IR, the project will increase the supply of quality books beyond what has been leveled and developed under TTR, particularly in Uzbek and Tajik. In Year 1, the project will work with MOCIT and KAE to set an agenda for engaging local authors and illustrators to develop (using the web-based, open-source software Bloom for production, or other software, if any), print, and distribute a corpus of Creative Commons-licensed quality supplemental books. The project will bring at least 30 authors together twice per year to produce (inclusive of leveling) as many as 1,500 new leveled titles by the end of the project.

To level books, the project will enhance the existing WordCalc tool using Python software to allow for the coding of statistical language developed for each of the four targeted languages in a manner that is easily replicated and allows WordCalc to be scaled up and replicated across languages. These additional books will complement existing TTR and UNICEF books and extend beyond the existing fairy tale and folklore genres to include biography, fantasy, humor, informational, narrative, series, and math-focused books, particularly in Uzbek, Kyrgyz, and Tajik. The books will include big books, read-alouds, supplemental readers, and decodables that are leveled to facilitate independent reading and build comprehension skills. The project will print and distribute books already approved by MOCIT via DEDs to non-TTR schools and new books to activity schools and public libraries.

The project will engage MOCIT staff throughout the development and production process to strengthen the capacity of MOCIT to manage book production. It will also develop publishers’ capacity to write grade-appropriate and gender- and context-sensitive books that meet leveling criteria by holding writers and publishers workshops, posting online trainings and guidance documents, engaging directly in the development and distribution of supplemental books for Grades 1–4, and
documenting development and production costs. By developing production and review standards, the project will further foster improvements in the publishing industry that will enable a robust and growing library of supplemental reading and math books.

To make books readily available to teachers, all supplemental books will be uploaded into the Teacher App. At the end of the project, the project will document and transfer the process to MOCIT and KAE.

**Status**

IR 2.3: In Q1, the project accomplished the following:

- **Supplementary Reading Materials:**
  - The list of SRMs that was passed on from TTR was updated as part of the gap analysis. The leveling group has continued to function but works differently. Instead of reviewing books after production, they are part of the *Createkitep* process, advising authors about levels and assessing levels during the production process itself. The second season of *Createkitep* started on November 9, 2020, with training and continued for the rest of 2020. One hundred original titles with illustrations were generated; from this amount 10 were rejected by the leveling group. Seventy percent of the books are non-fiction.

  Nearly 30,000 books (45 titles) produced by TTR and printed by Okuu Keremet! in Year 1 were distributed to 1,065 non-TTR schools and 83 public libraries in Year 2. The titles chosen were approved by MOES in advance. Information on the new books was shared by librarians with communities as part of National Book Day’s activities in November–December.

- **Publishing Standards:**
  - A first draft of the publishing standards was produced in Q1. The report is being edited currently, with one part covering the standard of children’s content, and another part about technical standards.
Objective 3: A strengthened primary education system

Okuu Keremet! will systematically and at all levels address four critical gaps in the education system: inadequate pedagogical support for teachers, inadequate availability and use of data for making policy and resource allocation decisions, inadequate pre-service teacher development, and inadequate support for vulnerable students. As progress is achieved in these areas, Okuu Keremet! will collaborate with the advisors to MOES to identify subsequent initiatives.

**IR 3.1: Capacity of MOES at all levels in the areas of primary education policy, HR, planning and management, and M&E built**

**Statement of Approach**

To improve learning outcomes in reading comprehension and math, in the first year of the project, the project will work with MOES to develop a strategic institutionalization plan, in partnership with the National Reading Steering Committee and the Strategic Direction Advisor to the Minister, to conceptualize and institutionalize the IST teacher coach model. This plan will include revising, as
needed, job descriptions to incorporate instructional coaching elements and reporting structures that allow for sufficient oversight and mentoring of these staff. By the end of Year 1, the COP and DCOP will develop a road map highlighting key areas of required capacity-building across all MOES levels to improve reading and math. These reporting structures will reach from the school to the central MOES to ensure full coherence at all levels of the system.

As part of our Annual Work Plan development, the project will work with the Strategic Direction Advisor to MOES to identify subsequent capacity-building priorities for each subsequent year; for example, developing tools and procedures to evaluate teacher performance. At least two topics will be addressed in Year 2, and at least three topics will be addressed in Year 3.

Status

IR 3.1: In Q1, the project accomplished the following:

- Stakeholders:
  - With the MOU in place, the project has been able to formalize its relationships with our key government stakeholders, i.e., MOES, RIATT, KAE, and MOCIT. This is reflected in the various decisions and approvals that we have received and in the government-hosted meetings, forums, committees, and events that we are part of
  - Approval by RIATT of five advanced reading training modules and five basic mathematics training modules
  - Permission to collect school-level data
  - Agreement to produce 720 additional reading and math video lessons
  - Meetings with KAE about a road map toward subject standards
  - Approval of the list of Okuu Keremet! intervention schools
  - Request for approval of master trainers and national trainers
  - Approval for establishing the National Functional Literacy Committee
  - Approval to distribute SRMs in schools
  - Agreement on the composition of the leveling group and its SOW
  - Approval to administer survey among teachers about distance education
  - Participation in MOES meetings about teacher qualification and certification
  - Meetings with RIATT about blended training modules developed by Okuu Keremet! and training of their staff on our Moodle site
  - Contact with the MOES Press Office for press releases
  - Meetings with the education management information system (EMIS)/data department of MOES and NTC about data collection
  - Project launches in seven regions with representation by DEDs, TEDs, public libraries, and district TTIs
  - Joint commemoration of special days such as National Literature Day

