

## FY 2021, Quarter 3 Report

APRIL - JUNE 2021

USAID READ WITH ME PROJECT



Kholova Asmoa, a third grade student, reads in the book corner of secondary school No. 21 in Khujand in the presence of Sattorov Shukhrat, an employee of the regional education department.  
Photo credit: USAID Read with Me Project

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## USAID READ WITH ME PROJECT

**Contract No.** AID-176-C-16-00003

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F.	Contractor's Name	Chemonics International Inc 1717 H St NW, Washington DC 20006 Telephone: +1 (202) 955-3300
G.	Sponsoring USAID Operating Unit and COR	USAID/Tajikistan Mavjuda Nabieva
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# ACRONYMS

AR	Activity Result
CBMU	Community Based Methodological Unit
CO	Contracting Officer
COP	Chief of Party
COR	Contracting Officer's Representative
DCC	Development Coordination Council
DED	District Education Department
DRS	Districts of Republican Subordination
DTF	District Training Facilitator
EGRA	Early Grade Reading Assessment
EMIS	Electronic Management Information System
FY	Fiscal Year
GBAO	Gorno-Badakhshan Autonomous Oblast
HEI	Higher Education Institution
HMU	Head of Methodological Unit
INGO	International Non-Governmental Organization
IST	In-Service Training
KSU	Khorugh State University
LTA	USAID Learn Together Activity
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation, and Learning
MoC	Ministry of Culture
MoES	Ministry of Education and Science
MRC	Methodological Resource Center
NGO	Non-Governmental Organization
NTC	National Testing Center
PITT	Performance Indicator Tracking Table
PSA	Public Service Announcement
RED	Regional Education Department
RITTI	Republican In-service Teacher Training Institute
RTMC	Republican Teaching and Methodological Center
RWM	Read with Me

SSME	Snapshot of School Management Effectiveness
STTA	Short-Term Technical Assistance
STS	School-to-School International
TIPDIS	Teacher In-Service Professional Development Information System
TTI	Teacher Training Institute
UCA	University of Central Asia
USAID	United States of Agency for International Development
UNICEF	United Nations International Children's Emergency Fund
WB	World Bank

## EXECUTIVE SUMMARY

In Quarter 3, USAID RWM completed the majority of final activities, including distribution of books, supplementary materials, and mobile application promotional leaflets; completion of the digital library; new episodes of the “Time to Read” television program on TV Bahoriston; and end of year mentoring support and remaining classroom observation.

### *Increasing the Availability of Reading Materials*

In Quarter 3, USAID RWM distributed 960 copies of 12 Braille titles and 5,760 copies of 15 large print titles to specialized schools and classes for children with visual impairments, as well as relevant NGOs and inclusive education resource centers. In Quarter 3, RWM also distributed 514,841 books to all 3,001 project schools, reaching a distribution of over 1.3 million books over the life of the project.

Additionally in Quarter 3, USAID RWM hosted a workshop with 30 participants at the Union of Writers to share the project’s experience creating age-appropriate children’s books and its positive collaboration with other counterparts to promote those books and use the books in different mediums. The workshop highlighted the project’s work with counterparts to create leveled books, introduce new genres, adapt books into Braille and large print, and create television and radio shows based on books and was held to encourage the Union of Writers and other assembled counterparts to consider expanding the production of age-appropriate children’s literature, as well as to pursue such partnerships that can improve the culture of reading in Tajikistan.

### *Improving Reading Instruction in Grades 1-4*

In April and May, USAID RWM continued supporting the 17 higher education institutions (HEIs) that introduced the project’s pre-service training university course. The project engaged with the HEIs through 34 project-trained mentors, who assisted their colleagues to deliver the course effectively by observing classes, conducting feedback sessions, and regularly communicating with the project. Additionally, after introducing the digital teacher training platform as part of the training for faculty in December and January, USAID RWM registered Khorugh State University (KSU) as a pilot on the platform. Based on feedback from KSU on which training modules and methodological videos are best integrated into the university course on modern reading instruction, USAID LTA will continue this by working with the local subcontractor to create a new portal within the digital platform with a customized home page for university faculty and students, to be rolled out to all 22 HEIs by USAID LTA in the new academic year.

In Quarter 3, USAID RWM continued the EGRA endline training schedule for Tajik and Russian-language enumerators, selecting 64 enumerators in total. The training covered EGRA endline tools, sampling, data collection protocols, data management, and reporting requirements, and included a practice visit to a local school. In April, 16 teams (two EGRA enumerators, one classroom observer, and one SSME enumerator each) completed the data collection for the EGRA endline.

As part of book distribution in Quarter 3, USAID RWM and the MoES organized a book donation event in each region. The event series commemorated the milestone of 1.3 million books delivered over the life of the project and featured participation from high-level MoES officials, including the First Deputy Minister, Deputy Minister, and USAID RWM’s MoES Coordinator. Each book donation event featured performances from school children about the importance of reading and local culture, speeches by the MoES and project leadership, and an official book donation ceremony. As part of book distribution in Quarter 3, USAID RWM also completed the delivery of 8,205 books to 71 children’s libraries at the district-level.

### *Increasing Innovation and Partnerships in Supporting Literacy Outcomes*

In April and May 2021, USAID RWM distributed supplementary reading materials to all project schools during the book distribution. This included one-page leveled reading cards and picture dictionaries in Tajik and Russian; visual aids with reading comprehension and critical thinking skills in Tajik and Russian; and a Reading Calendar and phonics game in Russian. In April 2021, USAID RWM also completed the digital library, which is a user-friendly offline platform that holds all project teaching and learning materials categorized by language and type.

By the end of Quarter 3, TV Bahoriston had aired more than 70 episodes of the project-developed “Time to Read” television series, all of which include sign-language interpretation. USAID RWM continued promotion of the “Feed Me” and “Kitobust” mobile applications through the Radio Vatan “Let’s Read Together” program and promotional leaflets, with each app reaching over 10,000 downloads thus far. During Quarter 3, the project also continued collaboration with TV Bahoriston, the Dushanbe Children’s Puppet Theater, UCA, UNICEF, Pamir Energy, USAID LTA, and the DCC working groups.

### *Increasing Government Support to Improve Reading*

In April 2021, USAID RWM completed the methodological unit meetings and feedback sessions in the majority of schools. According to the data derived and processed from the digital platform, the majority of teachers completed most of the training modules from January to March 2021 and then moved to an active phase of implementation and mentoring. Overall, more than 1,700 teachers successfully completed all training modules and assignments.

In May 2021, USAID RWM completed the conceptual framework for blended learning, which will be an important framework for other donor partners who are pursuing blended learning initiatives, thereby ensuring all donors are using one unified approach with the MoES. Additionally in May, USAID RWM began the installation of IT equipment in the last 27 Methodological Resource Centers (MRC), which have been created in each district to support modern methodological instruction, and in May, USAID RWM and USAID LTA collaborated to lead trainings for teachers and IT specialists from these 27 schools.

In April 2021, the MoES Monitoring Working group completed a second round of monitoring of the CBMU-based mentoring and blended learning approach. The collected data was analyzed, and the findings were grouped around (1) training contents of blended learning; (2) the quality of workshops at the CBMU level; (3) use of digital platform; (4) methodological unit reflection sessions during the training process. Additionally, in May 2021, the Evaluation and Attestation working group completed evaluation of Cohort 4 teachers and all assessment protocols were shared with RITTI via its regional branches. RITTI issued an order for certification of the primary teachers who attended the USAID RWM blended learning course and awarded certificates to 7,000 primary teachers from 1,008 cohort 4 schools.

USAID RWM completed training of Cohort 4 primary teachers by the end of June 2021. In Quarter 3, USAID RWM processed the classroom observation data on two key classroom observation forms: (1) Use of formative assessment strategies and (2) Use of supplementary materials. The data was analyzed from November 2020 till June 2021. In total, 3,002 classroom observations were conducted on “Using Formative Assessment Strategies” during this period and show a gradual improvement of teachers’ using formative assessment strategies. There were 2,693 classroom observations on the “use of supplementary learning materials” conducted over the same period, which also show gradual improvements in using supplementary reading materials in teaching and learning processes. This improvement is aligned with the improvement in using formative assessment strategies and connected to the introduction of differentiated instruction and ongoing mentoring and coaching support.

## Section A: Project Activities in the Current Reporting Period, FY21 Q3

### AR 1: Increased Availability of Reading Materials

**Sub AR 1.1: Quality, age-appropriate reading materials in Tajik and Russian that support learning standards procured.**

*Activity 1.1.1 Print and distribute Braille books to schools.*

In Quarter 2, USAID RWM printed 80 copies of each of the 12 Braille titles (960 copies total). In May 2021, USAID RWM distributed these Braille books to specialized schools and classes which serve children with visual impairments. USAID RWM also identified NGOs in each region which serve communities that read in Braille and provided copies of these books to them.



*New printed Braille books.*

*Activity 1.1.2 Print and distribute books in large print.*

In Quarter 2, USAID RWM printed 360 copies of the 16 large print titles (5,760 copies total). In May 2021, USAID RWM distributed these books to specialized schools and classes for children with visual impairments, as well as relevant NGOs. The project also conducted research into inclusive education resource centers established by UNICEF to understand which were still active, and then provided these centers with large print books. USAID LTA will support RWM after closeout to distribute the remaining large print books to schools which have children with visual impairments.





*Printed large print titles in typography.*

## **Sub AR 1.2: Capacity of local authors and illustrators to create mother tongue reading materials in the form of big books and trade books increased**

*Activity 1.2.1 Organize roundtable focused on promoting book development from local authors and illustrators.*

This activity was completed in Quarter 2.

*Activity 1.2.2 Organize a national workshop on the status of children's literature in Tajikistan.*

On June 14, 2021, USAID RWM hosted a workshop with 30 participants at the Union of Writers to share the project's experience creating age-appropriate children's books and its positive collaboration with other counterparts to promote those books and use the books in different mediums. In particular, USAID RWM highlighted how the project created leveled books, as well as introduced new genres, such as informational, theater books and big books, to Tajikistan. The project also highlighted the adaptation of these books into Braille and large print. Together with partners from Radio Vatan, TV Bahoriston, and the Puppet Theater, USAID RWM shared how the project had created television and radio shows based on the books, as well as mobile applications and theater performances. The purpose of the meeting was to encourage the Union of Writers and other assembled counterparts to consider expanding the production of age-appropriate children's literature, as well as to pursue such partnerships that can improve the culture of reading in Tajikistan. USAID LTA will carry this momentum forward in its book development process and partnerships efforts.



*Master class with 30 participants, project partners, writers, artists, TV representatives, Puppet Theater, sign language translators at the Writers' Union.*

*Activity 1.2.3 Support WU staff to scan, digitize, and upload all existing children's books to the WU website, national and regional e-libraries.*

This activity was completed in Quarter 1. Materials are uploaded to the website address:  
<http://navisandagan.tj/tj/index.php>.

**Sub AR 1.3: Quality, age-appropriate reading materials in mother tongue languages that support learning standards and complement what is available on the market developed**

*Activity 1.3.1 Print and distribute new books to all RWM target schools.*

In April and early May 2021, USAID RWM staff and volunteers distributed 514,841 books to all 3,001 project schools. USAID RWM largely distributed books at the district-level, while some remote schools received books directly. In addition, partners such as Regional Children's Libraries, higher education institutions, and district/regional education counterparts received designated book sets. The table below shows how many books each region received during the distribution. Over the life of the project, USAID RWM distributed over 1.3 million books.

**Distribution of Books to Schools in April-May 2021**

Region	Number of Books Delivered
GBAO	26,614
Dushanbe	34,071
DRS	114,101
Khatlon-Kulob	82,866
Khatlon-Bokhtar	143,421
Sughd	113,768



## **AR 2: Improved Reading Instruction in Grades 1-4**

### **Sub AR 2.1: Design reading strategies training packages**

*Activity 2.1.1. Distribute the teacher guides/manuals in Russian language to schools.*

This activity was completed in Quarter 1.

*Activity 2.1.2. Provide RWM target schools with supplementary materials on formative assessment.*

In March 2021, USAID RWM launched a competitive procurement for printing 7,000 formative assessment modules which were developed by the World Bank's READ-2 project. These modules reinforce key formative assessment concepts also introduced by USAID RWM. The project completed printing in April. These modules will be distributed to schools in early August before the beginning of the school year, along with remaining teaching and learning materials and the digital library. See section 3.1.3 for additional details on this distribution. Through this collaboration with the World Bank, RWM leveraged funds spent by the READ-2 program on the development of these modules.

### **Sub AR 2.2: Training for teachers, school directors, librarians, pedagogical instructors, and other educators on reading strategies conducted**

#### **Activity 2.2.1. Introduce modern reading instruction pedagogy at HE institutions training future primary school teachers**

*Activity 2.2.1.1 Train and provide mentoring support to HEI staff.*

In April and May, USAID RWM continued supporting the 17 higher education institutions (HEIs) that were introducing the project's pre-service training university course. The project engaged with these HEIs through 34 project-trained mentors (2 per HEI). The mentors assisted their colleagues to deliver the course effectively by observing classes, conducting feedback sessions, and regularly communicating with the project.

*Activity 2.2.1.2 Introduce and integrate teachers' digital platform as part of students' responsibilities.*

After introducing the digital teacher training platform as part of the training for faculty in December and January, USAID RWM registered Khorugh State University (KSU) as a pilot on the platform. The project will coordinate with LTA to work with KSU to understand which training modules and methodological videos are best integrated into the university course on modern reading instruction. Based on this feedback, during the summer, USAID LTA will work with the local subcontractor to create a new portal within the digital platform which has a customized home page for university faculty and students, which will be rolled out to all 22 HEIs by USAID LTA in the new academic year.

#### **Activity 2.2.2 Improve effective pedagogy at pre-service level**

*Activity 2.2.2.1 Improve effective pedagogy at pre-service level.*

This activity was completed in Quarter 1.

#### **Activity 2.2.3 Conduct school director training**

*Activity 2.2.3.1 Conduct training for new and existing trainers for Cohort 4 school directors.*

This activity was completed in Quarter 1.

*Activity 2.2.3.2 Provide training for Cohort 4 school directors.*

This activity was completed in Quarter 1.

#### **Activity 2.2.4 Conduct school librarian training**

*Activity 2.2.4.1. Conduct training for new and existing trainers for Cohort 4 school librarians.*

This activity was completed in Quarter 1.

*Activity 2.2.4.2. Conduct trainings for Cohort 4 school librarians.*

This activity was completed in Quarter 1. In April 2021, RWM hosted a make-up training for librarians from the K. Mastchoch region of Sughd, as their original training was delayed due to bad weather and dangerous road conditions.

#### **Sub AR 2.3: Incorporate supplementary materials into instruction**

*2.3.1 Distribute Teacher's Guides for Tajik language textbooks in Primary Grades (Alifbo and Grades 1-4).*

In November 2020, the Government of Tajikistan and the MoES decided to revise all education standards, syllabi, and textbooks for all subjects from Grade 1-11. The Teacher Guides developed by RWM have direct links with these standards, syllabi, and textbooks, and provide step-by-step guidance on how to implement competency-based education. It is not clear when the revision process will be completed, as RWM understands that the revised textbooks will need to be reviewed by the State Committee on National Security, which is a lengthy process. Therefore, RWM postponed the further editing, printing, and distribution of Teacher's Guides and will move this activity to the USAID Learn Together Activity (LTA) as part of the curriculum revision activity launched in Quarter 2 and continued in Quarter 3.

#### **Sub AR 2.4: Implement assessments tracking reading progress over time**

*Activity 2.4.1. Revise and finalize EGRA Endline tools.*

This activity was completed in Quarter 1.

*Activity 2.4.2 Revise and finalize SSME end-line tools.*

This activity was completed in Quarter 2.

*Activity 2.4.3 Revise EMIS data and re-sample end-line schools.*

This activity was completed in Quarter 1.

*Activity 2.4.4 Revise and print training materials.*

This activity was completed in Quarter 2.

*Activity 2.4.5 Conduct the EGRA and SSME enumerators trainings.*

USAID RWM received MoES approval to conduct the EGRA trainings and endline data collection on February 22, 2021. The project adapted certain aspects of the EGRA training and data collection process to account for the COVID-19 pandemic situation. For example, home office specialists from School-to-School provided remote support rather than traveling to Tajikistan. In addition, the trainings for enumerators were organized at the regional-level to ensure limited travel between regions, and USAID RWM's regional monitoring and evaluation staff were tasked with leading this training. USAID RWM also arranged for the clinic Diamed to conduct COVID-19 testing in the hotels before each training round to ensure all participants had negative tests before participating. Extensive COVID-19 risk mitigation plans were approved by Chemonics' home office and USAID.

At the end of March 2021, USAID RWM held trainings for trainers, EGRA supervisors, and classroom observers. In April, USAID RWM continued the EGRA endline training schedule for Tajik and Russian-language enumerators. The April training schedule is presented in the table below.

**Schedule of EGRA Endline Trainings in April 2021**

<b>Trainings</b>	<b>Location</b>	<b>Dates</b>
Endline EGRA Enumerator Training (Russian groups)	Dushanbe	April 2-5, 2021
Regional Endline EGRA Enumerator Training (Tajik Dushanbe and DRS groups)	Dushanbe	April 3-6, 2021
Regional Endline EGRA Enumerator Training (Tajik Kulob groups)	Kulob	April 4-7, 2021
Regional Endline EGRA Enumerator Training (Tajik Bokhtar groups)	Bokhtar	April 4-7, 2021
Regional Endline EGRA Enumerator Training (Tajik GBAO group)	Khorugh	April 5-8, 2021
Regional Endline EGRA Enumerator Training (Tajik Sughd groups)	Khujand	April 7-10, 2021

The training covered the EGRA endline tools, sampling, data collection protocols, data management, and reporting requirements. Training also included a visit to a local school to provide enumerators with the opportunity to practice in real-world conditions, including incorporating the added COVID-19 safety measures this year. USAID RWM trained EGRA enumerators, and out of these, 64 enumerators were selected for data collection and 12 were designated as reserve enumerators. Selected enumerators were required to receive a score 90% score on the assessor accuracy quiz.

#### *Activity 2.4.6 Conduct, monitor, and prepare the EGRA assessment.*

At the end of the data collection training, the project grouped enumerators into sixteen separate teams comprised of four individuals. Each team had two EGRA enumerators, one classroom observation observer, and one SSME enumerator, who also served as the supervisor responsible for providing overall oversight of the team. The project assigned a list of sampled schools to each team, and USAID RWM's M&E staff monitored the quality of the data collection, visiting each team at least once during data collection.

From April 7-12, 2021, these 16 groups began data collection for the EGRA endline, depending on when their training program ended. Data collection took place per the schedule below.



Region	Language of Assessment	Data Collection Date	# of Groups	Schools Visited
Dushanbe	Tajik	April 8-26, 2021	2	26
Dushanbe	Russian	April 8-22, 2021	1	11
DRS	Tajik	April 8-26, 2021	2	26
DRS	Russian	April 8-21, 2021	1	10
Sughd	Tajik	April 12-29, 2021	2	26
Sughd	Russian	April 7-28, 2021	2	31
Kulob	Tajik	April 12-28, 2021	2	26
Bokhtar	Tajik	April 12-28, 2021	2	26
Bokhtar	Russian	April 8-19, 2021	1	8
GBAO	Tajik	April 13 – May 3, 2021	1	16



*EGRA data collection in schools in April to May 2021.*

*Activity 2.4.7 Presentation of the EGRA end-line report findings to MoES.*

This activity is planned for Quarter 4.

*Activity 2.4.8 EGRA end-line dissemination and data uploads to the USAID Development Data Library.*

This activity is planned for Quarter 4.

### **Sub AR 2.5: Implement take-it-home / out-of-school reading reinforcement activities**

*Activity 2.5.1. Distribute Parental Engagement Guide & Booklet (Tajik & Russian) to target Cohort 4 schools.*

This activity was completed in August and September 2020.

*Activity 2.5.2. Conduct annual international book day events.*

As part of book distribution in April 2021, USAID RWM and the MoES organized a book donation event in each region. The event series commemorated the milestone of 1.3 million books delivered over the life

of the project and featured participation from high-level MoES officials, including the First Deputy Minister, Deputy Minister, and USAID RWM's MoES Coordinator. Each book donation event featured performances from school children about the importance of reading and local culture, speeches by the MoES and project leadership, and an official book donation ceremony. USAID LTA sponsored the participation of the Dushanbe Children's Puppet Theater which performed their shows promoting the mobile applications developed by USAID RWM. These book donation events took place per the schedule shown below.