The project reports to MOES on a quarterly basis, using a format provided by MOES. A part-time position has been hired to facilitate the relationship between MOES and Okuu Keremet!, ensuring that the project can move forward with the required government sanctions, that government entities are informed in a timely way about Okuu Keremet! activities and findings, and that the project meets government reporting requirements.
In Q1, new relationships were built or strengthened with stakeholders such as authors, illustrators, editors and language experts, translators, and publishers of children’s literature. All of these actors have been relevant to our work on producing children’s books, WordCalc, leveling of books, and publishing.

Project leadership met with peer agencies and other USAID implementing partners on a number of topics of common interest. We met with Mercy Corps, Aga Khan Foundation, AdvancingNutrition Project/John Snow Inc, UNICEF, and Soros Foundation. Meetings took place with ADB and World Bank, either about past initiatives (quality of education, blended modules) or about future plans (Education for the Future proposal, Global Partnership for Education proposal and the Programme for International Student Assessment [PISA]).

- Coaching:
  - A Coaching App on Tangerine software was finalized in Q1 for both reading and math lessons. These can be used via tablet or smart phone. User testing has taken place among regional staff. A video manual for using Tangerine: Coach on tablets was developed by the ICT Manager, and this too was tested. Trainers and mentors will be trained on this instrument in January and February 2021. Mentorship will be integrated with the process of training teachers so that teachers are reinforced in practice as they try out new instructional strategies. The app also allows us to collect information from classroom observations so that we know what the strengths and weaknesses are in implementation.
  - MOES' regulation for mentoring has been obtained. Okuu Keremet! will align with this regulation and update it according to the findings from the project and in line with international evidence of effective practices.

**IR 3.2: System optimization and greater cost-efficiency in delivering a quality education supported**

**Statement of Approach**

The effective gathering and use of data at all levels of the education system are critical to optimize the system and achieve cost-efficiency. In Years 1 and 2, the project will focus on the systemic collection of data to optimize education delivery and activity costing. Given its technology infrastructure, the Kyrgyz Republic presents an opportunity to introduce a technology package to facilitate student continuous assessment, instructional pedagogic support, teacher coaching, and sector monitoring, allowing for the full vertical integration of key data from the classroom, school, district, and regional levels and facilitating resource-based decision-making, quality assurance, and performance monitoring nationwide.

The project will adapt existing systems, or develop new systems if needed, to introduce the use of technology innovations to (1) facilitate classroom-based learning assessments by teachers; (2) map and institutionalize the flow of classroom data and how they are used to improve key processes to achieve optimized and cost-efficient system-level education service delivery, teaching behaviors, and accountability; and (3) use USAID’s costing tool to cost components of project activities for MOES planning.
While optimizing investments already made by the GOKR, USAID, and other funders and integrating tools and resources, this intervention will focus on the just-in-time monitoring of project implementation to inform not only the project’s adaptive project management approach but also MOES. The project will oversee cost and implementation analyses, transferring the data system to MOES at the end of Year 3. In Years 3–5, the project will collaborate with the Minister of Education and Science and advisors to identify and address next-level system optimization priorities.

**Status**

IR 3.2: In Q1, the project accomplished the following:

- **Costing:**
  - A breakdown of Okuu Keremet!'s activities and associated costs has been completed. Disaggregated cost codes according to USAID categories have been introduced for charging project expenditures so that we can, over time, see how much is spent on different project components. A financial tracker was formulated and is regularly updated, integrating the financial overviews of expenses in the home office with the expenses in-country pertaining to implementation.

**IR 3.3: Preparatory programs in reading and math for primary teachers and education leaders improved**

**Statement of Approach**

Kyrgyz Republic pre-service teacher education must be reformed to better emphasize pedagogical knowledge and foundational education to meet the GOKR's primary education goals. The project will contribute to this reform in two ways. First, the project will work with RIATT and RTTIs to adapt five TTR modules (see IR 1.1) for pre-service use, embed them and new learning modes into training, and align teacher standards and competency scales with skills in the new modules. The project will train relevant RTTI staff on the modules. The enhanced preparatory program will align with MOES’s 2020+ plans for a teacher certification system that is linked to salary and capacity-building. The revised pre-service modules will provide more opportunities for school practice with experienced teachers as mentors, ensure alignment with new curricular standards being developed, embed additional direct support for marginalized students, and provide strategies for classroom management, the use of technology, and assessment. The project will also update, pilot, and introduce to universities a student practicum program for primary grade teachers on math and reading.