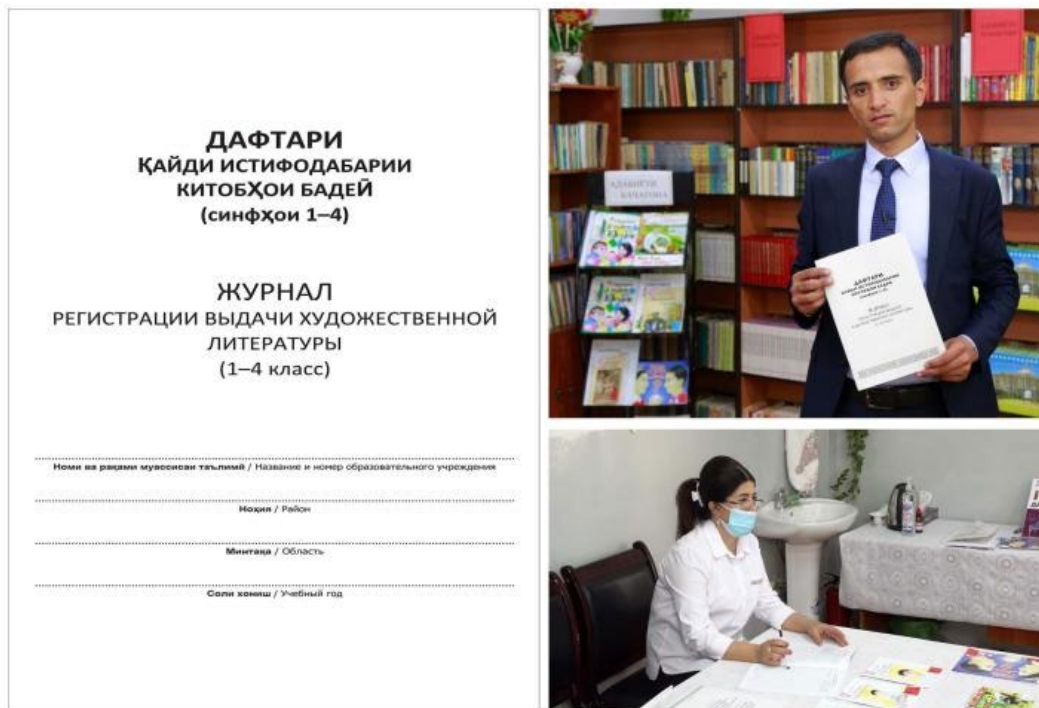
Region	District	Date
DRS	Tursunzoda	April 23, 2021
GBAO	Khorugh	April 26, 2021
Khatlon-Kulob	Kulob	April 28, 2021
Khatlon-Bokhtar	Shahritus	April 29, 2021
Khatlon-Kulob	Baljuvon	June 8, 2021
Sughd	Isfara	June 15, 2021



*Book donation events in each region.*

#### *Activity 2.5.3. Print and distribute librarian logbook.*

For those schools that did not receive librarian logbooks in Quarter 1 and 2, the project distributed these logbooks during the book distribution in April 2021. In Year 5, RWM printed 3,120 logbooks. All schools received an updated librarian logbook featuring the latest books developed by RWM, and children's libraries also received logbooks.



*Librarians using the RWM-develop logbook.*

#### *Activity 2.5.4 Support for reading enforcement through children's libraries.*

As part of book distribution in Quarter 3, USAID RWM also completed the delivery of 8,205 books to 71 children's libraries at the district-level, which are operated by the Ministry of Culture. District-level representatives from the Ministry of Culture accompanied project staff during distribution to ensure that books were received by children's libraries. All books were officially registered in the libraries' official record of reading materials, and the project provided libraries with logbooks to track the usage of all donated books. As part of the handover process, project staff provides guidance to children's libraries' representatives about how to effectively display the books for children in order to increase interest.



## AR 3: Increased Innovation and Partnerships in Supporting Literacy Outcomes

### Sub AR 3.1: Develop innovative approaches to support reading instruction

#### Activity 3.1.1 Print and distribute innovative reading strategies materials.

In April and May 2021, USAID RWM distributed supplementary reading materials to all project schools during the book distribution. This included one-page leveled reading cards and picture dictionaries in Tajik and Russian; visual aids with reading comprehension and critical thinking skills in Tajik and Russian; and a Reading Calendar and phonics game in Russian.

In addition, in May 2021, USAID RWM completed printing of the phonemic awareness game in Tajik language. One copy of the game will be provided to each project school in early August before the beginning of the school year. This game will be particularly helpful for Grade 1 and 2 students, who have limited Tajik language resources to support with this skill development, which is an essential part of the curriculum in the first academic term.

#### Activity 3.1.2 Upload digital versions of all books developed by the project onto various platforms.

In April 2021, USAID RWM completed the digital library, which is a user-friendly offline platform that holds all project teaching and learning materials categorized by language and type. This will allow educators to access electronic versions of all of the project's children's books and training materials, as well as multimedia such as audio books, animated books, and television shows.



Snapshots of the digital library interface.

Additionally, in May 2021, USAID RWM collaborated with local lawyers to establish the legality of adding language about Creative Commons licensing to the project's authors contracts, as this is a pre-requisite for uploading books to the Global Digital Library. Following guidance from the lawyers, in June 2021 the project issued amendments for all authors featuring language about Creative Commons licensing. In July 2021, USAID RWM will upload 20 project-developed books to the Global Digital Library. If these books

are positively accepted, the project will consider uploading more so that they can be widely accessed after the project ends.

*Activity 3.1.3 Provide all educators and counterparts with digital versions of teaching and learning materials developed by the project.*

Originally USAID RWM had planned to engage District Training Facilitators and mentors to visit all 3,001 project schools in May and June to download the digital library and complete a final distribution of materials (including the Tajik phonemic awareness games, formative assessment modules, and Teacher Toolkits). In February 2021, USAID RWM initiated a procurement for corresponding tablets and memory cards to facilitate this process. However, after receiving this IT equipment in late April, USAID RWM reviewed activity plans closely with USAID LTA to ensure activities were coordinated between projects, considering both projects required visits to all schools by the end of the summer. USAID LTA planned to conduct school-based surveys in all schools in August by engaging DTFs and utilizing tablets. Therefore, it was deemed more cost efficient and technically effective for USAID LTA to download the digital library onto school computers and distribute remaining USAID RWM materials at the same time as conducting the survey during the first two weeks of August. This timing is more strategic as well, since more teachers are available in early August as they are back in their classrooms preparing for the new school year, and they are more likely to use the digital library and materials in their classrooms if they were recently introduced before the school year begins.

*Activity 3.1.4 Film 100 episodes of the “Time to Read” TV program.*

By the end of Quarter 3, TV Bahoriston had aired more than 70 episodes of the project-developed “Time to Read” television series. All episodes include sign-language interpretation. An additional 26 episodes are in post-production and awaiting final approval from the MoES before USAID RWM’s Communication and Outreach Specialist adds sign language interpretation. There are four last episodes that still need to be filmed, as they include “guest stars.” These episodes will be filmed early in Quarter 4 and then will be added to the post-production/MoES approval process.



*New episode development in the “Time to Read” television series with TV Bahoriston.*

*Activity 3.1.5 Develop video success stories highlighting inclusive education.*

This was completed in Quarter 2.

*Activity 3.1.6 Publicize RWM-developed mobile applications.*

The mobile application “Feed Me,” designed to support Tajik-language acquisition, was downloaded over 10,900 times by the end of Quarter 2. In addition to continuing promotion through the Radio Vatan “Let’s Read Together” program, USAID RWM distributed promotional leaflets to all schools as part of the book distribution in April and May 2021.

The mobile application and website “Kitobdust,” which features 18 project-developed books and accompanying reading reinforcement games, has been downloaded over 10,000 times since its launch in March 2021. TV Bahoriston features a promotional video for “Kitobdust” after each “Time to Read” episode and Radio Vatan promotes “Kitobdust” during each “Let’s Read Together” program. USAID RWM also distributed promotional leaflets to all schools as part of the book distribution in April and May 2021, which likely contributed to the high rise of downloads during Quarter 3.



*Leaflet distribution for the mobile applications “Feed Me” and “Kitobdust”.*

*Activity 3.1.7 Train counterparts on using text analyzer tool.*

This activity was completed in Quarter 2.

*Activity 3.1.8 Develop video resources for school directors and librarians.*

This activity was completed in Quarter 2.

### **Sub AR 3.2: Form literacy partnerships to improve reading access and quality of learning materials and the learning environment**

*Activity 3.2.1 Identify and create partnerships with INGOs, NGOs, and private companies.*



In Quarter 3, USAID RWM continued collaboration with TV Bahoriston and the Dushanbe Children's Puppet Theater to film and produce an additional 100 episodes of the "Time to Read" television program, including airing a promotional advertisement for Kitobdust



*The Dushanbe Children's Puppet Theater accompanied the project on a series of International Book Day events to organize performances for students.*

after each episode of "Time to Read." The Puppet Theater also accompanied the project for the series of International Book Day events in Quarter 3 to organize performances for students.

In Quarter 3, USAID RWM also continued successful coordination with Radio Vatan on the daily radio program featuring project books and a corresponding competition for children. In June 2021, Radio Vatan began to independently finance the radio show, with the project just providing extra books and certificates for winners. This is a good example of the possibility for sustainable partnerships when partners can see the benefits and even profitability of highlighting project materials and the importance of reading as part of their business strategy.

In April 2021, USAID RWM distributed books to schools, including the three titles created in partnership with students and faculty from the University of Central Asia (UCA), Khorugh campus. The three books were developed by three students from UCA's Green Community, and promoted the importance of protecting the environment, focusing specifically on context relevant for Tajik students. These students and faculty from UCA joined the International Book Day event in Khorugh to commemorate the occasion. Chemonics International was also recognized as Co-Op Employer of the Year by UCA during their first-ever commencement for providing enriching internship opportunities to UCA students.

In June 2021, USAID RWM held a series of introductory meetings with Pamir Energy to discuss potential partnership opportunities in GBAO and for activities continued under USAID LTA. For example, USAID RWM/LTA will seek to amplify Pamir Energy's efforts to support rural communities, by showing that access to electricity supports learning outcomes, by providing children with light to study. In addition, Pamir Energy is willing to share the technology for developing batteries for children's backpacks that charge as they walk to school and can provide light at night for studying, which USAID RWM/LTA hopes to expand to other remote parts of Tajikistan outside of GBAO.