Second, the project will work with RIATT and RTTIs to provide teacher training modules that can be accessed by teachers on demand using mobile phones. The project will optimize modules for mobile phone delivery, reorganizing content into 5–10-minute micro-lessons, integrating reflective questions with existing or newly developed video content, and embedding peer-to-peer and coach support features for external feedback. To monitor the adoption of skills and tools after teachers leave college, the project will embed their use into classroom observation tools and feedback prompts.

**Status**

For IR 3.3, in Q1, the project accomplished the following:
▪ **Pre-service:**
  - Some of the master trainers and national trainers have been identified from pre-service academic institutions. Later in the project, we will work with this cohort to promote the integration of enhanced reading and math instruction into teacher education. In particular, we believe that Okuu Keremet!’s blended modules may be particularly relevant as a resource for pre-service teacher education.

  Experts from pre-service institutions have been integrated in various Okuu Keremet! structures, such as the book leveling group, the working groups for development of reading and math training modules, and in the pool of authors and illustrators working on SRMs. A limited number of pre-service educators are expected to be recruited as mentors and will be sought out to participate in developing a road map toward subject standards.

**IR 3.4: Access to quality education for all students, especially vulnerable populations, improved**

**Statement of Approach**

The Kyrgyz Republic benefits from a robust system of child diagnostics and IE with investment from multiple donors (e.g., UNICEF) and foundations (e.g., Open Society Foundations) and is addressing the learning needs of second-language learners (e.g., by expanding access to quality learning materials). Vulnerable and struggling students continue to underperform, however, and the project will pay particular attention to the learning needs of students with disabilities, second-language learners, and other struggling students.

The project will conduct a gender study in Year 1 to explore causes of gender inequities and inform programming, updating this study each year to refine instruction, particularly of boys. Through teacher training and TPD module development (IRs 1.1–1.3, 2.3), the project will combat gender stereotypes and promote positive, non-stereotypical representations of and attitudes toward girls and boys—including about the value of education and diverse educational and career choices—as guided by the RTI-authored USAID Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials and other best practices.

The project will also conduct a disability-inclusive education study in Year 1 to identify barriers to the full engagement of children with disabilities (e.g., learning, sensory, physical) in the mainstream classroom, providing targeted support to teachers in removing these barriers (IRs 1.1, 1.3). The project will draw from UNICEF’s work to ensure that all extracurricular activities are accessible to and promote active engagement by all children. At a systematic level, the project will inform the implementation of the State Concept and the Kyrgyz Republic’s National Plan for Inclusive Education for Children with Disabilities. Okuu Keremet! will also develop a Disability Education Resource Guide, which will map cross-sectoral health and education programs available to students with disabilities and those needing additional language acquisition support.

To meet the learning needs of second-language learners, the project will convene a working group of language specialists to inform second-language learning strategies developed for teachers (IRs 1.1, 1.3), curricula (IR 1.2), and materials (IR 2.3) (e.g.,
building academic oral language, supporting code-switching). The project will also include its formative assessment approach, teacher training, and book development strategies and tools to help teachers identify and remediate all struggling learners, regardless of cause.

**Status**

IR 3.4: In Q1, the project accomplished the following: IE Study and Action Plan:

- Gender study presented at authors’ workshop on November 10.
- IE Study completed and submitted to USAID in October. It was resubmitted in December addressing USAID comments.
- IE and Disability Study findings and recommendations presented at the MOES National Functional Literacy Committee on December 8.

**Moving Forward**

**Exhibit 5** provides a snapshot of progress toward Objective 3 in Q1 and next steps.

**Exhibit 5. Progress Toward Achieving Objective 3: Quarter 1 (October–December 2020)**

<table>
<thead>
<tr>
<th>This Quarter</th>
<th>Next Steps</th>
</tr>
</thead>
</table>
| 3.1 Capacity of MOES at all levels in the areas of primary education policy, HR, planning & management, and M&E built |  | • Review mentoring regulation  
• Revise and get approval from MOES for mentor job description and updated regulation  
• Obtain Institutionalization Plan from TTR and RTI  
• Discuss strategic institutionalization plan (with MOES or internally) |
|  • Mentor support system conceptualized  
• Mentoring regulation obtained from MOES for updating and alignment |  |  |
| 3.2 System optimization and greater cost-efficiency in delivering a quality education supported | N/A |  | • Plan how to engage MOES to identify data needs  
• Develop a plan for mapping cost data  
• Develop finance office activity tracker aligned with budget |
|  |  |  |  |
| 3.3. Preparatory programs in reading and math for primary teachers and education leaders improved | N/A |  | • Develop communication with target pre-service institutions  
• Involve target institutions’ staff as trainers and experts |
|  |  |  |  |
| 3.4. Access to quality education for all students, especially vulnerable populations, improved |  |  | • Produce 720 reading and math video lessons for Q3–4 in schools  
• Incorporate IE into communication and outreach efforts  
• Incorporate IE/best practices in all materials |
|  • Produced 720 video lessons for Q1–2 in response to COVID-19  
• IE Study completed  
• IE Study and Action Plan presented |  |  |  |
### Chapter 3
### Accruals