In Quarter 3, UNICEF continued to finance sign language interpretation for all "Time to Read" television episodes. In June 2021, USAID RWM coordinated with UNICEF regarding their initiative to create TV lessons for primary grades by providing insight into how USAID RWM designed its supplementary reading materials and best practices for engaging primary grade students. The intent is for UNICEF to refer to these materials and primary grade best practices when developing their TV lessons.

USAID RWM continued active participation in the DCC working groups involved in developing National Concepts on assessment and inclusive education. The Assessment Concept was finalized by the working group and the MoES sent it for further review by the government and other Ministries. USAID RWM continued to contribute to the action plan matrix and annexes on three aspects of assessment; Formative Assessment, National Assessments; and Summative Assessment/Grading. The project made significant inputs into the Inclusive Education Concept, which has been circulated to all education development partners for review and comment before the MoES makes a final review.

Lastly, RWM continued close cooperation with USAID LTA, including organizing the evaluation of the national Reading Corner competition in May 2021 and facilitating the district-level summer camp training in June 2021. USAID RWM staff played a key role in facilitating these activities, particularly at the regional-level.



*Reading Corner competition in Sughd region, Tajikistan*

## AR 4: Increased Government Support to Improve Reading

### Sub AR 4.1: Increase dialogue about the existing environment for reading acquisition

*Activity 4.1.1. Present the FY 5 WP provide details and conduct quarterly meetings with MoES and affiliates at the national level.*

On May 11, 2021, RWM held a Quarterly Partners' meeting with participation from the First Deputy Minister, the newly appointed Deputy Minister, as well as the USAID Acting Mission Director and Contracting Officer's Representative who joined the meeting virtually. Various MoES national affiliates also joined the meeting, which was the last quarterly partners meeting before the final event this summer. During the meeting, affiliates shared their appreciation for the project's development of books in Braille and large print and provided some feedback on other aspects of book development that the future project can consider. At the end of the meeting, the First Deputy Minister awarded the USAID RWM Chief of Party and Deputy Chief of Party with medals for excellence in education, recognizing the entire project's valuable contributions to the education sector.



*Meeting on May 11, 2021 with the Ministry of Education and Science.*

*Activity 4.1.2. Conduct 2-day workshop with MoES affiliated agencies, RED and DEDs on the role of Community-Based Methodological Units.*

This activity was completed in Quarter 2.

*Activity 4.1.3. Support the MoES to develop conceptual framework of blended learning in teacher In-Service professional development.*

In May 2021, a RWM short-term consultant completed the conceptual framework for blended learning, which outlines how blended learning can be integrated into the in-service training system for all subjects (not just language instruction). This will be an important framework for other donor partners who are pursuing blended learning initiatives, thereby ensuring all donors are using one unified approach with the MoES. This activity was coordinated by USAID LTA and in June 2021, USAID LTA in collaboration with RITTI defined a core team that will work on the framework and adapt it to the national context. In August 2021, the framework will be reviewed by the WG and shared with donor partners for further agreement.



of core concepts.

### **Sub AR 4.2: Build capacity of MoES and affiliates in the area of reading instruction and reading in the content areas**

#### *Activity 4.2.1 Develop and Pilot Teacher In-service Professional Development Information System (TIPDIS).*

TIPDIS is a digital information system aimed at collecting and reporting data on teacher in-service training (IST) and professional development to inform school communities (including school director, deputy directors, and teachers) to upload data based on classroom observations, teacher interviews, and teacher self-evaluations. The data uploaded onto TIPDIS will be collected at a district, regional, and national level every year by the end of November to inform updates to the IST curriculum that are typically made each December by the RITTI. Data captured in real-time will allow for better and faster decision-making for all users, from the national level to individual schools. While USAID RWM initiated orientation meetings with the RITTI to conceptualize the structure of TIPDIS, the corresponding creation of the system will be organized by USAID LTA in order to ensure continued oversight and sustainability of the system.

### **Sub AR 4.3: Strengthen systems for teacher mentoring and coaching in the area of reading**

#### *Activity 4.3.1. Provide mentoring support to Cohort 1-3 schools.*

This activity was completed in Quarter 2.

##### *Activity 4.3.1.1 Conduct three rounds of district level workshops for Head of CBMUs.*

This activity has been merged with 4.3.1.2 as sessions on coaching and mentoring have been directly incorporated into the CBMU-level training (rather than having standalone workshops at the district-level for Heads of CBMUs only).

##### *Activity 4.3.1.2. Conduct regular community-based focused methodological workshops/meetings.*

This activity was completed in Quarter 2.

##### *Activity 4.3.1.3 Support HMUs to conduct regular methodological unit meetings and feedback sessions.*

In April 2021, USAID RWM completed the regular methodological unit meetings and feedback sessions in the majority of schools. However, some schools and CBMUs continued working with teachers who were not able to complete the training course due to differing circumstances at the CBMU and methodological units at school levels. According to the data derived and processed from the digital platform, the majority of teachers completed most of the training modules from January to March 2021 and then moved to an active phase of implementation and mentoring. The below data shows that around 1,700 teachers (from the overall 9,700 registered) successfully completed all training modules and assignments. According to the latest data, around 7,000 teachers (including the 1,708 who successfully completed all modules in digital platform) completed the blended learning course and received certificates.

**Number of Teachers Who Completed USAID RWM Training Modules  
(October 2020 - June 2021)**

#	Teacher Training Module	# of Teachers Who Completed Modules (October-December 2020)	# of Teachers Who Completed Modules (January-March 2021)	# of Teachers Who Completed Modules (April-June 2021)	Total # of Teachers Who Completed Modules
1	Creating a Learning Environment	859	1,120	35	2,014
2	Reading Assessments	665	1,235	39	1,939
3	Phonemic Awareness	532	1,241	40	1,813
4	Reading Fluency	547	1,267	42	1,856
5	Vocabulary	500	1,319	38	1,857
6	Reading Comprehension	397	1,307	38	1,742
7	Teacher Portfolio and Out-of-School Reading Reinforcement	419	1,248	41	1,708

To note, the RITTI has not yet shared the final data of teachers certified.

**Activity 4.3.2 Provide mentoring support to Cohort 4 schools**

*Activity 4.3.2.1 Improve coaching and mentoring skills for Cohort 4 CBMUs.*

This activity was completed in Quarter 2.

*Activity 4.3.2.2 Award with equipment 26 new CBMUs and train on its use.*

In May 2021, USAID RWM began the installation of IT equipment in the last 27 Methodological Resource Centers (MRC), which have been created in each district to support modern methodological instruction. The IT equipment includes an electronic board, LCD projector, desktop computer, and related software. USAID RWM officially handed over the equipment to the schools, thereby transferring responsibility for maintaining the equipment to the school. As agreed with USAID, USAID RWM covered the cost of equipment and installation for 15 of the 27 MRCs in May 2021, while USAID LTA will cover the cost of equipment and installation of the 12 remaining MRCs in July 2021. This will allow USAID LTA to continue the administration of MRCs as activities transition from USAID RWM at the end of the project, while also demonstrating USAID LTA's prioritization of supporting the Government of Tajikistan with the procurement of hard commodities for schools.

In May 2021, USAID RWM and USAID LTA collaborated to lead trainings for teachers and IT specialists from these 27 schools. USAID RWM provided all training materials and supported the trainers, while USAID LTA facilitated the trainings. During these trainings, the participants learned to use the electronic board for pedagogical purposes. They practiced different functions of the board and experimented with creating different learning manipulatives and tasks. The training on how to use the specific IT equipment and software was integrated with interactive teaching methods. Each school sent at least one primary grade teacher who will serve as the MRC coordinator as well as one IT teacher who is responsible for



troubleshooting technical issues with the equipment.

### **Activity 4.3.3 Conduct monitoring of mentoring in all RWM schools**

*Activity 4.3.3.1 Conduct monitoring of mentoring in all RWM schools by MoES and RWM staff and analyze outcomes.*

#### **MoES Monitoring Working Group**

In April 2021, the MoES Monitoring Working group completed a second round of monitoring of the CBMU-based mentoring and blended learning approach implemented by USAID RWM. The collected data was analyzed, and the findings were grouped around (1) training contents of blended learning; (2) the quality of workshops at CBMU level; (3) use of digital platform; (4) methodological unit reflection sessions during the training process. Some key findings are presented below:

- “The contents of the training were clear and at the amount that allowed school mentors to master the new skills and share with primary teachers during the school-based methodological units.”
- “The periods between the session was balanced to support teachers to learn new concepts/methods and apply in the classroom. In addition, the coaching support that followed each round helped teachers to solve challenges that they faced.”
- “The contents that were presented both in the digital training platform and hard copies enabled teachers to have access, even they did not have appropriate digital device.”
- “The digital platform helped to enhance deep understanding of the concepts and methods.”
- “Mentors’ school visits and classroom observation and feedback sessions helped teachers to overcome challenges.”
- “Access to mentors on a regular basis and solving problems on the spot, supported more effective application of learned concepts and methods.”

Some respondents/teachers also highlighted some challenges that they faced regarding the contents of blended learning.

- “Some activities that were available in digital platform were not presented in hard copies.”
- “Time allocated for different modules did not match the time allocated for face-to-face sessions and time allocated for self-learning and practicing new skills.”
- “Only the head of methodological units and one or two experienced teachers were invited to the CBMU level training, it would be good if all teachers attended the face-to-face workshops at the CBMU level. This will help to ensure the quality and depth of teachers’ understanding.”
- “Not all teachers were able to use digital platform due to lack of appropriate devices, such as tablets or cellphones.”

The findings and recommendations were shared with USAID LTA for further processing and to inform further design of the blended learning and digital platform for LTA teacher trainings.

#### **RITTI Evaluation and Attestation Working Group**

In May 2021, the Evaluation and Attestation working group completed evaluation of Cohort 4 teachers and all assessment protocols were shared with RITTI via its regional branches. RITTI issued an order for certification of the primary teachers who attended the USAID RWM blended learning course and awarded certificates to 7,000 primary teachers from 1,008 cohort 4 schools.