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<tr>
<th>Date</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023-01-01</td>
<td>Purchase materials, office supplies</td>
<td>$1,234</td>
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<tr>
<td>2023-01-15</td>
<td>Employee training costs</td>
<td>$500</td>
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<tr>
<td>2023-02-20</td>
<td>Utilities for office: electricity</td>
<td>$300</td>
</tr>
<tr>
<td>2023-03-05</td>
<td>Supply costs for project activities</td>
<td>$700</td>
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<tr>
<td>2023-04-10</td>
<td>Travel expenses</td>
<td>$400</td>
</tr>
<tr>
<td>2023-05-15</td>
<td>Consulting fees</td>
<td>$800</td>
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**Total Accruals:** $4,534
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<th>February</th>
<th>March</th>
<th>TOTAL</th>
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## Annex A. Year 2 Quarter 1 MELP Performance Progress Report

*Indicators highlighted in yellow are reported this quarter.*

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Definition</th>
<th>Disaggregation, Data Collection Frequency, Method &amp; Source</th>
<th>Baseline</th>
<th>Year 2 Target</th>
<th>Quarter 1 planned vs. actual</th>
<th>Quarter 2 planned vs. actual</th>
<th>Quarter 3 planned vs. actual</th>
<th>Quarter 4 planned vs. actual</th>
<th>Life of Project Target/Comments</th>
</tr>
</thead>
</table>
| 01 Custom | # of primary school aged children with improved reading skills (outcome) | This indicator measures the number of primary grade students in 1,687 target schools whose ability to read has improved as reflected in endlineearly grade reading assessment (EGRA), which is aligned with the Ministry of Education and Science (MOES) national standards, owing to improved teaching reading practices and techniques (Combined for languages) | Dis: Sex; Language; Urban/rural; Grade; Oblast  
Collection Frequency: Annual in Year (Y) 3 & Y5  
Method: EGRA  
Source: Education management information system (EMIS), project school database, EGRA midline and endline results | TBD | N/A | N/A | N/A | Baseline | N/A | +10% over baseline |
| 02 ES.1-1 | % of learners who attain a minimum grade-level proficiency in reading at the end of Grade (G) 2 with United | This indicator measures the percentage of learners in the second grade in 1,687 targeted schools (based on nationally representative sample) who demonstrate 80% proficiency in oral  
| Dis: Sex; Language: Language of instruction (LOI) vs. home lg; Urban/rural; Grade; Oblast  
Collection Frequency: Annual in Y3 & Y5 | TBD | N/A | N/A | N/A | Baseline | N/A | +10% over baseline |
<table>
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</table>
| States Government (USG) assistance (outcome) | fluency (40 correct words per minute [cwpm] as per the national standards) and comprehension of second grade level text (4 questions answered correctly out of 5 per EGRA Toolkit 2.0) as a result of midline and endline EGRAs. | Method: EGRA  
Source: EMIS, EGRA midline, endline results, | | | | | | | | | |
| % of learners attaining minimum grade-level proficiency in reading at the end of primary school with USG assistance (outcome) | This indicator measures the percentage of fourth grade learners (the last grade in which activity interventions are implemented) in 1,687 targeted schools (based on nationally representative sampling) who demonstrate 80% proficiency in oral fluency (80 cwpm per the national standards) and comprehension of fourth grade level text (EGRA toolkit states 4 questions answered correctly out of 5) as a result of midline and endline EGRA. | Dis: Sex;  
Language: LOI vs. home lg; Urban/rural; Grade; Oblast  
Collection Frequency: Annual in Y3 & Y5  
Method: EGRA  
Source: EMIS, EGRA midline, end-line results | TBD | N/A | N/A | N/A | Baseline | N/A | +10% over baseline |
<table>
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<tr>
<th>No</th>
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<th>Definition</th>
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<th>Baseline</th>
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<th>Quarter 4 planned vs. actual</th>
<th>Life of Project Target/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>04</td>
<td># of learners in primary school or equivalent non-school based settings reached with USG education assistance (output)</td>
<td>This indicator measures the number of learners reached in 1,687 targeted primary schools in classrooms taught by teachers trained under Okuu Keremet!’s education programs and whose classrooms are enriched with teaching and learning materials (TLMs) with support of the USG assistance.</td>
<td><strong>Dis</strong>: Sex; Language; Urban/rural; Grade; Oblast; Reading and Math <strong>Collection Frequency</strong>: Annual <strong>Method</strong>: School data collection tool <strong>Source</strong>: OSH1, Project record</td>
<td>104,400 (TTR)</td>
<td>300,000</td>
<td>300,000/284,192</td>
<td>300,000/284,192</td>
<td>300,000/284,192</td>
<td>300,000/284,192</td>
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</tbody>
</table>

In Q1, students in 1,065 schools received children’s books. These schools also received TTR reading train’g modules.

<p>| 05 | % of learners demonstrating +15% improvement on math over baseline (outcome) | This indicator measures the percentage of second and fourth grade learners (the last grade in which activity interventions are implemented) in 1,687 targeted schools (based on nationally representative sampling) who demonstrate +15% improvement on math over baseline. | <strong>Dis</strong>: Sex; Language; Urban/rural; Grade; Oblast <strong>Collection Frequency</strong>: Annual in Y2 and Y5 <strong>Method</strong>: Early grade mathematics assessment (EGMA) <strong>Source</strong>: EGMA endline results | TBD | N/A | N/A | N/A | Baseline | N/A | +15% over baseline |</p>
<table>
<thead>
<tr>
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<tr>
<td>06</td>
<td>ES.1-16</td>
<td># of educators who complete professional development activities with USG assistance (teachers, methodologists and librarians) (output)</td>
<td>This indicator measures # of teachers, methodologists and librarians who complete 72 hrs minimum of Okuu Keremet’s in-service training program to deliver a quality reading (5 basic and 5 advanced reading teaching modules) and math (5 basic and 5 advanced math teaching modules) programs. Librarians will be invited only to reading trainings.</td>
<td>Dis: Sex; Language; Educator type; Training type; Oblast</td>
<td>5,220</td>
<td>13,496 Reading (R) (teachers and methodologists only +1,500 librarians)</td>
<td>N/A</td>
<td>13,496 Reading (R) (teachers and methodologists only +1,500 librarians)</td>
<td>13,496 Reading (R) (teachers and methodologists only +1,500 librarians)</td>
<td>13,496 (teachers and methodologists only +1,500 librarians)</td>
</tr>
<tr>
<td>07</td>
<td>ES.1-12</td>
<td># of education administrator s and officials who complete professional development activities with USG assistance</td>
<td>This indicator measures # of school directors, deputy school directors (IST members), master and national trainers and MOES personnel who participate in project professional development activities, including reading and</td>
<td>Dis: Sex; Language; Educator type; Training type; Ministry Department; Oblast</td>
<td>1,160</td>
<td>3,000 IST; 500 administrator s &amp; officials</td>
<td>N/A</td>
<td>3,000 IST; 500 administrators &amp; officials</td>
<td>3,000 IST; 500 administrators &amp; officials</td>
<td>3,000 IST; 500 administrators &amp; officials</td>
</tr>
</tbody>
</table>

Objective 1: Improved instructional quality in reading, numeracy, and math

IR 1.1: Teacher training in reading and mathematics improved

This indicator measures # of teachers, methodologists and librarians who complete 72 hrs minimum of Okuu Keremet’s in-service training program to deliver a quality reading (5 basic and 5 advanced reading teaching modules) and math (5 basic and 5 advanced math teaching modules) programs. Librarians will be invited only to reading trainings.
<table>
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<th>Quarter 4 planned vs. actual</th>
<th>Life of Project Target/Comments</th>
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<tbody>
<tr>
<td></td>
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<td>(2 school Instructional Support Team [IST] members, master/national trainers, and 1,000 other officials) (output)</td>
<td>math and other coaching and capacity-building events/sessions. MOES capacity-building efforts are described in detail by the area of support to MOES and its affiliated organizations under Obj 3, IR 3.1. Targets are given below as well.</td>
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<tr>
<td>08</td>
<td>Suppl-10</td>
<td>% of teachers providing quality classroom instruction with USG-support (outcome)</td>
<td>This indicator measures % of target teachers providing quality classroom instruction in reading and math as offered in project training programs. Okuu Keremeti! will observe teacher performance to determine if they demonstrate use of methods for improved learning in the classroom. Project target is to have 85% of reading and math (R&amp;M) teachers demonstrate teaching</td>
<td>Dis: Sex; Language; R&amp;M; Oblast</td>
<td>85% R</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>85% R</td>
<td>85%, R</td>
</tr>
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</table>