The DTFs conducted a primary evaluation of each teacher based on their results from each module, their portfolio, and training course assignments. For each group of indicators, teachers received scores from 0 to 3. During the final assessment and certification event, members of the Evaluation and Attestation working group visited every CBMU, reviewed the evaluations completed by the DTFs, listened to a presentation of the HMUs of clusters schools, and randomly selected teacher portfolios and workbooks to check and validate the evaluation done by DTFs. The working group found some instances in which teachers did not complete the assessment tasks properly and provided two weeks to work with the DTFs to receive additional training and complete the course assignments. This flexible approach in evaluation and attestation was used to support teachers and encourage them to regulate their own professional development. This activity also supported the RITTI and regional TTIs staff to experience a different evaluation process that is evidence-based and evaluates real outcomes.

All assessment protocols, forms, and course journals have been delivered to RITTI and the primary teachers trained through this program received an official and recognized certificate of completion of in-service teacher training. This was reported by RITTI and regional TTIs to the MOES as a joint outcome of collaboration between RITTI and USAID RWM.

#### **Activity 4.4. Review of mentoring outcomes**

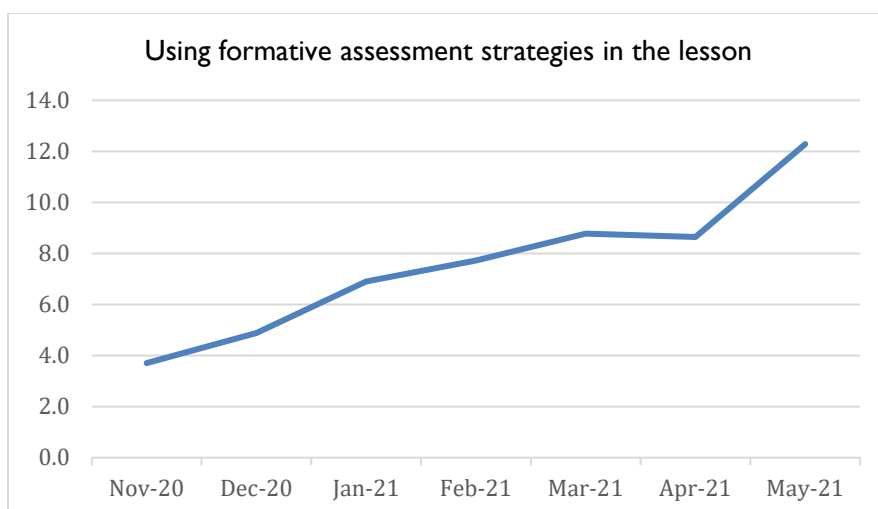
*Activity 4.4.1 Review of mentoring outcomes.*

USAID RWM completed training of Cohort 4 primary teachers by the end of June 2021. In Quarter 3, during April-May 2021, USAID RWM processed the classroom observation data on two key classroom observation forms: (1) Use of Formative Assessment Strategies and (2) Use of supplementary materials. The data was analyzed by month starting from November 2020 until June 2021. In total, 3,002 classroom observations were conducted on “Using Formative Assessment Strategies” during this period:

<b>Month/Year</b>	<b>Average Score*</b>	<b># of observations</b>
Nov-20	3.7	275
Dec-20	4.9	497
Jan-21	6.9	452
Feb-21	7.7	580
Mar-21	8.8	551
Apr-21	8.6	624
May-21	12.3	21
Jun-21	7	2

\*The scoring system was from 0 – 15.

The data shows gradual improvement of teachers’ using formative assessment strategies.

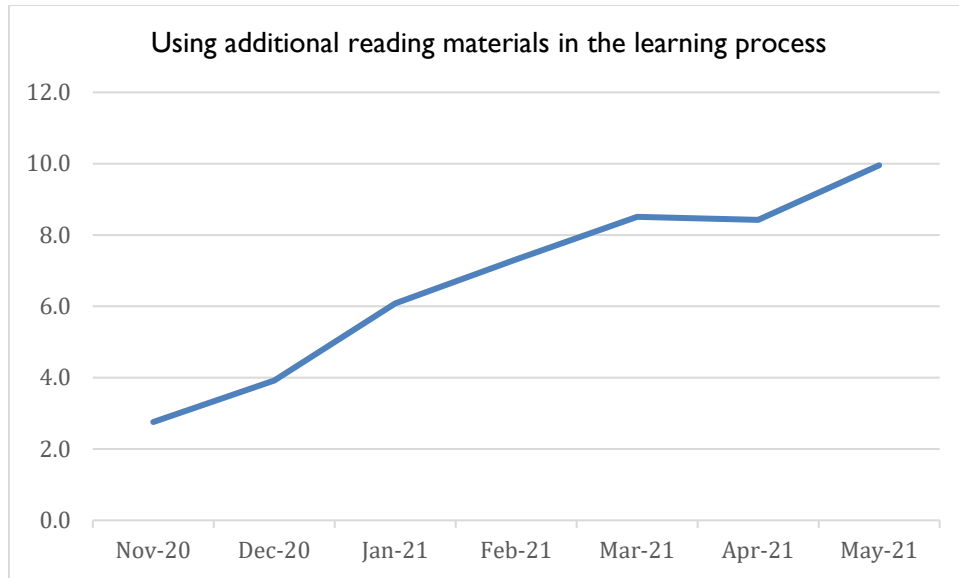


This gradual improvement was supported by ongoing mentoring support during trainings. In November, the baseline data showed that most of teachers were at a poor level of competence in using formative assessment strategies, and in January 2021, the majority teachers progressed positively due to intensive classroom observation and feedback sessions provided by both school mentors and DTFs. Starting from February, after three months of training and mentoring, the majority of teachers became confident in using formative assessment strategies. This longitudinal analysis shows that if the training is integrated with intensive and ongoing mentoring and coaching support at the school and community level, teachers improve their skills and became confident in them. This also supports the effectiveness of the blended learning approach implemented by USAID RWM.

From November 2020 to June 2021, there were 2,693 classroom observations on the “use of supplementary learning materials” conducted in randomly selected Cohort 4 schools.

Month/Year	Average Score	# of observations
Nov-20	2.8	226
Dec-20	3.9	431
Jan-21	6.1	373
Feb-21	7.3	544
Mar-21	8.5	556
Apr-21	8.4	537
May-21	10.0	22
Jun-21	8	4

The data shows the gradual improvements in using supplementary reading materials in teaching and learning processes. This improvement is aligned with the improvement in using formative assessment strategies and linked with the introduction of differentiated instruction. Most teachers received higher scores starting from March through May 2021, due to the distribution of newly produced supplementary materials and mentoring support on implementation of these supplementary materials by USAID RWM/LTA.



### **Gender Integration and Inclusive Education**

In Quarter 3, USAID RWM promoted the donation of its Braille and large print titles for children with visual impairments. In addition, USAID RWM continued to film sign language interpretation for each of the “Time to Read” television episodes.

Also, in February 2021, USAID RWM and USAID LTA participated in a meeting with the Republican In-Service Teacher Training Institute (RITTI) to prepare an upcoming two-day online international conference on inclusive education in May 2021. The conference focused on how teachers can be supported to address the needs of all children, as well as highlighted that inclusive education should not be limited only to children with disabilities. In Quarter 3, USAID RWM and USAID LTA supported RITTI with printing materials for the international conference on inclusive education. The printed materials included rollup posters and binders, compiled articles on inclusive education, certificates, notebooks, badges, and children’s books. All the educational resources that were developed during RWM project were presented, effectively raising awareness of USAID RWM’s project activities with positive feedback. The blended learning platform started under USAID RWM was introduced as an accessible learning platform by USAID LTA staff via a “blended learning approach to teacher training” as well as “Universal Design for Learning as an approach to inclusive pedagogy” sessions. Resulting from the discussion, USAID LTA/RWM contributed to the following five points in the resolution that was agreed by all participants and shared with MoES for further action:


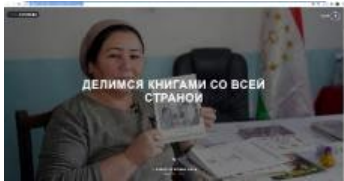

1. Consider UDL principles as an effective approach to inclusive education and accessing the curriculum for all children.
2. Considering blended learning as a mechanism to restructure/reposition the system of education
3. Consider integrating and financing the Assistive Technology in schools to meet the needs of children
4. Integrate multilingual approach to ensure access to education for all
5. To create environment for institutional ownership to adapt the curriculum to the needs of students




### **Crosscutting Communication Activities**





In Quarter 3, USAID RWM continued broadcasting its popular television and radio programs. TV Bahoriston continued to show new episodes of the “Time to Read” television program each evening featuring famous actors and actresses, as well as special guests. TV Bahoriston also began broadcasting the six new public service announcements about the importance of reading, as well as a promotional video for USAID RWM’s mobile application “Kitobdust.” The Radio Vatan “Let’s Read Together” program continued to capture listeners from across the country, with children from across Tajikistan calling into the show live to answer questions about the stories shared on the program. In June 2021, Radio Vatan began to cover all costs associated with the program due to its success and popularity among listeners.




From April through June 2021, USAID RWM organized a series of public book donation events in each region in collaboration with the MoES. One event was organized in each region, with a final culminating event in the remote district of Baljuvon in Khatlon where the project celebrated the delivery of over 1.3 million books to schools since 2018. USAID RWM has created a success story video about the book development and donation process, which will be shared with USAID in July 2021 for circulation on social media.

During the reporting period, project activities were regularly promoted by the U.S. Embassy in Tajikistan on social media, as well as by USAID Central Asia. Local media and partners such as Radio Vatan also covered the RWM project extensively, as shown in the table below.