Dis: Sex; Language; R&M; Oblast

Collection Frequency: Annual

Method: Classroom observation tool

Source: Training records; observation data

Project target is to have 85% of reading and math (R&M) teachers demonstrate teaching.
<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Definition</th>
<th>Disaggregation, Data Collection Frequency, Method &amp; Source</th>
<th>Baseline</th>
<th>Year 2 Target</th>
<th>Quarter 1 planned vs. actual</th>
<th>Quarter 2 planned vs. actual</th>
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<th>Quarter 4 planned vs. actual</th>
<th>Life of Project Target/Comments</th>
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<td></td>
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<td>proficiency in these two subjects.</td>
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<td>09</td>
<td>ES.1-49</td>
<td># of primary or secondary textbooks and other TLM that are inclusively representative with USG assistance (output)</td>
<td>This indicator measures the number of teaching materials, a set of 5 advanced reading modules, a set of 5 basic math modules, and a set of 5 advanced math modules, developed and provided to educators and education administrators, as well as supplementary learning materials provided to students in 1,687 target schools. See also targets for this indicator set under IR 2.3 for learning materials distributed among schools for students.</td>
<td>Dis: Language; Resource type (R&amp;M, information; non-information, etc.); Material type (teacher or learner); Grade; Procured/developed; Oblast Collection Frequency: Annual Method: Review Source: Project records: Books and materials distribution tracker</td>
<td>N/A</td>
<td>15,346 R; 270 M pilot</td>
<td>N/A/5,234 TTR modules given to 1,065 non-TTR schools; 4,122 in K; 1,112 in R</td>
<td>15,346 R; 270 M pilot</td>
<td>15,346 R; 15,346 R; Total 43,038/ Each school received 5 to 6 copies of TTR modules</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Custom</td>
<td>Number of standardized learning assessments supported by</td>
<td>This indicator measures the number of standardized learning assessments (EGRA, EGMA) conducted that can be</td>
<td>Dis: Language; Grade; Assessment type Collection Frequency: Annual Method: Review</td>
<td>N/A</td>
<td>10</td>
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<td>2</td>
<td>8</td>
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<tr>
<td>1</td>
<td>USG (output)</td>
<td>used to measure learning in specific subject areas and can be measured against international standards, as well as national and regional assessments.</td>
<td>Source: Project records</td>
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<tr>
<td>11</td>
<td>Custom</td>
<td>This indicator measures the number of revision guidelines mapped one for reading and another for numeracy/math curricula to model streamlined curriculum that focuses on the most foundational and functional skills and optimal use of formative, interim, and summative assessments to guide and track learning.</td>
<td>Dis: Language; R&amp;M; Collection frequency: Annual Method: Review Source: Project records</td>
<td>N/A</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Custom</td>
<td>This indicator measures the number of COs conducted by school ISTs, project national trainers (NTs) and district and teacher education departments (DEDs/TEDs) and</td>
<td>Dis: Oblast: R&amp;M; Observer type Collection Frequency: Quarterly Method: Review Source: Observations submitted, project records</td>
<td>N/A</td>
<td>1,687*8=13,496 R</td>
<td>N/A</td>
<td>N/A</td>
<td>TBD</td>
<td>TBD</td>
<td>Total 70,864</td>
</tr>
</tbody>
</table>

IR 1.3: Mentorship and teacher support systems strengthened
<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Definition</th>
<th>Disaggregation, Data Collection Frequency, Method &amp; Source</th>
<th>Baseline</th>
<th>Year 2</th>
<th>Quarter 1 planned vs. actual</th>
<th>Quarter 2 planned vs. actual</th>
<th>Quarter 3 planned vs. actual</th>
<th>Quarter 4 planned vs. actual</th>
<th>Life of Project Target/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Custom</td>
<td># of local community structures (parental committees, local governments, youth groups, public libraries, etc.) engaged in learning</td>
<td>This indicator measures # of local community structures (parental committees, local governments, youth groups, alumni groups, public libraries, etc.) engaged in primary education to support and implement out-of-school learning activities, social and behavior change</td>
<td>N/A</td>
<td>TBD</td>
<td>667</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

**Objective 2: Improved formal and non-formal learning environments**

**IR 2.1: Community support for learning increased**

- **Dis:** Oblast; Urban/rural; Organization type
- **Collection Frequency:** Annual
- **Method:** Review
- **Source:** Project records

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Definition</th>
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<th>Baseline</th>
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<tr>
<td>13</td>
<td>Custom</td>
<td># of local community structures (parental committees, local governments, youth groups, public libraries, etc.) engaged in learning</td>
<td>This indicator measures # of local community structures (parental committees, local governments, youth groups, alumni groups, public libraries, etc.) engaged in primary education to support and implement out-of-school learning activities, social and behavior change</td>
<td>N/A</td>
<td>TBD</td>
<td>667</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

We count parent committees (class level), public libraries, local gov-ts.
<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Definition</th>
<th>Disaggregation, Data Collection Frequency, Method &amp; Source</th>
<th>Baseline</th>
<th>Year 2 Target</th>
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</tr>
</thead>
<tbody>
<tr>
<td>14 Custom</td>
<td># of public communications and outreach activities/media campaigns, annually (output)</td>
<td>This indicator measures the number of public outreach and media campaigns that promote a culture of reading and learning math at home and outside school carried out with the project support.</td>
<td>Dis: Oblast; Event type Collection Frequency: Annual Method: Review Source: Project records</td>
<td>N/A</td>
<td>2</td>
<td>1/1</td>
<td>N/A</td>
<td>1</td>
<td>N/A</td>
<td>8/Okuu Keremet! conducted the reading campaign in December</td>
</tr>
<tr>
<td>15 Custom</td>
<td>% of schools conducting summer reading and math camps (outcome)</td>
<td>This indicator measures the percentage of targeted schools conducting R&amp;M camps during summer and winter school vacations supported by the project but run by schools in partnership with parents, local community centers and youth groups.</td>
<td>Dis: Urban/rural; Language: Oblast Collection Frequency: Annual Method: Review Source: Project records</td>
<td>N/A</td>
<td>35% or 590 schools</td>
<td>N/A</td>
<td>TBD</td>
<td>35% or 590 schools</td>
<td>TBD</td>
<td>65% or 1,097 unique schools</td>
</tr>
<tr>
<td>16 Custom</td>
<td># of public libraries receiving reading</td>
<td>This indicator measures the number of public libraries receiving both TTR and Okuu Keremet!</td>
<td>Dis: Urban/rural; Oblast Collection Frequency: Annual</td>
<td>N/A</td>
<td>82</td>
<td>82/82</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>82/82 libraries received 10 copies of each 45 TTR</td>
</tr>
<tr>
<td>No</td>
<td>Indicator</td>
<td>Definition</td>
<td>Disaggregation, Data Collection Frequency, Method &amp; Source</td>
<td>Baseline</td>
<td>Year 2 Target</td>
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<tr>
<td></td>
<td>materials (output)</td>
<td>developed and created supplementary reading materials. The project will support 82 public libraries to increase availability and access to a variety of age- and grade-appropriate titles in mother languages for early learners that are gender-sensitive, inclusive, culturally appropriate and rich in genre.</td>
<td>Method: Review Source: Project records</td>
<td>N/A</td>
<td>25%</td>
<td>TBD/59,205 or 20%</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>titles. Total of 36,900 books were provided.</td>
</tr>
<tr>
<td>17</td>
<td>% of students involved in out-of-school learning activities (outcome)</td>
<td>This indicator measures the percentage of students in 1,687 target schools participating in out-of-school learning activities. Okuu Keremet! Outreach and Communications Plan will detail the type of activities through which the project will support schools to engage learners in these events and report numbers to project regional team on a quarterly basis.</td>
<td>Dis: Sex; Language; Grade; Oblast Collection Frequency: Quarterly Method: Review Source: Project records, school reporting form</td>
<td>N/A</td>
<td>25%</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>65% Annual target is 25% For Q1, students who were engaged in social media activities and book handovers/presentations in Nov/Dec 2020 counted.</td>
</tr>
<tr>
<td>No</td>
<td>Indicator</td>
<td>Definition</td>
<td>Disaggregation, Data Collection Frequency, Method &amp; Source</td>
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<tr>
<td>18</td>
<td>Custom % of supplementary reading books available on the Kyrgyz market leveled (outcome)</td>
<td>This indicator records the percentage of titles that have been leveled for students in Grades 1–4 by enhancing the existing leveling tool developed by TTR and scaled up for use across languages. Okuu Keremet! will level all remaining titles on the market identified by TTR and extended by Okuu Keremet!</td>
<td>Dis: Language; Grade; Text material type</td>
<td>TTR expected 85%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>19 ES.1-45</td>
<td>% of primary-grade learners targeted for USG assistance who have the</td>
<td>This indicator counts the percent of learners targeted for USG assistance who have the age- and grade-appropriate AND gender/context-sensitive variety of decodable, leveled,</td>
<td>Dis: Sex; Language; Disability; Urban/rural; Grade; Oblast</td>
<td>TBD</td>
<td>TBD over baseline</td>
<td>N/A</td>
<td>N/A</td>
<td>Baseline</td>
<td>Baseline</td>
<td>100% over baseline</td>
</tr>
</tbody>
</table>

**IR 2.3: Availability of learning materials, through material development, production, and distribution improved**

See Indicator 9 above

As above but targets are for student learning materials under Objective 2, IR 2.3

Dis: Language; Grade; Text material type; Developed/procured

Collection Frequency: Quarterly

Method: Review

Source: Project records, book tracker

45 TTR titles or 130,500

170,000 TTR books for non-TTR schools; 1,200 math materials

170,000/239,625 copies of 45 TTR titles

N/A N/A N/A 974,212/1,065 non-TTR schools received total of 239,625 books. Each school received 225 copies.
<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Definition</th>
<th>Disaggregation, Data Collection Frequency, Method &amp; Source</th>
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</thead>
<tbody>
<tr>
<td>20</td>
<td>ES.1-50</td>
<td># of public and private schools receiving USG assistance (output)</td>
<td>This indicator measures the number of target schools receiving support from USG assistance through teacher professional development (TPD) and TLMs.</td>
<td>Dis: Language; Oblast; School type (public/private)</td>
<td>Collection frequency: Annual</td>
<td>Method: Review</td>
<td>Source: Project school database, distribution plan</td>
<td>622</td>
<td>1,687</td>
<td>1,065</td>
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</tbody>
</table>

**Objective 3: A strengthened primary education system**

**IR 3.1: Capacity of the MOES at all levels in the areas of primary education policy, HR planning and management, and monitoring and evaluation built**

<p>| See Indicator 7 | As above National Training Center (NTC) | Dis: Sex; Language; Educator type; Training | N/A | 30 (national) | TBD | TBD | TBD | TBD | 50 unique |</p>
<table>
<thead>
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<th>No</th>
<th>Indicator</th>
<th>Definition</th>
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<th>Quarter 4 planned vs. actual</th>
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<tr>
<td></td>
<td></td>
<td>(assessment framework, administration of EGRA and EGMA); Republican Institute for Advanced Training and Re-training (RIATT) (revision of TPD modules, training methods, planning trainings based on teacher needs); TTI, DEDs/TEDs (methodologists' coaching role, including job descriptions); Kyrgyz Academy of Education (KAE) (revision of subject standards with competence-based approach).</td>
<td>type: Ministry Department; Oblast</td>
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<td></td>
<td><strong>Collection Frequency</strong>: Quarterly</td>
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<td><strong>Method</strong>: TAS</td>
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<td></td>
<td></td>
<td></td>
<td><strong>Source</strong>: Training records</td>
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</table>
| 21 CBLD-9 | Percent of USG-assisted organization with improved performance (outcome) | This indicator measures whether project capacity-building efforts have led to improved organizational performance within MOES and its affiliated organizations thanks to capacity-building efforts provided with USG-support. More details given under the Performance Indicator Reference Sheet (PIRS). | Dis: Ministry department type; improvement type  
Collection frequency: Annual  
Method: Review  
Source: MOES/RIATT records (self-report) | N/A | TBD | TBD | TBD | TBD | TBD | 1:1 or 100% |
| 22 Custom | # of changes the MOES makes using the project generated/ supported/ developed information/ guidelines/ materials (output) | This indicator measures the number of changes the MOES makes or introduces using the project-generated and supported information/guidelines/materials to optimize education delivery and costing, resource-based decision-making, quality assurance, and performance monitoring nationwide (in any of these areas) | Dis: Change type  
Collection Frequency: Annual  
Method: Review  
Source: Project records, MOES records | NA | 3 | 3/3 | TBD | TBD | TBD | 9/3 |