Information Resources	Subject	Author	Language	Date
<p>Post - <a href="#">U.S. EMBASSY, DUSHANBE, TAJIKISTAN</a> Facebook Page</p> 	Children's Educational Television «Times to read» Programs by USAID	<a href="https://www.facebook.com/usembassy.dushanbe">https://www.facebook.com/usembassy.dushanbe</a>	English	April, 2021
<p>Material in <a href="https://usaidcentralasia.exposure.co/">https://usaidcentralasia.exposure.co/</a> SHARING BOOKS ACROSS A NATION</p> 	About USAID RWM books in Uzbek schools in Tajikistan in regard to how project books help to teachers and schoolboys learn	<a href="https://usaidcentralasia.exposure.co/post-427447">https://usaidcentralasia.exposure.co/post-427447</a>	Russian, Tajik	April, 2021
 <p>New “Time to Read” episodes On TV Bahoriston</p>	New Time to Read programs episodes in air TV Bahoriston	TV Bahoriston	Russian, Tajik	April, 2021



				
<p>Article in the children's republican newspaper "ANBOZ"</p> 	<p>An article about new books in children's libraries of the republic. 15 Libraries received new USAID books.</p>	<p>Newspaper ANBOZ</p>	<p>Tajik</p>	<p>April, 2021</p>
<p>Post – <u>U.S. EMBASSY, DUSHANBE, TAJIKISTAN</u> Facebook Page</p> 	<p>On USAID RWM books in Uzbek schools in Tajikistan: How project books help to teachers and schoolboys learn</p>	<p><a href="https://www.facebook.com/usembassy.dushanbe">https://www.facebook.com/usembassy.dushanbe</a></p>	<p>Tajik, English</p>	<p>April, 2021</p>
<p>Article in Tajik republican newspaper "ADABIYOT VA SAN'AT"</p>	<p>AN HOUR IN A COLORFUL WORLD</p> <p>An article about how children's writer Azizi Aziz and Artist Bakhtiyor Kakharov traveled to the regions of the republic and presented RWM project books.</p>	<p>Children writer Azizi Aziz</p>		<p>April, 2021</p>





				
<p>TV Bahoriston</p>  	<p>Children's Educational TV Program "Round Table" on TV Bahoriston</p>	<p>TV Show on TV Bahoriston</p>	<p>Tajik</p>	<p>January 2021</p>
<p>Radio Vatan</p> 	<p>Winners of Time to Read competition on Radio Vatan of late March and early April</p>	<p>Radio Vatan</p>	<p>Tajik, Russian</p>	<p>April, 2021</p>
<p>Post – <u>U.S. EMBASSY, DUSHANBE, TAJIKISTAN</u> Facebook Page</p>	<p>Dedicated to World Book Day: An article on how USAID RWM Project worked with 3,001 school across Tajikistan.</p>	<p><a href="https://www.facebook.com/usembassy.dushanbe">https://www.facebook.com/usembassy.dushanbe</a></p>	<p>Tajik, English</p>	<p>April, 2021</p>


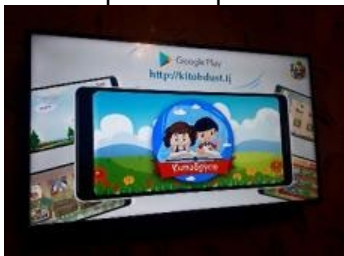
				
<p>Promo video for mobile application “Kitobdust” on TV Bahoriston</p> 	<p>TV Bahoriston broadcasted a promotional video of the Kitobdust mobile application.</p>	<p>TV Bahoriston</p>	<p>Tajik,</p>	<p>April, 2021</p>
<p>Post – <u>U.S. EMBASSY, DUSHANBE, TAJIKISTAN</u> Facebook Page</p> 	<p>The “Read With Me” project, USAID improves literacy for Tajik schoolchildren by providing 1.3 million books in Tajik to 3,000 schools around Tajikistan.</p>	<p><a href="https://www.facebook.com/usembassy.dushanbe">https://www.facebook.com/usembassy.dushanbe</a></p>	<p>Tajik, English</p>	<p>April, 2021</p>
<p>6 New PSAs on TV Bahoriston</p>	<p>Broadcasting of new PSA videos on TV Bahoriston</p>	<p>TV Bahoriston</p>	<p>Tajik</p>	<p>April, 2021</p>



				
<p><b>Post – U.S. EMBASSY, DUSHANBE, TAJIKISTAN</b> <b>Facebook Page</b></p> 	<p>The campaign to donate 1.3 million Tajiki-language books to Tajik schoolchildren continues! Through the “Read with Me” program, USAID has already donated 543,000 children’s books to schools in the Khatlon region – most recently in Kulob and Shahritus.</p>	<p><a href="https://www.facebook.com/usembassy.dushanbe">https://www.facebook.com/usembassy.dushanbe</a></p>	<p>Tajik, English</p>	<p>May, 2021</p>
<p><b>OZODI.ORG</b></p>  <p>Чони ҳаётобон бидеи кудакон бо маблағгузории USAID</p> <p>Кит Симмонс: На, дар ин чода USAID фаъолият намекунад. Барон ин донорҳои дигар ҳастанд, яъне оҷонсҳои, ки дар ин чода кор мекунанд. Мо танҳо бо мактабҳои ибтидоӣ ҳамкорӣ мекунем, он ҳам бошад, дар омода сохтани усулҳо ва таҳия намудани маводҳои таълимӣ. Ба таври мисол лоиҳаи “Бо мо бихонед”. Дар марҳилаи якум 14 дарсади хонандагон натиҷаи хуб доданд, дар марҳилаи дувум бошад, аллакай 40 фоиз ба усулҳои нави хониш ниола гаштанд, умед дорем, ки марҳилаи сеюм ин рақам то 80 дарсад мерасад. Мо бо кудакон ва ё мактабҳои олии ҳамкорӣ надорем.</p>	<p>USAID Tajikistan Acting Mission Director Keith Simmons' note about USAID RWM project's activities in OZODI page.</p>	<p>ozodi.org</p>	<p>Tajik</p>	<p>May, 2021</p>

<p>Chemonics International</p> 	<p>Information and link to article on  <a href="https://usaidcentralasia.exposur.e.co/betternbspteachers-for-better-educationnbspb">https://usaidcentralasia.exposur.e.co/betternbspteachers-for-better-educationnbspb</a>          «Better teachers for better education»</p>	<p>Chemonics International</p>	<p>English</p>	<p>May, 2021</p>
<p>Post – <u>U.S. EMBASSY, DUSHANBE, TAJIKISTAN</u> Facebook Page</p> 	<p>The Ministry of Education and Science awarded USAID Read with Me project staff with two "Excellence in Education" medals for their efforts to improve the Tajik education system, including recently delivering over 500,000 children's books to schools across the country.</p>	<p><a href="https://www.facebook.com/usembassy.dushanbe">https://www.facebook.com/usembassy.dushanbe</a></p>	<p>Tajik, English</p>	<p>May, 2021</p>
<p>Post – <u>U.S. EMBASSY, DUSHANBE, TAJIKISTAN</u> Facebook Page</p> 	<p>Vice Prime Minister Matlubakhon Satoriyyon met with USAID Tajikistan Acting Mission Director Keith Simmons to talk about Tajikistan's national strategies for health, education, and food security, acknowledging value of U.S. government assistance to meet these national goals.</p> <p>USAID RWM project books featured on table</p>	<p><a href="https://www.facebook.com/usembassy.dushanbe">https://www.facebook.com/usembassy.dushanbe</a></p>	<p>Tajik, English</p>	<p>May, 2021</p>

<p>TV Bahoriston</p> 	<p>Azizi Aziz held a meeting with young writers on the "Bahoriston" TV channel. He talked about books and in the background were USAID RWM books.</p>	<p>TV Bahoriston</p>	<p>Tajik,</p>	<p>May, 2021</p>
<p>Material in <a href="https://usaidcentralasia.exposure.co/">https://usaidcentralasia.exposure.co/</a> "Better Teachers for Better Education"</p> 	<p>Discussed USAID RWM work with teachers to serve as mentors for other teachers at their schools.</p>	<p>USAID Read with Me Project</p> <p><a href="https://usaidcentralasia.exposure.co/better-educationnbs">https://usaidcentralasia.exposure.co/better-educationnbs</a></p>	<p>English, Tajik, Russian</p>	<p>May, 2021</p>
<p>Radio Vatan</p> 	<p>Winners of the "Time to read" program on Radio Vatan</p>	<p>Radio Vatan</p>	<p>Tajik, Russian</p>	<p>May, 2021</p>
<p><a href="https://usaidcentralasia.exposure.co/">https://usaidcentralasia.exposure.co/</a> "LISTENING CAREFULLY"</p>  <p><a href="https://usaidcentralasia.exposure.co/listening-carefully">https://usaidcentralasia.exposure.co/listening-carefully</a></p>	<p>USAID RWM launches a radio program that encourages children to read.</p>	<p>USAID Read with Me Project</p>	<p>English, Tajik, Russian</p>	<p>May, 2021</p>
<p>Kitobz.org</p>	<p>Article in Kitobz page about how USAID RWM project's book support with book across Tajikistan</p>	<p>Kitobz.org</p>	<p>Russian</p>	<p>June, 2021</p>

				
<p>TV Bahoriston / Megafon partnership</p> 	<p>Features USAID RWM partnership with Megafon, one of the largest mobile companies in Tajikistan to promote its mobile application "Feed Me".</p>	<p>TV Bahoriston</p> <p>Every day after Time to Read program</p>	<p>Tajik</p>	<p>June, 2021</p>

## Monitoring and Evaluation

In the third quarter, the RWM M&E team carried out an important activity to strengthen the capacity building of RWM mentors. The team developed an option to upload information online on the digital platform "Bozomuzii dastras" about the training that took place in Cohort 4 schools at the CBMU level and school levels. To implement this upload activity, RWM conducted training in two phases, with the first phase for regional monitoring staff. In the second phase, the regional staff, with the support of the M&E Manager, conducted training for regional mentors. All training was conducted through Teams and Zoom. To ensure high-quality forms were uploaded onto the platform, all mentors were asked to practice uploading the forms for two weeks. After RWM reviewed the forms and discussed necessary corrections, the mentors started uploading actual data so that school-level training data for Cohort 4 schools is now on the platform. As part of this, the RWM team increased the knowledge and skills of the project mentors to upload M&E data to the platform both via the mobile and desktop versions.

The M&E team also conducted the EGRA endline in remote coordination with STS. As STS was not able to travel due to the COVID-19 situation, regional monitoring staff were additionally involved as trainers in the four-day regional training for enumerators. This quarter, RWM also posted data from classroom observations completed by DTFs and mentors on the digital platform for mentoring. The data was also used to update the targets for two project indicators.

During Quarter 3, the RWM M&E team continued to collect quarterly reports from the school librarians. As in previous quarters, RWM worked with short-term data entry assistants to enter data into the RWM database. In Quarter 3, reports from 506 schools in Cohorts 1-4 were entered into the database. The M&E team used phone calls and SMS notifications to collect this data, and both school principals and DED methodologists were involved in the data collection process.

## **Coordination with Key Stakeholders and Existing Projects**

In Quarter 3, RWM technical specialists and the COP continued to actively participate in MoES DCC working groups focused on developing National Concepts on assessment and inclusive education. By the end of the quarter the Assessment Concept had been shared by the MoES with other Ministries and government bodies for further review. The inclusive education concept was drafted and is being updated based upon comments from development partners. Additional activities with key stakeholders are described in Activity 3.2.1.

## **Staffing & Operations Activities**

In Quarter 3, USAID RWM continued to coordinate closely with USAID LTA regarding staff transitions between projects. All staff who are splitting time between USAID RWM and USAID LTA, or who have fully transitioned off of USAID RWM in general, are indicated in the org chart below. By June 30, 2021, all technical team staff, regional team staff, and some operations team staff will have fully transitioned off of the project. Only select operations team staff will remain with the project to finalize operational closeout and support with the final report.

USAID RWM also continued to split operational costs with USAID LTA for shared office space and other goods and services that are used by staff on a regular basis. These costs were split and billed proportionally based on the number of staff working for each project.

## **Section C: Activities in the Next Reporting Period**

### **AR 1: Increased Availability of Reading Materials**

**Sub AR 1.1: Quality, age-appropriate reading materials in Tajik and Russian that support learning standards procured.**

*Activity 1.1.1 Print and distribute Braille books to schools.*

This activity was completed in Quarter 3. Any Braille books that remain in USAID RWM's stock will be available for reference and distribution under USAID LTA.

*Activity 1.1.2 Print and distribute books in large print.*

This activity was completed in Quarter 3. Any large print books that remain in USAID RWM's stock will be available for reference and distribution under USAID LTA.

**Sub AR 1.2: Capacity of local authors and illustrators to create mother tongue reading materials in the form of big books and trade books increased**

*Activity 1.2.1 Organize roundtable focused on promoting book development from local authors and illustrators.*

This activity was completed in Quarter 2.

*Activity 1.2.2 Organize a national workshop on the status of children's literature in Tajikistan.*

This activity was completed in Quarter 3.

*Activity 1.2.3 Support WU staff to scan, digitize, and upload all existing children's books to the WU website, national and regional e-libraries.*

This activity was completed in Quarter 1.

**Sub AR 1.3: Quality, age-appropriate reading materials in mother tongue languages that support learning standards and complement what is available on the market developed**

*Activity 1.3.1 Print and distribute new books to all RWM target schools.*

This activity was completed in Quarter 3.

## **AR 2: Improved Reading Instruction in Grades 1-4**

### **Sub AR 2.1: Design reading strategies training packages**

*Activity 2.1.1. Distribute the teacher guides/manuals in Russian language to schools.*

This activity was completed in Quarter 1.

*Activity 2.1.2. Provide RWM target schools with supplementary materials on formative assessment.*

The formative assessment training materials printed by USAID RWM will be distributed by District Training Facilitators during USAID LTA's school visits during the first two weeks of August 2021. This will ensure that materials are delivered to teachers after the summer vacation and before the school year begins, making it more likely the materials will be referenced at the onset of the academic year.

### **Sub AR 2.2: Training for teachers, school directors, librarians, pedagogical instructors, and other educators on reading strategies conducted**

#### **Activity 2.2.1. Introduce modern reading instruction pedagogy at HE institutions training future primary school teachers**

*Activity 2.2.1.1 Train and provide mentoring support to HEI staff.*

This activity was completed in Quarter 3.

*Activity 2.2.1.2 Introduce and integrate teachers' digital platform as part of students' responsibilities.*

In June 2021, specialists from USAID RWM and USAID LTA will review the results of the pilot at Khorugh State University during which students utilized the project's digital teacher training platform in order to develop a separate portal on the platform for university faculty and students, which will be customized for these needs before the beginning of the next academic year. USAID LTA will lead this customization process.

#### **Activity 2.2.2 Improve effective pedagogy at pre-service level**

*Activity 2.2.2.1 Improve effective pedagogy at pre-service level.*

This activity was completed in Quarter 1.

#### **Activity 2.2.3 Conduct school director training**

*Activity 2.2.3.1 Conduct training for new and existing trainers for Cohort 4 school directors.*

This activity was completed in Quarter 1.

*Activity 2.2.3.2 Provide training for Cohort 4 school directors.*

This activity was completed in Quarter 1.

#### **Activity 2.2.4 Conduct school librarian training**

*Activity 2.2.4.1. Conduct training for new and existing trainers for Cohort 4 school librarians.*

This activity was completed in Quarter 1.

*Activity 2.2.4.2. Conduct trainings for Cohort 4 school librarians.*

This activity was completed in Quarter 1.

### **Sub AR 2.3: Incorporate supplementary materials into instruction**

*2.3.1 Distribute Teacher's Guides for Tajik language textbooks in Primary Grades (Alifbo and Grades 1-4).*

As agreed with USAID, this activity has been shifted to LTA given the ongoing updates to the curriculum by the MoES.

### **Sub AR 2.4: Implement assessments tracking reading progress over time**

*Activity 2.4.1. Revise and finalize EGRA endline tools.*

This activity was completed in Quarter 1.

*Activity 2.4.2 Revise and finalize SSME endline tools.*

This activity was completed in Quarter 1.

*Activity 2.4.3 Revise EMIS data and re-sample endline schools.*

This activity was completed in Quarter 1.

*Activity 2.4.4 Revise and print training materials.*

This activity was completed in Quarter 2.

*Activity 2.4.5 Conduct the EGRA and SSME enumerators trainings.*

This activity was completed in Quarter 2 and 3.

*Activity 2.4.6 Conduct, monitor, and prepare the EGRA assessment.*

This activity was completed in Quarter 3.

*Activity 2.4.7 Presentation of the EGRA endline report findings to MoES.*

International subcontractor School-to-School International is preparing the EGRA endline report, and the project will present the report to USAID for review in July 2021. Following USAID's review, USAID RWM will present the EGRA endline report findings to the MoES, its affiliates, and donor partners, likely in August or September 2021.

*Activity 2.4.8 EGRA endline dissemination and data uploads to the USAID Development Data Library.*

International subcontractor School-to-School International will complete the EGRA endline dissemination. All EGRA-related data will be uploaded to the USAID Development Data Library in Quarter 4.



**Sub AR 2.5: Implement take-it-home / out-of-school reading reinforcement activities**

*Activity 2.5.1. Distribute Parental Engagement Guide & Booklet (Tajik & Russian) to target Cohort 4 schools.*

This activity was completed in Quarter 3.

*Activity 2.5.2. Conduct annual international book day events.*

This activity was completed in Quarter 3.

*Activity 2.5.3. Print and distribute librarian logbook.*

This activity was completed in Quarter 3.

*Activity 2.5.4 Support for reading enforcement through children's libraries.*

This activity was completed in Quarter 3.

## **AR 3: Increased Innovation and Partnerships in Supporting Literacy Outcomes**

### **Sub AR 3.1: Develop innovative approaches to support reading instruction**

*Activity 3.1.1 Print and distribute innovative reading strategies materials.*

This activity was completed in Quarter 3.

*Activity 3.1.2 Upload digital versions of all books developed by the project onto various platforms.*

In July 2021, USAID RWM will submit 20 project-developed books to the Global Digital Library to be uploaded and widely accessible worldwide. Assuming the books are well-accepted, USAID RWM will consider uploading more project-developed books to the Global Digital Library before September 2021.

*Activity 3.1.3 Provide all educators and counterparts with digital versions of teaching and learning materials developed by the project.*

In August 2021, during USAID LTA's school-based survey, District Training Facilitators who transitioned from USAID RWM to USAID LTA will be responsible for downloading the digital library onto their respective school computers. This can conveniently take place at the same time as DTFs are completing the school-based surveys, so as not to duplicate efforts and costs of visiting all 3,001 schools during the summer period.

*Activity 3.1.4 Film 100 episodes of the "Time to Read" TV program.*

In July 2021, USAID RWM will finish filming the final four episodes of "Time to Read" with TV Bahoriston and the Dushanbe Children's Puppet Theater. USAID RWM will also finish filming the sign language interpretation for the remaining episodes. All 100 episodes of "Time to Read" will have been broadcasted on TV Bahoriston by the end of Quarter 4.

*Activity 3.1.5 Develop video success stories highlighting inclusive education.*

This activity has been completed for Year 5.

*Activity 3.1.6 Publicize RWM-developed mobile applications.*

This activity has been completed for Year 5. As part of project communications activities, USAID LTA will continue the promotion of mobile applications developed by USAID RWM.

*Activity 3.1.7 Train counterparts on using text analyzer tool.*

This activity was completed in Quarter 2.

*Activity 3.1.8 Develop video resources for school directors and librarians.*

This activity was completed in Quarter 2.

### **Sub AR 3.2: Form literacy partnerships to improve reading access and quality of learning materials and the learning environment**

*Activity 3.2.1 Identify and create partnerships with INGOs, NGOs, and private companies.*

With USAID RWM activities effectively ending on June 30, 2021, USAID LTA will now continue leading donor coordination efforts for ongoing activities. USAID RWM will facilitate a EGRA endline result presentation for donor partners in September 2021 (with MoES concurrence) as part of the RWM close-out activities.

## **AR 4: Increased Government Support to Improve Reading**

### **Sub AR 4.1: Increase dialogue about the existing environment for reading acquisition**

*Activity 4.1.1. Present the FY 5 WP provide details and conduct quarterly meetings with MoES and affiliates at the national level.*

As the project's activities have effectively ended in Quarter 3, there is no Quarterly Partners' meeting planned for Quarter 4. However, USAID RWM will bring together all MoES affiliates to present the EGRA endline results in Quarter 4, per activity 2.4.

*Activity 4.1.2. Conduct 2-day workshop with MoES affiliated agencies, RED and DEDs on the role of Community-Based Methodological Units.*

This activity was completed in Quarter 2.

*Activity 4.1.3. Support the MoES to develop conceptual framework of blended learning in teacher In-Service professional development.*

This activity was completed in Quarter 3. USAID LTA will continue to move forward the acceptance of the conceptual framework for blended learning with MoES affiliates and donors.

### **Sub AR 4.2: Build capacity of MoES and affiliates in the area of reading instruction and reading in the content areas**

*Activity 4.2.1 Develop and Pilot Teacher In-service Professional Development Information System (TIPDIS).*

To ensure a thorough development process with intensive launch support, local services to create TIPDIS will be procured and subcontracted by USAID LTA.