IR 3.2: System optimization and greater cost efficiency in delivering a quality education supported
<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Definition</th>
<th>Disaggregation, Data Collection Frequency, Method &amp; Source</th>
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</thead>
<tbody>
<tr>
<td>23 STIR-10</td>
<td># of innovations supported through USG (output)</td>
<td>This indicator measures the number of technology-based resources developed for use to improve students’ learning skills. The project will develop a TPD App (resources developed), a Coach App (for observations and mentorship), and a Teacher App (teacher support application) and will disaggregate them by resource type.</td>
<td>Dis: Resource type; Language Collection Frequency: Annual Method: Review Source: Project records</td>
<td>TTR section on MOES website</td>
<td>3/3+720 Okuu Keremet! developed TPD App (Moodle); Coach App for R&amp;M; Resource App on Yapp &amp; 720 video lessons for grades 1-4</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>3/3 These Apps will be available in two languages and revised based on user testing if needed in the next quarter. 720 R&amp;M and language video lessons developed in Q1.</td>
<td></td>
</tr>
<tr>
<td>24 Custom</td>
<td># of pre-service packages developed (output)</td>
<td>This indicator measures the number of pre-service packages developed one for reading and second for math.</td>
<td>Dis: R&amp;M; Language Collection Frequency: Annual Method: Review Source: Project records</td>
<td>N/A Revised TTR</td>
<td>N/A</td>
<td>N/A</td>
<td>TBD</td>
<td>TBD</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>25 Custom</td>
<td># of studies conducted and produced to inform</td>
<td>This indicator measures the number of studies conducted in the area of social inclusion including</td>
<td>Dis: Study type Collection Frequency: Annual Method: Review</td>
<td>N/A TBD</td>
<td>1</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>2/2 Gender study completed in Y1. IE study completed/</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Indicator</td>
<td>Definition</td>
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<td>programmin and project activities in order to improve access to education for all students (output)</td>
<td>gender. Findings of these studies will improve programming decisions and activities where appropriate in order to improve access to primary education for all students, especially vulnerable ones.</td>
<td>Source: Project records</td>
<td></td>
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<td></td>
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<td>submitted in October 2020. In December it was resubmitted.</td>
</tr>
</tbody>
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### Annex B. Okuu Keremet! Media Coverage Year 2, Quarter 1 (October–December 2020)

<table>
<thead>
<tr>
<th>#</th>
<th>News/Media Outlet</th>
<th>Content</th>
<th>Link</th>
<th>Date</th>
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</thead>
</table>

**TV Channels**

<table>
<thead>
<tr>
<th>#</th>
<th>News/Media Outlet</th>
<th>Content</th>
<th>Link</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Ala Too 24 (news channel of the national</td>
<td>Live with Saule Khamzina, Okuu Keremet! DCOP (interview at “Business Breakfast” morning show)</td>
<td><a href="https://www.youtube.com/watch?v=yLkhPEI7CRE&amp;feature=youtu.be">https://www.youtube.com/watch?v=yLkhPEI7CRE&amp;feature=youtu.be</a></td>
<td>September 24, 2020</td>
</tr>
<tr>
<td>#</td>
<td>News/Media Outlet</td>
<td>Content</td>
<td>Link</td>
<td>Date</td>
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<tr>
<td></td>
<td>TV channel) national coverage</td>
<td>News report (morning news) Coverage of Okuu Keremet! book handover and project launch ceremonies</td>
<td></td>
<td>September 24, 2020</td>
</tr>
<tr>
<td></td>
<td>5-channel (private TV channel; national coverage)</td>
<td>News report (evening news) from 27:12 minute Coverage of Okuu Keremet! book handover and project launch ceremonies</td>
<td></td>
<td>September 23, 2020</td>
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<td>Piramida (private TV channel)*</td>
<td>News report (evening news) Coverage of Okuu Keremet! book handover and project launch ceremonies</td>
<td></td>
<td>September 23, 2020</td>
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<td>EITR (national TV channel; national coverage)*</td>
<td>News report (morning news) Coverage of Okuu Keremet! book handover and project launch ceremonies</td>
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<td>September 28, 2020</td>
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*Links to available TV news online are provided.*