### **Sub AR 4.3: Strengthen systems for teacher mentoring and coaching in the area of reading**

*Activity 4.3.1. Provide mentoring support to Cohort 1-3 school.*

This activity has been completed under USAID RWM. USAID LTA is providing teacher mentoring and coaching support to schools through CBMUs from April 2021 onward.

*Activity 4.3.1.1 Conduct three rounds of district level workshops for Head of CBMUs.*

This activity has been merged with 4.3.1.2 as sessions on coaching and mentoring have been directly incorporated into the CBMU-level training (rather than having standalone workshops at the district-level for Heads of CBMUs only, as the work plan originally envisioned).

*Activity 4.3.1.2. Conduct regular community-based focused methodological workshops/meetings.*

This activity has been completed under USAID RWM. USAID LTA is providing teacher mentoring and coaching support to schools through CBMUs from April 2021 onward.

*Activity 4.3.1.3 Support HMUs to conduct regular methodological unit meetings and feedback sessions.*

This activity has been completed under USAID RWM. USAID LTA is providing teacher mentoring and coaching support to schools through CBMUs from April 2021 onward.

### **Activity 4.3.2 Provide mentoring support to Cohort 4 schools**

This activity has two sub activities:

#### *Activity 4.3.2.1 Improve coaching and mentoring skills for Cohort 4 CBMUs.*

This activity has been completed under USAID RWM. USAID LTA is providing teacher mentoring and coaching support to schools through CBMUs from April 2021 onward.

#### *Activity 4.3.2.2 Award with equipment 26 new CBMUs and train on its use.*

In July 2021, USAID RWM and USAID LTA will install the final IT equipment at the final 12 MRC locations (one in GBAO and 11 in Sughd). A table with these schools is shown below.

#	Region	District	School Number
1	GBAO	Rushon	School #9
2	Sughd	Shahriston	School #18
3	Sughd	Devastich	School #16
4	Sughd	Istaravshan	School #51
5	Sughd	Mastchoh	School #38
6	Sughd	Spitamen	School #2
7	Sughd	Khujand	School #8
8	Sughd	Jabbor Rasulov	School #19
9	Sughd	Istiqlol	School #5
10	Sughd	Buston	Gymnasium #2
11	Sughd	Guliston	School #1
12	Sughd	K. Mastchoh	School #1

### **Activity 4.3.3 Conduct monitoring of mentoring in all RWM schools**

*Activity 4.3.3.1 Conduct monitoring of mentoring in all RWM schools by MoES and RWM staff and analyze outcomes.*

This activity was completed in Quarter 3.

### **Activity 4.4. Review of mentoring outcomes**

*Activity 4.4.1 Review of mentoring outcomes.*

This activity was completed in Quarter 3.

## **Gender Integration and Inclusive Education**

USAID RWM has effectively completed implementation by June 30, 2021. Therefore, for any final event activities or communication, USAID RWM will emphasize the project's efforts to advance gender parity and inclusive education, including highlighting past success stories on the topic.

## **Crosscutting Communication Activities**

In September 2021 (depending on the COVID-19 situation), USAID RWM will host a final event to commemorate the successes of the project. This event will feature participation from the MoES and its affiliates, as well as USAID and the U.S. Embassy, as well as local media. Additional details will be agreed with USAID in early Quarter 4.

## **Monitoring and Evaluation**

In Quarter 4, USAID RWM's M&E team will focus on preparing life of project data to highlight in the final report, including ensuring tables and graphics are available which depict the main successes and key figures for the project. The M&E team will also prepare the final version of the AMEP and PITT demonstrating life of project achievements against USAID RWM's targets.



## Section D: Annexes

### Annex I. Success Stories

*Please note the success stories are included as a separate attachment to this report.*

### Annex 2: Performance Indicator Tracking Table (PITT)

*Please note the PITT is included as a separate attachment to this report.*

### Annex 3: MoES Orders – April through June 2021

*For Quarter 3, there are no MoES orders related to RWM activity implementation to report.*

### Annex 4: Anticipated International STTA for Quarter 4

STTA Title	Quarter	AR	LOE	July	August	September
Final Report Writer	4	N/A	23	10	7	4

### Annex 5. Technical Materials – April through June 2021

*For Quarter 3, there are no new technical materials updates to report.*

## Annex 6. Matrix of Beneficiaries Reached – Quarter 3 and Life of Project

The matrix below shows the number of participants RWM has reached during the reporting period and to-date since the beginning of the project. Participants are broken down into categories of educators per data collected from RWM's monitoring and evaluation forms. Participants in RWM's activities are required to self-select a category of educator that best describes their role. Because participants can sometimes participate in multiple activities over the life of the project, some may be double counted. The number of students is based on individual students reached.

Performance Period	School Directors	Teachers	Librarians	Head/ Specialists of RED/DED	MoES and Affiliates	Faculty from Pedagogic Universities and Colleges	Journalists	Representative of Partner Organization	Total Number of Participants Reached	Total Number of Students Reached*
Year 5, Quarter 3 (April – June 2021)	26	7,387	18	214	35	8	0	0	7,688	665,826
Life of Project, To Date (October 2016 – June 2021)	2,663	28,414	2,564	1,666	1,253	447	7	28	37,042	

\*Includes Cohort 1-4 students (all languages of instruction) as per EMIS (2018-2019).

\*\* Includes Cohort 1-4 Primary Grade Teachers (all languages of instruction) as per EMIS (2018-2019).

## **USAID READ WITH ME PROJECT DONATES 1,300,000 BOOKS TO PRIMARY GRADE STUDENTS**

Since 2016, the USAID Read with Me project has partnered with the Ministry of Education and Science of Tajikistan to improve the reading skills of primary school students in targeted schools throughout Tajikistan. To improve reading skills among students in grades 1-4, USAID Read with Me provided a variety of reading materials appropriate for age and culture, modernized teaching methodology for reading, and developed and piloted innovations with reading and technology.

As part of this, the USAID Read with Me project supported Tajik authors and artists in the development and publication of 88 new books.

"It is gratifying that the project took the initiative and helped us in publishing its stories and fairy tales. This initiative came in handy as never before. Our students needed children's fiction for extracurricular reading. Books have been published before, but in such a quantity in which the project was presented, it commands respect. Now children can take books from their libraries and read them and look at the beautiful pictures drawn by our artists," said children author Azizi Aziz.

USAID Read with Me worked with authors and artists to develop manuscripts that were colorful, interesting, and leveled by age or grade. Through the project's support, new genres of informational, theater, and big books were introduced in Tajikistan. The project also supported the publication of books in Braille and large print letters to improve reading accessibility for blind and visually impaired children.

"During our cooperation, the school received very interesting and fascinating books with colorful pictures that meet the needs of young readers. Children began to pay more attention to extracurricular reading, began to visit libraries. The teachers are delighted. Interestingly, not only junior grades, but also older ones, are queuing up at the library. Parents and teachers are grateful to the Reading Together project for such an initiative," said Atoeva Dilorom, a primary school teacher from secondary school V. Tereshkova from Vakhdat.

USAID Read with Me also made the books more accessible and interactive through innovations. Based on the books, USAID Read with Me developed two mobile applications "Feed Me" and "Book Lover" and collaborated with local partners to produce and broadcast 166 television episodes on the children's and youth TV channel and over 200 audiobooks broadcast on a popular local radio station.

During the existence of the USAID Read with Me project, the USAID Read Together Project covered 3,001 secondary schools, 28,000 teachers and 660,000 students in Khatlon, Sughd regions, Gorno-Badakhshan Autonomous Oblast, districts of republican subordination and the city of Dushanbe. Throughout the country, more than 1,300,000 books have been distributed under the USAID Read with Me project.

## **COMMUNITY COMES TOGETHER TO SUPPORT TEACHERS AND STUDENTS**

Mastona Khodjiboeva is a district training facilitator for the USAID Read with Me project. Mastona lives in Khujand, and every week she travels more than 15 kilometers to school to lead methodological training sessions for primary grade teachers. The trainings Mastona delivers aim to strengthen the capacity of teachers to improve student reading outcomes, and are attended by both Tajik and Uzbek language teachers.

During one of her visits to the school, Mastona saw a new computer and a projector in the room where she conducts her modern pedagogy training, noting, “I came to school in early 2021 to conduct my training for teachers. During one of my visits, I noticed that a new projector and a computer were provided to the school.”

It turns out, every time Mastona went through the village on her way to school, the village elders who gathered at the neighborhood teahouse noticed her passing. They wondered why Mastona kept visiting their school, so they asked the school director Nazira Khabibova.

“In a conversation with the village elder Akhmadjon Khabibov, I explained that our school works with the USAID Read with Me project. And this trainer comes to our school every week to train our teachers on innovative teaching techniques in cooperation with the Read with Me project,” said Nazira.

Upon hearing this, the village elders asked Nazira how they could support to make the training sessions for teachers even more effective. Nazira told them that purchasing a computer and a projector would be very beneficial in introducing modern teaching approaches.

In response, the village elders raised money from their monthly pensions and bought a computer and a projector for the school.

“To support this trainer, we bought equipment from our own funds, so that children could learn. After all, our grandchildren and children of this makhalla study in this school. We plan to donate another computer at the end of this year,” said villager Akhmadjon Khabibov.

“We were supported by the village elders from the ‘Rohi Abreshim’ teahouse, not only by giving us a computer and a projector, but also through their support laying an asphalt road through our village. By the decision of the chairman of the region, the chairman of the district, and the chairman of a collective farm, one of the entrances to our school had been paved with asphalt,” said school director Nazira Khabibova.

Mastona Khodjiboeva shared the effects of the donation, noting “this equipment helped to strengthen cooperative learning.”

In the village of Isfisor in Sughd’s Bobojon Ghafurov district, School #53 is one of the 3,001 schools across Tajikistan supported by the USAID Read with Me project through the donation of children’s books and a teacher training program. School #53 has 60 teachers and over 700 primary grade students, and in addition to receiving trainings from a district training facilitator, School #53 has received 387 children’s books from the USAID Read with Me project.

**U.S. Agency for International Development**

1300 Pennsylvania Avenue, NW

Washington, D.C. 20523

Tel.: (202) 712-0000

Fax: (202) 216-3524